

AN EXAMINATION AND ANALYSIS OF CORE PROGRAMS
IN CERTAIN MICHIGAN SECONDARY SCHOOLS
FROM 1937 TO 1947

Dissertation for degree of Ph. D.

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ROLAND C. FAUNCE

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of Core Programs
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AN EXAMINATION AND ANALYSIS OF CORE PROGRAMS IN CERTAIN
MICHIGAN SECONDARY SCHOOLS FROM 1937 TO 1947

by

Roland C. Faunce

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM.	1
The meaning of "core program".	1
Reasons for the study.	3
The schools selected for study	6
Limitations of the study	7
Organization of study.	9
II. REVIEW OF RELATED PRACTICE IN THE UNITED STATES	10
Origin and Development of the Core Curriculum in American Secondary Schools	10
Secondary education confronts new challenges	10
The secondary school program has changed, and is changing.	12
Basic studies were undertaken.	13
General education under study.	17
Experiments in correlation developed in local communities.	20
Hypotheses on Which the Core Curriculum Was Based.	21
The organismic psychology	21
The guidance movement.	21
Education for democratic citizenship	22
The emphasis on learning aids.	23
The community school concept	24

CHAPTER	PAGE
III. REVIEW OF RELATED PRACTICE IN MICHIGAN	
SECONDARY SCHOOLS	25
Early experiments	25
The Michigan Study of The Secondary Curriculum.	26
The core curriculum developed as one trend of the Study.	30
IV. MATERIALS AND METHODS EMPLOYED IN THE STUDY	34
Introduction.	34
Basic materials on file	35
Information deriving from consultant relationship.	36
The interview schedule.	36
Outcomes of local evaluative studies. . .	40
Big Rapids Opinionaire.	42
Conference on core curriculum	43
Summary	44
V. DESCRIPTION OF SELECTED PROGRAMS.	45
Big Rapids High School.	48
Bloomfield Hills High School.	52
Denby High School	56
Dowagiac High School.	59
Godwin Heights High School.	62
Highland Park Junior High School.	66

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CHAPTER	PAGE
Lakeview Junior High School.	69
Wayne High School.	71
In conclusion.	74
VI. PURPOSES OF UNIFIED PROGRAMS	75
Introduction	75
Major purposes revealed.	76
Comparison with other core programs.	80
1938 Workshop: Core Curriculum Group.	81
The Educational Policies Commission.	83
VII. INITIATION OF UNIFIED PROGRAMS	87
Introduction	87
Questions in interview schedule.	87
Influence of other schools	88
Role of consultant service in schools.	91
Sources of local leadership.	95
Extent of teacher leadership	98
Time for planning.	100
VIII. INSTRUCTIONAL PROCEDURES IN UNIFIED PROGRAMS	106
Introduction	106
Changes in purposes and plan	107
Child growth and development	110
Trend of the times	112
Criteria for selecting learning experiences	114
Specific drill activities.	118
Use of materials	120

CHAPTER	PAGE
Changes in instructional techniques. . . .	125
Participation of parents and interpreta- tion to public	129
Instructional procedures in one core program.	132
Summary.	148
IX. EFFECTIVENESS OF UNIFIED PROGRAMS.	150
Introduction	150
Changes in students.	154
Holding power.	166
Follow-up studies.	168
Reactions of present and former students .	170
Effect on total school	175
Parents' evaluation of the programs. . . .	184
Administrators' and teachers' evaluations.	187
Conclusion	206
X. SUMMARY AND CONCLUSION	208
Introduction	208
Patterns of curriculum correlation	208
Reasons for differing patterns	210
Hypotheses regarding general education in secondary schools	218

CHAPTERS	PAGE
Hypotheses regarding curriculum change	220
Hypotheses regarding teacher education	222
Implications for regional and state curriculum studies.	224
In conclusion	226
BIBLIOGRAPHY.	228
APPENDIX.	227

LIST OF TABLES

TABLE	PAGE
I. Data on Schools and Communities Selected For Study.	46
II. Unified Program at its Point of Greatest Extent in the Eight Selected Schools . . .	47
III. Summary of Core Program in the Big Rapids High School, 1942-43	51
IV. Summary of Unified Studies Program in Bloom- field Hills High School, 1945-46	55
V. Core Classes Taught at Denby High School, 1940-1947.	57
VI. Summary of Unified Studies Program in Godwin Heights High School, 1946-47	64
VII. Wayne High School Ninth Grade Team Program, 1946-47.	72
VIII. Purposes of Eight Unified Programs, As Stated by Forty-five Teachers and Administrators Involved in the Programs	77
IX. Outside Agencies Named by Teachers and Administrators as Having Contributed Largely to Initiation and Development of Eight Unified Programs	92

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TABLE	PAGE
X. Types of Services Performed by Twelve Consultants, as Described by Forty-five Staff Members in Eight Unified Programs . . .	93
XI. Sources of Local Leadership in Development of Eight Unified Programs, As Judged by Forty- five Participants	97
XII. Provisions for Planning Among Teachers in Eight Unified Programs	101
XIII. Effect of Current Events Upon Selection of Learning Experiences in Eight Unified Programs, as Summarized From Teacher Judgments	113
XIV. Criteria for Selection of Instructional Experiences in Eight Unified Programs, As Summarized From Teachers' Statements	116
XV. Provisions for Instructional Materials in Eight Unified Programs, as Summarized From State- ments of Participants.	121
XVI. Techniques Employed for Interpreting Eight Unified Programs to Lay Citizens, as Reported by Forty-five Participants	131
XVII. Results of California Test of Personality, Administered Twice to One Core Group at Denby High School, 1942-43	157

TABLE	PAGE
XVIII. Mean Raw Scores on California Test of Personality Made by 215 Core and Non-Core Students in 1946 at Denby High School	158
XIX. Results of California Test of Personality, as Administered to Seventy-seven Paired Core and Non-Core Students at Denby High School, 1944-45	159
XX. Class Rank in Achievement and Intelligence in June, 1945 of Twenty-three Denby Seniors Who Had Been Enrolled in Core Classes Four Years	162
XXI. Scores Made by Four Non-Core and Two Core Sections at Denby High School in June, 1942 on the Rinsland-Beck Natural Test of English Usage.	164
XXII. Number of Drop-Outs Due to Age or Jobs, From Four Core and Four Non-Core Classes at Denby High School From January, 1942 to January, 1946	168
XXIII. Judgments of Students in One Nine-B Core Section at Denby High School in January, 1946 as to Effectiveness of Core.	173
XXIV. Summary of Responses of 550 Godwin Heights Students to Questionnaire on the Extent of Use of Unified Studies Techniques, June, 1942	176

TABLE	PAGE
XXV. Effect of Eight Unified Programs on Total School, as Judged by Forty-five Teachers and Administrators.	182
XXVI. Advantages of Unified Programs, as Listed by Eight Groups of Participating Teachers and Administrators.	191
XXVII. Evaluation of Core Programs by Fourteen School Groups Participating in the St. Mary's Lake Core Conference, January, 1947. .	195
XXVIII. Weaknesses of Unified Programs as Listed by Eight Groups of Participating Teachers and Administrators.	196
XXIX. Effects of Eight Unified Programs on Growth of Teachers in Service, as Judged by Forty-five Participants	203

CHAPTER I

THE PROBLEM

This study was undertaken for the purpose of analyzing the core curriculum in eight Michigan secondary schools. The first chapter will include a definition of the term "core curriculum", followed by a presentation of the reasons for undertaking the study. The statement of the problem will then be presented. Next, the chapter will include a list of the selected schools and the criteria for their selection. A brief resume of the limitations and organization of the study is given at the close of the chapter.

The meaning of "core program." At the outset of any study it is well to define the terms used. That need becomes even more evident when such a term as "Core Programs" is employed in the title.

The word "core" or the term "core curriculum" has been used in educational circles to convey many different meanings. Sometimes it is intended to designate simply those courses which are required of all pupils. Again the "core" means the central body of purposes to which all the different elective and required courses are expected to contribute in some way. Some educators use the term "core" as synonymous with "correlation", describing by its use the various efforts to develop relationships between two or more separate courses.

QUESTION 1

QUESTION 1

1. The following table shows the number of people who attended a concert in each of the five years from 2010 to 2014.
- | Year | Number of people |
|------|------------------|
| 2010 | 120 |
| 2011 | 150 |
| 2012 | 180 |
| 2013 | 210 |
| 2014 | 240 |
- The number of people who attended the concert in 2010 was 120.
- The number of people who attended the concert in 2011 was 150.
- The number of people who attended the concert in 2012 was 180.
- The number of people who attended the concert in 2013 was 210.
- The number of people who attended the concert in 2014 was 240.
2. The following table shows the number of people who attended a concert in each of the five years from 2010 to 2014.
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Two additional interpretations should be mentioned, for they jointly define core as employed in the present study. On the one hand, "core" is often used synonymously with "unified studies", a program in which two or more subject areas are brought together, either under the same teacher or under a team of teachers working together, with a block of time longer than the conventional single period, and with the definite objective of developing relationships between the subject areas in terms of certain basic objectives. On the other hand, the "core program" sometimes describes a block of time in which the same group of youngsters works with the same teacher or teachers upon mutually determined problems, but without any subject classification and usually without basic texts.

It is proposed in the present study to examine and analyze certain Michigan high school programs which fall into one or the other of these last two interpretations of "core"--either the unified studies type or the problem-study type in which there are no limitations as to subject areas. Either or both of these types will be referred to as "core programs" even though they may bear quite different titles in the local situation.

The following criteria distinguish the core programs referred to in this study:

• **Wiederholungsfragen** sind Fragen, die in der Vorlesung oder in den Vorlesungsmaterialien bereits behandelt wurden. Diese Fragen sind oft einfacher zu beantworten, da sie sich auf das Gelernte beziehen. Sie können jedoch auch dazu beitragen, das Verständnis der Grundlagen zu vertiefen.

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- (1) They either combine or replace two or more subjects formerly required of pupils.
- (2) They either involve a single teacher for two or more periods, or a team of teachers who work together.
- (3) They involve a block of time longer than one conventional period.
- (4) They aim at larger objectives than would characterize any single subject area.
- (5) They involve, in varying degrees, the joint planning of these objectives, and of the means for achieving them, by both teachers and pupils.
- (6) They seek to establish relationships between subject areas by the study of problems which challenge the pupil to explore and utilize the knowledge and skills of more than one subject.
- (7) They are dedicated to improved guidance, both of individuals and of groups of pupils.
- (8) Their primary emphasis in instructional planning is the present psychobiological and social needs of the pupils themselves.

Reasons for the study. In Michigan there have been rather extensive experimental efforts in the direction of the core curriculum, beginning about 1940. For many reasons the time appears ripe for an examination and analysis of these core programs. Michigan's experience with them has not

as yet been summarized or evaluated. They have been considered until recently as isolated experiments in the total state program of secondary education; yet recent developments indicate that they may be significant of the future direction of the general education curriculum in our high schools. These core programs and programs related or similar to them have continued and extended rather widely. Such recent national reports as Education For All American Youth¹ and Planning For American Youth,² which have wielded a tremendous influence and attracted wide attention among educators in secondary schools, depict programs of "common learnings" which embody the core curriculum. The most recent Michigan guide³ for the secondary school curriculum, published by the Department of Public Instruction, presents the core curriculum and the source unit method as a desirable pattern for the high school curriculum in our state. The Michigan Secondary Curriculum Study, whose member schools have been pioneers in the approach to the core curriculum in our state, is now in its tenth year. No intensive evaluation has as

¹ Education For All American Youth. Educational Policies Commission (Washington, D.C.: The National Education Association, 1944), 421 pp.

² Planning For American Youth. The National Association of Secondary School Principals (Washington, D.C.: The Association, 1944), 64 pp.

³ Planning And Working Together. Bulletin 337, Department of Public Instruction (Lansing, Michigan: Department of Public Instruction, 1945), 191 pp.

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yet been made of these programs. The State Department of Public Instruction, convinced that the core approach keynotes the future trends in secondary education, is currently interested in a study of the effectiveness of the programs already carried on for several years in our own state. For these reasons, the present study has been undertaken.

The purposes of the present study are: (1) to discover the emerging patterns of curriculum correlation in certain experimental secondary schools of Michigan;⁴ (2) to discover the reasons for the differing patterns which have emerged in these core programs;⁵ (3) to isolate the factors which made for success and for failure, respectively, in these programs;⁶ and (4) to draw hypotheses from these data regarding the possible direction of general education in Michigan secondary schools.⁷

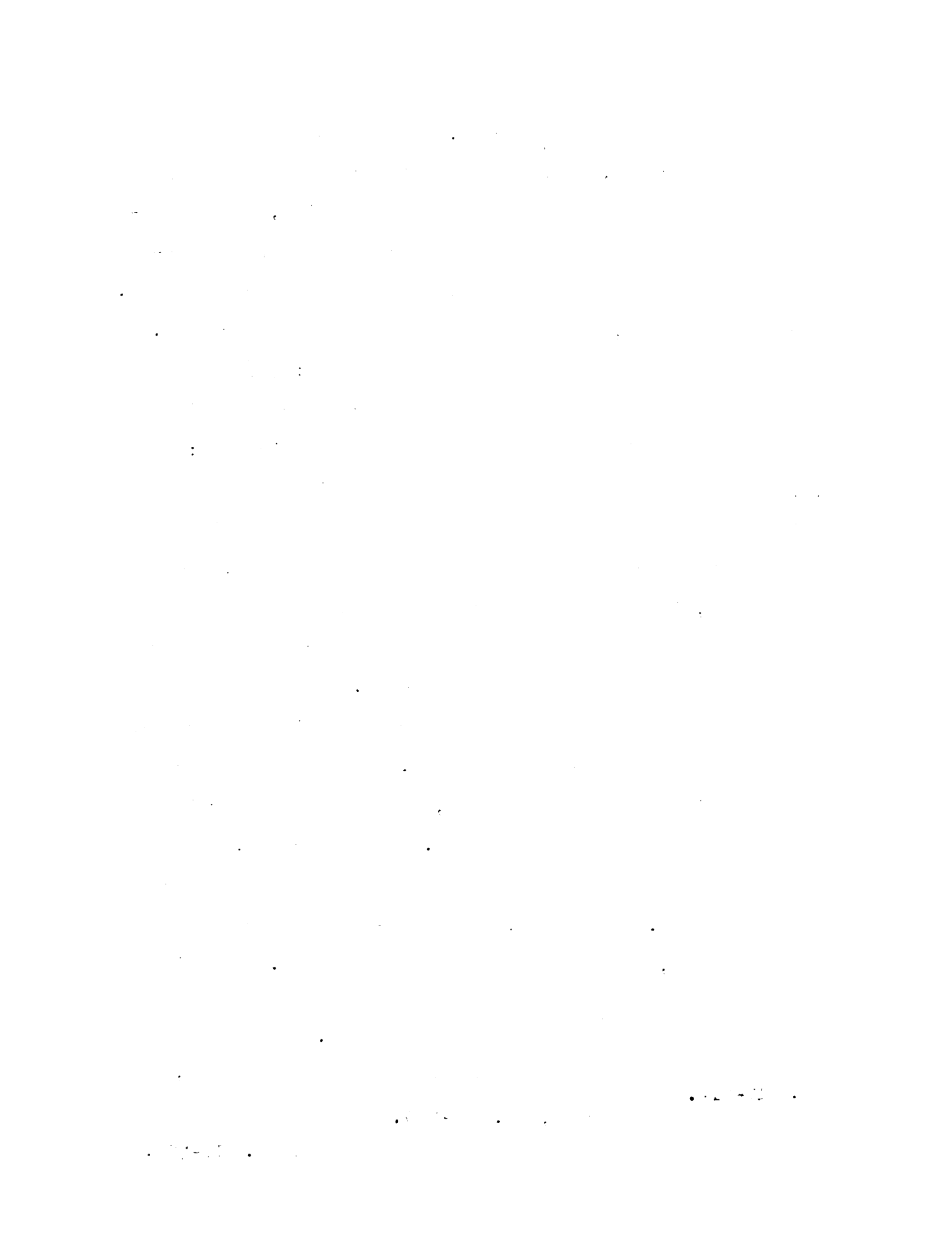
The development of core programs in Michigan schools has not been uniform or stereotyped. As has been indicated at the beginning of this chapter, many different versions of unified curricula have emerged. In one school, the program has begun with the fusing of two required subjects into one block. In others, a problem-survey approach has been employed, without any subject designation. In still

⁴ Chapter V presents these patterns.

⁵ The reasons have been summarized in Chapter X, pp. 212-213.

⁶ See Chapter IX, pp. 150-207.

⁷ Chapter X presents these hypotheses, pp. 218-220.



other schools, a team or committee of teachers has started working together on the development of a correlated program of general education at certain grade levels. It has been judged important to devote some attention, in the present study, to these differing patterns of unified curricula which have emerged in Michigan. By this means, it is hoped that the causes of such differences may be discovered. These causes may suggest significant leads as to the direction of general education in other secondary schools.

An important question which must be asked is that of the degree of success or failure which attended these efforts at the development of core curricula. What did they seek to achieve? To what extent did they achieve it? What weaknesses or failures characterized their development? What were the causes of such failures? The answers to questions such as these may be helpful to teachers and administrators in secondary schools as they plan their own programs of general education.

Finally, it is hoped that some conclusions, or at least some hypotheses may be drawn from the data obtained from the analysis of these eight programs. On the basis of these hypotheses, some leads may emerge as to the desirable direction which general education might take in Michigan.

The schools selected for study. The basis for selecting high schools for this study was as follows:

(1) They must have had several years of experience with some form of core curriculum, in the sense defined on Page 2.

(2) They should be in various types of communities.

(3) They should be of various sizes in enrollment.

(4) They must be willing to cooperate in this study.

On the basis of these four chief criteria the following high schools were selected for the study:

Big Rapids High School

Bloomfield Hills High School

Dowagiac High School

Edwin Denby High School, Detroit

Godwin Heights High School, Grand Rapids

Highland Park Junior High School

Lakeview Junior High School, Battle Creek

Wayne High School

Chapter V will include a description of the core program in each of these eight high schools. In that chapter a brief analysis will be made of the manner in which each of the schools complied with the above criteria.

Limitations of the study. Certain points should be clarified as a basis for the analysis of the data. First, evaluation will be applied to these programs in harmony with the philosophy of local autonomy which animated the programs themselves. The responsibility for

planning, conducting, and evaluating the curriculum in these schools was in the hands of the persons locally involved in the program. This is in harmony with Michigan's basic curriculum policy.⁸ It will immediately be noted that this policy precludes the possibility of applying external criteria to the local programs. The evaluations which are made in this study will be the evaluations of local teachers, administrators, and pupils of their own program.

It should be further noted at the outset that the persons involved in these eight programs have not done much evaluating. Since this study will hinge in large measure upon local efforts at evaluation, it will be handicapped at the start by the general failure of high school faculties to evaluate fully their own progress and development. For example, no general effort has been made in all schools to collect data regarding pupil growth during the period of the program. Follow-up studies, too, have been limited, partially as a result of the difficulties imposed by wartime dislocations. Another serious obstacle to evaluation has been the turnover of staffs, amounting in some cases to one hundred per cent during the period under examination. It has been difficult enough, administrators report, merely to keep the program going during the war

⁸ Basic Instructional Policy for the Michigan Curriculum Program. Bulletin 314 (Lansing, Michigan: Department of Public Instruction, 1942), 8 pp.



years, without making follow-up studies, student opinion surveys, vertical growth studies, or other research activities which would, under normal conditions, have been highly desirable.

This study will therefore consist really of eight separate studies, conducted on a basis of data collected locally and interpreted in harmony with local purposes. Generalizations about these eight studies will be limited to those findings which are based upon common or similar purposes, achieved in similar ways. It is hoped that, in spite of these limitations, certain helpful insights may be discovered from these pioneer ventures in curriculum development.

Organization of study. In the next two chapters a brief review will be presented of the history of the core curriculum in secondary schools, both nationally and in Michigan. In Chapter IV the data and the methods employed in the present study will be set forth, followed by a description in Chapter V of the core programs in the eight high schools selected for analysis.

In Chapters VI, VII, and VIII, respectively, the purposes of the eight programs and their manner of initiation will be analyzed, and their instructional procedures described. Chapter IX will consist of an analysis of the effectiveness of the eight unified programs. In the last chapter some hypotheses will be presented which appear to be valid in terms of this study.

The first part of the document discusses the importance of maintaining accurate records of all transactions. This includes not only sales and purchases but also the flow of goods and services between different departments and locations. By keeping detailed records, management can identify trends, detect inefficiencies, and ensure that all activities are properly accounted for.

In addition, the document emphasizes the need for regular audits and reconciliations. These processes help to verify the accuracy of the financial data and ensure that the books are balanced. Any discrepancies should be investigated immediately to prevent errors from becoming more significant over time.

Furthermore, the document highlights the role of internal controls in preventing fraud and protecting the organization's assets. Strong internal controls include segregation of duties, authorization requirements, and regular monitoring of key areas. By implementing these controls, the organization can reduce the risk of loss and ensure that its resources are used effectively.

Finally, the document stresses the importance of transparency and communication. Management should provide regular updates to the board and other stakeholders on the financial performance of the organization. This helps to build trust and ensures that everyone is on the same page regarding the company's financial health.

The second part of the document focuses on the implementation of a robust financial reporting system. This involves selecting the right software and tools to collect, process, and analyze financial data. The system should be user-friendly and capable of generating reports that are easy to understand and actionable.

It is also important to establish clear policies and procedures for the collection and reporting of financial data. This ensures that all employees are aware of their responsibilities and that the data is consistent and reliable. Regular training and updates are necessary to keep the system current and effective.

The document also discusses the importance of data security. Financial data is highly sensitive and must be protected from unauthorized access and theft. This can be achieved through the use of strong passwords, encryption, and secure networks. Regular security audits and updates are also essential to maintain the integrity of the data.

In conclusion, the document provides a comprehensive overview of the key elements of financial management. By following these guidelines, organizations can ensure that their financial operations are efficient, accurate, and secure. This will help to support the overall success and growth of the organization.

CHAPTER II

REVIEW OF RELATED PRACTICE IN THE UNITED STATES

I. ORIGIN AND DEVELOPMENT OF THE CORE CURRICULUM IN AMERICAN SECONDARY SCHOOLS

Secondary education confronts new challenges.

During the past four decades the enrollments in public schools have increased over three thousand per cent. More than seven million pupils are now enrolled in approximately twenty-five thousand high schools. This represents about sixty-five per cent of the youth of high school age. In 1900 only 11.4 per cent of our youth of high school age were enrolled in high school.¹ Thus the range of academic ability and intelligence of high school pupils has become vastly greater as more and more youth are enrolled. "After four decades of such growth, our high schools are filled with youth of widely varying intelligence, skills, and cultural backgrounds".² It is approximately correct to say that the "upper" 2.5 per cent of our present high school pupils represent the level of intelligence and culture which characterized the entire high school population of the year 1900. It is obvious that even if the

¹ Biennial Survey of Education in the United States, 1934, 1936 (Washington, D.C.: The U.S. Printing Office), Vol. I, Chapter II, p. 1.

² Planning and Working Together, Bulletin 337, Michigan Department of Public Instruction (Lansing, Michigan: Department of Public Instruction, 1945), p. 35.

curriculum met the needs of high school youth in 1900, that same curriculum cannot be expected to achieve similar results for high school students in 1947. This fact has been often noted in professional literature, but is still frequently overlooked in discussions about the ways in which secondary schools are trying to meet their problems today.

During the past fifty years a basic change has developed in the responsibility of the secondary schools, in harmony with their much broader base. Whereas the secondary school of 1900 was primarily dedicated to the limited objective of providing pre-professional education for the future doctor, lawyer, teacher, or clergyman, the modern secondary school must provide a general education for all the children of all the people.

During this same period life in these United States has become vastly more complicated. The insights, the skills, and the knowledge which might have enabled citizens to live successfully in 1900 would be quite inadequate today. Our world has become a complex, technological maelstrom of rapid transit, constant mutation, and interdependence, in which the citizen must acquire certain basic or critical abilities in order even to survive. In order to live as an integrated, secure individual, he must understand what is going on about him and within himself as well. With the relative dissolution of home and family life in our urban communities, the burden of providing these necessary



insights and abilities has fallen upon the schools. Thus the high school of today serves a vastly increased enrollment of widely differing mental and cultural backgrounds, and confronts a radically different challenge stemming from the personal and social needs of youth who live in a world like ours.

The secondary school program has changed, and is changing. In response to the challenges of its new function, the secondary school has broadened its program of subject offerings. It has added music and dramatics, practical arts, and vocational subjects such as agriculture, homemaking, and commercial courses. It has made at least an initial bow to the problems of civic education in such courses as problems of democracy, citizenship, and consumer science. The secondary school has also evidenced some recognition of the personal-social interests and problems of youth by its considerable extension of extracurricular activities, of athletics, social activities, music, dramatics, debate, and hobby-interest organizations. Pupil participation has made some inroads in this extracurricular area, in the form of at least a nominal student council. An expanded physical education program has been developed in response to pressures arising from our two national experiences with the selective military draft.

Most of these changes were initiated in our secondary schools during the first three decades of this century.

By 1930 the typical American high school had introduced some, if not all of the above modifications of its elective program of studies and of its extra-curricular offerings. Yet the depression years offered much convincing evidence that such changes were not enough. Youth of high school age were enrolling in the secondary school in greater numbers, it is true; they were also dropping out with disturbing frequency. Without the lure of employment to explain the phenomenon, it was difficult for high school educators to dismiss lightly the fact that over half of those who enrolled in school in the kindergarten had dropped out before the end of the twelfth grade.³ Roving bands of unemployed and uprooted youth alarmed the nation. The organization of the National Youth Administration and the Civilian Conservation Corps to serve and save youth of high school age was evidence to many educators of the basic failure of the secondary school to meet the needs of youth.

Basic studies were undertaken. Under these conditions it may not be surprising to find that a keen interest developed during the 1930's in a basic study of the purposes and program of the secondary school. This interest resulted in the organization of a number of carefully planned regional and national studies. In 1932, the Progressive Education Association Commission on the Relation of School

³ The Improvement of Public Education in Michigan (Lansing, Michigan: Michigan Public Education Study Commission, 1944), p. 13.

and College launched an eight-year experimental study involving thirty member schools which were freed from the conventional patterns of college preparation and given encouragement and assistance in reorganizing their programs, modifying subject content and curriculum structures, and introducing new types of pupil experience.

The various reports⁴ of the Eight-year Study constituted a milestone in the professional literature on the secondary school and made one of the most significant contributions toward the improvement of secondary education which had been made to date.

In 1933 the Cooperative Study of Secondary School Standards was initiated under the auspices of the National Association of Officers of Regional Associations. This study resulted in the development of the well known

⁴ Wilford M. Aiken, The Story of the Eight Year Study (New York: Harper & Brothers, 1942), 157 pp.

H. H. Giles, S. P. McCutchen, and A. N. Zechiel, Exploring the Curriculum (New York: Harper & Brothers, 1942), 362 pp.

E. R. Smith, R. W. Tyler, et al, Appraising and Recording Student Progress (New York: Harper & Brothers, 1942), 550 pp.

Thirty Schools Tell Their Story (New York: The Progressive Education Association, 1942), 802 pp.

Dean Chamberlin, Enid Chamberlin, Neal Drought, and William E. Scott, Did They Succeed in College? (New York: Harper & Brothers, 1942), 291 pp.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, leading to more efficient and accurate results.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is handled responsibly and in compliance with relevant regulations.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and up-to-date.

Evaluative Criteria,⁵ and the widespread application of this instrument since 1936 to the evaluation of the effectiveness of secondary schools throughout the nation. The recent revision of the Policies and Criteria of the North Central Association is one of the many results of the Cooperative Study.

In the fall of 1935 the Board of Regents for the state of New York began a comprehensive two-year inquiry into the character and cost of public education in that state, of which one major division was secondary education. The report⁶ of the Regents' inquiry, published in 1938, contained an appraisal of the current program and recommendations of practical steps by which the state Department of Education might improve the work of the secondary schools.

The state of California launched a five year study in 1935 in which ten member schools were encouraged and assisted in the redefinition of improved activities and experiences.⁷

The American Youth Commission was created in 1935 by the American Council on Education for the purpose of conducting a five year study of the care and education of

⁵ Evaluative Criteria (Washington: The Cooperative Study of Secondary School Standards, 1940), 152 pp. See also How to Evaluate a Secondary School (Washington: The Cooperative Study of Secondary School Standards, 1939), 139 pp.

⁶ Francis T. Spaulding, High School and Life (The New York Regents Inquiry, New York: McGraw-Hill Company, 1938), 377 pp.

⁷ Information about the California Study is contained in the California State Department of Education Bulletin, Programs of the Cooperative Secondary Schools in California, Bulletin 3 (Sacramento, California: The Department of Education, 1939), 82 pp.

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. This is essential for ensuring transparency and accountability in the organization's operations. It also highlights the need for regular audits and reviews to identify any discrepancies or areas for improvement.

The second part of the document outlines the various roles and responsibilities of the staff members involved in the project. It emphasizes the importance of clear communication and collaboration between all team members to ensure the successful completion of the project. The document also provides a detailed schedule of activities and milestones to be achieved over the course of the project.

The third part of the document discusses the financial aspects of the project, including the estimated budget and the sources of funding. It also provides a detailed breakdown of the expected costs and the potential risks associated with the project. The document concludes with a summary of the key findings and recommendations for the future.

In conclusion, this document provides a comprehensive overview of the project and the steps that need to be taken to ensure its successful completion. It is hoped that this information will be helpful to all stakeholders involved in the project.

Item	Description	Quantity	Unit Price	Total Cost
1	Materials	100	5.00	500.00
2	Labor	200	10.00	2000.00
3	Equipment	5	200.00	1000.00
4	Transportation	10	100.00	1000.00
5	Other	10	50.00	500.00
Total				4000.00

American youth. Their published report⁸ sheds valuable light upon the problems and needs of youth of high school age, as well as high-lighting the current ineffectiveness of the secondary school.

Other studies of secondary education launched during the 1930's were the United States Office of Education Committee on Youth Problems (1934), the Southern Association Commission on Curricular Studies and Research (1935), the plan for Curriculum Reorganization in Secondary Schools of Ohio (1938), the National Association of Secondary School Principals Study of the Adjustment of Secondary Youth to Post-School Occupational Life (1939), the Florida Program for the Improvement of Schools (1938), and several state surveys of secondary education which were launched in the late 1930's in Pennsylvania, Georgia, Virginia, Washington, Oregon, Kansas, Texas, and Missouri.⁹

In addition to all of these state, regional, and national studies, an extraordinary amount of experimental study was initiated in individual schools during the 1930's. This decade saw also the organization of the Educational

⁸ Howard M. Bell, Youth Tell Their Story. (The American Youth Commission, Washington, D.C.: American Council on Education, 1938), 273 pp.

⁹ The Michigan Study of the Secondary School Curriculum, initiated in 1937, will be discussed in Chapter III.

The first part of the document discusses the importance of maintaining accurate records of all transactions. This includes not only the amount of money involved but also the date and the purpose of each transaction. Proper record-keeping is essential for identifying trends, detecting errors, and ensuring compliance with applicable laws and regulations.

One of the key challenges in record-keeping is ensuring the integrity and security of the data. This requires the use of secure storage methods and strict access controls. Additionally, it is important to establish a clear process for the regular review and verification of records to catch any discrepancies early on.

Another critical aspect is the documentation of the audit trail. This involves recording every change made to the data, including who made the change and when. A well-documented audit trail is invaluable for investigating any irregularities and for demonstrating compliance during external audits.

In conclusion, effective record-keeping is a cornerstone of sound financial management. By implementing robust systems and procedures, organizations can ensure the accuracy and reliability of their financial data, thereby supporting informed decision-making and maintaining transparency with stakeholders.

The second part of the document focuses on the implementation of internal controls to prevent fraud and misappropriation of assets. These controls are designed to create a system of checks and balances that minimize the risk of errors and ensure that all transactions are properly authorized and recorded.

Key elements of an internal control system include the segregation of duties, which ensures that no single individual has control over all aspects of a transaction. This helps to prevent conflicts of interest and reduces the opportunity for fraud. Additionally, regular reconciliations and independent reviews are essential for verifying the accuracy of the financial statements.

It is also important to foster a strong culture of ethics and integrity within the organization. This involves providing ongoing training and education to employees, as well as establishing clear policies and procedures that define acceptable behavior. A commitment to ethical conduct is essential for the long-term success and reputation of any organization.

Policies Commission, whose reports¹⁰ have had a profound effect upon reorganization trends in secondary schools.

General education under study. Thus the fourth decade of this century was an era of intensive study and experimentation in secondary education. These studies sought the answer to the question of how the high schools could serve youth more effectively and meet their real needs. One outcome is so significant as to merit attention at this point. Whereas most of the adaptations already referred to as having been made earlier in this century were in the direction of additions to, and enrichment of the elective program and the extracurricular offerings, the experimental work of the 1930's went more deeply into the program of the secondary school and explored the "core" of the curriculum, the central or basic program required of all pupils. High schools began, for the first time, to re-examine the purposes and procedures which characterized such required subjects as English, science, mathematics, and the social sciences. For the first time, questions began to be raised about the almost universal departmentalization and subject-separation which distinguished the secondary school from the elementary school. For the first time, experimental programs began to appear which sought in various ways to restore relationships and unity in the pattern of subjects, to provide group and

¹⁰ Especially The Purposes of Education in American Democracy, 1938, 157 pp; Learning the Ways of Democracy, 1940, 486 pp; and Education For All American Youth, 1944, 421 pp. (Washington: The Educational Policies Commission, National Education Association).

individual guidance, and to provide longer periods of time for more flexible learning experiences.

The "broad fields" courses, such as general science, general biology, general language, general mathematics, and social studies, (as distinguished from history or any other single branch of the social sciences), were common in high schools by 1940. These courses drew their subject matter from a single field, but cut across the divisive lines between specific subjects within each field. The frequency of the broad fields courses, (sometimes referred to as "survey courses"), is an indication of the rather general interest in the devising of some subject organization which would enable students to relate an entire area of human thought to his own experience. In this respect the broad fields course was a forerunner of the core curriculum, which continued this same trend and extended it to include several, or all, areas of human experience.

A second type of course which paved the way for the core curriculum in many secondary schools was the so-called unified studies course. In such a program, two or more subject areas were fused together into a more or less integrated approach, with a longer time provision than the conventional single period, and with either the single master teacher trained in both areas or a committee of subject specialists working in close cooperation. The most common

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations. The document further outlines the process of reconciling bank statements with the company's ledger to identify any discrepancies.

In addition, it highlights the need for regular audits to prevent fraud and ensure the integrity of the financial data. The document provides a detailed checklist for conducting these audits, including verifying the accuracy of account balances and the proper classification of expenses. It also discusses the role of internal controls in minimizing the risk of errors and misstatements.

The second part of the document focuses on the preparation of financial statements. It explains how to calculate key performance indicators such as profit margins and return on investment. The document provides step-by-step instructions for preparing the income statement, balance sheet, and cash flow statement. It also includes a glossary of financial terms to help readers understand the various components of these statements.

Finally, the document offers advice on how to present financial information to stakeholders. It suggests using clear and concise language, along with visual aids like charts and graphs, to make the data more accessible and understandable. The document concludes by emphasizing the importance of transparency and accountability in financial reporting.

The document also includes a section on budgeting and forecasting. It explains how to create a realistic budget based on historical data and market trends. It provides a template for budgeting and offers tips on how to monitor and adjust the budget as needed. The document also discusses the importance of having a contingency plan in place to deal with unexpected changes in the market.

In conclusion, this document is a comprehensive guide for anyone looking to improve their financial management skills. It covers everything from basic record-keeping to advanced financial analysis and reporting. By following the guidelines provided, readers can ensure that their financial data is accurate, reliable, and easy to understand.

combination for this purpose was that of English and social science, but experiments were also undertaken in the unification of mathematics and science, home economics and manual training, and many others. Several examples of the unified studies approach will be included in later chapters of this study, for in Michigan, as in other states, many schools have undertaken the unified studies plan as the initial step away from a subject curriculum in the direction of the core curriculum. Of the numerous examples of the unified studies approach which might be cited at this point, perhaps the most frequently quoted program is that which was undertaken in the Roosevelt High School in Des Moines during the early years of the Eight-Year Study.¹¹

Other examples of curricula which related to, or preceded the core program are the "cultural-epoch" approach, which was employed in the program of general education at the Horace Mann School in New York City during the 1930's;¹² the "social demands" approach which characterized many state programs of curriculum reorganization¹³ during this period; and the "adolescent needs" approach which was exemplified

¹¹ See Thirty Schools Tell Their Story, op. cit. pp. 216-230.

¹² Ibid., 403-430.

¹³ See for example the Mississippi program described in Mississippi Program for the Improvement of Instruction, Bulletin 5 (Jackson, Mississippi: The Department of Education, 1938). 296 pp.

by the Ohio State University School¹⁴ throughout its period of core curriculum development. These forerunners of the core curriculum are briefly analyzed in Volume Two of the reports of the Eight-Year Study, Exploring the Curriculum.¹⁵

Experiments in correlation developed in local communities. Beginning about 1935, correlated programs of general education were experimentally undertaken in many schools throughout the nation. Such programs were developed in laboratory schools such as the West Virginia University Demonstration School, the Ohio State University School, the University of Minnesota High School, the University of Chicago High School, Lincoln School of Teacher's College, Columbia University, the University of Wisconsin High School, and the P.R. Yonge Laboratory School of the University of Florida. The various versions of the "unified" or "core" curriculum were also increasingly to be found in large and small high schools across the nation, beginning about 1935. Among the better known programs were those at Wells High School, Chicago, Illinois; the high schools of Denver, Colorado; the New School at Evanston Township High School, Illinois; the Central and Daniel Webster High Schools of Tulsa, Oklahoma; the New Trier Township High School of Winnetka, Illinois; the Long Beach California High Schools; the Junior High Schools of Los Angeles, California; the McKinley High School of Honolulu, Hawaii; and the Theodore Roosevelt High School of Des Moines, Iowa.

¹⁴ Thirty Schools Tell Their Story, op cit., pp. 718-727.

¹⁵ Exploring the Curriculum, op. cit., pp. 34-48.

II. HYPOTHESES ON WHICH THE CORE CURRICULUM WAS BASED

Upon what basis did secondary schools become interested in the core curriculum or in any of its various modifications? Most of these had as their purpose the provision of longer time blocks, increased freedom from subject limitations, and the achievement of correlation between two or more subject areas. An examination of the purposes of the various pioneer experiments in the direction of the core curriculum in the secondary school reveals that one or more of the following concepts played an important role in their origin:

(1) The organismic psychology. Secondary school educators were beginning to sense the implications of the relatively new organismic psychology for the secondary curriculum. If the child learns and experiences as a total organism, they wondered why the program of general education should be compartmentalized and segmented by subjects. The effort to seek relationships between subject areas and the learning experiences which went on in different required courses led directly to "correlation", "unified studies", or the "core curriculum".

(2) The guidance movement. The increasing emphasis upon youth's problems and needs had already resulted in the home-room movement. It had not, however, materially affected the

activities and content of general education. Some schools were instituting special counselor programs as a further effort to aid pupils to adjust successfully to school and vocational life.

At its best, the homeroom was still an extracurricular development which did not aid youngsters particularly to discover meaningful relationships between their classroom experiences and their lives. At its best, the counselor programs only touched the lives of a very few pupils in an incidental manner and provided little or no follow-up. Secondary educators began to wonder whether the classroom teacher could contribute to this emphasis upon guidance and at the same time vitalize general education in the process. To this end, longer blocks of time and a longer (vertical) pupil-teacher relationship were established through core programs. This development, it was discovered, reduced materially the number of different pupils for whom any one teacher was responsible and thus facilitated guidance activities by classroom teachers.

(3) Education for democratic citizenship. One result of the world-wide challenge to democracy during the 1930's was an increased emphasis in American schools upon education for democratic citizenship. It became increasingly apparent that no real achievement of effective education for democratic citizenship was possible in secondary schools where experience in civic affairs was limited to the extracurricular

1. Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the global economy, focusing on the challenges and opportunities presented by the COVID-19 pandemic. The report is structured as follows:

- 2. Global Economic Outlook
- 3. Regional Analysis
- 4. Key Economic Indicators
- 5. Policy Recommendations
- 6. Conclusion

2. Global Economic Outlook

The global economy has experienced a significant downturn since the onset of the COVID-19 pandemic in early 2020. The World Economic Forum's Global Economic Prospects report indicates that the global economy is projected to contract by 4.5% in 2020, followed by a projected recovery of 5.2% in 2021. The recovery is expected to be uneven, with some regions showing stronger growth than others.

3. Regional Analysis

The impact of the pandemic has varied significantly across different regions. North America and Europe have experienced the most severe economic downturns, with GDP growth rates falling into deep negative territory. In contrast, Asia, particularly China, has shown a more resilient economic performance, with a projected recovery in 2021. Latin America and the Middle East have also experienced significant challenges, with some countries facing high unemployment and inflationary pressures.

4. Key Economic Indicators

Several key economic indicators have been closely monitored during this period. The unemployment rate has risen sharply in many countries, reflecting the impact of business closures and reduced demand. Inflation has also become a concern, as supply chain disruptions and increased costs for goods and services have led to higher prices for consumers. The global trade deficit has widened, and government debt levels have increased significantly in many countries due to fiscal stimulus packages.

5. Policy Recommendations

Based on the analysis, several policy recommendations are proposed to support economic recovery and stability. These include:

- Continued Fiscal Support: Governments should continue to provide fiscal support to businesses and households to maintain demand and prevent a prolonged recession.
- Monetary Policy: Central banks should maintain accommodative monetary policies to support growth and manage inflation.
- Structural Reforms: Long-term structural reforms should be implemented to improve productivity and competitiveness in the economy.
- Healthcare Investment: Increased investment in healthcare infrastructure and research is essential to prevent future pandemics and support public health.

6. Conclusion

The COVID-19 pandemic has presented a major challenge to the global economy, leading to a sharp decline in growth and increased uncertainty. While a recovery is expected in 2021, the path forward is uncertain. Continued fiscal and monetary support, along with structural reforms, will be crucial for a sustainable and inclusive economic recovery.

domain. In many high schools the teachers and administrators looked about them for areas in which pupils could have meaningful experiences in choice making, in critical thinking, and in cooperative planning and cooperative execution of their plans. It became increasingly evident that such processes could be carried on in the general education classrooms themselves if certain subject restrictions were removed which limited the opportunity to make real decisions as a part of the learning process. Thus a trend developed toward de-emphasizing subject matter as an end in itself and substituting a process of teacher-pupil planning of learning experiences. The core curriculum, with its freedom from subject limitations and its flexibility for planning purposes, appeared a logical organizational measure for citizenship education.

(4) The emphasis on learning aids. The decade of the 1930's also witnessed a tremendous interest in such instructional devices as the moving picture, the transcription and recording, the drama, the excursion, and the project method. These learning aids, too, were facilitated by the larger block of time and the increased flexibility which are characteristic of the core curriculum. Teachers discovered that there was not only more time for such methods in a core class than in a single period course, but also that the freedom from subject orientation encouraged the extension of these learning aids into the classroom.

(5) The community school concept. With the growing interest in the community school, the core curriculum assumed increasing significance. Since it provided longer periods of time and greater freedom from subject matter limitations the core approach encouraged out-of-school learning. Both time and encouragement were furnished for exploring and experiencing the environment outside the school, and for rendering real services to the community.

Thus there developed a considerable degree of experimentation in the correlation of general education during the 1930's at the secondary level, for the five main reasons given above. This movement has continued and extended since 1940. In the next chapter an examination will be made of the trend toward the core curriculum in Michigan.

• **Einfluss von Umweltfaktoren:** Temperatur, Feuchtigkeit, Luftverschmutzung, etc. können die Lebensdauer von Bauteilen verkürzen.

• **Wartungsintervalle:** Regelmäßige Inspektionen und Wartungen sind entscheidend für die Lebensdauer.

• **Materialauswahl:** Die Wahl geeigneter Materialien für den jeweiligen Einsatzbereich ist entscheidend.

• **Belastungsprofile:** Die Art und Intensität der Belastung (mechanisch, thermisch, chemisch) beeinflusst die Lebensdauer.

• **Herstellungstoleranzen:** Präzise Fertigung und Einhaltung von Toleranzen sind wichtig für die Zuverlässigkeit.

• **Montagequalität:** Korrekte Montage und Befestigung sind entscheidend für die Lebensdauer.

• **Spezialanforderungen:** In bestimmten Umgebungen (z.B. Meerwasser, Industrieumgebung) sind spezielle Materialien oder Schutzmaßnahmen erforderlich.

• **Lebensdauerberechnung:** Verschiedene Methoden (z.B. Weibull-Verteilung, Miner'sche Regel) ermöglichen die Abschätzung der Lebensdauer.

• **Lebensdauererweiterung:** Durch gezielte Maßnahmen (z.B. Schutzbeschichtungen, Kühlung) kann die Lebensdauer verlängert werden.

• **Lebensdauerüberwachung:** Sensoren und Monitoring-Systeme ermöglichen die frühzeitige Erkennung von Schäden.

• **Lebensdauermodellierung:** Simulationen (z.B. FEM, CFD) helfen bei der Vorhersage der Lebensdauer.

• **Lebensdauerdatenbanken:** Die Sammlung und Analyse von Lebensdauerdaten ist wichtig für die Verbesserung der Zuverlässigkeit.

• **Lebensdauerzertifizierung:** In bestimmten Branchen (z.B. Luftfahrt, Raumfahrt) ist eine Zertifizierung der Lebensdauer erforderlich.

• **Lebensdauerforschung:** Die kontinuierliche Forschung in diesem Bereich ist entscheidend für die Entwicklung neuer, langlebigerer Materialien und Konstruktionen.

CHAPTER III

REVIEW OF RELATED PRACTICE IN MICHIGAN

SECONDARY SCHOOLS

Early experiments. In Michigan, a few schools had experimented before 1935 with correlation of high school subjects through the cooperative planning of teachers. Such correlation through the use of the unit method, the self-contained classroom, and the special teacher on call, had been characteristic of the better elementary schools for several years. Some of these elementary programs extended upward into the junior high school level, and might therefore be referred to as successful efforts to correlate the secondary curriculum.

The Tappan Junior High School in Ann Arbor had developed a rather closely correlated program of instruction by 1935. This program featured the extensive use of faculty-student committees, which planned various classroom instructional experiences around certain timely emphases and exerted an influence toward socialization and creativity in instruction throughout the school.

The faculty of the Roosevelt High School in Ypsilanti made a considerable amount of progress toward a unified curriculum through the cooperative planning efforts of teachers assigned to the same grade levels. This development had resulted in a relatively effective program of correlation by 1932.

A significant experiment in the core curriculum was carried on during the years 1933 to 1943 by one or two teachers in the Hutchins Intermediate School in Detroit. This program eventually employed a block of several periods and instruction centered around social and economic problems which were pupil-teacher planned. A carefully organized room committee structure provided the means for insuring pupil participation in the planning.

Undoubtedly examples of pioneer programs of this type could be cited in other Michigan communities. Such efforts were usually the result of the courage and vision of some educational leader. They did not influence other schools particularly at the time, and were modified as soon as the leader departed to other fields. Yet they are significant landmarks of the trend toward a unified curriculum in general education, which received its chief impetus in Michigan with the advent of the Michigan Secondary Study.

The Michigan Study of The Secondary Curriculum. The Michigan Study has been described in detail in certain published reports.¹ It may suffice to refer briefly in this chapter to the nature of the Study, and to its contribution in respect to the evolution of the core curriculum in Michigan.

¹ J. C. Parker, J. W. Menge, T. D. Rice, The First Five Years. (Lansing: The Michigan Secondary Study, 1943), 160 pp.

T. D. Rice, and R. C. Faunce, The Michigan Secondary Study, (Lansing: The Michigan Secondary Study, 1945), 45 pp.

The first part of the document discusses the importance of maintaining accurate records of all transactions. This includes not only sales and purchases but also any other financial activities that may occur. It is essential to ensure that all entries are properly documented and supported by appropriate evidence.

In addition, the document emphasizes the need for regular reconciliation of accounts. This process involves comparing the company's internal records with external statements, such as bank statements or supplier invoices, to identify any discrepancies. Regular reconciliation helps to prevent errors and ensures that the financial statements are accurate and reliable.

Furthermore, the document highlights the importance of maintaining a clear and organized system for storing financial records. This can be achieved through the use of a well-structured accounting system, such as a double-entry system, which ensures that all transactions are recorded in a consistent and standardized manner.

Finally, the document stresses the importance of transparency and accountability in financial reporting. This means that all financial information should be disclosed in a clear and concise manner, and that any potential conflicts of interest should be disclosed to the relevant stakeholders.

In conclusion, the document provides a comprehensive overview of the key principles and practices that underpin effective financial management. By following these guidelines, businesses can ensure that their financial records are accurate, reliable, and transparent, thereby enabling them to make informed decisions and maintain a strong financial position.

The Michigan Study originated in 1937 after one year of planning by the Department of Public Instruction and its chief advisory committee, the State Curriculum Steering Committee. It consisted of a voluntary association of fifty-four high schools, served by a consultant staff, financed by foundation grants, and headed by a state Directing Committee representing the chief state agencies and the organizations with an official interest in secondary education. The Study was housed with the Department of Public Instruction and maintained close working relationships with the staff of the Department, but was free of any legal or administrative restrictions. As a means of insuring this freedom the Study was officially sponsored by the State Board of Education rather than by the Department. It was planned to extend over twelve years and was primarily dedicated to the following purposes: "To discover, to develop, to evaluate, and to promote understanding and use of effective modifications in secondary education in Michigan."²

For the encouragement of the member schools in attaining that purpose, an agreement was obtained in 1938 with thirty-four colleges of the state, which was worded as follows:

² The First Five Years, op. cit., p. 16.

The _____ agrees to admit graduates of schools included in the Michigan Study of the Secondary School Curriculum in terms of its adopted standards of admission but without reference to the pattern of subjects which they have pursued, provided they are recommended by the school from among the more able students in the graduating class. It is our understanding that this agreement includes graduates of the schools in the years 1940 through 1950.

Signed _____

Title _____

Date _____

Thus the Study was launched voluntarily as a self-improvement venture by fifty-four Michigan high schools which were freed of the usual subject sequence requirements of college admission and aided by a staff of consultants. The point of view of the staff and of the Directing Committee has consistently been one of local initiative and self-determination in curriculum planning. No high school staff has been impelled in any way toward any particular kind of a curriculum as a result of its membership in the Study. The staff has conceived of its role as rather that of stimulation and resource help. Its philosophy as a staff may be summed up as a strong faith that a curriculum appropriate to our times and to the needs of youth in any local community will emerge when local administrators, teachers, pupils, and lay citizens learn to plan together effectively and to use all resources which can aid in that planning. The staff members have therefore rejected the urge to "tell people how..... and what."

It is obvious, however, that staff members have not gone into schools completely devoid of any philosophy or point of view. Over the years, the following principles of curriculum development have mainly guided the Directing Committee and the staff as they worked with schools:

The curriculum should consist of real, basic experiences of living; such experiences must be found in life today; appropriate experiences cannot be selected except through consideration of the group at hand, and experiences require critical interpretation by the individual and the group.... Those affected by policies should participate in their formulation, execution, and evaluation.... Schools should modify the curriculum to provide learning experiences which sample all major areas of everyday living and relate to the interests, needs, and abilities of students.... Schools should provide for continuity of students with teachers for purposes of guidance and for aiding students in finding relationships between diverse educational experiences. Schools should aid in the coordination of the citizenship-educating activities of their communities.... Initiative for modification and improvement of the instructional program should be retained in the local school.³

The chief role of the Study in implementing such principles as these has been stated as follows:

The Study should aid administrators and teachers in clarification of their purposes and in devising procedures for effective work on their problems and for utilizing other resources in so doing.⁴

The function of these quotations relating to the purposes and philosophy of the Study staff is to make clear the manner in which the core curriculum programs emerged in the member schools of the Study. Such programs were not sold to schools by the staff, for such impulses were not

³ The Michigan Secondary Study, op. cit. pp. 6-7.

⁴ T. D. Rice, "Secondary Curriculum Study in Michigan", California Journal of Secondary Education, 19:321-326, October, 1944.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both manual data entry and the use of specialized software tools. The goal is to ensure that the data is both accurate and easy to interpret.

The third section provides a detailed breakdown of the results. It shows that there is a significant correlation between the variables being studied. This finding is supported by statistical analysis and is consistent with previous research in the field.

Finally, the document concludes with a series of recommendations for future research. It suggests that further studies should be conducted to explore the underlying causes of the observed trends. This will help to develop more effective strategies for addressing the issues at hand.

characteristic of the work of the staff. Curriculum modifications which developed in more than one member school originated, in general, through such means as study of published curriculum materials, visits to outstanding programs in other states, and workshops and conferences.

The core curriculum developed as one trend of the Study. As a result of these and other means of dissemination, the trend toward the core curriculum gathered headway in the member schools of the Michigan Secondary Study. Some of the core⁵ programs which thus developed were in:

Allegan High School

Ann Arbor High School

Battle Creek Lakeview Junior and Senior High Schools

Battle Creek Central High School

Big Rapids High School

Coldwater High School

Denby High School, Detroit

Dowagiac High School

Durand High School

East Grand Rapids High School

Godwin Heights High School, Grand Rapids

Kalamazoo Central High School

Kellogg Consolidated High School, Augusta

⁵ The term "core" is used here, and subsequently in this study, in the rather general sense defined on p. 2.

1. The first part of the text discusses the importance of maintaining accurate records in a laboratory setting.

2. It is essential to ensure that all data is recorded clearly and legibly, using appropriate units and scales.

3. Regularly updating records and backing up digital data is crucial for preventing loss of information.

4. Proper record-keeping also facilitates the identification and resolution of any discrepancies or errors.

5. In addition, well-maintained records are vital for ensuring the reproducibility and reliability of experimental results.

6. Finally, accurate records are necessary for compliance with regulatory requirements and industry standards.

7. By following these guidelines, researchers can ensure that their data is preserved and accessible for future reference.

8. This systematic approach to record-keeping is fundamental to the integrity and success of any scientific investigation.

9. The consistent application of these practices will significantly enhance the quality and credibility of the research.

10. Therefore, it is strongly recommended that all laboratory personnel adhere to these record-keeping protocols.

11. This will not only protect the data but also ensure that it is available for analysis and reporting.

12. In conclusion, diligent record-keeping is a cornerstone of good laboratory practice.

13. It is a key factor in the accuracy and reliability of the data generated during the course of an experiment.

14. By prioritizing record-keeping, researchers can maximize the value of their work and contribute effectively to the field.

15. The implementation of these standards is essential for the long-term success and reputation of any research institution.

16. This document serves as a guide to help researchers understand the importance of these practices and how to implement them.

17. It is intended to be a practical resource that can be used to improve laboratory record-keeping procedures.

18. The goal is to ensure that all data is captured, stored, and managed in a way that is consistent and secure.

19. This will help to minimize the risk of data loss and ensure that the information is available when needed.

20. By following these guidelines, researchers can ensure that their work is well-documented and easy to access.

21. This is a critical step in the scientific process and one that should not be overlooked.

22. The implementation of these standards is essential for the long-term success and reputation of any research institution.

23. This document serves as a guide to help researchers understand the importance of these practices and how to implement them.

24. It is intended to be a practical resource that can be used to improve laboratory record-keeping procedures.

25. The goal is to ensure that all data is captured, stored, and managed in a way that is consistent and secure.

26. This will help to minimize the risk of data loss and ensure that the information is available when needed.

27. By following these guidelines, researchers can ensure that their work is well-documented and easy to access.

28. This is a critical step in the scientific process and one that should not be overlooked.

Marlette High School
Marshall High School
Marysville High School
North Muskegon High School
Reading High School

In addition to the above-listed member schools of the Study, core programs also developed in the following Michigan high schools during this same period (1938-1947):

Alpena High School
Addison High School
Ann Arbor Junior High Schools
Battle Creek Junior High Schools
Bloomfield Hills High School
Dearborn Salina Junior High School
East Lansing Junior High School
Elkton High School
Highland Park Junior High School
Holt High School
Mt. Pleasant High School
Muskegon Central Junior High School
Wayne High School

Certain points should be made clear regarding the above lists of high schools. First, it should not be assumed from the first list that the only curriculum modification made in the member schools of the Michigan Study was the core curriculum. This one type of curriculum program has been selected

for study, thus deliberately excluding many other significant programs which were carried on during these years in schools of the Study. The present study does not purport to be a summary of the Michigan Secondary Study, but of the core curriculum in certain high schools.

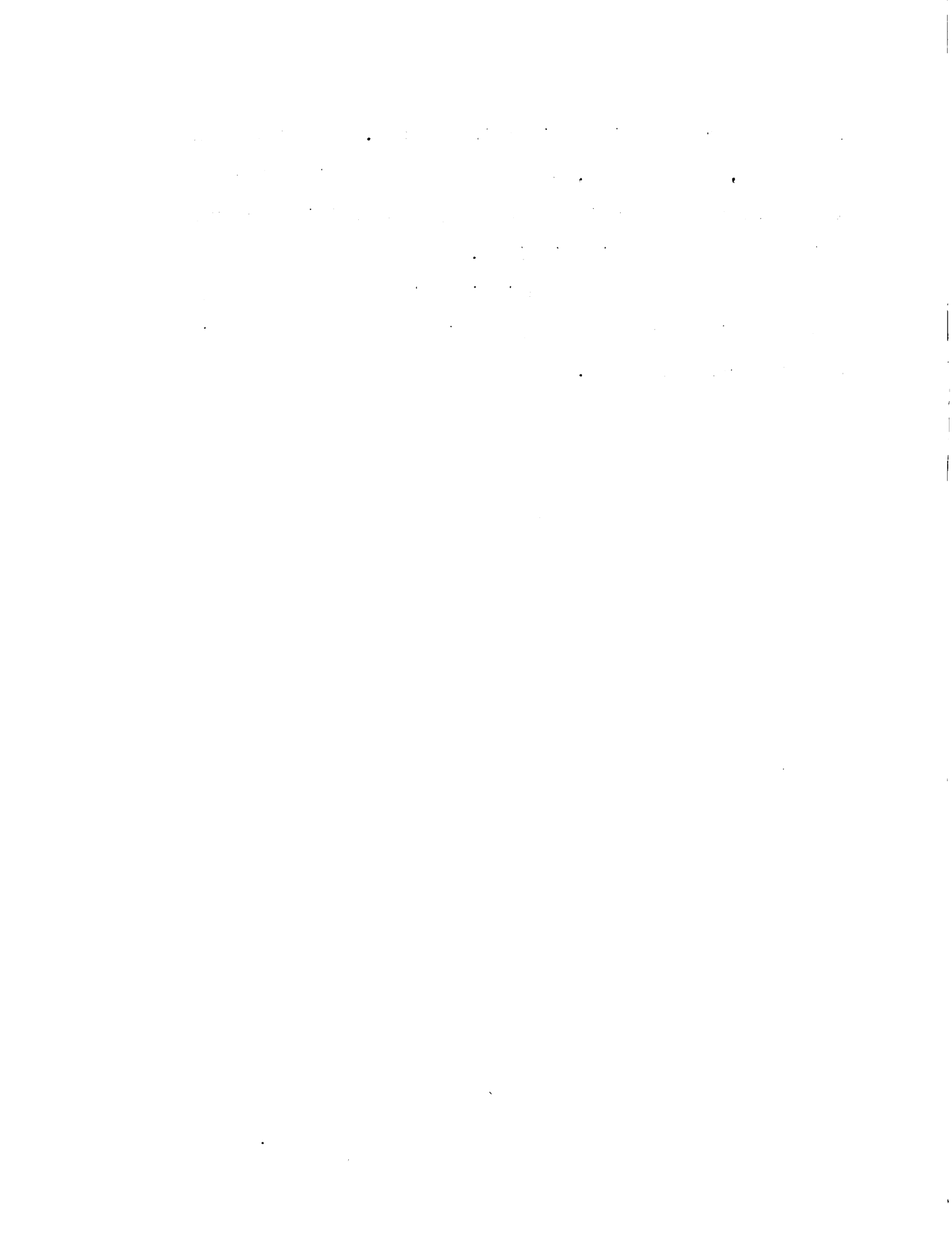
Furthermore, it is not alleged that the second list of programs received their entire impetus from the Study. The influence of the Study is rather clearly traceable in most of them, but they might have developed in any case.

Finally, one should keep clearly in mind that the programs developed in the various schools listed above were not identical programs. Many of them were not called core programs locally. Many of them were relatively limited in their scope and purpose. They have been listed here as "unified" or "core curriculum" programs in the general sense in which it was proposed in Chapter I to use the term. That is, they all tended to provide longer blocks of time; they all aimed at providing a correlation between certain subject areas; and they all placed guidance objectives very high on their scale of purposes.

As earlier indicated, it is the purpose of this study to make an analysis of the core curriculum as it has developed in certain Michigan high schools. The list has been reduced to eight schools by the application of certain criteria. It seems probable, however, that these eight schools selected for intensive analysis are somewhat representative of all the

secondary schools listed in this chapter. An effort has been made, for example, to insure that the eight include at least one representative of each type of unified program which has developed in Michigan.

In Chapter IV a description will be presented of the methods which have been employed in the study of the eight selected core programs.



CHAPTER IV

MATERIALS AND METHODS EMPLOYED IN THE STUDY

Introduction. The two preceding chapters have been devoted to the emergence of experiments in the unified curriculum at the secondary level, throughout the United States and in Michigan. The present study has been limited to data from eight high schools in which representative unified programs developed between the years 1938 and 1947. In summary, these data fall into five categories: (1) materials on file with the Michigan Secondary Curriculum Study and the State Department of Public Instruction, largely consisting of self-survey reports, test results, schedules, and visitation reports; (2) information collected during four years of intensive consultant activities in all of the high schools concerned; (3) results obtained from the administration of an interview schedule to thirty-nine teachers and administrators involved in the unified program in seven of the eight schools; (4) results of certain evaluative studies made in each local situation by individual staff members; (5) results of an opinionaire submitted by mail to nine teachers and administrators formerly involved in the Big Rapids High School program, which was discontinued in 1943; and (6) proceedings of a conference on the core curriculum, held at St. Mary's Lake Camp, January 17, 18, 19, 1947.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text notes that records should be kept for a minimum of seven years and should be accessible to authorized personnel at all times.

2. The second part of the document outlines the specific requirements for record-keeping. It states that all transactions must be recorded in a clear and concise manner, using a standardized format. This includes recording the date, amount, and description of each transaction. The text also requires that records be kept in a secure and accessible location, and that they be protected from unauthorized access and destruction.

3. The third part of the document discusses the role of internal controls in ensuring the accuracy of records. It notes that internal controls should be designed to prevent errors and fraud, and to ensure that all transactions are properly recorded. The text emphasizes that internal controls should be regularly reviewed and updated to reflect changes in the business environment.

4. The fourth part of the document discusses the importance of training and education for personnel involved in record-keeping. It states that all personnel should receive appropriate training and education to ensure that they are able to perform their duties accurately and efficiently. The text also notes that training should be ongoing and should cover both technical and ethical aspects of record-keeping.

5. The fifth part of the document discusses the consequences of non-compliance with record-keeping requirements. It notes that failure to maintain accurate records can result in financial loss, reputational damage, and legal action. The text emphasizes that compliance with record-keeping requirements is a critical component of a sound financial management system.

Basic materials on file. Because of the interest of the Department of Public Instruction and of the Michigan Secondary Curriculum Study in the present study, access has been obtained to the files of those agencies. These files contain much interesting and valuable material regarding the unified programs in all eight high schools, and especially in the five which were participating schools in the Michigan Secondary Study--Big Rapids High School, Denby High School, Dowagiac High School, Godwin Heights High School, and Lakeview Junior High School. In the case of these five schools an extensive file of descriptive materials has been developed since 1938, including such items as the following:

- Self-survey reports
- Test data
- Parent opinion survey results
- Teacher opinion survey results
- Sample home reports
- Correspondence with teachers and administrators
- Sample annuals, school papers, student handbooks
- Outlines of plans for curriculum change
- Outcomes of pre-school conferences and workshops
- Visitation reports by staff members of the Study
- Annual reports on emerging changes and problems
- Results of miscellaneous local studies
- Bound volumes of complete school surveys, 1938-39
- Bound volumes of studies of curriculum changes, 1938-43

In the case of the three remaining schools--Bloomfield Hills High School, Highland Park Junior High School, and Wayne High School, some items of the above list are also available in the files of the Department of Public Instruction. This is largely the result of the regular consultant visits which were made by the staff of the

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. The text also highlights the need for regular audits to detect any discrepancies or errors early on.

Furthermore, it outlines the various methods used to collect and analyze data, including direct observation, interviews, and the use of specialized software. The document stresses that the choice of method depends on the nature of the research and the resources available.

In addition, the text provides a detailed explanation of the statistical techniques employed to interpret the data. It covers topics such as hypothesis testing, regression analysis, and the use of confidence intervals. The goal is to ensure that the results are statistically significant and can be used to draw valid conclusions.

The document also addresses the ethical considerations of research, particularly in the context of data collection and analysis. It discusses the importance of obtaining informed consent from participants and ensuring that their data is kept confidential and secure.

Finally, the text concludes by summarizing the key findings of the study and providing recommendations for future research. It suggests that further exploration of the relationship between the variables studied would be beneficial, and that the use of more advanced statistical techniques could provide deeper insights into the data.

The second part of the document focuses on the practical aspects of data collection and analysis. It provides a step-by-step guide to conducting a survey, from the design of the questionnaire to the distribution and collection of responses. The text also discusses the challenges of survey research, such as low response rates and the potential for bias.

In addition, it offers a comprehensive overview of the various types of data that can be collected, including quantitative and qualitative data. It explains how to choose the most appropriate data collection method for a given study and how to ensure the reliability and validity of the data.

The document also provides a detailed explanation of the various statistical tests used to analyze the data. It covers topics such as the t-test, ANOVA, and chi-square test, and explains how to interpret the results of these tests. The goal is to ensure that the researcher is able to identify any significant differences or relationships between the variables.

Furthermore, the text discusses the importance of data visualization in presenting the results of the study. It provides a detailed overview of the various types of charts and graphs that can be used, such as bar charts, line graphs, and pie charts. It also explains how to choose the most appropriate visualization method for a given set of data.

The document also addresses the issue of data storage and security. It discusses the various options available for storing data, such as hard drives, cloud storage, and secure servers. It also provides a detailed overview of the various security measures that can be used to protect the data, such as encryption and access control.

Finally, the text concludes by providing a detailed overview of the various software packages used for data analysis. It discusses the strengths and weaknesses of each package and provides a detailed overview of the various features and functions of each. The goal is to ensure that the researcher is able to choose the most appropriate software package for their study.

Secondary Study in these non-participating schools where interesting curriculum modifications were developing. In addition, the annual self-survey reports which all school districts make to the Department of Public Instruction were of considerable help in the present study.

As an initial step in the study, these file materials were rather carefully reviewed and analyzed from the point of view of their possible contribution to the purposes of the study. The items which appeared to be pertinent in any way were then borrowed from the files and have been employed constantly throughout the period of the study. Data from this source have been included in subsequent chapters.

Information deriving from consultant relationship.

The author has worked as a curriculum consultant in all eight of the schools included in this study since February 1, 1943. The information and orientation secured through this consultant contact have been helpful in the present study.

The interview schedule. As a means of securing additional information about the unified programs and of facilitating the process of evaluation of the programs by the teachers and administrators most directly involved in them, a series of group conferences was arranged, one in each of the seven schools where the program is still active. In the case of the Big Rapids program, where only two persons

of the large group once involved in the core program are now employed, a mailed opinionnaire was substituted for the interview technique.

In preparation for each school conference, the interview schedule included in the Appendix, pages 238-245, was prepared. A copy of the schedule was mailed to the principal about two weeks in advance of the first conference. This permitted a preliminary analysis of the schedule by the local teachers and administrators, thus facilitating the conference process. The names of the thirty-nine persons participating in the seven conferences are presented in Appendix C, pages 251-252. Each conference was opened by a brief explanation of the study, followed by a discussion of the circumstances surrounding the origin of the program of unified general education in that school. Each participant was first simply asked to write out a brief statement of his or her understanding of the purposes of the program. These statements were submitted, unsigned, with the completed interview schedule. One other statement was also written out by each individual before the discussion of the item, which dealt with the extent of teacher growth in service as a result of the program.

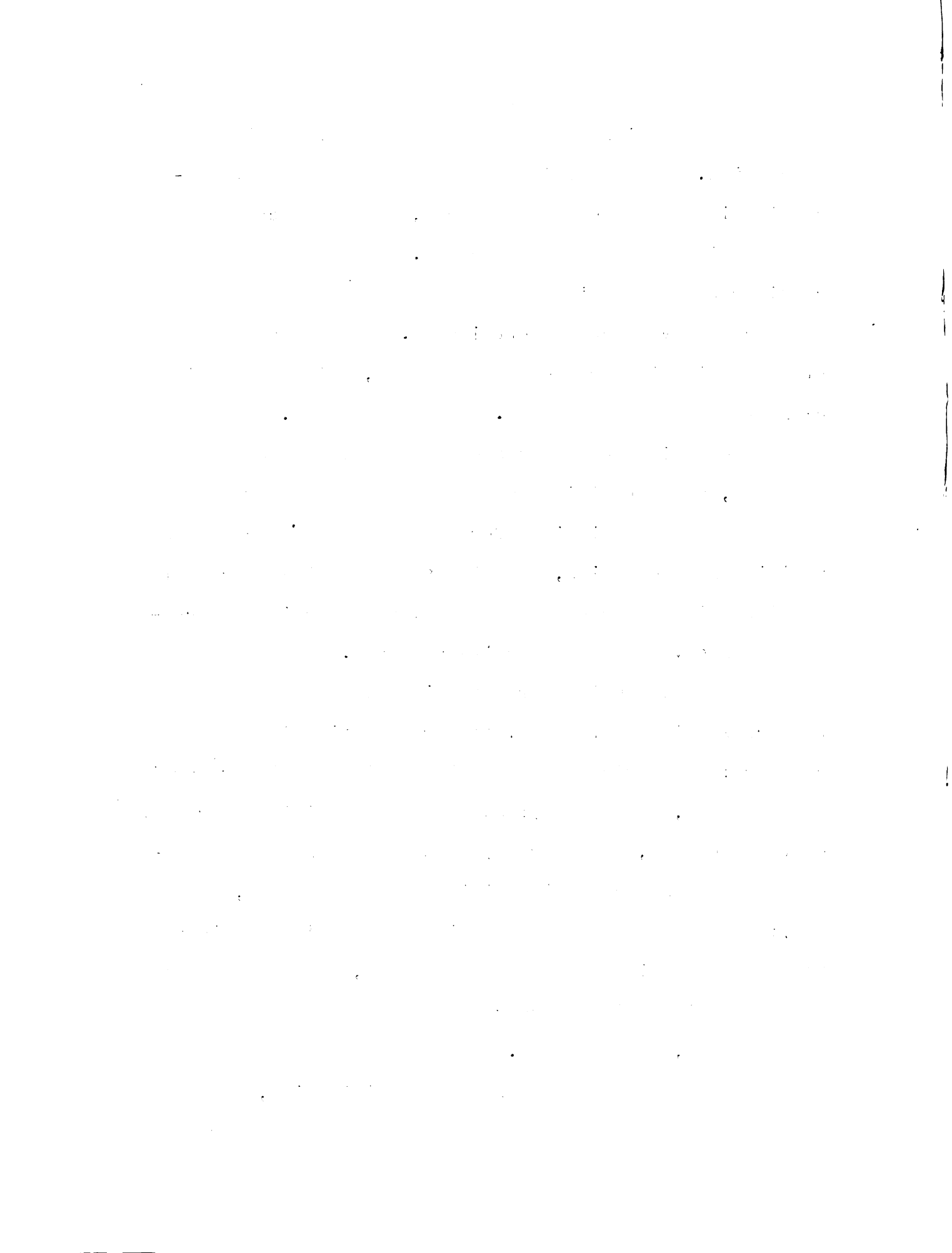
Aside from these two items, participants wrote on none of the questions in the schedule. Instead they discussed each question fully and either reached a consensus for the record or suggested two or three statements which would accurately represent the opinions of those present.

Some portions of the schedule aroused protracted discussion. Other portions were dismissed without discussion in some school conferences, when it became evident that the items were not applicable. A few items evoked considerable discussion even though they dealt with areas on which no evidence was obtainable. Such an area was that of evaluation in terms of pupil growth, which is specifically referred to in Item 3.1 of the schedule.

Following an analysis of the completed interview schedule, another visit was made to the school or letters were sent to the principal for the purpose of securing some additional information, pursuing small studies which were mentioned in the school conference, and checking the completed interview record for its accuracy.

The data derived from the interview schedules have been classified as follows, for presentation in subsequent chapters: historical and descriptive information regarding the programs, (Chapter V); statements of original purposes of the programs, (Chapter VI); data regarding the leadership and other factors in initiating the programs, (Chapter VII); data regarding the specific kinds of instructional procedures carried on in the classrooms, (Chapter VIII); and evaluative evidence concerning the effectiveness of the programs, (Chapter IX).

Following this process of classification, the data bearing on each of the foregoing topics were further



classified around appropriate sub-topics. Frequency charts were then constructed on each sub-topic, for the purpose of facilitating analysis of the data. Tables were developed from these frequency charts.¹ The following kinds of data are presented in tabular form at appropriate points in subsequent chapters:

- Purposes of eight unified programs
- Outside persons contributing to initiation and development of eight unified programs
- Types of services performed by twelve consultants
- Sources of local leadership in development of eight unified programs
- Provision for planning among teachers in eight unified programs
- Effect of current events on selection of learning experiences in eight unified programs
- Criteria for selection of instructional experiences in eight unified programs
- Provisions for instructional materials in eight unified programs
- Techniques employed for interpreting eight unified programs to lay citizens
- Advantages of eight unified programs
- Weaknesses of eight unified programs
- Effects of eight unified programs on growth of teachers in service

In addition to the materials presented in tabular form, the following data were derived from the interview schedules and will be analyzed in subsequent chapters:

- Judgments of administrators in the eight unified programs as to the comparative cost, scheduling difficulties, demands on teachers, and effect on the school of the unified programs.
- Number of teachers withdrawing from eight unified programs because of ineffectiveness
- Data on relationships which developed between teachers in unified programs and the total faculty groups
- Descriptive and historical data regarding the eight unified programs

¹ Complete titles for all tables are furnished in the List of Tables, pp. vii-x.

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Extent to which the eight unified programs were patterned after programs in other schools
 Effect of workshops and conferences on initiation of unified programs
 Extent of teacher-leadership in the eight unified programs
 Changes in purposes and administrative provisions in the eight unified programs
 Changes in instructional procedures in the eight unified programs
 Degree to which the eight unified programs were initiated and developed on basis of known facts of child growth and development
 Data regarding the role of drill in the eight unified programs
 Data regarding extent of parent participation in planning eight unified programs

These data based on the interview schedules will be presented at appropriate points in ensuing chapters.

Outcomes of local evaluative studies. In six of the eight schools certain local studies were mentioned during the interviews. The results of these local studies were courteously made available by the persons responsible for them. The following data resulting from these studies will be presented at subsequent points in the present study:²

Percentile ranks on California Test of Personality for one ninth grade core class at Denby High School in January, 1942 and in January, 1943

Mean raw scores on California Test of Personality for 216 twelfth grade Denby students in 1946

Percentile ranks for seventy-seven paired students at Denby High School in September, 1944 and in June, 1945

Class rank in achievement and intelligence of twenty-three Denby seniors in June, 1945

Scores made by six sections at Denby High School on the Rinsland-Beck Test of English Usage, in June, 1942

² Many of these materials are presented in tabular form. See the complete List of Tables, pp. vii-x.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews with key stakeholders. Secondary data was obtained from existing reports and databases.

The third section details the statistical analysis performed on the collected data. This involves the use of descriptive statistics to summarize the data and inferential statistics to test hypotheses. The results show a clear trend in the data, which is discussed in detail.

The fourth section provides a comprehensive overview of the findings. It highlights the key insights gained from the study and discusses their implications for the organization. The author also identifies areas for further research and suggests practical recommendations based on the findings.

Finally, the document concludes with a summary of the research process and a list of references. The author expresses gratitude to the participants and the organization for their support and cooperation throughout the study.

Number of drop-outs due to age or jobs from four core and four non-core sections at Denby High School, January, 1942 to January, 1946

Average annual drop-out rate for ninth graders at Big Rapids High School for three years before the core program and for the first three years of the core program

Number of drop-outs from four freshman sections at Wayne High School, September, 1946 to January, 1947

Number of clubs elected annually by core and non-core students at Denby High School, January, 1946

Judgments of three sections of core students at Denby High School as to the effectiveness of the class, 1941-1942

Data on re-election of the core program at Denby High School, June, 1946

Judgments of students in one ninth-grade core section at Denby High School in January, 1946 as to effectiveness of the class

Responses of Denby seniors in January, 1946 to question of whether or not they would advise a younger brother or sister to elect a core class

Judgments as to the effectiveness of unified studies by students in one section at Godwin Heights High School, June, 1942

Responses of 550 Godwin Heights students to questionnaire on extent of use of unified studies techniques, June, 1942

Judgments of nineteen parents at Godwin Heights in May, 1942, as to effectiveness of unified studies

Annual data on decisions of Denby parents as to their children continuing in core

Letters sent to Denby parents, 1941-1946, in connection with the public relations program of core classes

Sample evaluation instruments used in Godwin Heights unified studies classes, 1941-1942

Drop-outs from Denby High School for each year 1938-1943 due to age or jobs

Data on reduction in teacher load, Denby High School

Data on diminution of failures, Big Rapids High School, 1938-1941

Report of community survey, Godwin Heights unified studies class, 1942

Unit materials, ninth grade core classes, Big Rapids High School

Teachers' report on classroom planning in a Big Rapids High School core class, April, 1943

Faculty report on Godwin Heights unified studies courses, 1943

Report of procedures in a tenth grade core class in Big Rapids High School, 1941

List of problems submitted and ranked by a twelfth grade unified studies class, Godwin Heights High School, 1942
 Report of planning in a twelfth grade class at the Big Rapids High School, 1941
 Teachers' report on the Denby core programs, 1940-1946
 List of opportunities for democratic processes in Denby High School core classes, 1943
 Cooperative Behavior Checking Schedule, Denby High School core classes, 1943
 Report on a ninth grade Denby core class written by the students, 1943
 Teacher's report on an eleventh grade unified studies class, Godwin Heights High School, 1942-1943

Since this area of local evaluation was one to which not much effort had been paid by the eight school staffs, such studies as were available proved exceedingly helpful in the present study.

Big Rapids Opinionnaire. As has been pointed out earlier in this chapter, the administering of the interview schedule was not possible in the case of the Big Rapids program. This was due to the fact that only two teachers (and no administrators) who have ever had any experience with the core program there still remain in the Big Rapids schools. It was considered important, however, to include in this study an analysis of the Big Rapids program, both because of its extensive grade coverage in 1942-43, and because of the fact that it is the only one of the eight programs which was eliminated during the period of war-time teacher turnover.

The interview schedule was therefore somewhat revised and a brief opinionnaire form was developed from the longer document. A copy of this opinionnaire is included in the Appendix, pages 246-250.

A copy of the opinionnaire, together with a cover letter and a return-addressed envelope, was mailed to nine persons who had been connected with the core program at Big Rapids as a teacher or administrator.³

Six persons responded on the opinionnaire, the results of which were analyzed in the same manner as the data from the interview schedule.⁴ The data from the opinionnaire were summarized in frequency charts and included in the tables and discussion at appropriate points in the ensuing chapters. They were submitted anonymously as a means of increasing their objectivity.

Conference on core curriculum. As earlier indicated, the Department of Public Instruction and the Michigan Secondary Study have expressed an interest in the present study. This interest arises from the current program of the Study, which is primarily concerned with an evaluation of the core curriculum in Michigan.

As a means of initiating this evaluation, the Secondary Study sponsored a conference at St. Mary's Lake Camp near Battle Creek, on January 17-19, 1947. About eighty-five teachers and administrators from twenty high schools having core or unified programs of general education participated in

³ A list of these nine persons has been included in Appendix C, p. 253.

⁴ See p. 38.

this conference, the purpose of which was to promote an exchange of experiences with regard to the core curriculum, to evaluate its effectiveness to date, and to attack mutual problems relating to the core curriculum.

The author participated in the conference as consultant. Six of the eight schools of the present study were represented in the conference by thirty persons. The problems and results recorded from the conference, therefore, assume unusual significance in connection with the present study. A careful record of the conference has furnished much help in the analysis of the eight core programs. Data drawn from the conference record will be presented in subsequent chapters.

Summary. Thus the present study is based upon data derived from (1) the files of the Michigan Secondary Study and of the Department of Public Instruction, (2) the experience of the author as consultant in the eight schools involved, 1943-1947, (3) certain local research studies, (4) an interview schedule administered in seven of the schools through a conference of teachers and administrators, (5) an opinionnaire returned by six teachers and administrators who had been formerly connected with the Big Rapids program, and (6) a conference on the core curriculum, January 17-19, 1947.

In the next chapter a brief description of each of these eight programs will be presented as an aid to subsequent efforts to analyze and evaluate the programs.

CHAPTER V

DESCRIPTION OF SELECTED PROGRAMS

It appears logical to begin the analysis of the eight unified curriculum programs included in this study with a brief description of the programs. In Table I a picture is presented of the size and type of community in which each school is located, the pupil enrollments as of September, 1946, and the number of staff members. It will be noted that five of the eight schools are located in suburban residence areas adjacent to large cities -- three neighboring Detroit, one Eattle Creek, and one Grand Rapids. Only two are located in rural Michigan, although both Lakeview and Godwin Heights serve many rural tuition students each year. In size there is a somewhat greater range, from Bloomfield Hills, with 135 students in grades seven through twelve to Denby High School with 4,108 students in grades nine through twelve. Of the others, Wayne and Highland Park are classified as "A" senior high schools in terms of enrollment for athletic purposes, while the remaining four, Godwin Heights, Dowagiac, Lakeview, and Big Rapids have "B" senior high schools.¹ The junior high schools involved are of a size comparable to the accompanying senior high school in the same system.

¹ The Michigan High School Athletic Association classifies high schools as follows for athletic purposes: Class A, enrollment of 800 and above; Class B, enrollment of 325 to 799, inclusive.

This is a study, therefore, of certain curriculum modifications in two junior high schools, three four-year high schools, and three six-year high schools, with a wide enrollment range and staffs which vary in size from eight teachers in the smallest to 135 teachers in the largest.

TABLE I
DATA ON SCHOOLS AND COMMUNITIES SELECTED FOR STUDY

School	City	Type of community	School enrollment September, 1946	Number of staff members September, 1946	Grades included in high school
Big Rapids High School	Big Rapids	Rural shopping center, county seat	645	27	7-12
Bloomfield Hills High School	Bloomfield Hills	Wealthy suburban residence community	135	8	7-12
Denby High School	Detroit	Industrial metropolis	4,108	135	9-12
Dowagiac High School	Dowagiac	Rural shopping center and small industrial town	510	25	9-12
Godwin Heights High School	Grand Rapids	Suburban residence and manufacturing center	550	23	7-12
Highland Park High School	Highland Park	Suburban residence and shopping center	1,050	45	8A-10B
Lakeview Junior High School	Battle Creek	Suburban residence center	400	18	7-9
Wayne High School	Wayne	Suburban residence and shopping center	1,100	37	9-12

TABLE II

UNIFIED PROGRAM AT ITS POINT OF GREATEST EXTENT IN
THE EIGHT SELECTED SCHOOLS

School	Year	Number of sections	Grades	Number of teachers in core	Number of pupils in core	High School enroll- ment
Big Rapids High School	1942- 43	14	7-10	13	420	620
Bloomfield Hills High School	1945- 46	4	7-8-9- 11-12	5	100	120
Denby High School	2nd se- mester 1944- 45	12	9-12	12	420	3,548
Dowagiac High School	1940- 41	8	9-10	5	220	550
Godwin Heights High School	1943- 44	17	7-12	10	512	542
Highland Park Junior High School	1943- 44	30	8B- 9A	25	1,200	1,200
Lakeview Junior High School	1946- 47	9	7-8-9	6	289	400
Wayne High School	1946- 47	9	9	9	325	1,100

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews with key stakeholders. Secondary data was obtained from existing reports and databases.

The third section presents the findings of the study. It shows that there is a significant correlation between the variables being studied. The data indicates that as one variable increases, the other tends to decrease, suggesting an inverse relationship. These findings are supported by statistical analysis and are consistent with previous research in the field.

Finally, the document concludes with a series of recommendations for future research and practical applications. It suggests that further studies should be conducted to explore the underlying causes of the observed trends. Additionally, it provides several actionable steps that can be taken to improve the processes being analyzed.

The core or unified program has not characterized the entire secondary curriculum in these eight schools. Table II presents the picture of the extent of the core program at its highest point in each of these high schools.

It may be helpful to present a brief description of each of these eight programs as a basis for subsequent analysis.²

Big Rapids High School. The program of core, or "social studies", began in 1938 in the ninth grade of the Big Rapids High School with a one-period orientation to the home, school, and community which was required of all ninth graders and replaced the former citizenship requirement. No basic text was used, but a syllabus gradually emerged through the regular planning conference of the four teachers, each of whom had a single section. Each of the ninth grade home-rooms was combined with a section of social studies. The informal procedures employed in this "social studies nine" course laid the basis for its continuation the following fall and the addition of one section of double period work which brought together the ninth grade English and social

² Further information about certain of these eight programs may be found in the following published materials:

Seeking Better Ways. Michigan Secondary Study (Lansing, Michigan: The Study, 1941), pp. 18, 21, 52, 71, 84, 87.

Youth Learns To Assume Responsibility. Michigan Secondary Study (Lansing, Michigan: The Study, 1944), pp. 9, 18, 20, 24, 28, 33, 37, 47, 50, 51, 74, 94, 98, 104.

Edgar G. Johnston, Administering The Guidance Program (Philadelphia: Educational Publishers, 1942), pp. 28-29.

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data. This section also outlines the various methods used to collect and analyze the information, highlighting the challenges faced during the process.

In the second part, the focus shifts to the results of the study. The data indicates a significant correlation between the variables being examined, suggesting that the findings have important implications for the field. The author provides a detailed analysis of these results, supported by statistical evidence and logical reasoning.

The final section of the document concludes with a summary of the key findings and offers suggestions for further research. It is clear that the study has contributed valuable insights into the subject matter, and the author expresses confidence in the validity of the conclusions drawn.

The author would like to thank the following individuals for their assistance and support during the course of this project:

- Dr. John Doe, Department of Psychology, University of California, Berkeley
- Ms. Jane Smith, Research Assistant, Stanford University
- Mr. Robert Johnson, Graduate Student, MIT

The author also wishes to express appreciation to the funding agencies that supported this research, including the National Science Foundation and the Department of Education.

studies into a core class. The same fall (1939) the seventh grade geography and English courses were combined into a two-hour core called "social studies". The fall of 1940 saw the repetition of the seventh grade core group and the extension of this same kind of class into the eighth grade. The ninth grade program was expanded to include three sections of double period work combining ninth grade social studies and English, and one section of three-period core. One section of tenth graders was also formed into a double period core in 1940.

In 1941 the seventh and eighth grade groups were given three periods daily instead of two, the ninth grade double period program was repeated and four more sections of double period core work were formed in grade ten, thus providing a core experience for all pupils from grade seven through ten. This pattern prevailed, with slight modifications, until September, 1943. The advent of a new administrative staff and the turnover of nearly the entire high school faculty resulted in the elimination of all double and triple period core work on that date.

Texts were eliminated at only one grade level, the ninth, but dependence upon them as a source of planning tended to diminish sharply. The former homeroom were combined with the core groups and finally eliminated in 1941. One period daily was provided for staff planning at each

grade level. Cadet teachers from the twelfth grade were assigned to core groups for one period daily.

A theme was pre-planned for each grade level, although all the groups departed from the theme as the trend of teacher-pupil planning suggested. The theme for each grade was as follows:

Seventh grade -- "The Big Rapids High School" -- its history, traditions, schedule, room plan, organizations.

"Our country and our people." The geography, ethnic make-up, economic and sociological patterns of America today.

"Our health." Problems of personal and public health.

Eighth grade -- "The story of America." "What to study in high school."

Ninth grade -- "Our School." "Our Home." "Our Community."

Tenth grade -- "Man's backgrounds and social heritage."

All core groups served as the political base for representation in the school's council. A considerable amount of time and attention was devoted to the current problems of room and total school life. Teachers usually remained with their groups for two years. In two cases a teacher continued for two more years with the same group.

A summary of the core program in the Big Rapids High School in 1942-43 is shown in Table III.

1. Các thành phần của một hệ thống quản lý chất lượng (TQM) bao gồm:

- Văn hóa chất lượng: Là nền tảng của TQM, đòi hỏi sự cam kết của tất cả nhân viên trong việc cải thiện chất lượng.
- Hệ thống quản lý chất lượng (TQM): Là bộ khung pháp lý và quy trình để đảm bảo chất lượng.
- Công cụ quản lý chất lượng: Bao gồm các công cụ như biểu đồ kiểm soát, biểu đồ Pareto, biểu đồ phân tán, v.v.
- Đào tạo nhân viên: Đảm bảo nhân viên có đủ kiến thức và kỹ năng để thực hiện các quy trình TQM.
- Đo lường và đánh giá: Theo dõi và đánh giá hiệu suất của hệ thống TQM để phát hiện và khắc phục các vấn đề.

2. Các lợi ích của TQM bao gồm:

- Giảm chi phí: Giảm thiểu lãng phí, giảm chi phí sản xuất và chi phí bảo trì.
- Tăng năng suất: Cải thiện quy trình sản xuất, tăng năng suất lao động.
- Cải thiện chất lượng sản phẩm: Đảm bảo sản phẩm đạt chất lượng cao, giảm thiểu khiếu nại khách hàng.
- Tăng lòng tin của khách hàng: Khách hàng hài lòng với chất lượng sản phẩm và dịch vụ.
- Tăng khả năng cạnh tranh: Sản phẩm chất lượng cao giúp doanh nghiệp cạnh tranh tốt hơn trên thị trường.

3. Các nguyên tắc của TQM bao gồm:

- Khách hàng là trung tâm: Mọi hoạt động đều hướng đến việc phục vụ khách hàng.
- Cam kết của lãnh đạo: Lãnh đạo phải cam kết và hỗ trợ TQM.
- Tiếp cận dựa trên bằng chứng: Mọi quyết định đều dựa trên dữ liệu và bằng chứng.
- Cải tiến liên tục: Luôn tìm kiếm và thực hiện các cải tiến nhỏ để nâng cao chất lượng.
- Hợp tác: Mọi người trong tổ chức phải hợp tác để đạt được mục tiêu chất lượng.

4. Các công cụ quản lý chất lượng bao gồm:

- Biểu đồ kiểm soát: Dùng để theo dõi và kiểm soát quá trình sản xuất.
- Biểu đồ Pareto: Dùng để phân tích nguyên nhân chính của các vấn đề.
- Biểu đồ phân tán: Dùng để phân tích mối quan hệ giữa các biến.
- Biểu đồ xương cá: Dùng để phân tích nguyên nhân của các vấn đề.
- Biểu đồ vòng tròn: Dùng để phân tích các thành phần của tổng thể.

5. Các phương pháp quản lý chất lượng bao gồm:

- Phương pháp Six Sigma: Tập trung vào việc giảm thiểu sai sót và cải thiện chất lượng.
- Phương pháp TQM: Tập trung vào việc cải thiện quy trình và chất lượng sản phẩm.
- Phương pháp ISO 9000: Tiêu chuẩn quốc tế về hệ thống quản lý chất lượng.
- Phương pháp Kaizen: Tập trung vào việc cải tiến liên tục.
- Phương pháp Lean Manufacturing: Tập trung vào việc giảm thiểu lãng phí và tăng năng suất.

6. Các bước thực hiện TQM bao gồm:

- Xác định mục tiêu chất lượng: Xác định rõ ràng các mục tiêu chất lượng cần đạt.
- Thiết lập hệ thống quản lý chất lượng: Xây dựng bộ khung pháp lý và quy trình TQM.
- Đào tạo nhân viên: Đảm bảo nhân viên có đủ kiến thức và kỹ năng để thực hiện TQM.
- Đo lường và đánh giá: Theo dõi và đánh giá hiệu suất của hệ thống TQM.
- Cải tiến liên tục: Luôn tìm kiếm và thực hiện các cải tiến nhỏ để nâng cao chất lượng.

7. Các thách thức của TQM bao gồm:

- Khó khăn trong việc thay đổi văn hóa: Văn hóa doanh nghiệp cũ có thể cản trở TQM.
- Thiếu sự cam kết của lãnh đạo: Lãnh đạo không hỗ trợ TQM sẽ dẫn đến thất bại.
- Thiếu nguồn nhân lực: Thiếu nhân viên có đủ kiến thức và kỹ năng để thực hiện TQM.
- Thiếu dữ liệu: Không có đủ dữ liệu để phân tích và cải tiến.
- Thiếu sự đồng lòng: Mọi người trong tổ chức không hợp tác để đạt được mục tiêu chất lượng.

8. Các xu hướng phát triển của TQM bao gồm:

- Ứng dụng công nghệ: Sử dụng công nghệ để cải thiện quy trình và chất lượng.
- Tích hợp TQM với các hệ thống khác: Tích hợp TQM với các hệ thống như ERP, CRM, v.v.
- Tăng cường hợp tác: Hợp tác với khách hàng và nhà cung cấp để cải thiện chất lượng.
- Chú trọng đến yếu tố con người: Chú trọng đến việc đào tạo và phát triển nhân viên.
- Hướng đến sự bền vững: TQM không chỉ là về chất lượng mà còn là về sự bền vững.

TABLE III

SUMMARY OF CORE PROGRAM IN THE BIG RAPIDS HIGH SCHOOL, 1942-43

Grade	Sections	Title	Number of periods per day	Theme
7	3	Social studies	3	Our country and our people
8	3	Social studies	3	Our country's history
9	4	Social studies	2	Our school, our home, our community
10	4	Social living	2	Man's backgrounds
11	3	American history	1	Occasional correla- tion by teams
		American litera- ture	1	
12	3	American problems	1	Occasional correla- tion, core tech- niques practiced in single period
		English 7-8	1	

In the eleventh and twelfth grades no real core as such was organized. The American problems course in the twelfth grade, combining the former civics, economics, and sociology courses, embodied many of the features of the core in its approach. It originated in 1938 and continued as such

until 1944. At various times during the five years, 1938-43, a team of two teachers was attempted, with the eleventh grade English and American history teachers correlating their subject fields and their eleventh grade homeroom assignments. The same kind of team was also tried in grade twelve during at least three different years. No great amount of correlation ensued, however, and it would not be accurate to say that a core existed in the Big Rapids High School excepting in grades seven through ten.

The chief purpose underlying the core program at Big Rapids was that of improved guidance.³ Evidence as to the achievement of that purpose will be presented in Chapter IX.

Bloomfield Hills High School. Another program of unification began in the fall of 1943, when the small high school faculty at Bloomfield Hills became interested in some device for correlating the highly departmentalized program there. The second year, 1944-45, a three period, single-section, unified group was set up for all seventh graders, in which the theme was "Latin America." The course introduced the Spanish language and combined with language study

³ The word "guidance" is used here, and elsewhere in this study, to include those educational experiences which aid the individual to make a satisfactory personal-social adjustment, to live a rich, happy life, and to contribute maximally to his own welfare and to that of the social culture.



the geography and culture of our Latin American neighbors. A third period was secured by the use of one of the study periods assigned to seventh grade.

The teachers employed textbooks, homework assignments, and teacher planning of content, but the course was characterized by some degree of correlated study. As time went on, some more functional methods were developed for this Latin America "core".

In the eighth grade, where a single section also accommodated all the pupils, a theme of "Our American History" was adopted and the elements combined to form a three period core were eighth grade English, American history, and a study hall. Here also texts and homework were usual routines, but with a considerable degree of correlated study of literature and history. There also developed a keen interest in supplementary reading materials, which placed a sharp emphasis on library usage.

In the ninth grade the former citizenship and English courses were combined into a two-period core, or "unified studies" group enrolling all ninth graders in one section. Here also basic texts were used, but a considerable amount of attention was paid to community problems and social relationships. Reading, writing, and speaking assignments were correlated around the various civic problems dealt with under the theme "Community Citizenship". A special interest was shown in attitudes and their improvement.



No unified program was attempted at the tenth grade level.

The eleventh and twelfth grades were always small at Bloomfield, due to transfers to Cranbrook and Kingswood private schools. The two grades were formed into a single section which studied, in alternate years, American history and problems of American democracy. Here there was an effort made to develop a type of unified program through the use of teacher teams. The American history teacher and the American literature teacher were invited to plan their courses as one two-period block. One year (1944-45) the same teacher had both subjects. Due to the unusual interest in subject mastery which had prevailed in the school and was a part of its traditions, it proved difficult to achieve much correlation. In 1945-46 a double period class combining English and dramatics at the eleventh and twelfth grade level was scheduled. The social science program remained separate that year. This year (1946-47) the program at the eleventh and twelfth grade level again combines English and American history.

Thus more success was attained at Bloomfield Hills in unifying the seventh, eighth, and ninth grade programs. As in Big Rapids, the influence of these unified studies programs appears to have extended into certain single period courses at higher grade levels. For example, the American democracy course which the group took in alternate years was taught during 1943-44 and during 1945-46 very much in the manner of a



core course, with pupil-teacher planning and a group problem-solving approach.

The dominant purpose underlying these experimental programs at Bloomfield Hills was that of correlating two or more subject fields. Table IV summarizes the unified program at Bloomfield Hills High School in 1945-46.

TABLE IV
SUMMARY OF UNIFIED STUDIES PROGRAM IN BLOOMFIELD
HILLS HIGH SCHOOL, 1945-46

Grade	Course	Number of periods per day	Theme of course
7	Latin American culture	2	Geography, history, and social-economic problems of Latin America, Spanish language
8	American civilization	2	American history, American literature
9	Citizenship and English	2	Problems of community citizenship, creative writing, oral expression
11-12	Problems of democracy	1	Political, sociological, and economic problems of America and world
11-12	English and dramatics	2	Increased skill in communication

Denby High School. The core program at Denby High School was only one of several curriculum innovations which emerged from the first two years of that school's connection with the Michigan Secondary Curriculum Study. Those two years (1938-40) were characterized by a considerable amount of committee planning among Denby's many teachers. One of these committees, appointed in the fall of 1939, was called the "Committee on the Nine-B Program". After several months of study, including visits to certain programs outside the state, the committee finally recommended in the spring of 1940 that an experimental core program be set up during the ensuing fall semester as a sort of small school within the huge Denby program. This pattern may have been suggested by the New School at Evanston, Illinois, which committee members had visited. The committee's report listed certain areas which the core program was to "cover" but recommended considerable freedom for teacher-pupil planning.

During the summer of 1940 a group of Denby teachers, who were to undertake sections of the core program that fall, attended a Michigan Secondary Study Camp Conference at Westminster Camp near Saugatuck. During the six days of this conference the group acquired an interest in the problem-approach to core, without limitations of subject area such as the committee had recommended. They secured permission to change the plan in that respect, and launched the first three sections of the program in the fall of 1940. These three

The first part of the document discusses the importance of maintaining accurate records of all transactions. It states that this is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The document emphasizes that every transaction, no matter how small, should be properly documented and recorded in a timely manner.

The second part of the document outlines the specific procedures for recording transactions. It details the steps involved in identifying the correct accounts to debit and credit, as well as the importance of double-checking the amounts and descriptions. The document also discusses the use of journals and ledgers to organize and summarize the recorded transactions.

The third part of the document focuses on the reconciliation process. It explains how to compare the recorded transactions against the bank statements and other external records to identify any discrepancies. The document provides a step-by-step guide for performing a reconciliation and resolving any differences that may arise.

The fourth part of the document discusses the importance of maintaining proper documentation for all transactions. It highlights the need for receipts, invoices, and other supporting documents to be kept in a secure and accessible location. The document also provides tips for organizing and filing these documents to facilitate future audits and reviews.

Finally, the document concludes by emphasizing the overall importance of maintaining accurate and complete financial records. It states that this is a fundamental responsibility of any business owner or manager and that it is essential for the long-term success and stability of the organization.

sections of ninth graders continued with the same teacher two periods daily for one school year.

A summary of the additional sections of core developed at Denby is presented in Table V.

TABLE V
CORE CLASSES TAUGHT AT DENBY HIGH SCHOOL, 1940-1947

Semester starting	Number of sections:				Total number of sections for year
	Grade nine	Grade ten	Grade eleven	Grade twelve	
September, 1940	3				3
February, 1941	5				5
September, 1941	6				6
February, 1942	8				8
September, 1942	8				8
February, 1943	8	1			9
September, 1943	8	2			10
February, 1944	8	2	1		11
September, 1944	8	2	2		12
February, 1945	7	2	2	1	12
September, 1945	4	1	2	1	8
February, 1946	6		2	1	9
September, 1946	5	1	1	2	9
February, 1947	4	2		2	8

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven decision-making processes. It provides a detailed overview of the steps involved in identifying key performance indicators (KPIs) and using data to inform strategic decisions.

4. The fourth part of the document discusses the challenges and risks associated with data management and analysis. It offers practical advice on how to mitigate these risks and ensure the integrity and security of the data.

5. The fifth part of the document provides a comprehensive overview of the data management lifecycle, from data collection to data archiving and deletion. It includes a detailed checklist of tasks and responsibilities for each stage of the process.

6. The sixth part of the document discusses the role of data in driving innovation and growth. It provides examples of how data has been used to identify new market opportunities and develop innovative products and services.

7. The seventh part of the document focuses on the importance of data privacy and security. It provides a detailed overview of the various security measures and protocols that should be implemented to protect sensitive data from unauthorized access and breaches.

8. The eighth part of the document discusses the future of data management and analysis. It explores emerging trends and technologies that are expected to shape the data landscape in the coming years.

9. The ninth part of the document provides a summary of the key findings and recommendations of the report. It emphasizes the need for a data-driven approach to management and the importance of investing in data management and analysis capabilities.

10. The tenth part of the document provides a list of references and resources for further reading. It includes a mix of academic papers, industry reports, and books on data management and analysis.

Thus the Denby core program has remained somewhat constant as to enrollment, a smaller school within a school, enrolling about one fourth of the new ninth graders each fall and never over forty per cent of the incoming ninth graders in February. The number of tenth, eleventh, and twelfth graders enrolled has never been great. The staff has been a well-knit group which has met regularly for core planning in a period set aside for that purpose. These teachers have, from the beginning, been considerably more free of subject emphasis than the teachers at either Bloomfield Hills or Big Rapids. They have rather consistently adhered to the practice of selecting instructional experiences on the basis of group planning and group decision, and have been restricted only by two predetermined themes -- an orientation unit in grade nine-B and an American history theme in grade eleven.

The dominant purpose from the beginning of the Denby program has been the provision of more meaningful learning experiences for pupils through mastery of the skills of democratic planning, execution, and evaluation. No basic texts are employed, but rich supplementary classroom libraries have been developed.

The pupils, together with the teacher, select the area of work, plan their approach to it, and continuously evaluate their progress. Much use is made of the small working group within the class. Further information regarding the techniques employed will be supplied in a later chapter.

Dowagiac High School. The core program in Dowagiac High School has always been referred to locally as the English-history program or the English-social science program. This perhaps offers a clue to its origin and development.

The blocking of the two courses together began experimentally in September of 1941, following a semester of experimentation with correlated procedures in the English and social science classes. Preceding the actual block program, however, was a tradition of keen interest in correlation and in integration dating back to about 1935. This interest seems to have originated with the administrators and been kept alive by the reading and discussions of teachers, since not much school visiting was done by teachers prior to 1940. A strong tradition of community study and community service activated the school during the 1930's and Dowagiac had already become known, by 1940, as an outstanding community school. One outcome of this emphasis was the evolution of an experimental climate wherein anyone who had an idea for a change in the curriculum, in school activities, or in administrative plans might get a ready hearing and an opportunity to try it out.

The first block program began in grade nine with the object of providing an integrated learning experience for pupils who were required to take English and citizenship. The block was always composed of two periods and sometimes

included only two sections, but gradually extended until it has included all five sections at both grades nine and ten during recent years. It has varied in extent of coverage in terms of such factors as the following:

- (1) Ease of scheduling
- (2) Degree of teacher interest
- (3) Availability of rooms
- (4) Availability of competent teachers

The program has not been regarded as particularly experimental, partly because such experiments are part of the regular climate of expectations at Dowagiac, partly because a similar program has obtained for many years in the junior high school grades. At present at least half of the seventh and eighth grader's day is spent with his room teacher.

As one result of this freedom for experimentation no such uniformity of procedure has obtained as in the Denby program. If a teacher wanted to dispense with a basic text and employ the problem approach, she did so and many Dowagiac "core" teachers have used that approach. If she preferred to teach both classes with the same group, but teach them separately, that was considered acceptable. There have been cases of this sort at Dowagiac.

Perhaps a brief account of the present (1946-47) seven sections of English-social science will give a sufficiently accurate picture of Dowagiac's program since 1941. Further details will be added in a later chapter. All of

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the present sections are employing the social-problem approach, with the problems evolving from teacher-pupil planning. Three of the sections in grade ten use a text. The others do not. The three which employ a text appear to use it only as a point of departure. The current world scene constantly enters the planning picture and suggests new areas of study to the pupils. The groups are free to swing into almost any area of study which interests the children and teacher, with the single exception that the three sections mentioned earlier have a theme of world history as a frame work.

Other elements in the Dowagiac program are as follows:

- (1) A keen interest in the Dowagiac community
- (2) Frequent excursions outside the building
- (3) Active support of community and national drives
- (4) A vigorous interest in current affairs
- (5) A constant emphasis on personal-social relations
- (6) A mother relationship of teachers with pupils -- an interest in the personal affairs of students and an understanding of them.

At various times other types of core classes have functioned at Dowagiac. Several times an eleventh grade team has paired an American history and an American literature teacher in the interest of achieving a correlated program. Several single period classes have also employed the core approach. One of the most functional of these was the

1. **Identify the main components of the system.**

2. **Describe the system architecture.**

3. **Explain the system's functionality.**

4. **Discuss the system's performance.**

5. **Analyze the system's security.**

6. **Evaluate the system's usability.**

7. **Assess the system's maintainability.**

8. **Identify the system's risks.**

9. **Develop a system plan.**

10. **Implement the system.**

11. **Monitor the system.**

12. **Optimize the system.**

13. **Upgrade the system.**

14. **Retire the system.**

15. **Document the system.**

16. **Communicate the system.**

17. **Collaborate on the system.**

18. **Lead the system.**

19. **Manage the system.**

20. **Support the system.**

21. **Test the system.**

22. **Train the system.**

23. **Deploy the system.**

24. **Operate the system.**

25. **Secure the system.**

26. **Protect the system.**

27. **Preserve the system.**

28. **Restore the system.**

29. **Recover the system.**

30. **Rebuild the system.**

31. **Recreate the system.**

32. **Reproduce the system.**

33. **Rebuild the system.**

34. **Recreate the system.**

35. **Reproduce the system.**

36. **Rebuild the system.**

37. **Recreate the system.**

38. **Reproduce the system.**

39. **Rebuild the system.**

40. **Recreate the system.**

41. **Reproduce the system.**

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45. **Rebuild the system.**

46. **Recreate the system.**

47. **Reproduce the system.**

48. **Rebuild the system.**

49. **Recreate the system.**

50. **Reproduce the system.**

(elective) community problems course, 1941-44, which really served as a civic apprenticeship for Dowagiac citizens then in high school. In this course the youngsters spent most of their time in actual community service projects, such as drives, office receptionist services, assisting with hot lunches, and constructing a community calendar. The immediate predecessor to the community problems course was another elective course in life problems offered for eleventh and twelfth graders from 1939 to 1941. This course dealt chiefly with the areas of community and personal problems and consumer economics.

Godwin Heights High School. As a result of some intensive workshop planning by teams of teachers, the Godwin Heights unified studies program was initiated in 1940. First known as "English and social studies", it was loosely called "core" in 1941 and has been titled unified studies since September, 1942. It was definitely planned from a guidance point of view and represented an effort to facilitate an adjustment of the non-college bound student. It was decided rather early that the subjects involved should be the required English and social studies. It was also decided that subject areas should be merely brought together into an integrated pattern for the purpose of reducing teacher's loads and facilitating guidance. Thus the philosophy embraced, at the start, no very startling departure from tradition. The subsequent evolution of a core curriculum in several of the sections was the result of insights later developed by teachers.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This often involves gathering information and observing the situation. For example, a manager might notice that sales are declining or that customer complaints are increasing. Once a problem is identified, the next step is to define it clearly. This involves determining the scope of the problem and the specific areas that are affected. For instance, a manager might define a problem as a decrease in sales in a specific region or a high rate of customer complaints in a particular department. The third step is to analyze the problem. This involves identifying the causes of the problem and the factors that are contributing to it. For example, a manager might analyze a decline in sales by looking at market conditions, competition, and internal factors such as pricing and product quality. The fourth step is to generate potential solutions. This involves brainstorming ideas and considering different approaches to solving the problem. For instance, a manager might consider increasing marketing efforts, improving product quality, or offering discounts to attract customers. The fifth step is to evaluate the potential solutions. This involves comparing the different options and determining which one is the most feasible and effective. For example, a manager might evaluate the cost and potential benefits of each solution and choose the one that offers the best return on investment. The final step is to implement the chosen solution and monitor its progress. This involves putting the solution into action and tracking its results over time. For instance, a manager might implement a new marketing campaign and track sales and customer feedback to see if the problem has been resolved.

At the beginning, two groups were organized in the seventh grade, and one each in grades eight through twelve -- seven sections in all. In February of 1942, all seventh and eighth grade sections were included in the unified studies program, and one or two sections added in the senior high school. In 1942-43, still more high school sections were added, and by September of 1943, the required program of the upper six grades was organized into double period unified groups. Since 1944-45, the twelfth grade unified course has been dropped in favor of a (required) one period government course, which employs the problem-survey approach and is thus similar to the unified studies program in its procedures.

Table VI summarizes the present program of unified studies in the Godwin Heights High School.

The policy at Godwin Heights has been similar in at least one respect to that of Dowagiac. Each teacher has been quite free to teach her double period class in the way she knows best how to teach. If a teacher chooses to teach English and social studies separately, she is permitted to do so. The entire climate of the school, however, tends to place an emphasis upon teacher-pupil planning, upon problem solving, upon guidance techniques, and upon the close correlation of all learning experiences.⁴ Basic texts are

⁴ A more complete picture of the unified studies program at Godwin Heights may be obtained from an examination of Table XXIV, pp. 176-179.

TABLE VI
 SUMMARY OF UNIFIED STUDIES PROGRAM IN GODWIN
 HEIGHTS HIGH SCHOOL, 1946-47

Grade	Number of sections	Number of periods
7	3	2 sections - 2 periods 1 section - 3 periods
8	4	2
9	3	2
10	3	2
11	3	2
12	3 government sections	1

used as a point of departure by most teachers. There has been a strong drive toward unification of learning experiences in Godwin's program as a result of the following factors:

(1) The principal of the senior high school has been an enthusiastic advocate of such procedures from the beginning.

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(2) The teachers have been active in credit and non-credit workshops every summer since 1938. Much interest in the so-called integrated curriculum has resulted from these workshop contacts.

(3) Rather frequent visits by certain consultants from the staff of the Michigan Secondary Curriculum Study, and from other agencies, have fortified this trend.

With certain exceptions, then, the faculty members in the Godwin Heights Unified Studies program have tended more and more to develop "core" programs rather than to retain the mere link between two subject areas. The following procedures are somewhat typical of this trend:

(1) Strong emphasis on development of group morale or "belongingness"

(2) Social activities, games, parties

(3) Definition of areas for study by teacher-pupil planning

(4) Freedom from text as source of sequence

(5) Group planning of methods of research

(6) Small group study of special segments of main problem

(7) Group planning of reporting or presentation methods

(8) Emphasis on current social and economic problems, such as intercultural relations, war and peace, consumer problems, boy and girl relations, home and family problems

(9) Emphasis on individual and group evaluation

(10) Interest in room and school government and student affairs

Alongside this trend toward liberal procedures certain vestigial remains may still be seen at Godwin. Such procedures as final examinations based on memorization, competition for scholastic honors, and concern for the mastery of language mechanics are still quite common.

The homeroom system persisted in the school until 1945, although it had been functionally replaced by the unified studies sections as early as 1942. The unified studies groups are now the representative base for the student council, which has assumed an important role in the government of the school.

Weekly reports⁵ by unified studies teachers to the principal describe the scope and nature of the learning experiences in each class, and set forth the plans for the ensuing week.

Highland Park Junior High School. In December, 1936, Dr. Hollis Caswell delivered an address in Lansing on the need for a unified pattern of general education. Certain administrators from the Highland Park schools were much impressed by the address and discussed its implications for

⁵ Representative materials taken from these weekly reports are presented on pp. 144-148.

1. The following table shows the number of employees in each of the departments of a company in 2010 and 2011. The number of employees in each department in 2011 is 10% more than in 2010.

Department	2010	2011
Administration	120	132
Finance	80	88
Marketing	150	165
Operations	200	220
Research & Development	100	110
Sales	180	198
Support	60	66
Total	890	978

2. The following table shows the number of employees in each of the departments of a company in 2010 and 2011. The number of employees in each department in 2011 is 10% more than in 2010.

Department	2010	2011
Administration	120	132
Finance	80	88
Marketing	150	165
Operations	200	220
Research & Development	100	110
Sales	180	198
Support	60	66
Total	890	978

3. The following table shows the number of employees in each of the departments of a company in 2010 and 2011. The number of employees in each department in 2011 is 10% more than in 2010.

Department	2010	2011
Administration	120	132
Finance	80	88
Marketing	150	165
Operations	200	220
Research & Development	100	110
Sales	180	198
Support	60	66
Total	890	978

4. The following table shows the number of employees in each of the departments of a company in 2010 and 2011. The number of employees in each department in 2011 is 10% more than in 2010.

Department	2010	2011
Administration	120	132
Finance	80	88
Marketing	150	165
Operations	200	220
Research & Development	100	110
Sales	180	198
Support	60	66
Total	890	978

the next several months. Out of these discussions developed several sections of combined English and social studies in the Highland Park Junior High School in September, 1937. These experimental efforts at a correlated curriculum culminated in the development of a real core program in the fall of 1940. The program was originally inaugurated at the eight-B level, with all pupils enrolled in core for most of the day. It was extended upward each semester until the entire eighth and ninth grades included a core program of at least three periods in length. In the ninth grade the core has combined English, social studies, and the homeroom since 1941. In the eighth grade it has also included mathematics and general science.

In the spring of 1941 a system of short-term workshops was developed as a means of enriching the program for individuals with special interests and of providing remedial work for those who needed it most. Some of the workshops thus organized were in the fields of the arts, some in reading and arithmetic, some in exploratory short courses such as science and the foreign languages. The workshops usually met for one period daily, extended over a six-week period, and drew students by election or recommendation from the various core groups. A close planning connection existed between the core teacher and the various workshop teachers who had her pupils during the day.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. For instance, a manager might define a problem as "a 10% decrease in sales over the last quarter, primarily due to a loss of market share in the competitive market." This definition helps to narrow down the focus of the problem and provides a clear starting point for further investigation.

2. The second step in the process is to gather information about the problem. This involves collecting data and facts that are relevant to the problem. For example, a manager might gather data on sales trends, market conditions, and customer feedback. This information is then used to identify the underlying causes of the problem. For instance, a manager might discover that the loss of market share is due to a combination of factors, including increased competition, changes in customer preferences, and a lack of innovation in the product line. This information is crucial for developing an effective solution.

3. The third step in the process is to generate alternative solutions. This involves brainstorming and evaluating different options that could address the problem. For example, a manager might consider options such as increasing marketing efforts, improving the product, or entering new markets. Each option is then evaluated based on its potential benefits and costs. For instance, a manager might evaluate the option of increasing marketing efforts by comparing the expected increase in sales against the additional costs of advertising and promotion. This step is critical for identifying the most viable and effective solution.

4. The fourth step in the process is to select a solution. This involves choosing the option that is most likely to address the problem effectively and efficiently. For example, a manager might select the option of improving the product because it offers the most long-term benefits and is most aligned with the company's strategic goals. This selection is based on a careful evaluation of the available information and the manager's judgment. Once a solution is selected, the next step is to implement it.

5. The fifth and final step in the process is to evaluate the results of the solution. This involves monitoring and measuring the performance of the solution over time to determine if it has effectively addressed the problem. For example, a manager might track sales trends and customer satisfaction levels to see if the implemented solution has led to an increase in sales and improved customer satisfaction. This evaluation is essential for determining the success of the solution and for identifying any areas that need further attention. If the solution is found to be ineffective, the manager may need to return to an earlier step in the process to re-evaluate the problem and generate alternative solutions.

The person most directly responsible for the development of the Highland Park program was the principal. The purposes of the program from the start were two-fold: (1) a better guidance facility, and (2) an integrated learning experience for boys and girls.

Unlike the Lowagiac and Godwin Heights programs already referred to, the core program at Highland Park was initiated simultaneously in all ten sections of the eight-B grade, was soon extended through the eighth and ninth grades, and has been functioning as the only program in which children enroll at those levels. It is not regarded by teachers or parents as particularly experimental, as indicated by the comments recorded in the interview schedule.

One feature of the Highland Park program deserves special mention. It is the only one of the programs in this study where mathematics and science, as well as English and the social studies are brought into the core by the unit method. The degree of skill with which the unit method is applied varies from teacher to teacher. Some of them are still somewhat "subject-minded"; yet the entire group has always been characterized by a very great interest in child development, so that procedures tend constantly to be geared to the unit concept and there is wide use of teacher-pupil planning. The guidance emphasis, in short, has tended to liberalize instructional procedures. The arithmetic is usually taught by a special teacher, who meets regularly



with the core teachers in the effort to build mathematics into the core. Certain skills in arithmetic, however, have become the function of the workshop already mentioned. Here the pupil engages in the drill necessary for passing an individual test in each skill, after which he drops that particular workshop. The homeroom program has become an integral phase of the core classes.

Lakeview Junior High School. The core program in the Lakeview Junior High School is the logical outcome of almost fifteen years of continuous efforts toward better guidance. It was first initiated as core in September of 1944, in grades seven and eight. As early as 1930, however, the practice had been followed of assigning the same group to a teacher for homeroom and for the class period which followed the homeroom period. For example, a science class the sixth period would meet with the same teacher in the same room the fifth period for homeroom. By this means a block of about eighty-five minutes was provided, which could be divided into a fifty-five minute class and a thirty minute homeroom period. Or, if the group and the teacher desired, the entire eighty-five minutes could be treated as one time unit and class instruction could thus be rather completely wedded to homeroom guidance and to school activities.

After fifteen years of experience with this combined homeroom and class organization, the teachers reported that

1. **Introduction**

The purpose of this report is to analyze the impact of the COVID-19 pandemic on the global economy and to provide recommendations for recovery. The report is structured as follows:

- 2. **Background**
- 3. **Methodology**
- 4. **Results**
- 5. **Discussion**
- 6. **Conclusion**

2. **Background**

The COVID-19 pandemic, caused by the novel coronavirus SARS-CoV-2, emerged in late 2019 and spread globally in early 2020. It has led to a significant economic downturn, with a global recession in 2020. The World Health Organization (WHO) declared it a global health emergency on January 30, 2020.

3. **Methodology**

This report uses a combination of primary and secondary data. Primary data includes surveys and interviews with experts in the field. Secondary data includes reports from the International Monetary Fund (IMF), the World Bank, and the United Nations. The data is analyzed using a combination of descriptive and inferential statistics.

4. **Results**

The results of the analysis show that the COVID-19 pandemic has had a significant negative impact on the global economy. The global economy contracted by 3.5% in 2020, with a sharp decline in the second quarter. The impact was particularly severe in emerging and developing economies, which experienced a decline of 5.9% in 2020.

5. **Discussion**

The results of the analysis suggest that the COVID-19 pandemic has led to a global recession, with a significant loss of jobs and income. The impact has been particularly severe in emerging and developing economies, which have a higher dependence on exports and tourism. The pandemic has also led to a significant increase in unemployment and poverty, particularly in these economies.

6. **Conclusion**

The COVID-19 pandemic has had a significant negative impact on the global economy, leading to a global recession and a significant loss of jobs and income. The impact has been particularly severe in emerging and developing economies, which have a higher dependence on exports and tourism. The pandemic has also led to a significant increase in unemployment and poverty, particularly in these economies.

it was difficult to distinguish between the guidance activities and the instructional activities in the Lakeview Junior High School. Teachers also became used to the longer time block, with its greater flexibility. It is not surprising, then, to find a core program developing from the homeroom and subject combination plan.

During the late 1930's and early 1940's there was a considerable amount of visiting of other schools, in Michigan and the Middle West, by the Lakeview teachers. Numerous consultants also visited the school. Yet the real leadership for the program came from the principal rather than from anyone outside the school system.

The main purpose behind the program was better guidance, the need to know a few students better, and to provide time for testing, counseling, and other guidance activities. The guidance emphasis has always been prominent in the school. More recently the purpose of correlation of subject areas has become an object of interest with the core teachers.

Basic texts are still used in the core groups, but only play a minor role in planning. There is much teacher-pupil planning and a regular period is also provided for the core teachers of each grade level to meet for planning.

Last year (1945-1946) a two-teacher team in English and social studies did some correlated work in grade nine. During 1946-47 one section of core work has been organized in the ninth grade. In general, however, the ninth grade work is still departmentalized.

The seventh, eighth, and ninth grade core program includes three periods daily -- the former English and social studies period and the homeroom period. There are four sections each in the seventh and eighth grades and one in the ninth.

Wayne High School. A phenomenal population growth furnished the challenge to Wayne High School teachers to provide a more meaningful curriculum. In the short space of three years the school district expanded from ten thousand people to forty thousand, and the high school enrollment from four hundred to eleven hundred. The present principal has provided leadership to the constantly expanding high school staff in defining the task confronting it as a result of this stupendous growth.

In the late summer of 1944 a pre-school conference was held for Wayne teachers, from which a high school Guidance Committee and a Curriculum Committee evolved. These committees continued to meet for the ensuing two school years, first as separate committees but ultimately as a single study group.

Out of the Curriculum-Guidance group emerged the recommendation, in April of 1946, that the subject departments in grade nine be broken down. They recommended that three-fifths of the students' day be set aside for a correlated program of general education, under the direction

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. For instance, a manager might define a sales decline as a 10% drop in revenue over the last quarter, caused by a decrease in the number of new customers and a loss of existing customers. The third step is to analyze the problem. This involves gathering data and information about the problem and its causes. For example, a manager might analyze sales data to identify trends and patterns, or conduct a survey to gather customer feedback. The fourth step is to generate potential solutions. This involves brainstorming ideas and evaluating them based on their feasibility, effectiveness, and cost. For example, a manager might consider solutions such as increasing marketing efforts, improving customer service, or offering discounts. The fifth step is to select a solution. This involves choosing the most promising solution based on the analysis and evaluation. The sixth step is to implement the solution. This involves putting the chosen solution into action and monitoring its progress. The seventh step is to evaluate the results. This involves comparing the actual results with the desired state and determining whether the problem has been solved. If not, the process may need to be repeated.

of a team of three teachers for every one hundred ninth graders. These three teachers in each team were to represent, respectively, the subject fields of English, science, and social studies. They were to have complete responsibility for the planning and achieving of the guidance and curriculum goals for their one hundred students. The former freshman homerooms were absorbed by the team plan. A free period was scheduled during which all three team members could meet regularly for planning.

This plan was inaugurated in September of 1946 with nine sections totaling 325 ninth graders. Three teams of three teachers each were assigned approximately one hundred students each. One extra section of freshmen remained outside the block, taught on a departmentalized basis. A summary of the Wayne High School ninth grade team program is presented in Table VII.

TABLE VII
WAYNE HIGH SCHOOL NINTH GRADE TEAM PROGRAM, 1946-47

Team	Teachers	Number of periods	Number of sections	Number of students
1	English Social studies Science	3 plus one plan- ning period	3	108
2	English Social studies Science	3 plus one plan- ning period	3	109
3	English Social studies Science	3 plus one plan- ning period	3	108

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Only one of the three teams has available a double, connected room which will accommodate the entire pupil group of 108. The other two teams employ three separate classrooms each, but exchange individual students and groups of students at times. The planning has so far resulted in the joint, or correlated teaching of three units.

The goal of a correlated program of general education is still before the team. The achievement of the goal appears to be facilitated by the fact that the three sections in each team meet in sequential periods, thus permitting continuous flexibility in exchanging students and in using the resources of the three teachers.

During the two years of study (1944-46) two or three experimental attempts at teacher teams were made at various grade levels. During 1945-46, for example, a team plan was attempted composed of an algebra, an English, and a social studies teacher. Certain efforts have also been made to correlate American history and American literature at the eleventh grade level. For this year, however, the school is concentrating on the rather extended team program in the ninth grade.

The Wayne High School team program has been included in the present study, in spite of its record of only one semester's trial, because it appears to be unique in the state. All of the other programs chosen for study employ

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance to a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. A clear definition of the problem is essential for developing an effective solution.

2. The second step is to analyze the problem. This involves gathering information about the problem and its context. This can be done through various methods, such as interviews, surveys, and data analysis. The goal is to understand the underlying causes of the problem and to identify any constraints or resources that may affect the solution. A thorough analysis is crucial for developing a solution that addresses the root cause of the problem.

3. The third step is to generate potential solutions. This involves brainstorming ideas and evaluating them based on their feasibility, effectiveness, and cost. It is important to consider a wide range of options and to evaluate them based on objective criteria. This step is often the most challenging, as it requires creative thinking and the ability to evaluate complex information.

4. The fourth step is to select a solution. This involves choosing the most appropriate solution based on the information gathered in the previous steps. This decision is often based on a combination of factors, such as the expected benefits, the cost, and the time required to implement the solution. It is important to consider the long-term implications of the solution and to ensure that it is aligned with the organization's goals and values.

5. The fifth step is to implement the solution. This involves putting the chosen solution into action. This step is often the most difficult, as it requires coordination and communication with various stakeholders. It is important to monitor the progress of the implementation and to make adjustments as needed. Once the solution is implemented, the final step is to evaluate its effectiveness. This involves measuring the results of the solution and comparing them to the desired state or goal. This evaluation is essential for determining whether the solution was successful and for identifying any areas for improvement.

the master-teacher plan. The Wayne program seems to be the only team program in Michigan.

In conclusion. This chapter has included a brief overview of eight different programs of integration. In succeeding chapters a more detailed analysis will be made of these programs. In the next chapter an examination will be made of the various purposes toward which these eight programs were directed.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. For instance, a manager might define a problem as "a 10% decrease in sales over the last quarter, primarily due to a loss of market share in the competitive market." The third step is to analyze the problem. This involves gathering data, identifying key factors, and determining the underlying causes. For example, a manager might analyze sales data to identify trends, compare performance with competitors, and identify areas where the company is losing market share. The fourth step is to generate potential solutions. This involves brainstorming ideas and evaluating their feasibility. For instance, a manager might consider solutions such as increasing marketing efforts, improving product quality, or offering discounts. The fifth and final step is to implement the chosen solution and monitor its progress. This involves developing a plan, allocating resources, and tracking performance to ensure the solution is effective. For example, a manager might implement a new marketing campaign and track sales and customer satisfaction over time to see if the problem has been resolved.

CHAPTER VI

PURPOSES OF UNIFIED PROGRAMS

Introduction. It has been pointed out in Chapter I that the programs under examination in this study will not be evaluated in any terms other than the purposes of those programs, as stated by the teachers themselves in each local situation. It therefore follows that those purposes have some significance in the study. As one approaches the question of how effectively the unified program achieved its goal in each school, certain prior questions must be raised and answered. What were those goals? What did teachers and administrators seek to achieve by the unified or core program? What was it supposed to achieve that would not be possible or easy under conventional programs of instruction? Why, exactly, was the core curriculum adopted in each school?

In seeking the answers to such questions as these, a section of the interview schedule which was administered in each school was devoted to the original purposes of the unified program. The question was phrased as follows: "What, in your opinion, was the original purpose of this program?"

In interpreting this question to faculty groups, the interviewer was careful to request their ideas as to the original purposes of the program, even though in a few cases the group included teachers who had not been members of the staff at the time the program originated. In such

cases the teachers were expected to respond from hearsay evidence or on the basis of their own goals as they entered the program. In view of the fact that most of these programs reformed their goals periodically and made a fresh start in terms of the orientation of new staff members, this condition perhaps offers no serious handicap to the interpretation of their purpose statements.

A summary of the purpose statements written out by individual teachers during the seven interviews, plus statements received by correspondence for the eighth school, is presented in Table VIII. The items are listed in the order of their frequency of mention, with some classification of responses. The number of teachers and administrators responding to this item of the schedule was forty-five.

Major purposes revealed. Some interesting interpretations may be drawn from the statements in Table VIII. The guidance¹ theme evidently assumes a major emphasis in the thinking of these teachers in unified programs. In terms of their free responses to the question of their purposes in the program, such items as knowing pupils better through a reduced daily load, meeting pupil needs more effectively, understanding their needs, and developing a closer contact with fewer pupils are by far the most significant items.

The synthesis or correlation of pupil experiences appears to be a close second in these teachers' purposes.

¹ See Foot-note 3, p. 52.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. A clear definition of the problem is essential for developing an effective solution.

2. The second step is to gather information about the problem. This can be done through a variety of methods, including interviews, surveys, and data analysis. The goal is to understand the problem from multiple perspectives and to identify the underlying causes. For example, a manager might interview customers to learn about their concerns or analyze sales data to identify trends. Gathering information is a critical step because it provides the foundation for developing a solution.

3. The third step is to generate potential solutions. This involves brainstorming ideas and evaluating them based on their feasibility and effectiveness. A manager might consider different strategies for increasing sales or improving customer service. Each potential solution should be evaluated based on its ability to address the problem and its impact on the organization. This step is often the most challenging because it requires creative thinking and the ability to evaluate complex options.

4. The fourth step is to select a solution. This involves choosing the most promising solution from the ones generated in the previous step. The selection process should take into account the organization's resources, capabilities, and goals. For example, a manager might choose a solution that is cost-effective and easy to implement. Once a solution is selected, the next step is to develop an implementation plan.

5. The fifth step is to implement the solution. This involves putting the plan into action and monitoring progress. A manager might assign tasks to team members, allocate resources, and establish a timeline. It is important to monitor progress regularly to ensure that the solution is being implemented correctly and to make adjustments as needed. Implementation is a critical step because it is where the solution is put into practice and the problem is ultimately solved.

6. The sixth and final step is to evaluate the results. This involves measuring the impact of the solution and determining whether the problem has been solved. A manager might use the same metrics that were used to identify the problem to evaluate the results. For example, a manager might track sales and customer satisfaction over time to see if the solution has had a positive impact. Evaluation is a critical step because it provides feedback on the effectiveness of the solution and helps to identify areas for improvement.

TABLE VIII

PURPOSES OF EIGHT UNIFIED PROGRAMS, AS STATED BY FORTY-FIVE
TEACHERS AND ADMINISTRATORS INVOLVED IN THE PROGRAMS

Order of mention	Purpose	Number of times mentioned
1	<u>More effective guidance</u>	
	1.1 To provide better guidance	24
	1.2 To know pupils better through reduced pupil load	13
	1.3 To meet pupils' needs better	11
	1.4 To develop closer teacher- pupil contact	5
	1.5 To know pupils' needs	5
	1.6 To give pupils opportunity to develop potential abilities and be freed from domination	3
	1.7 To combine guidance and cur- riculum	2
	1.8 To lay basis for counseling	1
	1.9 To improve mental health	1
	1.10 To adapt work to level of pupil	1
	1.11 To provide security for pupil	1
2	<u>Synthesis or correlation of experiences and learnings</u>	
	2.1 To correlate learning experiences	17
	2.2 To make learning real and mean- ingful; to motivate English; to motivate foreign language; to revitalize curriculum	8
	2.3 To teach via <u>whole</u> concepts; to avoid Balkanized education; to integrate pupil experiences	3
	2.4 To strive for well-rounded individual	2
	2.5 To provide more well-rounded coverage	1

TABLE VIII (continued)

3	<u>Greater flexibility and adaptability</u>	
	3.1 To provide more flexible program	10
	3.2 To secure developmental, dynamic program	2
	3.3 To avoid mechanical time-breaks	2
	3.4 To provide time for creative activities	2
	3.5 To adjust program of non-college student	1
	3.6 To break from formal patterns	1
4	<u>Practical Application of theory</u>	
	4.1 To apply theory to practice	5
	4.2 To apply theory in community and in life	2
	4.3 To develop better consumers	1
	4.4 To adjust education to changed conditions of living	1
5	<u>Democratic processes</u>	
	5.1 To teach democracy	3
	5.2 To develop good citizens	1
	5.3 To provide more effective pattern for exchange of ideas	1
	5.4 To teach assumption of responsibility	1
6	<u>Professional growth of teachers</u>	
	6.1 To provide in-service growth	2
	6.2 "It's more fun!"	1

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all data is entered correctly and consistently.

- Regularly review and reconcile accounts to identify any discrepancies.
- Use standardized codes and descriptions for all entries.
- Maintain a clear and organized filing system for all supporting documents.
- Implement strong internal controls to prevent errors and fraud.
- Keep records for the required period of time as specified by law.

3. The second part of the document covers the process of auditing financial statements.

- Auditors should perform a thorough examination of the accounting records.
- They should verify the accuracy of the data and the proper application of accounting principles.
- Any irregularities or errors should be reported to the appropriate authorities.
- The audit report should provide a clear and concise summary of the findings.

4. The final part of the document discusses the role of management in ensuring financial integrity.

- Management should establish a strong ethical culture within the organization.
- They should provide adequate resources and training for the accounting staff.
- Regular communication and collaboration between management and accountants are crucial.
- Management should be proactive in identifying and addressing any potential risks.

5. In conclusion, maintaining accurate financial records and conducting regular audits are vital for the success of any business.

- By following the guidelines outlined in this document, organizations can ensure the reliability and integrity of their financial information.
- This will ultimately lead to better decision-making and long-term growth.

It will be noted that the general statement of this purpose was given by seventeen individuals. If one were to judge the clarity and conviction of this purpose by the teachers' readiness to break it down into its components, it rates rather far below the guidance aim in their thinking. Whereas eleven sub-topics, listed by forty-four persons, were given for the guidance aim, only three sub-topics relating to integration were listed by fourteen persons. It is possible that this purpose of "synthesis and correlation" does not lie deep in the teachers' purposes, but is a somewhat superficial goal-statement which teachers glibly repeat without really feeling it. As will be noted later, the eight programs reveal less success in the implementation of this goal of integration or synthesis than in the guidance aim.

The relatively low emphasis on democratic citizenship is somewhat surprising, in view of the prominence which this goal has enjoyed in conferences and publications about the unified programs of general education. Only three persons stressed the achievement of skill in the democratic processes as basic purposes, in spite of the thousands of words which have been written and spoken about this goal. It is possible that teachers think of this citizenship aim as common to the entire secondary program, not unique to core or unified studies classes. It is true also that certain of the sub-topics listed under other purposes may be



considered as contributory to the citizenship goal -- for example, "applying theory in community and in life," "developing potential abilities," and "improving mental health."

"Greater flexibility and adaptability" was listed by ten persons, with eight others supplying related purposes. This purpose appears to have been in the minds of some administrators who meant to suggest by their statement the adaptability of the total program to pupil needs, and of teachers who had in mind its flexibility in terms of longer instructional periods. Both of these purpose statements were included in Table VIII without distinction.

A few statements reflected an interest in the practical application of theory to life, and in the professional growth of the teachers involved in the program.

Comparison with other core programs. It may be of interest to refer here to the purposes underlying the early unified programs in other states, which were summarized in Chapter II.² It will be recalled that five purposes animated those involved in these pioneer programs:

- (1) The provision of total, or whole learning experiences in harmony with the organismic psychology
- (2) The provision of more effective guidance

² See pp. 21-24. These five statements were summarized from the goals stated for the Oakland, California University High School core program, the Tulsa, Oklahoma program, the Denver, Colorado program, and the Ohio State University School program.

(3) The improved training in democratic citizenship

(4) The provision of a longer time block for use of multiple learning aids

(5) The implementation of the community school concept

All of these five purposes are reflected in the Michigan programs. They correspond, respectively, to the purposes ranked 2, 1, 5, and 3 in Table VIII. The teachers in these eight secondary schools have added two purposes to the list -- namely the practical application of theory and the professional growth of teachers.

1938 Workshop: Core Curriculum Group. The following purpose statement for the core curriculum emerged from six weeks of summer study by a group in the 1938 Ann Arbor workshop of the Michigan Secondary Curriculum Study:³

The core course is an attempted means of enabling the child and the teacher to see life and live it in school, home, and community as a unifying experience. The subject matter for such a course is based on the expressed and implied needs of the individual -- In satisfying these fundamental needs it is felt that the core curriculum:

1. Makes school life more democratic by offering opportunities to
 - a. Practice democratic living by giving pupils an active part in shaping their society
 - b. Create situations in which students may develop a sense of responsibility toward themselves and toward the group for:

³ Source Materials for the Development of Core Courses. Mimeo. Report, Michigan Secondary Curriculum Study (Lansing, Michigan: The Study, 1938), pp. 3-4.

- (1) The satisfactory completion of their own work
 - (2) The execution of mutually laid plans
2. Integrates the entire individual in terms of his immediate and future needs and interests by offering opportunities for:
- a. An education which concerns itself with the behavior and growth of the child
 - b. Experiences through which the child may develop as a social being
 - c. Guidance toward wholesome personal satisfaction
 - d. Development of the ability to use leisure time profitably
 - e. Development of mental, social, and physical health
 - f. Experiences which will lead to continuous growth throughout life

This purpose statement has been quoted in its entirety because it is typical of the many fine purpose statements which have been produced in various workshops. It will be noted that Table VIII differs in some respects from this workshop statement, which was drawn chiefly by teachers not yet involved in core work but planning such programs. The "seeing of life and the living it" with which the statement opens is relegated to a relatively minor position in the statements of the teachers involved in the present study. It emerges as item four---"Practical Application of Theory." The "unifying experience" in the workshop statement appears in Table VIII as "Synthesis or Correlation", which was rated second in importance. The emphasis on democratic school

experiences which occupies about half of the workshop statement appears as Item 5 in Table VIII -- "Democratic processes." The various guidance goals, which were rated first in Table VIII, are referred to in the workshop statement within the framework of "an instructional process which is geared to needs." The emphasis which teachers in the present study laid upon reduced pupil load for more effective counseling is notably absent from the thinking of the workshop group.

The Educational Policies Commission. It may also be of interest to compare Table VIII with certain purpose statements which have wielded a wide influence in secondary education. One of these, the well-known Purposes of Education in American Democracy, was published in 1938 by the Educational Policies Commission and has had much influence on the trend of secondary education in America. The summary of purposes contained in that report consists of four general areas:⁴

- (1) Self-realization
- (2) Human relationships
- (3) Economic efficiency
- (4) Civic responsibility

It should be noted that the Policies Commission is here suggesting goals for the total school program in our country, not for a unified program as such. Table VIII provides some interesting leads to the interpretation of these four

⁴ Purposes of Education in American Democracy. Educational Policies Commission (Washington, D.C.: The National Education Association, 1938), p. 47.

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goals in a program of unified general education. It may be of interest to examine a later publication of the Educational Policies Commission, however, in which goals are actually proposed for such a secondary school program as those represented in the present study. In the volume Education For All American Youth, the Commission sets forth the following purposes for the "Common Learnings" combined course in the American City Schools:⁵

Under the proposed comprehensive course, students can better understand the relations between the different things they are learning.....

Within the broad areas planned for the year, classes can begin their work in any year with the problems and purposes of which students are most keenly aware at the time.....

Learning experiences which are important but which do not require a large amount of time, can be included in the proposed course more readily than in a curriculum organized along the conventional semester-unit lines....

The proposed course would permit the adaptation of learning experiences in some fields to changing interests and outlooks as students become more mature.....

Greater flexibility in use of time would be possible and with it types of learning experience that were impracticable under the system of single-period classes.....

Most important of all*, each teacher in the proposed course would have fewer different pupils and more time to work with and observe each pupil in a wide variety of situations. Therefore-- the teachers of common learnings (would) serve also as counselors to their students.....

These six paragraphs assume added interest when one considers the influence which the Educational Policies

⁵ Education For All American Youth. Educational Policies Commission (Washington, D.C.: The National Education Association, 1944), pp. 236-237.

* The underscoring has been added in quoting.

Commission has exercised in recent years upon secondary education. The first paragraph may be summed up as an argument for synthesis. The second paragraph proposes direct adaptation to the needs of youth. The third, fourth, and fifth paragraphs reflect the "flexibility and adaptation" goal. The final paragraph sets forth guidance as the most important goal of common learnings.

Thus it may be noted that the Policies Commission statement specifies the first three goals rated in Table VIII, and gives them about the same weight. The last three purposes in Table VIII are included only incidentally, if at all.

Thus the purposes ascribed to these eight unified programs by those persons involved in them as teachers and administrators include a major emphasis upon guidance. The Policies Commission statement agrees in this emphasis, whereas the 1938 workshop statement assigns it only an incidental role in connection with the selection of instructional experiences geared to youth's needs. The purpose statements of those involved in the present study assign the second highest rating to "synthesis and correlation", in which both the Policies Commission and the workshop group concur. The third place in order of rating in this study goes to the goal of greater flexibility and adaptability, in which the Policies Commission statement concurs with emphasis, but which is not stressed in the workshop statement. The fourth and fifth statements on practical applications to life and

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting. The second part details the various methods used to collect and analyze data, including surveys, interviews, and focus groups. The third part presents the findings of the study, highlighting key trends and insights. The final part concludes with recommendations for future research and practical applications of the findings.

The study was conducted over a period of six months, starting in January and ending in June. Data was collected from a sample of 100 participants, representing a diverse range of backgrounds and experiences. The results indicate that there is a significant correlation between the variables being studied, suggesting that the findings are statistically significant.

In conclusion, this research provides valuable insights into the complex relationship between the variables under investigation. The findings suggest that there are several key factors that influence the outcome, and these should be taken into account in future studies and practical applications.

learning to be successful citizens are prominently stressed by the workshop report but not by the Policies Commission. The last statement on the professional growth of teachers appears unique to the teachers involved in this study, since it is not stated as a major goal by any of the other reports quoted in this chapter.

It may be important to keep these six purpose areas in mind as the analysis of the eight programs is continued. In the later chapters an examination will be made of the specific instructional changes which the programs involved, and of changes in the original purposes which emerged as the eight programs developed. Chapter VII will include an analysis of the manner in which the eight programs were initiated, together with the sources of their leadership.

CHAPTER VII

INITIATION OF UNIFIED PROGRAMS

Introduction. In the previous chapter a brief analysis was made of the purposes set forth for the eight unified programs by teachers and administrators involved in them. Chapter VII will be concerned with the manner in which the programs were initiated. The question of who furnishes the leadership for curriculum change is a crucial one in American education. Does it arise from those who are leaders by status? Is it an outcome of some special kind of group planning? Is leadership inherent in certain processes? Do changes in curriculum usually come about through local leadership, or through the initiative of persons outside the community? Or both? Under what conditions may leadership emerge from the teaching staff?

Perhaps an analysis of the origin of these eight programs may supply some clues to questions such as these.

Questions in interview schedule. The interview schedule administered in seven schools, and the opinionaire mailed to former teachers of the eighth school, included certain questions which bear upon the sources of leadership in the originating and developing of the program. These items were as follows:

1.6 To what extent was the program originally patterned after some other school's program?

1.7 Who was most influential in providing local leadership in the organization of the program?

1.8 Did any individual teachers or administrators provide outstanding leadership in planning the total program from the beginning?

1.9 What persons or agencies outside of your local community provided inspiration or consultative assistance in initiating the program?

1.10 What kinds of committees or teams were formed among members of the faculty involved in the program?

1.11 In what ways, if at all, did lay persons in your community participate in the planning of the program?

On the basis of replies to the above questions, and of other information available in school files, an analysis will be made of four questions having to do with the origin of the eight unified programs:

(1) To what extent were these programs derived from the study of some other school?

(2) What was the role of leadership from outside the community in initiating these programs?

(3) Who furnished the local leadership in initiating the programs?

(4) Through what means was the leadership of local teachers encouraged in initiating and developing the programs?

Influence of other schools. None of the eight programs was patterned directly after any other school's program. The Bloomfield Hills program was undoubtedly influenced somewhat by the Godwin Heights program, through the superintendent's

background of several years as a key teacher at Godwin. None of the Bloomfield teachers or administrators responding to Item 1.6 was conscious of that influence, however.

The committee which planned the original Denby core program spent some time in the New School at Evanston in the spring of 1940. The program which actually emerged at Denby was quite different from that recommended by the Committee. Its resemblance to the New School program appears somewhat superficial, since it rests largely upon administrative similarities.

Teachers from Big Rapids visited the Ohio State University High School at Columbus and the Godwin Heights High School during the early years of the Big Rapids core program. Teachers from Godwin Heights visited Wells High School in Chicago. Lakeview teachers visited the Ohio State University High School. Yet none of these visiting contacts received any emphasis when teachers actually asked themselves the question of whence the impetus came for their own program.

An indirect influence from other school programs through reading and through workshop contacts was mentioned by teachers of seven of the eight schools. Special emphasis was laid upon the following workshops in which these teachers had participated:

The Rocky Mountain Workshop, Denver, 1938

The Ann Arbor Workshops, 1938-39-40

The first section of the document discusses the importance of maintaining accurate records and the role of the data controller in ensuring compliance with data protection regulations. It highlights the need for transparency and accountability in the processing of personal data.

The second section outlines the various methods used to collect and process data, including direct collection from individuals and indirect collection through third parties. It emphasizes the need for clear communication and consent from the data subjects.

The third section details the measures taken to ensure the security and confidentiality of the data, such as encryption, access controls, and regular security audits. It also discusses the importance of data retention and the process of data deletion.

The fourth section addresses the rights of data subjects, including their right to access, rectify, and delete their personal data. It provides information on how to exercise these rights and the procedures for handling such requests.

The fifth section discusses the potential risks associated with data processing and the steps taken to mitigate these risks. It also covers the process of data transfer to other countries and the measures taken to ensure that the data remains protected.

The sixth section provides information on how to contact the data controller for more information or to report a breach of data protection regulations. It also includes contact details for the relevant data protection authority.

The seventh section discusses the consequences of non-compliance with data protection regulations, including potential fines and reputational damage. It emphasizes the importance of taking proactive measures to ensure compliance.

The eighth section provides a summary of the key points discussed in the document and reiterates the commitment to data protection and transparency.

The ninth section includes a declaration of compliance with data protection regulations and a statement of the data controller's responsibility for ensuring that the data is processed lawfully and fairly.

The tenth section provides a final note of appreciation to the data subjects for their trust and cooperation in the data processing activities.

The Northwestern University Workshop, 1942-43-44

The Westminster Conference, August, 1940

The Cranbrook Conference, August, 1941

The Higgins Lake Conference, August, 1942-43-44-45-46

In these workshops and conferences teachers and administrators worked together on the real, emerging problems of the unified curriculum and learned much from each other. Undoubtedly the seven Michigan programs whose teachers participated in these workshops contributed much to each other's development. Resource people who worked with these groups were often experienced teachers from outstanding core programs in other states. For example, the following programs contributed resource persons to one or more of the summer workshops mentioned earlier:

Denver, Colorado

Tulsa, Oklahoma

Ohio State University High School, Columbus, Ohio

New School, Evanston, Illinois

University of Chicago High School, Chicago, Illinois

Oakland, California

Fort Worth, Texas

Included also among resource persons at the summer workshops were representatives of organizations and agencies which had wide contact with the core curriculum throughout the United States. Such agencies were the Educational Policies

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations. The document further explains that regular audits are essential to identify any discrepancies or errors in the accounting process.

In the second section, the author details the various methods used for data collection and analysis. It highlights the use of statistical software to process large volumes of data efficiently. The text also mentions the importance of data security and the implementation of robust security protocols to protect sensitive information. Additionally, the document discusses the role of data visualization in presenting complex information in a clear and concise manner.

The third part of the document focuses on the implementation of quality control measures. It describes the various checks and balances put in place to ensure the accuracy and reliability of the data. The author also mentions the importance of regular training and updates for the staff involved in the data management process. This ensures that they are equipped with the latest skills and knowledge to handle the data effectively.

In the final section, the document concludes by summarizing the key findings and recommendations. It reiterates the importance of maintaining accurate records and implementing strong security measures. The author also suggests that regular audits and training are essential for the long-term success of the data management system. The document ends with a call to action, encouraging the organization to take immediate steps to improve its data management practices.

Commission, the various Commissions of the Eight-Year Study, the California Study, the Southern Association Study, and of course, the Michigan Secondary Curriculum Study.

In summarizing the data relating to the first question, it appears that the eight programs represented in the present study were subjected to a rather extensive contact with core programs in other communities and other states, through the reading and workshop participation of their teachers. In spite of that fact, the influence of other core programs was not assigned a significant role by the teacher, in responding to the interview schedule. Other factors to be examined later in this chapter evidently loomed larger in their thinking.

Role of consultant service in schools. The second question deals with the role of outside leadership or consultant service. The sources of consultant help (Item 1.9 in the schedule) are summarized in Table IX. Five of the twelve outside resource persons mentioned by these forty-five teachers were staff members of the Michigan Secondary Curriculum Study,¹ during the period of their services to the

¹ The reader is here referred to pages 28-29 for a description of the manner in which staff members of the Secondary Study operated in schools, and for a statement of their philosophy of consultant service.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and analysis processes, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document discusses the importance of data governance and the establishment of clear policies and procedures. It emphasizes that effective data governance is essential for ensuring that data is used responsibly and in compliance with relevant regulations.

6. The sixth part of the document explores the role of data in decision-making and strategic planning. It highlights how data-driven insights can help organizations identify opportunities, assess risks, and make informed decisions that drive growth and success.

7. The seventh part of the document discusses the importance of data literacy and the need for ongoing training and development. It emphasizes that all employees should have a basic understanding of data and be able to interpret and use it effectively in their work.

8. The eighth part of the document discusses the role of data in customer relationship management and marketing. It highlights how data can be used to understand customer behavior, personalize marketing campaigns, and improve customer satisfaction and loyalty.

9. The ninth part of the document discusses the role of data in operational efficiency and cost reduction. It highlights how data can be used to identify inefficiencies, optimize processes, and reduce costs, thereby improving the organization's overall performance.

10. The tenth part of the document discusses the role of data in innovation and new product development. It highlights how data can be used to identify market trends, understand customer needs, and develop new products and services that meet the market's demands.

eight schools. These five persons received twenty of the twenty-eight mentions by school staffs. In Table X further light is shed on this matter of the outsider's role. It summarizes the nature of the contributions which were credited to the twelve persons named in response to Item 1.9.

Table X contains some leads as to the role of the

TABLE IX

OUTSIDE AGENCIES NAMED BY TEACHERS AND ADMINISTRATORS AS
HAVING CONTRIBUTED LARGELY TO INITIATION AND
DEVELOPMENT OF EIGHT UNIFIED PROGRAMS

Agency	Frequency of mention by groups
Michigan Secondary Curriculum Study	20
Department of Public Instruction	2
Michigan State College	2
Columbia University	1
Kellogg Foundation	1
University of Illinois	1
University of Michigan	1

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, leading to more efficient and effective operations.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on implementing robust security measures to protect sensitive information and ensure compliance with relevant regulations.

5. The fifth part of the document explores the importance of data quality and integrity. It discusses strategies for identifying and addressing data errors, ensuring that the information used for analysis is accurate and reliable.

6. The sixth part of the document discusses the role of data in strategic planning and performance management. It highlights how data-driven insights can help organizations identify trends, opportunities, and areas for improvement.

7. The seventh part of the document focuses on the importance of data communication and reporting. It discusses how to effectively present data to stakeholders, ensuring that the information is clear, concise, and actionable.

8. The eighth part of the document discusses the role of data in innovation and research. It highlights how data analysis can help organizations identify new market opportunities and develop innovative products and services.

9. The ninth part of the document discusses the importance of data governance and policy. It provides guidance on developing and implementing data governance frameworks to ensure that data is managed in a consistent and compliant manner.

10. The tenth part of the document discusses the future of data management and analysis. It highlights emerging trends and technologies that are expected to shape the data landscape in the coming years.

TABLE X

TYPES OF SERVICES PERFORMED BY TWELVE CONSULTANTS, AS DESCRIBED
BY FORTY-FIVE STAFF MEMBERS IN EIGHT UNIFIED PROGRAMS

Type of service	Frequency of mention
Planning with teachers at local pre-school conferences	9
Planning with one or more teachers during school year	8
Planning with teachers during summer workshop and week-end conferences	8
Conferring with administrators	7
Informal conferences with parents in community	5
Aiding in extending knowledge of new materials and teaching aids	5
Publishing materials produced by local teachers	4
Calling and leading conferences of teachers and administrators	4
Delivering public addresses	3
Administering testing services	1

1. The first step in the process of identifying a problem is to define the problem clearly.

2. The second step is to identify the causes of the problem.

3. The third step is to identify the effects of the problem.

4. The fourth step is to identify the stakeholders who are affected by the problem.

5. The fifth step is to identify the resources available to solve the problem.

6. The sixth step is to identify the possible solutions to the problem.

7. The seventh step is to evaluate the possible solutions.

8. The eighth step is to select the best solution.

9. The ninth step is to implement the selected solution.

10. The tenth step is to evaluate the results of the implementation.

11. The eleventh step is to adjust the solution if necessary.

12. The twelfth step is to monitor the results of the implementation.

13. The thirteenth step is to report the results of the implementation.

outside consultant in curriculum development. The frequency of mention enjoyed by informal contacts with one or more teachers in planning situations, as contrasted with the delivery of addresses to large groups, is in harmony with many other studies of the role of the outside consultant.² It will be noted that the items rated high in Table X are precisely the activities which the staff of the Study spent most of their time in performing. In the fall of 1944, for example, a state consultants' conference called by the Study at St. Mary's Lake Camp arrived at the following conclusions regarding the role of the consultants:³

(1) The consultant should start with a faculty, school, and community where they are; he should know the local problems, personal and professional; he should establish and maintain friendly relationships.

(2) Continued contact and follow-up are important.

² See, for example, American Council on Education, Teachers For Our Times, Commission on Teacher Education (Washington, D.C.: The American Council on Education, 1944), pp. xii-xiii.

Association For Supervision and Curriculum Development, National Education Association, Leadership Through Supervision (Washington: The National Education Association, 1946), pp. 51-53.

³ For a complete report of the outcomes of this conference, see T. D. Rice, and R. C. Faunce, The Michigan Secondary Study, (Lansing: The Michigan Secondary Study, 1945), pp. 18-19.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations. The document further outlines the steps for recording these transactions, from identifying the nature of the expense to entering it into the accounting system.

In addition, the document highlights the need for regular reconciliation of accounts. This process involves comparing the company's internal records with the bank statements to identify any discrepancies. By doing so, the company can catch errors early and prevent them from escalating into larger issues. The document provides a detailed guide on how to perform these reconciliations, including the use of spreadsheets and accounting software.

Another key aspect discussed is the importance of budgeting. A well-defined budget allows the company to allocate resources effectively and monitor its financial performance against its goals. The document offers various techniques for creating a budget, such as zero-based budgeting and the 50/30/20 rule. It also provides examples of budget templates that can be adapted to different types of businesses.

Finally, the document touches upon the importance of financial reporting. Regularly prepared financial statements, such as the balance sheet, income statement, and cash flow statement, provide a clear picture of the company's financial health. The document explains how to interpret these statements and what they mean for the company's overall performance. It also discusses the role of financial reporting in decision-making and strategic planning.

The second part of the document focuses on the practical aspects of managing cash flow. It starts by defining cash flow and explaining why it is crucial for the survival and growth of a business. The document then identifies common causes of cash flow problems, such as slow-paying customers and high inventory levels. It provides several strategies to improve cash flow, including offering discounts for early payment and negotiating better terms with suppliers.

Additionally, the document discusses the importance of maintaining a healthy working capital. Working capital is the difference between a company's current assets and current liabilities, and it is essential for covering day-to-day operations. The document offers tips on how to manage working capital effectively, such as optimizing inventory levels and managing accounts receivable. It also provides a checklist for monitoring working capital and identifying potential risks.

The document also covers the topic of financing. It explains the different options available to a company, such as bank loans, lines of credit, and equity financing. It discusses the pros and cons of each option and provides a guide on how to choose the most suitable financing method for the company's needs. The document also includes a section on how to prepare a business plan to support a financing request.

In conclusion, the document provides a comprehensive overview of the financial aspects of running a business. It covers everything from record-keeping and budgeting to cash flow management and financing. By following the guidelines provided, businesses can ensure their financial stability and long-term success.

The third part of the document delves into the world of taxes. It begins by explaining the basics of taxation, including the different types of taxes that a business might be subject to. The document then provides a detailed guide on how to calculate and pay these taxes. It covers topics such as sales tax, property tax, and income tax. The document also discusses the importance of staying up-to-date with tax laws and regulations, as they can change frequently.

Another key section is dedicated to tax deductions and credits. The document explains how these can significantly reduce a company's tax liability and provides a list of common deductions and credits that businesses can claim. It also offers tips on how to maximize these benefits, such as keeping accurate records and consulting with a tax professional. The document also includes a section on how to file tax returns and what to expect from the IRS.

The document also touches upon the importance of estate planning. It explains how to create a will and other estate planning documents to ensure that the company's assets are distributed according to the owner's wishes. The document also discusses the role of trusts and other estate planning tools. It provides a checklist for creating an estate plan and offers resources for finding a qualified estate planner.

Finally, the document concludes with a section on financial planning for the future. It discusses the importance of setting financial goals and creating a plan to achieve them. The document offers various strategies for growing the business, such as expanding into new markets and investing in new technologies. It also provides a checklist for monitoring the company's financial performance and making adjustments as needed.

(3) The consultant should help teachers become aware of community resources, exploring opportunities for participation by lay individuals and organizations such as the community council, and developing techniques for teacher participation in community life.

(4) The consultant can stimulate realization of needs; he can help local faculties become aware of other resources for consultant aid and of methods of securing their services.

(5) Some barriers to effective consultant service: becoming a scapegoat between groups in local faculties, lack of school's financial ability to secure services, lack of information about services, lack of readiness on part of school, becoming typed as a "checker," an appraiser, or a specialist, trying to move a faculty more rapidly than their readiness permits, unawareness of unique local problems.

The second question as to the role of the outside consultant would appear to be answered, in terms of the judgments of teachers and administrators in these eight schools, about as follows: "The outside consultant has helped us by planning informally with us, usually with small groups; he has thus furnished stimulation, provided resources for assisting us in solving specific local problems, and encouraged our teachers to become more professional, creative people." It does not appear from the comments of the teachers that the initiation of these eight programs was dependent, to any major extent, upon outside consultants.

Sources of local leadership. The third question deals with the leadership on the local level. It inquires into the source and nature of such leadership and the manner

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in which it was exercised in the initiating and developing of these eight programs. Table XI summarizes the judgments of the participants in this study as to what persons exercised the greatest amount of local leadership in these programs.

In summary, the eight schools appear to have enjoyed major leadership from the high school principal, and one -- Dowagiac -- also received significant leadership from the superintendent. In the case of Bloomfield Hills, the superintendent served in both administrative capacities. It would appear, then, that the high school principal played a significant role of leadership in all of the unified curriculum programs included in this study. In the Denby High School, the principal's role was chiefly "encouragement and facilitation", since the administrative duties connected with a high school enrolling four thousand students preclude any active curriculum work with small groups of teachers. Yet the Denby teachers stressed the importance of the principal's leadership in making possible the initiation of the core program there, and supporting it consistently throughout the years in the face of obstacles and opposition.

In four of the eight schools a total of sixteen teachers were also mentioned as having exercised unusual leadership. Two other groups, Lakeview and Bloomfield Hills, stressed the leadership of "all teachers" in continuous cooperative planning, but were reluctant to name any individuals. These

TABLE XI

SOURCES OF LOCAL LEADERSHIP IN DEVELOPMENT OF EIGHT UNIFIED PROGRAMS, AS JUDGED BY FORTY-FIVE PARTICIPANTS

School	Administrator named	Teachers named	Teaching fields
Big Rapids High School	Principal	8	English, commerce, mathematics, social studies
Bloomfield Hills High School	Superintendent	"All"	Entire faculty met daily for planning
Denby High School	Principal	2	Mathematics depart- ment chairman, science teacher
Dowagiac High School	Superintendent and principal	2	Social studies English
Godwin Heights High School	Principal	4	Unified studies All English and social studies majors
Highland Park Junior High School	Principal	0	
Lakeview Junior High School	Principal	"All"	No individual named Group process stressed
Wayne High School	Principal	0	

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

The second part of the document provides a detailed description of the experimental setup. It details the equipment used, the procedures followed, and the conditions under which the data was collected. This section is crucial for understanding the context and limitations of the study.

The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings. The data shows a clear trend, indicating that the variables studied are significantly related. The statistical analysis confirms the significance of these findings.

The final part of the document discusses the implications of the study. It suggests that the results have important implications for the field of research. The study also identifies areas for further research and provides recommendations for future work.

two are the smallest faculty groups included in this study. Evidence from other sources than the interview schedule indicates that an English teacher at Bloomfield Hills and a group of five veteran teachers of English, social studies, and science at Lakeview exercised unusual leadership in planning the program in their respective schools.

About twenty teachers, then, shared with eight high school principals and one superintendent in the leadership role in these eight schools. It appears that the burden of leadership fell most heavily upon the high school principal, with some teachers emerging as group leaders as a result of certain kinds of planning procedures. The next section of this chapter will be concerned with the examination of those procedures which seem to have evoked unusual leadership among the teachers in most of the schools involved.

Extent of teacher leadership. Certain factors entered into the emergence of teachers as leaders in the curriculum programs of these high schools. One of these factors was the democratic philosophy which characterized the administrative staffs in every case. There is much evidence in the school files, as well as in the interviews conducted in each school, that the eight administrators involved respected the individual personality and the potential contribution of staff members to an unusual degree. One of their main preoccupations, as revealed by reports and school visitations, was with the extension of leadership to teachers.

• The first step in the process of identifying a problem is to recognize that a problem exists. This often involves gathering information and data about the situation. For example, a manager might notice that sales are declining or that customer complaints are increasing. Once a problem is identified, the next step is to define it clearly and specifically. This involves determining the scope of the problem, the resources available, and the constraints that may be affecting the situation. A clear definition of the problem is essential for developing an effective solution.

• After defining the problem, the next step is to generate potential solutions. This can be done through brainstorming, research, or consulting with experts. It is important to consider a wide range of options, even those that may seem unconventional or risky. Once several potential solutions have been identified, the next step is to evaluate them. This involves comparing the pros and cons of each solution, considering the resources required, and assessing the potential impact of each option. The goal is to identify the solution that is most likely to be effective and sustainable.

• Once a solution has been selected, the next step is to implement it. This involves developing a plan of action, assigning responsibilities, and monitoring progress. It is important to communicate the solution to all relevant stakeholders and to ensure that everyone is clear on their roles and responsibilities. During the implementation phase, it is also important to monitor the results of the solution and to be prepared to make adjustments if necessary. Finally, once the solution has been implemented, it is important to evaluate its effectiveness and to document the results. This can help to identify lessons learned and to improve the process for future problems.

• In addition to the steps outlined above, there are several other factors that can influence the effectiveness of a problem-solving process. For example, the quality of the information and data gathered, the creativity and flexibility of the solutions generated, and the communication and collaboration among team members can all play a significant role in determining the outcome. Therefore, it is important to approach problem-solving with a mindset of openness, curiosity, and collaboration, and to be willing to learn from both successes and failures.

Some of the responsibilities which teachers assumed with the encouragement of the administration were the management of athletic and other extracurricular activities; the administration of the school lunch or the book store; the handling of absences and behavior problems; the sponsorship of student courts; the chairmanship of pre-school conferences, faculty social affairs, regular teachers' meetings, and parent nights; and the leadership of grade level planning groups, core teachers' groups, or departmental meetings. In Denby High School the whole program of core was planned by the "Nine-B Program" committee of teachers, and the subsequent supervision and direction of the program became the responsibility of two teachers. At Big Rapids teachers were involved as chairmen or sponsors of almost every faculty and student activity, and each grade level group was chaired for several years by teachers. Leadership in in-service education was provided for core teachers by the coordinator of apprentice training, a speech teacher, a commerce teacher, an English teacher, and by many others in less major roles. At Godwin the whole unified studies program emerged from the participation in the 1939 workshop in Ann Arbor of two teachers, and their subsequent team relationship in an experimental junior high school core program. In the Dowagiac and Lakeview high schools a very general policy of leadership by teachers in every possible function was followed for years. The same thing can be said to have

existed in somewhat less degree in Highland Park, Bloomfield, and Wayne.

Some teachers' comments about their principal are illuminating.

"Our administration has always been very democratic."

"Mr. ___ believes in teachers assuming leadership."

"Miss ___ is just one of us, but the best!"

"Our principal is the kind of a person who inspires teachers to work and to lead others."

"We all had a part--that's the way our principal works."

It may be significant that seven of these schools were fortunate enough to retain the same high school principal throughout the period of this study, and the change in the other one--Dowagiac--only brought into the principalship an outstanding teacher who had been already identified as a leader. In short, these eight schools enjoyed unusual and continuous administrative leadership of the type that evokes leadership in teachers.

Time for planning. Not only was teacher leadership encouraged and expected, but time was provided for the planning activities through which it emerged. In Table XII an unusual extent of time provision is revealed for the various planning groups which the program required.

TABLE XII

PROVISIONS FOR PLANNING AMONG TEACHERS IN EIGHT
UNIFIED PROGRAMS

School	Provision for planning
Big Rapids High School	Regular period for grade level planning twice weekly Monday - 4-6 P.M., core meetings Pre-school conferences annually -- four days
Bloomfield Hills High School	Entire staff met daily before school Pre-school conferences annually
Denby High School	Core teachers met daily -- one period (Excused from one extracurricular assignment) One pre-school conference
Dowagiac High School	No regular provision during day Much excusing of school and use of student leaders Annual pre-school and post-school conferences
Godwin Heights High School	Unified teachers had hour daily together at each grade level Two pre-school conferences
Highland Park Junior High School	Periods provided when necessary Pre-school conferences annually
Lakeview Junior High School	One hour daily core meetings Pre-school conferences annually
Wayne High School	One hour daily, each team Pre-school conferences annually Week-end camp conferences

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for a systematic approach to data collection and the importance of using reliable sources.

3. The third part of the document focuses on the analysis of the collected data. It discusses the various statistical techniques and models used to interpret the data and identify trends and patterns.

4. The fourth part of the document discusses the implications of the findings and the need for further research. It emphasizes that the results of the study should be used to inform decision-making and to guide the development of policies and programs.

5. The fifth part of the document provides a conclusion and summarizes the key findings of the study. It reiterates the importance of accurate record-keeping and the need for a systematic approach to data collection and analysis.

6. The sixth part of the document discusses the limitations of the study and the need for further research. It highlights the need for more comprehensive data and the use of more advanced analytical techniques.

7. The seventh part of the document provides a list of references and sources used in the study. It includes a variety of academic journals, books, and reports on the topic.

8. The eighth part of the document provides a list of appendices and supplementary materials. These include detailed data tables, charts, and graphs that support the findings of the study.

9. The ninth part of the document provides a list of acknowledgments and thanks to the individuals and organizations that supported the study. It expresses appreciation for their contributions and assistance.

10. The tenth part of the document provides a list of contact information for the author and the organization. It includes the author's name, address, phone number, and email address.

11. The eleventh part of the document provides a list of keywords and terms used in the study. These include terms related to data collection, analysis, and record-keeping.

12. The twelfth part of the document provides a list of abbreviations and acronyms used in the study. These include common abbreviations and acronyms used in the field of data analysis.

13. The thirteenth part of the document provides a list of footnotes and references. These include additional information and sources that are relevant to the study.

14. The fourteenth part of the document provides a list of appendices and supplementary materials. These include detailed data tables, charts, and graphs that support the findings of the study.

15. The fifteenth part of the document provides a list of acknowledgments and thanks to the individuals and organizations that supported the study. It expresses appreciation for their contributions and assistance.

It is evident from Table XII that in six of the eight schools provision was made during the teaching day for regular group meetings of the teachers involved in the integrated program. In another such meetings were permitted "when necessary". In the last school no regular time provision was made but teachers frequently scheduled such meetings, excusing the children or using student chairmen for their classes.

All eight of the faculty groups held annual planning conferences before school opened each year, for two to five days, and one held such conferences at the end of the school year also. In six of the schools the teachers were on full salary for this conference week. In the other two schools some financial allowance was made for teachers' expenses in returning to school early for the conference. In all of these pre-school conferences the planning and leadership were largely in teachers' hands, through a faculty planning committee.⁴

Five of the eight schools were represented for one or more summers by a team of teachers in a campus workshop, under the leadership of a teacher-chairman. These workshop teams were an excellent opportunity and indeed a challenge to teachers to assume leadership upon their return to the local school.

⁴ A more complete analysis of the role of the teachers in the pre-school conference is contained in Local Pre-School Conferences. The Michigan Secondary Curriculum Study (Lansing, Michigan: The Study, 1944), 43 pp.

Seven of the eight faculties also sent teams of teachers regularly to the six-day August working conferences at Westminster Camp, at Cranbrook, and since 1942 at Higgins Lake. These school groups were usually chaired by a principal but they offered teachers, too, an opportunity to assume unusual responsibilities in planning for curriculum improvement.⁵

The answer to question four thus appears to be that teachers were constantly challenged and encouraged to assume leadership, largely as a result of the democratic philosophy of the administration. Time provision and opportunities for leadership-training provided the incentive for teachers to assume unusual responsibilities in curriculum modifications throughout the school.

These conclusions appear to be in harmony with the findings of certain related studies. Reid's analysis⁶ of the in-service problems reported by 312 teachers from twenty-seven states in 1943 included the following conclusions:

⁵ A description of the manner in which these conferences were conducted may be found in an article by R. C. Faunce, "The August Working Conference" in Educational Leadership, 11:211-215, February, 1945.

⁶ Chandos Reid, A Study of Teachers' Problems Resulting From New Practices in Curriculum. Unpublished doctoral dissertation. (Evanston: Northwestern University, 1943). Briefed in Volume XI, Summaries of Doctoral Dissertations (Evanston: Northwestern University, 1943) pp. 90-95.

(1) Unification of thinking within a faculty can be most nearly achieved through work on common, accepted problems.

(2) Teacher education is a continuous process, requiring a place in the regular school program.

(3) Cooperative work on problems which are recognized by teachers themselves provides the most promising basis for in-service development.

(4) This cooperative work should be the work of the entire faculty.

(5) The particular problems with which members of any given faculty are concerned form an adequate basis for the in-service training program.

(6) A wide variety of activities in which teachers work and relax together, situations in which they are united in their efforts toward the accomplishment of a common task, provides a basis for cooperative faculty undertakings.

Another study by Rice of 285 schools where recent curriculum changes had been made involved the judgments of 254 teachers and 115 administrators.⁷ Among the conclusions listed for this study are the following:

(1) Teachers should share in originating, developing, and modifying programs in which they work closely together.

(2) Two or more teachers may develop cooperative planning and teaching programs.

(3) Planning among teachers should be recognized as a source of enrichment and security in undertaking new procedures.

(4) Procedures which bring about the direct participation of other faculty members are more fruitful in gaining support than are information-disseminating procedures.

⁷ T. D. Rice, Cooperative Planning and Teaching in Certain Secondary Schools Unpublished doctoral dissertation (Evanston: Northwestern University, 1943; Briefed in Vol. XI, op. cit.) pp. 96-102.

(5) Some provision should be made for planning activities by teachers during the school day.

(6) Leadership which stems from a feeling of mutuality of concern and promotes cooperative thinking and action by consensus rather than direction by one designated person is desirable in small planning groups of teachers who are developing a program which crosses departmental lines.

The function of leadership appears to have been deliberately shared in the eight schools involved in the present study, in harmony with the principles contributed by the Reid and Rice studies.

In the next chapter an analysis will be made of the manner in which teaching and learning activities were affected by the development of core or unified studies programs.

CHAPTER VIII

INSTRUCTIONAL PROCEDURES IN UNIFIED PROGRAMS

Introduction. In previous chapters an examination has been made of the purposes of the unified programs included in this study, and of the manner in which leadership was developed and exercised. In Chapter VIII an analysis will be made of the instructional process itself. How do core or unified studies courses differ from conventional courses? What effect does the development of unified programs have upon learning and upon teaching procedures? What materials does it require? What special demands does it impose upon teachers? What changes occur in the administration of the program as it develops? The answers to questions like these may be enlightening to schools which are considering the development of core programs.

Information on the learning and teaching procedures has been derived from school visits, from file materials, and from the group interviews.¹ The interview schedule contained the following questions which pertain to the area of instructional change:

2.1 In what ways, if at all, did the original purpose of the program change during its development?

¹ The complete interview data are too lengthy for inclusion in this volume. One example of a completed interview schedule may be found in Appendix H. pp 266-274.

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also outlines the various methods and tools used to collect and analyze data, highlighting the need for consistency and precision in data collection.

The second part of the document focuses on the analysis of the collected data. It describes the various statistical techniques and models used to interpret the data, including regression analysis, time series analysis, and hypothesis testing. The document also discusses the importance of identifying trends and patterns in the data, as well as the need to consider external factors that may influence the results.

The third part of the document discusses the application of the findings to real-world scenarios. It provides examples of how the data analysis can be used to inform decision-making and to identify areas for improvement. The document also discusses the importance of communicating the results of the analysis in a clear and concise manner, and the need to consider the implications of the findings for the organization.

The fourth part of the document discusses the challenges and limitations of data analysis. It highlights the importance of ensuring the quality and reliability of the data, and the need to consider the potential for bias and error in the analysis. The document also discusses the importance of staying up-to-date on the latest developments in data analysis, and the need to continuously improve the methods and tools used.

In conclusion, the document emphasizes the importance of data analysis in understanding and improving organizational performance. It provides a comprehensive overview of the various methods and tools used in data analysis, and discusses the challenges and limitations of the process. The document also provides practical examples of how data analysis can be used to inform decision-making and to identify areas for improvement.

2.2 In what ways, if at all, did the program develop in terms of known facts about growth and development of children enrolled in the program?

2.3 In what ways have the events of our times influenced the selection of learning activities in the program?

2.4 List the criteria which serve, in the main, as a basis for selection of instructional experiences in your program.

2.5 Describe the role of specific drill in your program.

2.6 What provision was made for text or supplementary instructional materials which would not have been made if the program of integration had not been developed?

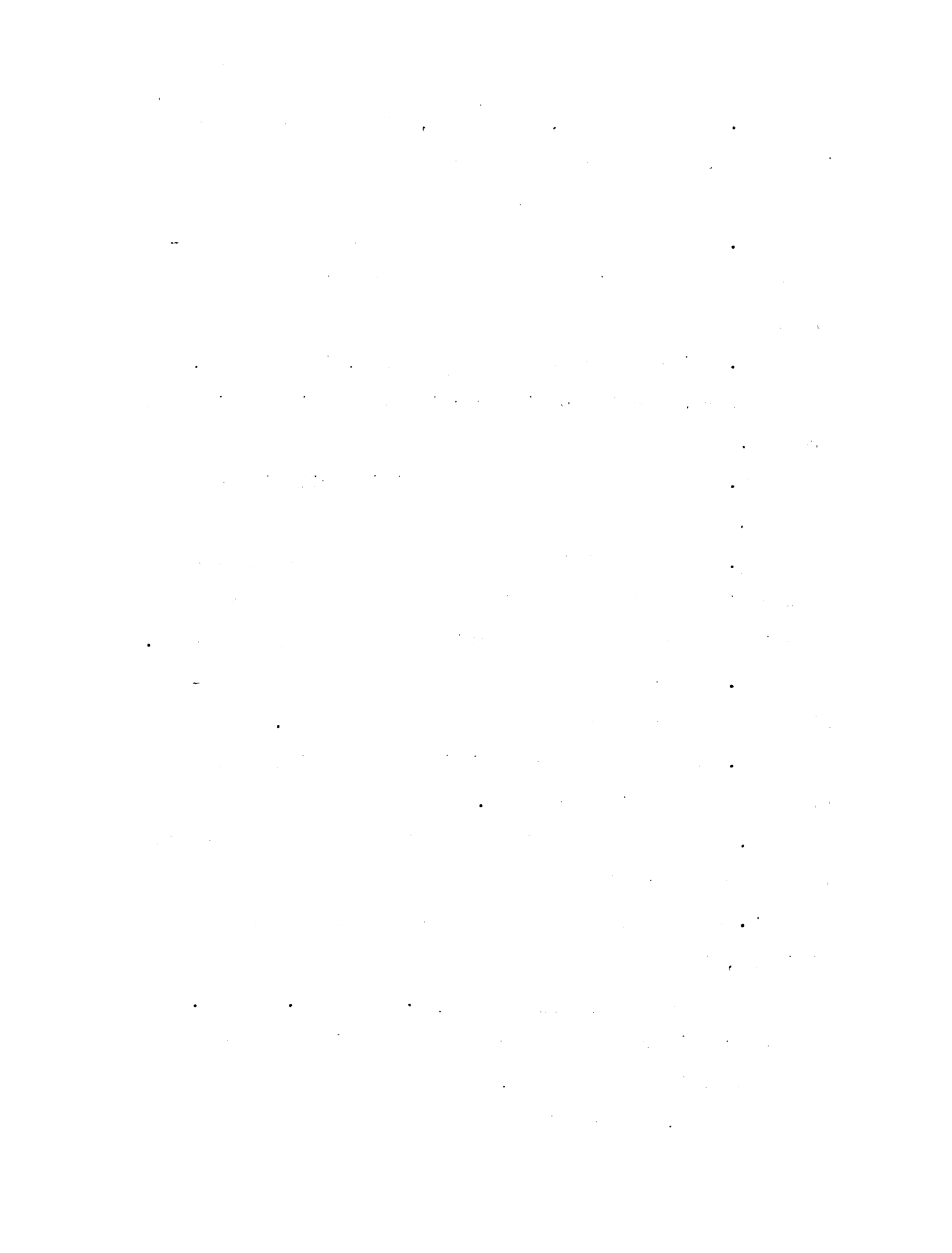
2.7 Describe any changes in instructional techniques which occurred as the program developed.

2.8 Describe any changes in the administrative plan of the program which occurred.

2.12 In what ways did lay citizens contribute actively to the program as it developed?

2.13 In what ways was the program interpreted to lay citizens, including parents?

Changes in purposes and plan. Items 2.1 and 2.8 will be considered first because instructional procedures may depend, in some measure, upon the purposes and administrative plans. In considering changes in purposes and in



administrative plans it should be recalled that the seven years of these programs were all years of acute teacher shortage. For about four of these seven years the nation was also at war and schools were confronted by unusual demands which affected their routines and seriously handicapped administrators and teachers.

In the face of such conditions, it is not surprising to find evidences of shifts of purpose in some of these unified programs. One of them--the Big Rapids program--was entirely eliminated in the fall of 1943, when a new incoming administration found only a few experienced teachers remaining from a staff of sixteen core teachers. In another, Bloomfield Hills, the program was reduced from three periods daily in the seventh and eighth grades to two periods, because of schedule conflicts. In Highland Park the war had some effect upon the core program in its intensified emphasis upon mathematics. Teachers there believe that more drill and concern for the development of skills appeared as a result of this emphasis. In Dowagiac the program held its own in terms of its original purposes but the personnel shifted as a result of some failure and disillusionment experienced by two veteran teachers.

On the other hand, the administrative provisions in all but two schools--Big Rapids and Bloomfield Hills--have been quite consistent; the programs at Denby, Godwin,

Lakeview, and Highland Park have steadily increased in terms of the number of pupils enrolled. The Dowagiac program has held its own in that respect. The Wayne program was launched so recently that no comparisons can be made. It will be recalled that a rather consistent picture of growth was experienced in all these programs, if we overlook the ultimate discontinuance of the Big Rapids program.

In terms of instructional purposes, the Highland Park core sections appear unique in their shift of emphasis toward drill. All the others either report no change, or changes of quite a different type. For example, the Bloomfield Hills courses have constantly broadened their emphasis from mastery of a single subject to cultural understandings and civic attitudes. The Lakeview teachers are much more conscious now of the integration goal than at the start. The Denby core program, which was originally planned around certain subject themes, has been developed since 1940 in harmony with a more liberal set of purposes, including such aims as the ability to think critically, to get along with others, and to solve group problems. It has consistently moved away from any emphasis on content.

One effect of the war was to make core teachers more conscious of the place of the current world situation in their classes, and to offer multiplied opportunities for students to serve their communities and their country while

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance to a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it clearly and specifically. This involves determining the scope of the problem, its causes, and its effects. A clear definition of the problem is essential for developing an effective solution.

2. The second step in the process is to analyze the problem. This involves gathering information about the problem and its context. This information can be obtained through various methods, such as interviews, surveys, and data analysis. The goal of this step is to understand the underlying causes of the problem and to identify the factors that are contributing to it. This information is then used to develop a plan of action.

3. The third step in the process is to develop a plan of action. This involves identifying the specific steps that need to be taken to solve the problem. The plan should be realistic and achievable, and it should take into account the resources available and the time constraints. Once a plan has been developed, the next step is to implement it. This involves putting the plan into action and monitoring progress.

4. The fourth step in the process is to implement the plan. This involves putting the plan into action and monitoring progress. It is important to track the results of the plan and to make adjustments as needed. This step is often the most challenging, as it requires the organization to change its behavior and to overcome resistance to change.

5. The fifth and final step in the process is to evaluate the results. This involves comparing the actual results to the desired state and determining whether the problem has been solved. If the problem has not been solved, the process may need to be repeated. Evaluation is an important part of the process, as it allows the organization to learn from its experience and to improve its problem-solving skills.

yet in school. This trend, which was noticeable in all eight programs, scarcely represents any basic change in purposes or procedures, however. As will be noted in this chapter, all the programs were dedicated from the start to such activities as these.

In summary, it seems that such changes in philosophy and administration as have occurred in these programs have not been indicative, in general, of retrenchment or reaction. They appear to have operated on rather a consistent pattern throughout an extremely difficult period.

Child growth and development. The item numbered 2.2 on the schedule is a reflection of the growth and development movement. The answers to this question are not encouraging for those who hold that curriculum change should start with known facts about children. When the question is phrased "To what extent was the program initiated in terms of known facts about children," the answer must be "not at all" in these eight schools. That is, none of these programs was preceded by a planned collection of growth data or by an organized study of child development. In all of them there appears to have been a keen interest in the observation of children at work and at play, but this interest seems to have been a result rather than a cause of the core programs. Such facts as the following appear from an analysis of these programs:

1. Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the global economy, focusing on the impact of the COVID-19 pandemic. The report will analyze the economic challenges faced by various countries and regions, and discuss potential strategies for recovery and growth.

The report is structured as follows:

- Section 2: Global Economic Outlook
- Section 3: Regional Economic Analysis
- Section 4: Impact of COVID-19
- Section 5: Policy Recommendations
- Section 6: Conclusion

2. Global Economic Outlook

The global economy has experienced significant volatility in recent years, characterized by a combination of economic growth, inflation, and financial market turbulence. The COVID-19 pandemic has further exacerbated these challenges, leading to a global economic recession and a sharp decline in economic activity.

Key factors influencing the global economic outlook include:

- Global trade tensions and trade wars
- Monetary policy and interest rate changes
- Technological innovation and digital transformation
- Environmental concerns and climate change

3. Regional Economic Analysis

This section provides a detailed analysis of the economic performance of major regions, including North America, Europe, Asia, and Latin America. The analysis examines the impact of the COVID-19 pandemic on each region and identifies key economic indicators and trends.

4. Impact of COVID-19

The COVID-19 pandemic has had a profound impact on the global economy, leading to a sharp decline in economic activity and a global economic recession. The pandemic has also led to a significant increase in unemployment rates and a decline in consumer spending.

5. Policy Recommendations

Based on the analysis, the following policy recommendations are proposed to address the economic challenges faced by the global economy:

- Implement targeted fiscal and monetary policies to stimulate economic growth.
- Strengthen financial market regulation and oversight.
- Invest in research and development to promote technological innovation.
- Address environmental concerns and climate change through sustainable development practices.

6. Conclusion

The global economy is facing significant challenges, but there is a strong potential for recovery and growth. By implementing the recommended policies, the global economy can overcome the challenges posed by the COVID-19 pandemic and achieve a sustainable and inclusive economic future.

(1) There is an active interest in personal-social adjustment of youth among these teachers.

(2) There is much concern for obtaining and interpreting health data.

(3) In one school--Denby--there has been an organized program of testing for changes in personality.

(4) In all the schools there has been a constant interest in the attitudes of students and in how they can be altered.

(5) In all the schools there has been an emphasis on knowing the child well.

(6) In five of the schools there have been faculty study groups devoted, at various times, to the growth and development theme.

(7) An extraordinary interest has been shown in all these schools in the interests and aptitudes of students.

(8) These programs appear to have stimulated testing and measurement somewhat, in some cases.

These facts, it should be repeated, have generally accompanied the development of the programs, not preceded them or laid the initial groundwork for them. In many instances, individual programs have been changed or adapted as a result of facts discovered about the child. Group planning for a class has also taken growth factors into account. In one school, Highland Park, teachers appear quite convinced that these factors have played a major role

in their planning. Teachers there reported on the interview schedule: "We have seen an increased use of records, especially health records, as a result of the core. Our skill in filling them out and using them has improved. We have learned so much about how children develop!"

It is probable that these unified programs have stimulated teachers to an increased interest in the growth and development of children through their emphasis upon the needs and interests of youth as a basis for curriculum building. In turn, it is probable that the facts thus discovered have often modified procedures. Yet it would be an exaggeration to say that the programs have been built in any significant degree in terms of the known facts about children.

Trend of the times. When one turns to the impact of current affairs upon the curriculum (Item 2.3) the picture is quite different. Table XIII summarizes the statements of teachers in each school about the effect of current events upon the selection of learning activities. These statements reveal a constant and prominent influence of the events of the times upon these eight programs. In some cases instructional activities were almost entirely geared to current events; in all cases they played an important role in the selection of learning activities.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the different types of data that are collected and how they are used to inform decision-making. It notes that a combination of quantitative and qualitative data is often used to provide a comprehensive view of the organization's performance.

4. The fourth part of the document discusses the challenges and limitations of data collection and analysis. It acknowledges that there are often obstacles to obtaining complete and accurate data, and that the analysis of this data can be a complex and time-consuming process.

5. The fifth part of the document provides a summary of the key findings and conclusions of the study. It emphasizes that the data collected and analyzed provide valuable insights into the organization's current state and areas for improvement.

6. The sixth part of the document offers recommendations for future research and action. It suggests that further data collection and analysis should be conducted to monitor the organization's progress and identify any emerging trends or issues.

7. The seventh part of the document discusses the implications of the findings for the organization's strategy and operations. It notes that the data collected and analyzed can be used to inform decision-making and to develop more effective strategies and processes.

8. The eighth part of the document provides a final summary and conclusion. It reiterates the importance of maintaining accurate records and the value of data collection and analysis in understanding the organization's performance and identifying areas for improvement.

9. The ninth part of the document discusses the limitations of the study and the need for further research. It acknowledges that the data collected and analyzed may not be representative of the entire organization and that further research is needed to confirm the findings.

10. The tenth part of the document provides a final summary and conclusion. It emphasizes that the data collected and analyzed provide valuable insights into the organization's current state and areas for improvement, and that further research and action are needed to ensure the organization's long-term success.

11. The eleventh part of the document discusses the implications of the findings for the organization's strategy and operations. It notes that the data collected and analyzed can be used to inform decision-making and to develop more effective strategies and processes.

12. The twelfth part of the document provides a final summary and conclusion. It reiterates the importance of maintaining accurate records and the value of data collection and analysis in understanding the organization's performance and identifying areas for improvement.

13. The thirteenth part of the document discusses the limitations of the study and the need for further research. It acknowledges that the data collected and analyzed may not be representative of the entire organization and that further research is needed to confirm the findings.

14. The fourteenth part of the document provides a final summary and conclusion. It emphasizes that the data collected and analyzed provide valuable insights into the organization's current state and areas for improvement, and that further research and action are needed to ensure the organization's long-term success.

TABLE XIII

EFFECT OF CURRENT EVENTS UPON SELECTION OF LEARNING EXPERIENCES IN EIGHT UNIFIED PROGRAMS, AS SUMMARIZED FROM TEACHER JUDGMENTS

School	Summary statement
Big Rapids High School	"Study, reporting, discussion, movies, and radio reports about national and world affairs, and local student government occupied a central place in our instructional program in core classes". "The events of our times confronted every class almost daily."
Bloomfield Hills High School	"A very great emphasis." "Constant use of current materials."
Denby High School	"We define learning as the opportunity to work on problems real to youngsters and to make real decisions; hence the program is continuously and basically influenced by the events of our times."
Dowagiac High School	"Considerably." "Very much." "Continuously."
Godwin Heights High School	"A very large share." "Every child reads a weekly paper." "A very prominent role."
Highland Park Junior High School	"A constant factor." "A very large influence."
Lakeview Junior High School	"Not prominent at start but war brought it in." " <u>Scholastic</u> and <u>Young America</u> used constantly." "Our community chest drive furnished a springboard for a semester of study of the community."
Wayne High School	"A prominent role." "Very much." " <u>Young America</u> , <u>Scholastic</u> , <u>Reader's Digest</u> , <u>Science Digest</u> , and <u>Coronet</u> purchased by students' fees."

SECRET

CONFIDENTIAL - SECURITY INFORMATION
This document contains information which is classified "SECRET" and is intended for the eyes of authorized personnel only.

1. Introduction

Page 1

The purpose of this document is to provide a comprehensive overview of the current status of the project. It details the progress made to date, identifies key challenges, and outlines the recommended course of action for the next phase of development.

2. Project Overview

The project is currently in the planning stage, with initial requirements gathering and system architecture design underway.

3. Key Milestones

Key milestones include the completion of the system architecture by the end of the quarter, followed by the start of development and testing phases.

4. Resource Allocation

Resources are being allocated based on the project's needs, with a focus on ensuring sufficient expertise in the critical areas of system design and development.

5. Risk Assessment

Key risks identified include potential delays in resource availability and the complexity of integrating legacy systems with the new architecture.

6. Conclusion

The project is progressing well, and it is expected that the key milestones will be met on schedule.

7. Appendix

Appendix A: System Architecture Diagram
Appendix B: Resource Allocation Matrix
Appendix C: Risk Register

8. References

References include the project charter, stakeholder interviews, and industry best practices for system architecture and project management.

9. Contact Information

SECRET

Representative of the reports showing the effect of current events upon classroom planning is the following, written for the files of the Secondary Study by a core teacher in the Big Rapids High School in April, 1943:

We are now studying the causes of the first World War leading to the present conflict, and the factors involved in trying to solve the post-war conditions. We are using Who's Who In Uniform, Your Army, and The Thousand Million. We use correspondence materials, even after students join the armed services. The solution of post-war problems will occupy the entire six week period. Emphasis will be placed on the copious literature we have acquired in the nature of pamphlets as the basis for seeking information and tentative conclusions in our quest for universal peace.

A report of the Unified Studies faculty of the Godwin Heights High School in 1943 states:

We are teaching more worthwhile things than we were eight years ago. We feel that there are more practical things being done which are more helpful to the students; air-raid signals are being taught, the rationing program is being studied, manners, current events, the Atlantic Charter, our enemies and our allies, tolerance, the armed forces, inter-American relations, and juvenile delinquency are being studied in the majority of classes.

These statements are typical of numerous reports in the files of the Secondary Study, reflecting the strong influence which the events of the times had upon instructional programs in all eight of these high schools.

Criteria for selecting learning experiences. The more general question of what criteria served as the basis for the selection of learning experience was included in the interview schedule as Item 2.4. The replies to this

question are summarized in Table XIV, which furnishes additional light on the manner in which activities for instruction were chosen in these programs.

An examination of Table XIV does not reveal any consistent emphasis on the child-centered school. As has been noted earlier, the events of our times play an important role in all eight programs in the selection of learning activities. Second in order, with six groups mentioning it as a criterion, is the teacher's own judgment as to what experiences are valid and desirable. Six groups also mention the citizenship factors, including group adjustment, problem solving, and self-expression. Five groups mention the present needs of students, otherwise phrased as his present school, social, and vocational life and its needs. Four mention interest, and four list pupil-teacher planning as a basic criterion. In three schools the text still occupies a prominent place, and three schools also list the I.Q., reading level, and level of knowledge as criteria.

The four remaining factors, each mentioned by one school, are the availability of materials (Wayne), the parents' demands for homework (Bloomfield), the course of study (Highland Park), and the history theme (Dowagiac--one grade).

These criteria are sufficiently conservative to lend weight to their objectivity. While items like personal-

TABLE XIV
CRITERIA FOR SELECTION OF INSTRUCTIONAL EXPERIENCES IN EIGHT
UNIFIED PROGRAMS, AS SUMMARIZED FROM TEACHERS' STATEMENTS

Criterion	Number of schools in which mentioned
Trend of times	8
Teacher's judgment	6
Level of citizenship:	
Adjustment to group	6
Ability at problem-solving	
Level of reasoning	
Level of self-expression	
Present needs as revealed by student	5
Interest	4
Pupil-teacher planning	4
Text-Book	3
Reading level, I.Q., amount of knowledge	3
Availability of materials	1
Parent demand for homework	1
Course of study	1
History theme	1

Section 1

THE STATE OF TEXAS, COUNTY OF DALLAS, ss. I, _____, Clerk of the County, do hereby certify that the following is a true and correct copy of the _____ as the same appears from the _____

Name of the _____	Address
1	_____
2	_____
3	_____ level _____ level _____ level _____ level _____ level
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____

social needs, interest, and civic ability reflect a liberal point of view, teachers in these programs also frankly mention that their own adult judgment, the text books, and the course of study still play a prominent role in many of these core courses. With respect to the text-books, teachers in the three schools which listed this item added that they felt free to depart from the text and did so upon occasion. It still furnishes a frame of reference.

The following statement by the director of the Secondary Study appears to summarize the criteria for selecting learning experiences in a core class. It also helps to round out the picture of how instruction was carried on in the more effective core programs of the present study. The statement was submitted in 1942 to the core teachers at Denby High School upon their request.

THE IMPORTANT CHARACTERISTICS OF THE CORE COURSE

(1) Source of experiences, activities, content:
The problems, needs, interests of the students in living in the community day by day

(2) Methods of derivation and selection:
Teacher-teacher-parent-student planning

(3) Purposes:
Meeting the personal-social problems of the boys and girls, thereby developing competencies with the processes involved in meeting situations in everyday living and formulating some basic values for social living

(4) Organization and administration:

From one-half to all of the school day
 Required of all students grades seven through fourteen
 Teacher with broad background, interest in and understanding of youth, flexible, "democratic"
 Large attractive room with flexible furniture -- tables and chairs
 Wide variety of books, "fugitive" materials, newspapers; no textbook
 Problems of scope, sequence, continuity cared for by teacher-student-parent planning -- not pre-determined charts or outlines
 If credit must be assigned, full credit should be given in whatever subjects seem most appropriate.

(5) Teaching procedures:

The teacher a member of the group, who earns respect and the privilege of leadership, who helps individuals and groups work things out. The informal procedures of planning, carrying out, and evaluating are most effective. The individual students must be permitted and assisted in the formulation and the pursuit of purposes.

(6) Evaluation:

The clear formulation of purposes is an integral part of the procedure accompanied by the determination of the evidence necessary and available for individual group decision regarding the excellence of achievement. The teacher is not the evaluator. Marks should not be assigned by anyone.

(7) Relationships:

The core course utilizes subject matter, data, facts, ideas from any or all disciplines as necessary and helpful in planning and carrying out the plans. Guidance is an integral function of the work of the core course. Planning for the students' experiences in other aspects of the school program should be a part of the core course.

Specific drill activities. An interesting aspect of recent curriculum trends is the reduced emphasis upon drill. Especially in core courses there has been a trend toward the elimination of specific drill as such. Dr. Harold Albery, for example, suggests that drill has no place in

the core course but should be assigned to specialized courses where it can play an individualized, remedial function.²

In answer to Item 2.5, teachers in these eight core programs generally replied that drill, as such, was little used. The areas where it appears to be used for review purposes are spelling, grammar, and penmanship. In the social science area it was reported not to have been used at all. Drill procedures sometimes appear in situations where student chairmen or student committees are checking the group. In two schools teachers reported that students demand some grammar drill and help to plan its method.

Some representative comments regarding the drill question were as follows:

"We use it in individual cases, to raise the level of a pupil's performance."

"Used sparingly but occasionally deemed necessary."

"Used as a tool of learning."

"Little emphasis."

"Not used except by pupils' choice and direction."

"Some review by drill under student chairmen."

"Not used at all in history."

"Little used."

² "Some Criteria For The Inclusion of Problems in a Core Curriculum." Source Materials For The Development of Core Courses. (Lansing, Michigan: The Michigan Secondary Study, 1938), p. 29.

"No emphasis on drill."

"It varies with the teacher."

Use of materials. Item 2.6 dealt with the use of materials. Any technique which departs from the text book and employs a problem-solving approach may be logically assumed to involve supplementary materials. In Table XV are summarized the responses of core teachers in each of the eight schools to the question (Item 2.6) as to what provision was made for materials which would not have been made if the program of integration had not been developed.

Examination of Table XV reveals certain common characteristics of these eight programs, with regard to materials. Seven of the eight programs have been characterized by the intensified use of supplementary materials, and the eighth reports the demand but not its fulfillment. This trend has resulted in the development of classroom libraries and in the increased use of the central library, in most cases. The materials used are of three types: (1) extra copies of books which appear to have a basic contribution, (2) fugitive or pamphlet materials, especially dealing with civic affairs, and (3) fiction and non-fiction books for individual free reading. Librarians in several schools report a noticeable increase in demand for materials by students in core classes. Teachers say that the free reading programs have increased the number of books read as compared with the assigned reading method. Some of the classrooms in these eight programs

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the various methods and tools used to collect and analyze data. This includes both traditional manual methods and modern digital technologies, highlighting the benefits of automation and data-driven insights.

3. The third section focuses on the challenges and risks associated with data management, such as data security, privacy concerns, and the potential for data loss or corruption. It provides strategies to mitigate these risks and ensure the integrity of the information.

4. The fourth part discusses the role of data in decision-making and strategic planning. It explains how data analysis can identify trends, opportunities, and areas for improvement, enabling the organization to make more informed and effective decisions.

5. The final section concludes by summarizing the key points and emphasizing the ongoing nature of data management. It stresses the need for continuous monitoring, updates, and collaboration across all levels of the organization to maintain the highest standards of data accuracy and security.

TABLE XV

PROVISIONS FOR INSTRUCTIONAL MATERIALS IN EIGHT UNIFIED PROGRAMS,
AS SUMMARIZED FROM STATEMENTS OF PARTICIPANTS

School	Provision for materials
Big Rapids High School	Texts used, 7th, 8th, and part of 10th grades Extensive room libraries, student materials fee, 9th and 12th Visual aids program expanded Library use intensified
Bloomfield Hills High School	Library and room libraries much expanded-- especially fugitive materials Recording equipment, doubled film use Texts used--all grades
Denby High School	No text Extensive room libraries, student materials fee Increased use of visual aids Increased use of central library
Dowagiac High School	Some texts, some not Expanded supplementary materials Purchased more books More use of visual aids
Godwin Heights High School	Classroom libraries - 100 to 200 books Much supplementary (current) material Texts used in some groups Central library much expanded and used
Highland Park Junior High School	Basic texts used More free reading More pamphlet material More guidance material (mental hygiene pamphlets)
Lakeview Junior High School	Basic texts used Children read more books Demand much increased by free reading periods More use of films and radio
Wayne High School	Basic texts used Children demand and need more material, but haven't yet received it

have as many as five hundred books available in the room, but children still press the central library for more materials. There appears to be a particular interest in bulletin and pamphlet material. Teachers express the desire for such materials, with a low vocabulary power and adolescent or adult reading interest, for retarded readers. Five of the eight schools report a significant increase in audio-visual techniques. Film use has increased considerably--doubled in one school. Slides, film-strips, and posters are in demand. Recording equipment was purchased in one school as a result of the unified program.

Four of the programs still employ basic texts "as a point of departure." Three more employ them in some sections and not in others, depending presumably upon the teacher's preference. Only one school--Denby--has rejected the basic text completely in all its core classes. It appears that these eight programs have not moved very far away from the basic text as an instructional tool, even though the teachers insist that they are only used for reference, or as a point of departure, or for source material. In the three schools where this decision is up to the individual teacher, the group judgment of participants in this study indicated that those teachers who had gone farthest in developing core procedures were the ones who had abandoned the use of texts. There seems to be a **belief** in these schools

that the single text as a basic tool is not appropriate to the core curriculum,³ but that neophytes need it for greater security at the start.

Some experienced and skillful teachers retain the text, however, not so much for their own security as for the pupils' and their parents'. The alternative to a basic text is a much extended use of supplementary materials of various levels of difficulty. This, in turn, calls for the expenditure of funds by the school or for the collection of student materials fees. Teachers sometimes shrink from the eternal battle for the right to collect and help students plan the expenditure of the funds for materials. In any case, not too much progress has been made in substituting multiple materials for the basic text in the majority of these eight schools. There is nevertheless a clear trend in that direction in the responses of these teachers and administrators on the interview schedule.

The following description of a tenth grade core class in the Big Rapids High School sets forth the techniques which were practiced in many of these eight programs with regard to instructional materials. It also furnishes an example of how core classes were organized and conducted. The description was filed with the Secondary Study in 1941.⁴

³ This belief probably arises from the obstacle which the single text interposes to teacher-pupil planning.

⁴ Also published in Youth Learns To Assume Responsibility, Michigan Secondary Study (Lansing, Michigan: The Study, 1944), pp. 24-25.

In organizing the group our first step was self-determination. Thirty-four of the thirty-nine members of last year's core voted to take a chance on the three-hour setup. We agreed to use the same method of government we had used last year and proceeded to elect the usual officers. Every day began with a regular business meeting carried on in our own adaptation of Robert's Rules of Order. All problems of finance and discipline were disposed of in this time. These meetings were very informal and resembled my conception of the old New England town meeting. We got things done.

Our second democratic step was in book buying. We found that sharing books would give us a lot more for a lot less. Our funds were pooled and in addition to three sets of texts, we bought seventeen subscriptions to the combined edition of the Scholastic and single subscriptions to Life, Look, Colliers, Popular Science, United States News, Field and Stream, and Glamour. We had a definite program for the Scholastic and we used the others for free reading and scrapbook work.

The most important factor in our scheme of getting things done was our planning committee. Whenever we began a new step we took a day or two in free class discussion of ways and means. All ideas were put on the board in outline form by the chairman. When the group was talked out, these notes were put together by a planning committee of five students and the teacher. The committee condensed the material and made a hectographed copy for every student. It was again discussed and final suggestions written in.

There was a sharing of responsibility in the tying together process. Each student and each group had the job of presenting the finished product to the class. We tried to use all the known techniques of class procedure to provide interest and variety. We used panels, contests, quiz programs, dramatics, testing, scrapbooks, construction, and the Socratic methods. We have on occasion invented new ones on the spot.

The club program was the students' own. They were given Friday with the single provision that they told me a week ahead of time whether they needed one, two, or three hours. These programs were supervised by our vice-president. She appointed a program chairman for each week. The chairmen picked their own helpers. The committee had to meet a double requirement--every Friday club period must be entertaining and educational. They ranged from spelling bees with whistled vowels to hikes up Mitchell Creek to roast hot dogs for lunch.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial reporting and compliance with regulatory requirements. The text notes that incomplete or inconsistent records can lead to significant legal and financial consequences for the organization.

2. The second section addresses the challenges associated with data management and storage. It highlights the need for robust security measures to protect sensitive information from unauthorized access, theft, or loss. The document suggests implementing a multi-layered security approach, including encryption, access controls, and regular security audits, to ensure the integrity and confidentiality of the data.

3. The third part of the document focuses on the importance of clear communication and collaboration among all stakeholders. It stresses that effective communication is crucial for the successful implementation of any project or initiative. The text encourages the use of clear, concise language and the establishment of open channels for feedback and discussion to ensure that everyone is aligned and working towards the same goals.

4. The final section discusses the role of technology in modern business operations. It notes that while technology offers numerous benefits, such as increased efficiency and productivity, it also presents new challenges and risks. The document advises organizations to carefully evaluate the risks associated with new technologies and to implement appropriate safeguards to mitigate potential threats to their data and operations.

Changes in instructional techniques. Item 2.7 rounds out the picture of the instructional process in these programs. It asks what changes occurred in instructional techniques as the program developed. It should be noted that only teachers who had been working with the program from the beginning were really in a position to discuss this question intelligently. Responses on this item are thus somewhat less general than on some of the other items.

Several techniques were mentioned, from which a picture of the trends in these courses can be obtained. The increased use of teacher-pupil planning heads the list, with small group or committee techniques second in order of mention. An increase of teacher-teacher planning was also noted by several, as was study of world government and of intercultural relations. Teachers in two schools agreed that they were now emphasizing the study of formal grammar less, and stressing creative writing and oral expression more. One school has stressed free reading more since the program started. Two other groups report an increased emphasis upon individual and group self-evaluation. Two groups agree that more art activities have been used as the program developed. One school group has come to stress social development through social activities in the classroom. In summary of this item, it appears that the trend of change has been toward giving students more voice in planning and evaluating

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activities, more creative experiences, and greater understanding of intercultural and world relationships through direct study of these areas.

The following list of problems was submitted and ranked in the order listed by a group of twelfth grade unified studies students at the Godwin Heights High School in 1942. It illustrates the types of instructional topics which teacher-pupil planning produces in a unified class:

Problems Suggested By 12th Grade
Unified Studies Classes⁵

- (1) To make a survey of our community from the standpoint of its facilities, resources, and needs.⁶
- (2) Does everyone know what he is going to do when he gets out of school?
- (3) What can we do to prepare for what we are going to do when we get out of school?
- (4) What should be done about students who find it impossible to get subjects which they need?
- (5) How can we determine what we are best qualified for?
- (6) How can we improve our personalities?
- (7) How can we make ourselves more self-reliant?
- (8) What ways and means might be used to relieve the possible boredom which might arise in a course such as this?
- (9) How can we prepare ourselves against competition for our chosen vocation?
- (10) How can we make our subjects fit our vocation?
- (11) How can we learn to tolerate all types of people?
- (12) What possibilities are there for employment in our community?

⁵ Unpublished report to Michigan Secondary Study, 1942.

⁶ A report of such a community survey conducted by a unified studies class at Godwin Heights has been included in appendix I, p. 275.



(13) How can we get the most fun out of our senior year without letting our marks go down?

(14) How to be interviewed.

(15) What are some of the things we are going to accomplish this year?

(16) What are the possibilities of our taking field trips?

(17) We must learn to work together for the common good.

(18) How can we choose the best college?

(19) What are some of the ways we can relate our English and American government?

(20) How can we better become acquainted with our teachers?

Another report submitted to the Secondary Study by the teacher of a twelfth grade problems course at the Big Rapids High School in 1941 furnishes additional light on the types of activities and problems selected for study by teachers and pupils:⁷

Twelfth Grade American Problems

Description of Course..

A one-year course for seniors, which satisfies the former civics-economics requirements. Taught for seniors only, this year enrolled eighty-five of the ninety-five seniors. Instructor is also senior homeroom teacher and senior adviser. No formal text used, but large library accumulated in fields covered. Exceptionally good facilities with respect to periodical and newspaper use. Plan of course flexible, not rigid, Adapted to the needs and desires of the group. Units which follow were those studied by this year's group.

⁷ Some representative unit materials prepared by Big Rapids High School core teachers have been included in Appendix J, pp. 276-295.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It also highlights the need for regular audits to ensure the integrity of the financial data.

3. Furthermore, the document emphasizes the role of transparency in building trust with stakeholders.

4. The following section details the various methods used to collect and analyze financial information.

5. It is noted that the use of advanced software tools can significantly improve the efficiency of these processes.

6. The document also addresses the challenges associated with data security and privacy in the digital age.

7. In conclusion, the document provides a comprehensive overview of the current state of financial reporting.

8. It is hoped that these insights will be helpful in navigating the complexities of modern finance.

9. The document is intended for use by financial professionals and students alike.

10. For more information, please contact the author at the address listed below.

11. The author is available for consultation on a variety of financial topics.

12. The document is a confidential document and should be handled accordingly.

13. All rights reserved. No part of this document may be reproduced without permission.

14. The information provided in this document is for informational purposes only.

15. It is not intended to constitute an offer of any financial product or service.

16. The document is subject to change without notice.

17. The author assumes no liability for any errors or omissions in this document.

18. The document is a work of original creation and is protected by copyright law.

- (1) General objective of the course
 "To recognize and learn how to meet the problems which confront us now and which will confront us as citizens of the United States after graduation."
- (2) Units studied as problems by the 1939-40 classes
- (a) Problems connected with graduation:
 - Hours, points, honor credits, citations
 - Financial problems, clothing, invitations
 - (b) Problems of class organization and finance:
 - Various senior parties
 - Sales campaigns
 - Senior Scandals
 - Senior play
 - School parties put on by seniors
 - School "Thrift" ticket, senior participation
 - Skip Day
 - Swing-out
 - Senior Breakfast
 - Senior Gift
 - (c) Problems of commencement...pageant of progress depicting history of Big Rapids
 - (d) Problems of the home
 - (e) Problems of the church
 - (f) Problems of education
 - (g) Problems of community, state, county, and national government
 - (h) Problems of industry and transportation
- (3) Example of how one unit was broken down for study
Unit on Home and Family Relationships
- A- Home, its history and background
 - B- Problems in founding and preserving a home
 - 1- Marriage
 - a- Choice of a mate
 - b- health
 - c- Education
 - d- Religion
 - e- Personality
 - 2- A place to live
 - a- The building
 - b- The locality
 - c- Neighbors
 - C- Economic aspects of founding a home
 - 1- Taxes
 - 2- Making a budget
 - 3- Wills and property, deeds, leases, petitions, assessments
 - 4- Divorce
 - 5- Juvenile delinquency
 - 6- Insurance

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the various methods and tools used to collect and analyze data. This includes both traditional manual methods and modern digital technologies, highlighting the benefits of each approach.

3. The third section focuses on the challenges faced in data management and analysis. It identifies common pitfalls such as data inconsistency, incomplete information, and the difficulty of integrating data from different sources.

4. The fourth part provides practical recommendations and best practices for overcoming these challenges. It suggests implementing robust data governance policies, investing in quality data management software, and fostering a culture of data accuracy and integrity.

5. Finally, the document concludes by summarizing the key findings and reiterating the importance of a data-driven approach for achieving organizational success and long-term sustainability.

Participation of parents and interpretation to public. It has been noted earlier that these eight programs resulted in a significant increase in planning activities among teachers. The extent of such team planning is probably without a parallel in these eight schools, with nearly all of them making a regular time provision in the schedule for grade-level planning. Item 2.12 raises the question of the extent to which lay citizens were involved in the planning or execution of the program. Item 2.13 asks the means whereby the programs were interpreted to parents and other lay citizens.

In reply to Item 2.13, six of the eight school groups replied "Not much," "Not significantly," or "Not at all." A seventh, the Denby group, mentioned some evening parent meetings,⁸ some parent evaluations requested annually, and a tear-off reply letter used annually for securing parent consent for continuing the program in the tenth grade.⁹ The Denby teachers concluded, however, that their response might well be that there had not been much parent participation in the planning of the program. The last group, Big Rapids, listed many interpretive activities and some ways in which lay citizens had participated as resource persons in the core courses. They did not mention any

⁸ Copies of two letters of invitation to such meeting may be found in the Appendix, pp. 258-259.

⁹ A copy of this form letter is included in the Appendix, pp. 256-257.

parent participation in planning. Evidence from other sources, however, reveals this lack throughout the period of the Big Rapids program.

In short, parents and other lay citizens did not participate in the planning of these eight programs.

In response to Item 2.13 some interesting trends in home reporting appear. In Table XVI are listed the techniques employed for interpreting these eight programs to lay citizens, in the order of the frequency with which each is mentioned.

It appears from Table XVI that the eight schools in this study have devoted more effort to interpreting their programs to lay citizens than to involving lay citizens in the planning of those programs. In this respect they merely share a failure which is common to most schools. In spite of the comparative interest in interpretation which is revealed in Table XVI, certain deficiencies appear. It is evident that mass techniques still obtain, in general. The report card, the public program, and the mimeographed form letter still hold sway as the principal interpretative techniques, even in these pioneer programs which might be presumed to need a maximum of public support. Individual interpretation, as represented by the conference with parents and the home visit, are still a poor second in these schools. While

• Wiederholung ist ein zentraler Bestandteil des Lernens. Durch wiederholte Auseinandersetzung mit dem Material wird das Gedächtnis gefestigt und das Verständnis vertieft. Regelmäßige Wiederholungen sind effektiver als einmalige intensive Wiederholungen.

• Verteilte Wiederholungen (z. B. über mehrere Tage oder Wochen) führen zu einer nachhaltigeren Behaltensleistung als massive Wiederholungen (z. B. kurz vor einer Prüfung).

• Interaktive Wiederholungen (z. B. durch Erklären des Stoffes für andere, Selbstgespräche oder das Anfertigen von Karteikarten) sind effektiver als passive Wiederholungen (z. B. bloßes Vorlesen).

• Wiederholungen mit Abständen (z. B. nach 10 Minuten, 1 Tag, 1 Woche, 1 Monat) sind besonders effektiv, da sie die Abklingkurve des Gedächtnisses ausgleichen.

• Wiederholungen in verschiedenen Kontexten (z. B. an verschiedenen Orten oder zu verschiedenen Zeiten des Tages) fördern die Transferleistung und die Flexibilität des Wissens.

• Wiederholungen mit Variationen (z. B. durch das Anordnen von Beispielen oder das Lösen von Aufgaben) fördern das tiefe Verständnis und die Anwendungsfähigkeit des Wissens.

• Wiederholungen mit Selbstüberprüfung (z. B. durch das Anfertigen von Zusammenfassungen oder das Lösen von Testaufgaben) fördern die Metakognition und die Regulierung des eigenen Lernens.

• Wiederholungen mit Emotionen (z. B. durch das Anfertigen von Karteikarten mit Bildern oder das Lösen von Aufgaben in einem stressigen Umfeld) fördern die Behaltensleistung und die Anwendungsfähigkeit des Wissens.

TABLE XVI

TECHNIQUES EMPLOYED FOR INTERPRETING EIGHT UNIFIED PROGRAMS TO LAY CITIZENS, AS REPORTED BY FORTY-FIVE PARTICIPANTS

Order of mention	Technique	Number of school groups mentioning technique
1	Parent Nights, P.T.A.	5
	Parent institutes	3
	Forums	2
	Student exhibits	1
2	Improved report cards	3
	S-U	3
	Descriptive items	2
3	Letters to parents	5
4	Individual conferences	5
5	Surveys of parent opinions	5
6	Home visits	3
7	Use of newspaper	3
8	Luncheon clubs	2
9	Using local resource persons in class	2
10	Family dinners	1

there is some tendency to use parents as resource persons and to interpret the school program through the press, less than half of the groups report using these methods. In many of the school conferences related to the present study, teachers even expressed satisfaction that there had been no curiosity about the school on the part of parents, and no crisis which would demand intelligent interpretation. Yet within a month of these conferences one of the eight schools faced a teacher strike because citizens were unwilling to pay teachers adequately and another was embroiled in a squabble with parents over the morality of group showers for girls.

One of the eight programs, as earlier noted, was discontinued in 1945. The immediate occasion, all participants agreed, was the unprecedented turnover of teachers and administrators. It is clear, however, from other evidence that Big Rapids parents had no idea of the purposes and unique nature of the core program and were quite willing to leave such matters to the administration and to the teachers. In a situation where the parents had been actively involved in the planning and where interpretation had been otherwise on a high level, no such wholesale discontinuance might have been necessary or even possible.

Instructional procedures in one core program.

As a means of clarifying the picture of what goes on in



core classes, it may help to examine at least one representative core program in somewhat greater detail. The Denby High School core groups have been selected for such analysis, both because of their relatively long tenure under veteran teachers, and because the Denby core program appears to represent the basic purposes toward which the other seven programs are gradually working. The following description of core teaching at Denby was prepared by Dr. Rosalind Zapf for the purpose of interpreting the Denby version of core to in-service classes at Wayne University.

CORE TEACHING
Denby High School
Detroit, Michigan

I. Nature of the experiment

A. Core deals with some of the common learnings for citizens in a democracy, specifically with those in the area of democratic citizenship.

1. As a correlative the Core classes assume some responsibility in the areas of pupil guidance and human relations.

II. Experimental assumptions

A. The primary common concern of citizens in a democratic society is to isolate the problems which arise out of group life, to give these problems adequate study and consideration, and to arrive at wise and equitable decisions concerning them.

B. An education which will adequately prepare one to participate in this type of democratic action will require more than a studying about the nature of government and the problems of democracy. It will require a real opportunity to learn and practice the skills and techniques of democratic citizenship.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and financial management. The text highlights that records should be maintained in a clear, organized, and accessible manner, ensuring that all relevant information is captured and preserved for future reference.

2. The second part of the document addresses the challenges associated with data management and information security. It notes that as the volume of data increases, the risk of data loss, corruption, and unauthorized access also increases. Therefore, it is crucial to implement robust security measures, including encryption, access controls, and regular backups, to protect sensitive information and ensure its integrity. The document also mentions the need for ongoing training and awareness programs for staff to mitigate human error and enhance overall data security.

3. The third part of the document focuses on the importance of regular audits and reviews. It states that periodic audits are necessary to verify the accuracy of records, identify any discrepancies or errors, and ensure compliance with relevant laws and regulations. The text suggests that audits should be conducted by independent parties to maintain objectivity and trust. Additionally, it recommends that the findings of audits be used to improve processes and prevent future issues.

4. The fourth part of the document discusses the role of technology in modern record-keeping. It notes that digital solutions, such as cloud storage and document management systems, offer significant advantages over traditional paper-based methods. These technologies can streamline workflows, reduce storage costs, and facilitate easy access to information. However, the document also cautions against over-reliance on technology and emphasizes the need for a hybrid approach that combines digital tools with traditional practices to ensure data resilience and security.

5. The fifth part of the document highlights the importance of data privacy and protection. It notes that organizations have a legal and ethical obligation to protect the personal information of their users and customers. This involves implementing strict data protection policies, obtaining explicit consent for data collection, and providing users with the ability to control their data. The document also mentions the importance of data minimization, ensuring that only necessary information is collected and stored, and that it is retained for only as long as needed.

6. The sixth part of the document discusses the importance of data backup and recovery. It states that regular backups are essential to protect against data loss due to hardware failures, natural disasters, or cyberattacks. The text emphasizes that backup procedures should be tested regularly to ensure that data can be restored quickly and accurately in the event of an emergency. Additionally, it suggests that organizations should have a clear disaster recovery plan in place to minimize downtime and ensure business continuity.

7. The seventh part of the document focuses on the importance of data governance. It notes that data governance involves the overall management of data, including its availability, usability, integrity, and security. This requires the establishment of clear roles and responsibilities, the implementation of data quality standards, and the use of data governance frameworks. The document suggests that organizations should regularly review and update their data governance policies to reflect changes in technology and regulations.

8. The eighth part of the document discusses the importance of data analytics. It notes that data analytics allows organizations to gain valuable insights from their data, identify trends, and make data-driven decisions. This can lead to improved operational efficiency, better customer service, and increased revenue. The document suggests that organizations should invest in data analytics tools and training to maximize the value of their data. Additionally, it emphasizes the importance of ensuring that data analytics is conducted in a responsible and ethical manner, respecting user privacy and data security.

9. The ninth part of the document discusses the importance of data sharing and collaboration. It notes that data sharing can facilitate collaboration between different departments and organizations, leading to more effective problem-solving and innovation. However, the document also cautions against sharing sensitive information without proper safeguards and consent. It suggests that organizations should establish clear data sharing agreements and implement appropriate security measures to protect shared data.

10. The tenth part of the document discusses the importance of data archiving. It notes that data archiving involves the long-term storage of data in a secure and accessible format. This is particularly important for organizations that need to retain data for legal or regulatory reasons. The document suggests that organizations should use specialized archiving solutions that ensure data integrity and ease of retrieval over long periods of time.

- C. These skills and techniques we believe to be.
1. The ability to think cooperatively with one's fellows
 2. The ability to work cooperatively with others in the solution of common problems
 3. The ability to utilize the best techniques for solving problems

III. Core procedure

The essence of the method of Core teaching is the arrangement of opportunities for pupils to work in situations which can realize the purposes which seem fundamental to the education of an individual in a democracy, namely cooperative thinking and working and the ability to solve problems when they arise. This necessitates giving boys and girls as many opportunities as possible to make decisions which are of importance to them and which, because of this importance, seem to them worthy of their consideration.

A. Content of the courses

1. The content of Core courses in the ninth and tenth grades is not predetermined with the exception of three units, an orientation unit and a unit on democracy in the ninth grade, and a unit on English grammar in the tenth grade. With these exceptions it is determined by the groups and is based on needs and interests as expressed by them. The subject matter is unlimited.

a. The subject matter selected by Core classes has, to date, largely fallen within the following areas:

- (1) Present day war problems
- (2) Vocations
- (3) Countries of the world
- (4) Famous people
- (5) Social problems
- (6) History
- (7) Biology
- (8) Miscellaneous

2. The content of the eleventh grade Core is at the present time American History by choice of the pupils.

B. Introduction to a core class

1. Orientation

a. Getting acquainted with the school: rooms, school nurse, library, principal, assistant principal, rules, school paper, time schedules

b. Getting acquainted with classmates and teacher

2. Unit on democracy

a. Is used as a transition from almost completely teacher-dominated classes to the idea of pupil-teacher planning

3. Letter sent to parents introducing them to purposes of core¹⁰

C. Major activities of the course

1. Establishing goals or purposes of class.

2. Selection of areas of work, together with topics and projects within these areas, by the pupils themselves through such methods as:

a. General class discussions

b. Small group discussions

c. Weighting techniques

3. Planning by the pupils, either in small groups or by the class as a whole:

a. For the solution of a problem

b. For special projects

c. For the week's or month's work

4. Work periods on topics or projects selected by the pupils. This involves division of the class into small working groups of three, four, or five pupils, the division being made on the basis of common interests of pupils. The work of these groups may include:

a. Collecting information

b. Collecting illustrative material

c. Discussion of material gathered

d. Writing of reports, plays, or radio scripts

e. Art projects

5. Presentation of material to class:

a. Panels

b. Reports

c. Plays

d. Quiz programs

e. Scrapbooks

f. Models

g. Charts, graphs, maps

¹⁰ See the Appendix, pp. 254-255 for a copy of this letter.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both manual and automated processes. The goal is to ensure that the data is as accurate and reliable as possible.

The third section provides a comprehensive overview of the results obtained from the analysis. It highlights key trends and patterns that have emerged from the data. These findings are crucial for understanding the underlying dynamics of the system being studied.

Finally, the document concludes with a series of recommendations based on the findings. These suggestions are intended to help improve the efficiency and accuracy of the data collection and analysis process in the future.

6. Evaluation by the pupils
 - a. Of class and individual projects
 - b. Of class and individual progress toward accepted goals
 - (1) card marking on this
7. Reading and discussion of news events
8. Use of library, both core and school library
9. Counseling of individual pupils
10. Other teachers are asked to assist when help is needed at specific points
 - a. Speech teacher--to help pupils become aware of points to be watched in giving an oral report or play before the class, a lesson or lessons may be given in the fundamentals of good speech.
 - b. Craft teacher--to help pupils in finding new ways to illustrate particular projects, to open to them the possibilities of manual expression, the craft room serves a great need.
 - c. Art teacher--pupils needing assistance in the field of illustration may go to the art teacher.
 - d. Vocational teacher--pupils needing shop tools for construction work in a particular project may use the shops.
 - e. Counselors--during the nine-A grade boys' and girls' counselors are asked to give assistance in planning the future curricular programs.
 - f. Groups of teachers--at the beginning of a semester a group of teachers was asked to come in over a period of four days and discuss with the pupils those problems which it seemed important that pupils should be thinking about. Thus possible new areas for work were opened to students.

D. Core is not the laissez-faire, "Let the pupil follow his own interest", kind of education.

1. There are definite goals, objectives, and procedures.
2. These goals and objectives are not a body of knowledge and facts but facility with the skills involved in working with others, attacking group problems, and making individual and group decisions.
 - a. The learning of these skills does not depend upon any particular problem or body of subject matter.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial reporting and auditing. The text notes that incomplete or inaccurate records can lead to significant errors and potential legal consequences.

2. The second part of the document outlines the various methods and tools used for data collection and analysis. It mentions the use of spreadsheets, databases, and specialized software to manage large volumes of information. The text also discusses the importance of data security and privacy, highlighting the need for robust protocols to protect sensitive information from unauthorized access and breaches.

3. The third part of the document focuses on the process of data validation and quality control. It describes the steps involved in verifying the accuracy and reliability of the collected data, including cross-checking, reconciliation, and the use of statistical techniques to identify anomalies and trends. The text stresses that high-quality data is crucial for making informed decisions and drawing valid conclusions.

4. The fourth part of the document addresses the challenges and limitations of data analysis. It acknowledges that data can be incomplete, biased, or subject to various forms of distortion. The text discusses strategies to mitigate these issues, such as using multiple data sources, applying statistical adjustments, and being transparent about the limitations of the analysis. It also highlights the importance of ongoing monitoring and updates to the data as new information becomes available.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of a systematic and rigorous approach to data collection and analysis, and encourages the use of best practices to ensure the integrity and reliability of the results. The text also suggests areas for further research and improvement, such as exploring advanced analytical techniques and enhancing data security measures.

Further light may be shed upon the Denby program by the following list of opportunities provided for direct practice of the goals of core. The list was developed by the Denby core teachers.

Learning to Act Together as a Social Group

Denby High School Core Classes

1. Opportunities provided for group determination of needs, goals, and achievements
 - a. Chance for discussion given to all.
 - b. Class decided what officers were necessary. Each member had opportunity to express his opinions on officers needed and on duties of each office. Unlimited discussion. Voting.
 - c. Small groups working on topics discussed their needs and goals.
 - d. Each small group determined the probable date of conclusion of their work.
 - e. Class decided on points to be considered for giving an A, B, C, etc. for card marking. Done in light of goals class had established earlier in the semester.
 - f. Class discussion of value of self-marking vs. other-pupil marking.
 - g. Class decided at beginning of a unit what factors would be of importance in giving reports, such as notes, bibliography, objective, interest, notebook.
 - h. Class discussion of and formulation of an answer to class problems.
 - i. Through class discussion the method of evaluating individual reports was evolved.
 - j. Planning committee report considered by class as a whole.
 - k. Class determination of objectives of the course.
 - l. Class determination of the marks of a good news scrapbook.
 - m. Selection and weighing of topics to be studied.

2. Opportunities provided for assumption of individual responsibilities
 - a. Individual offers to do things.
 - b. Develop unit by themselves.
 - c. Individual assigns things to be done.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by proper documentation and receipts.

3. Regular audits should be conducted to verify the accuracy of the records and identify any discrepancies.

4. The second part of the document outlines the procedures for handling disputes and resolving conflicts.

5. It is important to establish clear communication channels and protocols for addressing any issues that arise.

6. The document also provides guidance on how to maintain confidentiality and protect sensitive information.

7. Finally, it emphasizes the need for ongoing training and education to ensure that all staff members are up-to-date on the latest practices and regulations.

8. The document concludes by reiterating the importance of transparency and accountability in all business operations.

9. It is the responsibility of all employees to adhere to these guidelines and ensure the highest level of integrity and professionalism.

10. The document is intended to serve as a comprehensive guide for all staff members and to ensure that all transactions are handled in a fair and equitable manner.

11. It is the policy of the organization to maintain the highest standards of ethical conduct and to ensure that all transactions are conducted in a transparent and accountable manner.

12. The document is subject to periodic review and updates to reflect changes in regulations and best practices.

13. It is the responsibility of all employees to read and understand the contents of this document and to adhere to its provisions.

14. The document is intended to provide a clear and concise overview of the organization's policies and procedures regarding transactions and record-keeping.

15. It is the policy of the organization to maintain the highest standards of ethical conduct and to ensure that all transactions are conducted in a transparent and accountable manner.

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30. The document is intended to provide a clear and concise overview of the organization's policies and procedures regarding transactions and record-keeping.

- d. Individuals go to school library to work independently.
- e. Individuals responsible for signing up for books from core library.
- f. Individual undertakes a project and through trial and error finds a way to do it.
- g. Individual members of groups work without pressure--must assume responsibility in order to complete work.
- h. Individual work contracts returned and any changes to be made recorded.
- i. On back of contract pupil listed what he intended to do to improve his work.
- j. Individual was responsible for checking his own report after getting it back from person who had corrected it.
- k. Pupil free to go to cupboard and take a book to read after he had completed his work.
- l. Individuals were free to ask help from other pupils and to give help to others.
- m. Roll taken by an individual in each group and reported absentees to teacher.
- n. Individuals assumed responsibility for definite jobs in a small group.
- o. Opportunity for individual to review his own progress and consult with the teacher.
- p. Opportunity to seek vocational and course advice.
- q. Opportunity to look for answers to vocational problems and to make own evaluation of possible chances available.
- r. Class officers with regular duties for which they are responsible.
- s. Rotating news reporters.
- t. Responsibility for recording of reading done during the week.
- u. Keeping of individual news scrapbooks.
- v. Contract system: pupil assumes responsibility for gathering and assembling material by a certain date.

3. Opportunities for group appraisal of achievements

- a. Class discussion of reasons for not progressing in their work. Reasons listed on the board.
- b. Small groups corrected and evaluated each other's reports.
- c. Certain pupils showed rest of the class their completed unit.

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In addition, the document outlines the procedures for handling discrepancies. If there is a difference between the recorded amount and the actual amount, it is crucial to investigate the cause immediately. This could be due to a clerical error, a missing receipt, or a change in the terms of the agreement.

The second part of the document provides a detailed breakdown of the financial data. It includes a table showing the monthly income and expenses over a period of six months. The data is as follows:

Month	Income	Expenses	Net Income
January	1200	800	400
February	1100	750	350
March	1300	900	400
April	1000	700	300
May	1150	850	300
June	1250	950	300

The total net income for the six-month period is 1700. This information is essential for understanding the overall financial performance and for making informed decisions about future investments and expenses.

The final part of the document discusses the importance of regular audits. It states that a thorough audit should be conducted at least once a year to ensure that all records are accurate and complete. This process helps to identify any potential issues and to correct them before they become a problem.

In conclusion, the document emphasizes the need for careful record-keeping and regular audits. By following these guidelines, businesses can ensure that their financial data is accurate and reliable. This is essential for making sound financial decisions and for maintaining the long-term success of the organization.

The following table provides a summary of the key financial metrics discussed in the document. It shows the total income, total expenses, and total net income for each month and for the entire period.

Month	Total Income	Total Expenses	Total Net Income
January	1200	800	400
February	1100	750	350
March	1300	900	400
April	1000	700	300
May	1150	850	300
June	1250	950	300
Total	6000	4200	1700

This summary clearly illustrates the financial performance of the business over the six-month period. It shows that the business is profitable, with a total net income of 1700. This information is valuable for management and for investors alike.

The document concludes by reiterating the importance of accurate record-keeping and regular audits. It encourages businesses to continue to monitor their financial data closely and to take corrective action when necessary.

D. Observes class rules and regulations

- 1. Accepts decisions of the majority..... — — —
- 2. Is prompt in getting ready for work..... — — —
- 3. Has reports prepared on time..... — — —
- 4. Observes rules for use of classroom materials.. — — —
- 5.

These items suggest a form for developing a rating or checking schedule dealing with cooperative behavior. These items were taken from the list made by core teachers. Some plan for grouping the specific behavior descriptions under major aspects of cooperative activities in core classes will probably be helpful not only in summarizing the ratings, but also in directing observations. Further analysis of the concepts of cooperation that are developing in the classes at Denby will undoubtedly reveal additional meanings of this objective which are not covered by the four major classification headings here.

The following account of a Denby core class was written by the students themselves. It may help to complete the picture of the core program at Denby, especially with regard to the cooperative planning procedures which were carried on;ll

"How Our Core Class Is Run," To you, that line would probably mean that our core class is run by the teacher, but it is not. No, we have selected officers to lead our class. Now do not think that our teacher has nothing to do with us, because she has. She helps and guides us whenever we need help and guidance. Our core class is often called a "democratic class" because everything we would like to do, or that we have to do, is discussed by the class and then voted on to see whether it is worthwhile, what good it will do us, and whether we approve of it.

Every day our class is opened by the president who calls the class to order. He then asks the secretary to read the minutes. After this the class corrects the minutes, and a motion is put on the floor to pass the

ll This Way To Democracy, unpublished report of a year's work in a core class at Denby High School. Michigan Secondary Study files, 1943. Published in Youth Learns To Assume Responsibility, Michigan Secondary Study (Lansing, Michigan: The Study, 1944), pp. 33-35.

minutes as read and corrected. The clerk takes the attendance and the president asks if there is any business to be taken up. If there is we discuss the topic that is brought up. For example: One day we may discuss the organization of a baseball team, another day we may discuss our marking system, both of which take much time. The business meeting is then adjourned, and the teacher takes over the class. Some of the students prepare our bulletin board, while others may go to the library to work on topics or read books.

Every week the president and vice-president get together and choose a committee to work on a schedule for the following week. The schedule they make then goes on the blackboard and tells us what we will do the week following.

So you see our core class is not just an ordinary class.

OUR WEEKLY SCHEME

In Core I, our class planned our work as it came along but we found it did not work out well because we were always leaving something out.

The teacher, while visiting a core class in Evanston, Illinois, noticed that they made a weekly plan. They put it on the blackboard and in this manner the class could tell at a glance what the week held in store for them. In that way they included the things that would otherwise have been omitted. At the beginning of Core II a member suggested that we follow their example, which was approved by the class.

The president chooses a group of students each week to make the plan. The class corrects it and it is then written on the blackboard. A special space is set aside on the blackboard, which is used for recording our weekly plan. It looks like this:

CORE II

Monday	Period 5 Scholastic Test	Period 6 Discussion of Scholastic Articles
Tuesday	Creative Writing	Work on Topics
Wednesday	Report: Caroline P.	Work on Topics
Thursday	Book Work	Book Work
Friday	Free Reading Library-201	Free Reading Library-201

The following paragraphs briefly review in diary form what was done one week by students in the core class who reported their schedule-making procedures above.

Monday, October 28, 1942

The class was called to order by the acting chairman. For our business discussion today we considered the problems of electing our class officers. This discussion proved to be of help to most of us. We discussed the qualifications for the various offices during both periods. It would have lasted longer if the class had not been disturbed by the bell at the end of the hour.

Tuesday, October 29, 1942

The meeting was opened when the acting chairman called the class to order. We discussed what officers were needed to carry on our business. We discussed and voted on whether we should have the following: a president, a vice-president, a secretary, a clerk, a hostess, and a general substitute. During our second hour we voted for our class officers.

Wednesday, October 30, 1942

With the help of the teacher the new officers conducted the class for the first time.

We then discussed what topics would be interesting and valuable for study.

In our second hour we voted on what topics we would like, and it was unanimously accepted that we have as our main topic "Special Interests."

Thursday, October 31, 1942

The president called the class to order, the secretary then read the minutes, and the clerk took the attendance. Both reports were accepted as read. Some of the pupils went to the student forum meeting at which the Negro problem was discussed. The remainder of the class worked in the room and in the library on their topics.

During the second hour some of the pupils remained at the forum meeting. The pupils who were left went to the library to find some information that would help them further with their topics. The bell ended our class period.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and government operations. The text notes that without reliable records, it becomes difficult to track expenditures, assess performance, and ensure that resources are being used effectively and ethically.

2. The second part of the document addresses the challenges associated with data collection and analysis. It highlights that gathering comprehensive data from various sources can be a complex and time-consuming process. However, the benefits of having a robust data infrastructure are significant, as it enables decision-makers to identify trends, anticipate future needs, and implement evidence-based policies. The document suggests that investing in modern data management systems and training personnel in data literacy are crucial steps towards overcoming these challenges.

3. The third part of the document focuses on the role of technology in enhancing organizational efficiency and productivity. It discusses how digital tools and automation can streamline workflows, reduce manual errors, and improve communication across different departments. The text also touches upon the importance of cybersecurity in protecting sensitive information and maintaining the integrity of digital systems. It concludes by stating that while technology offers great potential, it must be implemented thoughtfully and with a focus on user experience to truly transform an organization.

Friday, November 1, 1942

We had our news events today, which proved to be of interest to all of the class. After discussing the news, the entire class went to the library, as it was our library day.

Further information from students in the same core program concerning the procedures in working on problems, preparing, and presenting them, is provided in the following paragraphs:

After the pupils have chosen problems to work on, they decide on a certain length of time in which the reports must be finished. Before a person starts work on his problem, he prepares a plan or outline of what he is going to include in it. Also a bibliography is made of all the material he can find on his topic.

He then spends days and often weeks collecting information on his subject. After a time all this material is put together and made ready for a report.

When all is ready he presents his work to the class. Sometimes it is in the form of a topic, sometimes a play, or perhaps a scrapbook is presented. The report is judged by the class on such things as the speaking ability of the person, the way he holds the attention of the class, how well he is prepared, how well he has organized his material, and how thoroughly he has covered his subject. This is to help him see how he can improve his work and do an even better job another time. After all this is finished the pupil is ready to start on another problem.

It will be recalled that the description of the Denby core was not included because it was typical of all eight programs involved in this study. Teachers in some of the other schools employ a basic text. Some of them place greater emphasis upon the verbal skills and even upon temporary command of certain facts than do the Denby teachers. In some of the schools there is less emphasis upon the skills of group planning and group evaluation than at Denby.

In terms, however, of the purposes defined in Chapter VI, and of other supplementary evidence, such as may be obtained from visiting classes and conferring with teachers, it is clear that the Denby program represents a stage of development toward which most of the core teachers in these eight schools are striving. It has therefore been treated in some detail to enable the reader to interpret the goals of the core curriculum in terms of classroom procedures and other learning experiences.

It may be helpful to compare the foregoing description with another account of a unified program. The following report describes an eleventh grade unified studies class at the Godwin Heights High School during the first semester of 1942-43. It was submitted to the Michigan Secondary Study by the teacher of the class.

UNIFIED STUDIES
ELEVENTH GRADE
GODWIN HEIGHTS HIGH SCHOOL

Last week, before the end of the semester, we drew up a tentative list of things we wanted to do this semester. This week we became involved in a series of discussions on these topics, which I have listed below:

- (1) Penmanship -- definite improvement
- (2) Latest and newest books -- good literature -- encourage reading
- (3) Reader's Digest plan for improving reading
- (4) Same grading system to be used -- a letter to parents written by both the student and teacher on progress of individuals at mid-term marking period
- (5) Work for greater class participation
- (6) Obtaining better suggestions from the students
- (7) Creative writing



- (8) Grammar (those who need it)
- (9) Intensive work on the Scholastics
- (10) Discussion groups on the Scholastics
- (11) Series of debates on present day questions
(one each month)
- (12) Preparation of a radio broadcast
- (13) Study of {a) Background of this war
(b) From war to peace at home
(c) Latin American problems
(d) Asiatic problems
(e) Post-war plans
(f) Making democracy work
- (14) Cooperative survey with student council of
"Our Rights and Obligations"
- (15) Program and study of Bill of Rights during
"Bill of Rights Week"
- (16) Vocabulary -- (intensive)
- (17) An individual term paper for each individual --
some of the topics already selected are:

- (a) Vocations in Industry
- (b) Vocations in Armed Forces
- (c) Music-study and composers, their art of
directing, actual composition of a song --
Lyrics and music by Ruth DeGraves, B.
Lackey, L. Elwell, and G. Bush
- (d) Illustrated outline of American history
with European background covering period
from 1870-1943
- (e) Creative writing notebook -- some poems,
essays, two short stories, and a novel
- (f) Study of the President's Cabinet, the
working of the government as organized
for war and peace
- (g) Japan and China
- (h) Alaska -- its place then and now
- (i) Guide book on rationing -- usable by
teachers in other classes

These will be all decided upon by Friday,
February 5th.

- (18) Completion of war mural and world strategy map

I feel that these suggestions are very worthwhile
and that they will provide some very meaningful
experiences for these students.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and accuracy.

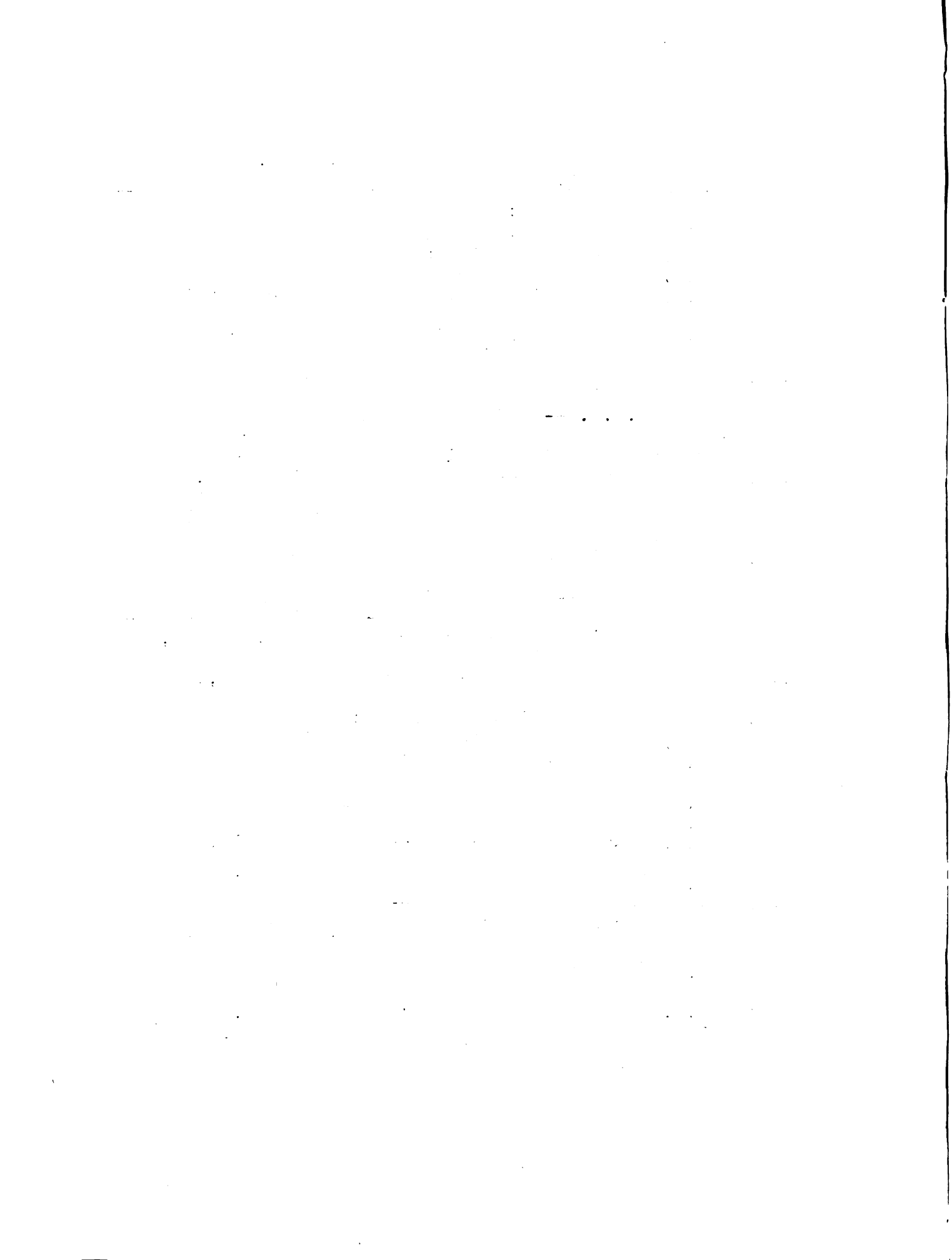
4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and aligned with the organization's goals.

SUMMARY OF WORK DONE IN UNIFIED STUDIES CLASS --
 ELEVENTH GRADE -- SEPTEMBER TO JANUARY, 1942 - 1943

- (1) Completion of First Aid Training Course -- 10 weeks
- (2) Regular reading and study of the combined edition (English and social studies) of the Scholastic Magazine
- (3) Study of the short story and the essay -- (readings from our literature book) -- followed up by a contest in our group and the winning essay by Lois Covey published in the Grand Rapids Press
- (4) Study of the colonial period, Revolutionary War period, and the Civil War period in our American history -- followed up by a mural, not yet completed, of the famous wars in the history of our country
- (5) Study of thirty-three men prominent in the present-day war -- prepared a short biographical sketch on each man -- followed by an identification test
- (6) A world map painted (not yet completed) by Eldon Potter, Jim Berkey, and Roy Conant -- when finished, we expect to follow more closely the activities of the war by means of flags and painted thumbtacks, representing the Allied and enemy forces -- also plan to have a flag for the relatives of our group who are in service -- a flag for each person wherever he may be stationed and serving
- (7) Extensive work on sentence construction
- (8) Written work on the Humorous Prose section of our literature book
- (9) Complete reading together of Booth Tarkington's "Seventeen", Halliburton's "Royal Road to Romance", and part of Cornelia Otis Skinner and Emily Kimbrough's "Our Hearts Were Young and Gay"; complete reading of "See Here, Pvt. Hargrove", and Agatha Christie's "The Big Four" -- reviewed several other books for the group upon request: "Dragon Seed", by Pearl S. Buck, "Inside Latin America" by Gunther, and "They Were Expendable" by W. L. White
- (10) A great deal of reading aloud by the group -- in the study of the drama, the entire group took part:
 - The Trysting Place -- Tarkington
 - Where The Cross Is Made -- O'Neill
 - Nathan Hale -- Clyde Fitch
 - Joe Louis Named The War -- (Scholastic)

- (11) A series of debates planned and given with only two non-participating members of the entire group -- some of the topics:
- (a) Tolerance -- racial
 - (b) Post-war planning now
 - (c) Women in industry after the war
 - (d) The question of 18 and 19 year olds being allowed to vote
 - (e) Problems confronting 18 and 19 year olds at the present time
- (12) A notebook prepared and written by the entire group the first week of school on the armed forces of the U.S.A. -- written for the purpose of being used throughout the school whenever other classes might need the information we had gathered
- (13) Sang a great deal -- current patriotic songs, popular songs and folk songs from our literature book which fell in with our study of the Civil War period
- (14) A news committee made up of volunteers -- up-to-the minute news of each day for the first ten minutes each morning -- valuable in keeping us all well informed as to latest events -- committee also prepared a typical radio broadcast of news, a play, and some commercials
- (15) Extensive speech work -- impromptu speeches, selling speeches
- (16) Some of the individual projects:
- (a) The dramatization of a play (For Women Only)
 - (b) Manners -- proper things to say and do
 - (c) Study of the Morse code
 - (d) The American history mural
 - (e) The world map
 - (f) Study of philosophy -- became too involved and was eventually dropped
 - (g) Study of the entire problem of rationing
- (17) Several symphonic programs -- records from the personal collection of Frank Stanford -- most enjoyable as he told the story which accompanied each record and those who did not understand music beforehand knew what to listen for
- (18) Conducted a survey for the purpose of securing positions in the local stores for the holidays -- not completed in time -- may go on with this next semester



- (19) The last two weeks of the semester, the fourth hour each day, worked on five group projects -- three of these groups prepared a syllabus (one in each group) and these were on (1) History of America, (1942 -- through reconstruction period) (2) South America (3) Africa -- other two groups worked on the war mural and on the world map -- last two groups consisted of three members each, the history of America, 13 college preparatory students; South America, 7 members; and Africa, 6 members -- each group had chairman -- great variety of individual reading and research was done -- some students unable to adjust themselves to working in the room, so worked outside on their project -- brought typewriters into the room and had all of our materials brought over from the library
- (20) Brought several anthologies of poetry from the library and had people choose the poems they liked the best to read aloud -- along with this, studied some of the best loved poems in American literature -- among these: Thanatopsis, Vision of Sir Launfal, The Raven -- one of the boys, Frank Stanford, wrote a poem of his own to read aloud, and Roy Conant brought two volumes of poetry to be read

This summary does not include all we have done but it gives a general picture of the type of thing that is being carried on in the class.

Summary. It has been noted that the purposes and scope of the instructional procedures which characterized these eight programs gradually became broader during the seven years under analysis, in spite of the difficulties imposed by teacher shortages and wartime demands. Teachers did not begin with any great concern or understanding of growth and development data, but exhibited an increasing interest in it as the programs progressed. Their chief criteria for the selection of learning experiences were the events of the times, the judgments of the teacher and

of the group as to their needs, and the level of their skills, both in academic areas and in social adjustment. There was little emphasis upon drill or upon the mastery of knowledge as an end in itself. There was much emphasis upon the problem approach, small group study, social and creative experiences, and upon the techniques of critical thinking, including evaluation. These emphases led class groups to employ many types of materials and to go far beyond the basic text, even though the text was still usually retained. There was a definite tendency to share the responsibility of instructional planning with the students, but little effort was made to involve parents or lay citizens in such planning. Indeed, the programs were only interpreted to parents by the conventional mass devices and it is the collective judgment of all eight groups participating in this study that most parents do not understand the program. It has probably endured and even progressed chiefly because of the caliber of teachers involved.

In the next chapter the effectiveness of instructional procedures in these eight programs will be analyzed on the basis of such data as are available.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation.

3. Regular audits should be conducted to verify the accuracy of the records.

4. The second part of the document outlines the procedures for handling discrepancies.

5. Any errors identified during the audit process should be promptly investigated.

6. The findings of the audit should be reported to the appropriate authorities.

7. The third part of the document provides a detailed description of the accounting system.

8. This system is designed to streamline the accounting process and reduce the risk of errors.

9. The system includes a comprehensive set of controls and checks.

10. The fourth part of the document discusses the role of the accounting department.

11. The department is responsible for providing accurate financial information to management.

12. It also plays a key role in ensuring compliance with applicable laws and regulations.

13. The fifth part of the document outlines the responsibilities of the accounting staff.

14. Each staff member should be clearly defined in terms of their duties and responsibilities.

15. The sixth part of the document discusses the importance of communication in the accounting process.

16. Effective communication is essential for ensuring the accuracy and reliability of the financial data.

17. The seventh part of the document provides a summary of the key points discussed.

18. It is hoped that this document will provide a clear and concise overview of the accounting process.

19. The eighth part of the document discusses the future of accounting technology.

20. As technology continues to advance, it is expected that the accounting profession will evolve.

21. The ninth part of the document provides a list of references for further reading.

22. These references include books, articles, and other sources of information.

23. The tenth part of the document discusses the importance of continuing education for accountants.

24. Accountants should stay up-to-date on the latest developments in their field.

25. The eleventh part of the document provides a list of contact information for the author.

26. This information is provided for those who wish to contact the author for more information.

27. The twelfth part of the document discusses the importance of ethics in the accounting profession.

28. Accountants should always act with integrity and honesty.

29. The thirteenth part of the document provides a list of resources for accountants.

30. These resources include websites, books, and other sources of information.

CHAPTER IX

EFFECTIVENESS OF UNIFIED PROGRAMS

Introduction. In Chapter III it was emphasized that evidence relating to the effectiveness of these eight unified programs was largely lacking at the outset of the study. This failure of teachers and administrators to evaluate the core program was due to several causes. In the first place, the problems involved in teaching and administering a school during the war were many and difficult ones. New functions, such as pre-induction training and physical fitness, were suddenly thrust upon the secondary school. New tasks confronted the teachers--issuing ration books, conducting war stamp, bond, and salvage drives, organizing air-raid drills, holding patriotic assemblies, and many other responsibilities which were added to those which the teacher shared in wartime with other citizens. The same period witnessed an unprecedented turnover of personnel, which is still continuing in some degree, two years after the war. The case of the Big Rapids program has been mentioned; the new superintendent and high school principal confronted the school year 1943-44 with only five core teachers left of sixteen who had been involved in the program. At Godwin Heights the turnover was somewhat less dramatic, but even more continuous. Every year of the

unified studies program there saw one or more new teachers replacing experienced personnel, often during the school year. The Bloomfield Hills faculty changed constantly. The Wayne group has had two substitutions in the small team group of nine teachers since September, 1946. The three teachers who share the entire core program at Dowagiac this year are all new since 1945, two of them since 1946. The Lakeview and Highland Park groups have remained somewhat more constant and the Denby group has enjoyed the greatest continuity of the eight. Yet even in these last three schools there has been an annual problem of orienting new teachers to the core program. Under these conditions, administrators and teachers have experienced great difficulty in maintaining the program throughout these years, without devoting any effort to research or evaluation. None of the eight schools has a director of research as such. The burden of conducting research thus falls upon the busy principal or classroom teacher.

A second factor which has contributed to the general failure to conduct controlled evaluative studies in these programs is the difficulty which teachers experienced in measuring the unique goals of the core curriculum. It is perhaps unnecessary to remark that the measurement of subject mastery is a simple matter compared with the measurement of social adjustment, critical

thinking, and such civic skills as the ability to assume responsibility, plan effectively with others, and make wise choices among several alternatives. It is true that much progress has been made in recent years in the development of new instruments designed to measure achievement toward such goals as these.¹ The instruments devised by the Evaluation Staff of the Eight-Year Study, under the direction of Dr. Ralph Tyler, are representative of the growing body of evaluation devices which can contribute to the measurement of progress toward personal-social development and intelligent citizenship. Such instruments as these were rather commonly used in most of these eight schools. In five of the schools participating in the Michigan Secondary Study a comprehensive battery of such tests was administered in 1939. These testing programs served several useful purposes. They are not of any help, however, on the present problem of analyzing the effectiveness of the core curriculum. It is possible that they might have served that purpose if personnel had been available to direct and interpret the testing programs toward the goal of measuring specific programs within the schools. Teachers and administrators

¹ See, for example, J. W. Wrightstone, Appraisal of Experimental High School Practices (New York: Bureau of Publications, Teachers College, Columbia University, 1936), 194 pp.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and government operations. The text notes that such records serve as a foundation for decision-making and are critical for identifying areas of inefficiency or potential misuse of resources.

2. The second section addresses the challenges associated with data collection and analysis. It highlights that while digital tools have significantly improved the speed and accuracy of data gathering, they also introduce new risks, such as data breaches and information overload. The document suggests that organizations should invest in robust cybersecurity measures and provide comprehensive training to staff to ensure that data is handled responsibly and securely.

3. The third part of the document focuses on the role of technology in enhancing operational efficiency. It argues that the integration of artificial intelligence and automation can streamline repetitive tasks, allowing employees to focus on more complex and strategic activities. However, it also cautions that over-reliance on technology can lead to a loss of human judgment and oversight, and therefore, a balanced approach is necessary.

4. The fourth section discusses the importance of fostering a culture of innovation and continuous improvement. It suggests that organizations should encourage employees to experiment with new ideas and approaches, even if they sometimes fail. This mindset is crucial for staying competitive in a rapidly changing market. The text also mentions that regular communication and collaboration between departments are key to successful innovation.

5. The fifth part of the document touches upon the need for strong leadership and clear communication. It states that effective leaders must be able to articulate a clear vision and set of goals, and ensure that all team members understand their roles and responsibilities. Regular check-ins and open lines of communication are essential for maintaining team morale and ensuring that everyone is working towards the same objectives.

6. The sixth section discusses the importance of financial management and budgeting. It notes that organizations must carefully track their expenses and revenues to ensure they are operating within their means. The text suggests that creating a detailed budget and sticking to it is a fundamental practice for long-term sustainability. It also mentions that regular financial reviews can help identify areas where costs can be reduced without compromising quality.

7. The seventh part of the document addresses the issue of human resources and talent management. It emphasizes that attracting and retaining top talent is a key to organizational success. This can be achieved through competitive compensation, professional development opportunities, and a positive work environment. The text also suggests that organizations should focus on building a diverse and inclusive workforce to leverage a wide range of perspectives and skills.

8. The eighth section discusses the importance of risk management and contingency planning. It notes that organizations should identify potential risks to their operations and develop strategies to mitigate them. This includes everything from cybersecurity threats to natural disasters. The text suggests that having a clear plan in place can help organizations respond quickly and effectively in the event of a crisis, minimizing damage and ensuring business continuity.

9. The ninth part of the document touches upon the importance of customer satisfaction and service quality. It argues that providing excellent customer service is not just a nice-to-have, but a competitive advantage. Organizations should invest in training for customer-facing staff and use feedback mechanisms to continuously improve their services. The text also mentions that consistent quality and reliability are essential for building a strong brand reputation.

10. The final section of the document provides a summary of the key points discussed and offers some concluding thoughts. It reiterates that success in any organization is the result of a combination of factors, including strong leadership, effective communication, and a commitment to excellence. The text encourages organizations to regularly evaluate their performance and make adjustments as needed to stay on track and achieve their long-term goals.

in these eight schools were not generally successful in applying instruments of measurement to the core programs in their schools.

A third reason for the failure to measure the outcomes of core objectively lay in the fact that teachers and administrators in seven of the eight schools did not enter upon the programs with an experimental philosophy. In all of the schools except Denby, the unified program was gradually adopted during these years, not as an instructional experiment which required testing and supporting evidence, but rather because of the convictions of teachers and administrators that it was an improved way to organize instruction. It was developed in accordance with the philosophy of participants, but so gradually in most cases that the completed interview schedules reveal little thought of the program as revolutionary or experimental. Teachers in Lakeview and Highland Park even express surprise that one should be interested in "their experimental" program. "It isn't an experiment," they say with a trace of indignation, "it is an established program--we've done it for years." Something of this attitude may be noted in all of the schools except Denby, where the core courses were deliberately introduced as an experiment and have been maintained on an experimental basis, for a few sections of students,

[Faint, illegible text, likely bleed-through from the reverse side of the page]

throughout the years. This fact may explain why Denby is the only program of the eight in which there has been a beginning of research on the effectiveness of the core.

The preceding remarks have not been offered as excuse or extenuation for one obvious inadequacy of this study. They are intended to help the reader to interpret that which follows.

In presenting such data as are available, the evaluation of the unified programs will be based upon the following types of data:

- (1) Data on changes in students
- (2) Data on the holding power of the programs
- (3) Data on follow-up studies
- (4) Data on student reactions to the programs
- (5) Data on the effect of the programs on the

total school

- (6) Data on parents' evaluations of the programs

- (7) Data on administrators' and teachers' evaluations of the programs.

Changes in students. In two of the schools there are some data on the growth of students enrolled in the program. In one of these, however --Highland Park-- the data are confined to the issue of whether or not children have retained an "adequate" command of the subjects which are conventionally offered. With respect to that one

issue, the results of the annually administered Stanford and Metropolitan achievement tests give clear evidence, in the words of the principal, that "there has been no significant difference in the areas of skills and knowledge between the core groups and the groups in separate subjects prior to 1940." No measurement of social adjustment of civic skills has been made at Highland Park, excepting those represented by teacher judgments reported in this chapter. No careful equating of groups was possible or appropriate, since the program was instituted throughout an entire grade level and has been grade-wide ever since its introduction. It is therefore difficult to generalize from the Highland Park achievement testing program, beyond the fact that it has satisfied teachers and parents there that there has been no loss of the conventional subject command as a result of the core program. Since that program was not primarily developed for the purpose of increased command of conventional subject matter, it is evident that these test results have little bearing on the goals of the Highland Park core program.

At Denby there has been a rather active interest in testing and evaluation since 1942. This interest has been manifested, for example, in the testing of personal-social adjustment, which was one of the basic goals of

the Denby core classes. One core class in the ninth grade was given the California Test of Personality, Intermediate Form A, at the beginning and end of the year January, 1942-January, 1943. The percentile ranks on separate items of the test, for January, 1942, and for January, 1943, are presented in Table XVII.²

This one core class of thirty-four students made a considerable improvement, as measured by one test, in both self- and social-adjustment. Of particular interest is the gain in freedom from anti-social tendencies, (percentile gain from 50 to 65), in school relations, (60 to 67.5), and in community relations, (60 to 80).³

The same test was also administered in 1946 to 216 twelfth grade students, of whom 136 had never been enrolled in a core class and seventy-nine had had one, two, or four years of experience in core. In Table XVIII the results of this test are summarized in terms of the raw scores on self-adjustment, social-adjustment, and total adjustment.

² An Evaluation of Curriculum Changes, Edwin Denby High School 1938-1943. Unpublished report to Michigan Secondary Curriculum Study, p.41.

³ No test of statistical significance can be applied to these data, due to the fact that no index of standard deviation is available for the scores. The raw scores were not retained and the data were reported in terms of the percentile ranks based on national norms.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be documented to ensure transparency and accountability. This is particularly crucial in financial reporting, where precision is paramount.

Furthermore, the document highlights the need for regular audits and reconciliations. By comparing internal records with external statements, discrepancies can be identified and corrected promptly. This process not only helps in detecting errors but also serves as a deterrent against fraud.

In addition, the document stresses the importance of clear communication and collaboration between departments. Financial data often spans across various functional areas, and ensuring that everyone has access to the information they need is essential for effective decision-making.

Finally, the document concludes by reiterating the commitment to high standards of integrity and ethical conduct. It encourages all employees to adhere to these principles, as they are the foundation of a successful and sustainable organization.

The second part of the document provides a detailed overview of the company's financial performance over the past year. It begins with a summary of key metrics, including revenue growth, profit margins, and cash flow. These indicators provide a clear picture of the company's overall health and its ability to generate value for its stakeholders.

The document then delves into a more granular analysis of the data, breaking down performance by department and region. This allows for a more nuanced understanding of where the company is excelling and where it may need to focus its efforts. For example, while the sales department has shown strong growth, the operations department has faced challenges in controlling costs.

In light of these findings, the document outlines a strategic plan for the upcoming year. This plan focuses on strengthening core competencies, expanding into new markets, and improving operational efficiency. It also sets specific, measurable goals for each department, ensuring that everyone is aligned with the company's overall vision and mission.

Finally, the document expresses confidence in the company's future prospects. It believes that by continuing to invest in innovation and talent, the company is well-positioned to achieve long-term success and create significant value for its shareholders and customers alike.

TABLE XVII

RESULTS OF CALIFORNIA TEST OF PERSONALITY, ADMINISTERED TWICE TO
ONE CORE GROUP AT DENBY HIGH SCHOOL, 1942-1943

N = 34

Test areas	Percentile ranks	
	Jan. 1942	Jan. 1943
Self-adjustment (total)	50	70
Feeling of belonging	45	65
Self-reliance	45	80
Sense of personal worth	40	60
Sense of personal freedom	50	80
Freedom from with-drawing tendencies	50	85
Freedom from nervous tendencies	50	65
Social adjustment (total)	60	65
Social standards	70	70
Social skills	65	65
Freedom from anti-social tendencies	50	65
Family relations	50	50
Community relations	60	80
School relations	60	67.5
Total adjustment	50	67.5

1. Introduction
 2. Methodology
 3. Results
 4. Discussion
 5. Conclusion
 6. References
 7. Appendix
 8. Index
 9. Summary
 10. Abstract

The following table shows the results of the experiment. The data is presented in a clear and concise manner, allowing for easy comparison and analysis. The results are consistent with the theoretical predictions, demonstrating the effectiveness of the proposed method.

Parameter	Value	Unit	Notes
Temperature	25.0	°C	Controlled environment
Pressure	1.013	bar	Standard atmospheric pressure
Humidity	50.0	%	Relative humidity
Time	10.0	min	Duration of the experiment
Distance	100.0	m	Path length
Speed	10.0	m/s	Calculated speed
Acceleration	0.0	m/s ²	Constant speed
Force	10.0	N	Applied force
Work	1000.0	J	Work done
Power	100.0	W	Power output
Efficiency	80.0	%	System efficiency
Losses	20.0	%	Energy losses
Accuracy	±0.5	%	Measurement accuracy
Precision	±0.1	%	Measurement precision
Repeatability	±0.2	%	Repeatability of results
Reliability	±0.3	%	Reliability of data
Validity	±0.4	%	Validity of conclusions
Significance	±0.5	%	Significance of findings
Impact	±0.6	%	Impact of research
Contribution	±0.7	%	Contribution to field
Originality	±0.8	%	Originality of work
Quality	±0.9	%	Quality of research
Quantity	±1.0	%	Quantity of data
Clarity	±1.1	%	Clarity of presentation
Coherence	±1.2	%	Coherence of argument
Consistency	±1.3	%	Consistency of results
Completeness	±1.4	%	Completeness of study
Depth	±1.5	%	Depth of analysis
Breadth	±1.6	%	Breadth of coverage
Scope	±1.7	%	Scope of research
Focus	±1.8	%	Focus of study
Direction	±1.9	%	Direction of work
Structure	±2.0	%	Structure of report
Organization	±2.1	%	Organization of content
Flow	±2.2	%	Flow of narrative
Logic	±2.3	%	Logic of argument
Reasoning	±2.4	%	Reasoning of analysis
Analysis	±2.5	%	Analysis of data
Synthesis	±2.6	%	Synthesis of findings
Evaluation	±2.7	%	Evaluation of results
Conclusion	±2.8	%	Conclusion of study
Summary	±2.9	%	Summary of work
Abstract	±3.0	%	Abstract of report
Introduction	±3.1	%	Introduction of study
Methodology	±3.2	%	Methodology of experiment
Results	±3.3	%	Results of experiment
Discussion	±3.4	%	Discussion of findings
Conclusion	±3.5	%	Conclusion of report
References	±3.6	%	References of study
Appendix	±3.7	%	Appendix of report
Index	±3.8	%	Index of report
Summary	±3.9	%	Summary of report
Abstract	±4.0	%	Abstract of report

TABLE XVIII

MEAN RAW SCORES ON CALIFORNIA TEST OF PERSONALITY MADE BY 215
CORE AND NON-CORE STUDENTS IN 1946 AT DENBY HIGH SCHOOL

	Self- adjustment	Social adjustment	Total adjustment	Sigma of total adjustment scores
Students who had been in core classes (N = 79)	74.74	75.49	150.24	18.75
Students who had not been in core classes (N = 136)	72.02	73.02	145.79	18.56

From Table XVIII it appears that the experimental group of seventy-nine core students exceeded the control group of 136 non-core students in total adjustment by 4.454, as measured by this test. Application of a test of statistical significance to this difference reveals that there are about ten chances in a hundred that the obtained difference is attributable to chance. Thus it cannot be considered a significant difference.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

2. The second part of the document outlines the various methods used to collect and analyze data. These methods include interviews, surveys, and focus groups. Each method has its own strengths and weaknesses, and it is important to choose the most appropriate method for the specific research objectives. The data collected should be analyzed carefully to identify any trends or patterns that may be significant.

3. The third part of the document describes the results of the research. The findings indicate that there is a strong correlation between the variables studied. This suggests that the factors being investigated are closely related and may be influencing each other. The results are supported by the data collected and are consistent with the theoretical framework used in the study.

4. The final part of the document discusses the implications of the research. The findings have important implications for practice and for future research. They suggest that the factors being studied are key drivers of the outcomes being measured. This information can be used to develop more effective strategies and to inform policy decisions. Further research is needed to explore the underlying mechanisms and to test the generalizability of the findings.

In September, 1944, the California Test of Personality was given to seventy-seven paired students, thirty-four in a core group and thirty-three in an English class of the same grade level (ninth). The pairs were approximately equated in terms of their intelligence ranking. The test was then repeated with the same groups in June, 1945. The results of these two administrations of the test are shown in Table XIX.

TABLE XIX

RESULTS OF CALIFORNIA TEST OF PERSONALITY, AS ADMINISTERED TO SEVENTY-SEVEN PAIRED CORE AND NON-CORE STUDENTS AT DENBY HIGH SCHOOL, 1944-45

	Experimental group (N = 34)		Control group (N = 33)	
	Sept.	June	Sept.	June
Summary %ile, Self Adjustment	75.0	95.0	70.83	78.75
Summary %ile, Social Adjustment	72.0	87.5	72.5	63.75
Summary %ile, Total Adjustment	73.75	92.14	70.83	76.25
Differences, %iles, Total Adjustment		18.38		5.42
Mean Raw Scores, Self Adjustment	76.29	81.62	75.64	76.73
Mean Raw Scores, Social Adjustment	77.79	81.85	76.67	76.33
Mean Raw Scores, Total Adjustment	154.38	163.47	152.30	153.09
Difference, Mean Raw Scores, Total Adjustment		9.09		.79

It will be noted that the thirty-four core students registered a marked improvement in all aspects of adjustment, as measured by this test. They exceeded the control group considerably in both self and social adjustment, and the final difference in the net gains of the two groups in total adjustment appears significant -- (core students, 18.38 percentile, non-core 5.42 percentile). No test of statistical significance can be applied to these differences, due to the lack of a standard deviation index.⁴

One aspect of growth, though surely not the chief aspect as it is commonly regarded, is scholastic achievement. No careful research has been done on this matter of scholastic achievement in most of the schools, due to the absence of a control factor. In six of the eight schools, all pupils enroll in core classes at certain grade levels. At Wayne, nine out of ten sections of freshmen are in the team program. There is thus no basis for comparing the scholastic achievement of adequate numbers of students in core classes with the achievement made by any comparable grade group.

In Denby High School, where the core program has been maintained at an experimental minimum, at least one study has been made of scholastic achievement. Twenty-three students in the twelve-A core group in June, 1946 were ranked in intelligence, as measured by the Detroit General Aptitude

⁴ See foot-note 3, p. 156.

1. Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the global economy and its impact on various sectors. The report is structured as follows:

- Global Economic Outlook
- Key Economic Indicators
- Regional Performance
- Industry Analysis
- Conclusion

2. Global Economic Outlook

The global economy has shown signs of recovery following a period of uncertainty. Key factors influencing the global economy include:

- Monetary Policy
- Fiscal Policy
- Trade Agreements
- Technological Advancements

3. Key Economic Indicators

The following table provides a summary of key economic indicators for the top five global economies:

Country	GDP Growth (2023)	Inflation Rate (2023)	Unemployment Rate (2023)
USA	3.2%	3.7%	3.7%
China	5.2%	0.1%	5.2%
Germany	0.1%	3.7%	6.1%
Japan	2.0%	3.3%	2.4%
UK	0.3%	4.0%	4.0%

4. Regional Performance

The following table provides a summary of regional performance for the top five global economies:

Region	GDP Growth (2023)	Inflation Rate (2023)	Unemployment Rate (2023)
North America	3.2%	3.7%	3.7%
Europe	0.1%	3.7%	6.1%
Asia	5.2%	0.1%	5.2%
South America	1.5%	4.5%	7.5%
Africa	2.5%	5.5%	8.5%

5. Industry Analysis

The following table provides a summary of industry performance for the top five global economies:

Industry	GDP Growth (2023)	Inflation Rate (2023)	Unemployment Rate (2023)
Technology	4.5%	3.5%	3.5%
Healthcare	3.5%	3.5%	3.5%
Finance	2.5%	3.5%	3.5%
Manufacturing	1.5%	3.5%	3.5%
Retail	1.5%	3.5%	3.5%

6. Conclusion

The global economy is showing signs of recovery, with key indicators such as GDP growth, inflation, and unemployment rates improving. The report highlights the impact of monetary and fiscal policy, trade agreements, and technological advancements on the global economy. The report also provides a comprehensive overview of regional performance and industry analysis.

Test, and in scholastic achievement for the four years of senior high school. The results of that comparison showed that eighteen of the core students obtained a four-year achievement rank in their class higher than their intelligence rank, while five obtained an achievement rank lower than their intelligence rank. This difference is rare at Denby, according to testimony of senior counselors. It appears that this group of students, all of whom had been enrolled in core classes for four years, made an unusual scholastic achievement throughout their high school careers. In Table YX the actual differences in the ranking of this group are shown.

It is obvious that the data in Table YX should be interpreted with caution. There are many possible factors which might explain the unusual scholastic achievement of this group which was the first to graduate from Denby after four years of core. Whatever the cause, it is evident that this group broke precedent at Denby by exceeding their intelligence rank in scholastic achievement.

Another goal of the Denby program has been growth in the ability to communicate with others. This goal is often interpreted by English teachers to imply, or to require as its basis, the command of English usage and grammar. English classes in Denby, as in most high

TABLE XX

**CLASS RANK IN ACHIEVEMENT AND INTELLIGENCE IN JUNE, 1945 OF
TWENTY-THREE DENBY SENIORS WHO HAD BEEN ENROLLED IN
CORE CLASSES FOUR YEARS**

Student	Achievement rank	Intelligence rank	Difference
Battishill	66	223	+157
Berner	56	109.5	+ 53.5
Born	224	126.5	- 97.5
Dietz	96	160	+ 64
Dorbard	49	78.5	+ 29.5
Dost	126	165	+ 39
Engle	138	139	+ 1
Gross	92	168	+ 76
Johnson	150	131	- 19
Kohnt	86	109	+ 23
Kaiser	93	139	+ 46
Kalos	101	56.5	- 45.5
Lambert	133	143	+ 10
Link	210	84.5	-126.5
Penman	115	126.5	+ 11.5
Pickett	65	198.5	+133.5
Rettig	82	121	+ 39
Schalk	105	153	+ 48
Sacco	161	201	+ 40
Stefani	172	184.5	+ 12.5
Slembrauck	133	153	+ 20
Wayne	61	182.5	+121.5
Wiederoder	140.5	81	- 59.5

schools, include exercises in formal grammar at nearly every grade level. At some grade levels the grammar work constitutes a major emphasis.

The Denby core teachers remain unconvinced that

communication skills depend in any significant measure upon knowledge of grammar. They have continued to adhere to the selection of content by pupil-teacher planning. As a result, the only instances where students have made a formal study of punctuation and grammar are the few cases where such experiences were deliberately chosen by the group. There has been practically no formal study of grammar in core classes.

In light of the above fact, the data which follow are interesting. The Rinsland-Beck Natural Test of English Usage, Form A, was given to six classes at the end of the nine-A grade. Three of the classes, A, B, and C, were the top sections according to intelligence. The A and C sections were non-core classes which had had a year of training in English grammar. The B section was a core class which had had no formal grammar work. The other three sections, E, F, and G, were lower on the scale according to intelligence ranking. The E and G sections were non-core and the F section was a core class.

In Table XXI⁵ a summary is presented of the scores on this test of English usage for the six sections. It is

⁵ An Evaluation of Curriculum Changes, op. cit. p. 41.

TABLE XXI

SCORES MADE BY FOUR NON-CORE AND TWO CORE SECTIONS AT DENBY
HIGH SCHOOL IN JUNE, 1942 ON THE RINSLAND-BECK
NATURAL TEST OF ENGLISH USAGE

Class	N	I. Mechanics		II. Grammar		Total	
		M.	S.D.	M.	S.D.	M.	S.D.
A	31	60.06	6.06	57.19	5.94	117.26	10.42
B (core)	37	57.62	5.96	57.30	4.57	114.92	8.95
C	31	57.03	7.90	55.61	5.42	112.64	11.50
E	25	53.52	6.73	52.48	6.48	106.00	11.22
F (core)	29	46.93	6.76	49.76	7.11	96.69	11.73
G	27	44.63	8.35	46.07	9.49	90.70	14.90

evident from the table that the six classes scored in the exact order of their respective intelligence rankings on Test I, which deals with punctuation. In Test II, dealing with grammatical use of English, the B (core) section exceeded the A (non-core) section, despite its lower intelligence ranking and despite

QUESTION 1

1. The following table shows the number of people who visited the National Museum in London in each year from 2000 to 2008. The number of people is given in millions.

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008
Number of people (millions)	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0

2. The following table shows the number of people who visited the National Museum in London in each year from 2000 to 2008. The number of people is given in millions.

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008
Number of people (millions)	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0

the fact that the students in it had had no formal grammar. In the three lower groups, E, F, and G, the scores on both tests fall according to the intelligence rankings.

It appears from Table XXI that scores on an English usage test depend more upon initial intelligence than upon instruction in formal grammar. On the basis of one test, at least, it seems reasonable to conclude that the core classes involved displayed a command of English usage which met the normal expectancy for ninth graders at Denby. Such data have no bearing upon the purposes expressed by Denby teachers for the core program; however, they assist other teachers to feel secure about the program, and thus have an important bearing on the continuance of core classes in a school.

At least one other kind of measure of pupil growth has been applied in the Denby program. Since one of the goals of the core program was social adjustment, it was considered by teachers that membership in high school clubs might be a valid criterion of improved adjustment to school life. A study was made in January, 1943 of 222 twelfth graders at Denby as to the number of "club semesters" they had experienced. A club semester was interpreted as membership in one club for one semester. One hundred and thirty-two of the seniors studied had had no

• **1990s:** The 1990s saw a significant increase in the number of people with mental health issues, particularly in the area of substance use disorders. This was largely due to the widespread use of prescription drugs, which led to a rise in addiction and related mental health problems. The 1990s also saw a growing awareness of mental health issues, leading to increased funding for research and treatment programs.

• **2000s:** The 2000s saw a continued focus on mental health care, with a particular emphasis on the treatment of depression and anxiety disorders. This was largely due to the widespread use of antidepressant and anti-anxiety medications, which led to a rise in the number of people taking these drugs. The 2000s also saw a growing awareness of mental health issues, leading to increased funding for research and treatment programs.

• **2010s:** The 2010s saw a continued focus on mental health care, with a particular emphasis on the treatment of depression and anxiety disorders. This was largely due to the widespread use of antidepressant and anti-anxiety medications, which led to a rise in the number of people taking these drugs. The 2010s also saw a growing awareness of mental health issues, leading to increased funding for research and treatment programs.

• **2020s:** The 2020s have seen a continued focus on mental health care, with a particular emphasis on the treatment of depression and anxiety disorders. This was largely due to the widespread use of antidepressant and anti-anxiety medications, which led to a rise in the number of people taking these drugs. The 2020s also saw a growing awareness of mental health issues, leading to increased funding for research and treatment programs.

experience in core courses. Ninety had been in core classes from one to four years. It was discovered that the 132 non-core seniors had 390 club semesters to their credit, while the ninety core seniors had 328. Thus the students with core background averaged 3.644 club semesters per student as compared with an average of 2.954 for the non-core students. It is evident that the core students were more active in the extracurricular life of the school. If the criterion is a defensible one, this demonstrates a measure of superiority in social adjustment for the students with a background of core.

Holding power. One purpose expressed by core teachers in this study was that of aiding students to adjust successfully to school. It might reasonably be asked whether students in core classes demonstrate such adjustment, at least by remaining in school.

In the two junior high schools involved in this study, teachers rejected this criterion because legal compulsion kept all students in school until age sixteen. The same point was raised in some of the senior high school groups. An unusual drop-out rate accompanied the war period, which further complicates the picture.

A few data are available, however, on this matter of holding power. For example, one study made at Wayne

reveals that of 113 ninth graders enrolled in one team of three core sections, there were four drop-outs during the period September, 1946 to January, 1947. During the same period, the one non-core section at Wayne lost ten students out of forty-three by the drop-out route.

A study in June, 1941 of the ninth grade drop-outs in the Big Rapids High School revealed that the average annual ninth grade loss by drop-outs was 14.2 students during the three years 1935-1938. With the initiation of the ninth grade core program in 1938 this drop-out rate diminished markedly. During the three years 1938-1941 the average annual ninth grade loss by drop-outs was 4.6 students. The average annual enrollments for the six years were approximately equal.

In October, 1946, a study was made of drop-outs of core and non-core students at Denby High School. A summary of this study is presented in Table XXII.⁶

An advantage is shown in Table XXII for the four core classes as compared with the four non-core classes of the same grade level. The drop-outs included in this survey were due to "over-age" or to "work". It was

⁶ A summary of the Denby data on drop-outs due to age or jobs from 1938 through 1943 has been included in Appendix F, p. 264.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration or corporate governance. The text suggests that records should be kept in a secure, accessible format, and that regular audits should be conducted to ensure their integrity.

2. The second part of the document addresses the challenges of data management in the digital age. It notes that while digital storage offers convenience and scalability, it also introduces risks such as data loss, security breaches, and information overload. The author recommends implementing robust data backup strategies, using secure cloud storage solutions, and establishing clear protocols for data access and sharing.

3. The third part of the document focuses on the role of technology in improving operational efficiency. It highlights how automation of routine tasks can free up resources for more strategic activities. However, it also cautions against over-reliance on technology, emphasizing the need for human oversight and training to ensure that systems are used effectively and securely.

4. The fourth part of the document discusses the importance of communication and collaboration in achieving organizational goals. It suggests that regular meetings, clear communication channels, and a culture of transparency are essential for success. The text also touches on the importance of listening to feedback from employees and stakeholders to make necessary adjustments.

5. The fifth part of the document concludes by summarizing the key points and offering final thoughts on the importance of continuous improvement. It encourages organizations to stay up-to-date with the latest trends and technologies, and to foster a mindset of innovation and adaptability in the face of a rapidly changing environment.

TABLE XXII

NUMBER OF DROP-OUTS DUE TO AGE OR JOBS, FROM FOUR CORE AND
FOUR NON-CORE CLASSES AT DENBY HIGH SCHOOL FROM
JANUARY, 1942 TO JANUARY, 1946

Core sections			Non-core sections		
10.2	-	5	10.1	-	1
10.3	-	7	10.7	-	13
10.5	-	8	10.8	-	10
10.6	-	14	10.10	-	20
Total			Total		
		34			44

* No data were available for Sections 10.4 and 10.9, both non-core groups.

assumed that these two categories are likely to include youth whom an effective program of curriculum and guidance might have retained in school. Drop-outs for military service, death, or transfer to other schools were not included, since it was considered that those categories lacked relevance to the study.

Follow-up studies. No formal follow-up study has been made by any of these eight schools of their graduates or drop-outs. Bloomfield Hills has one now under



way, and at least three other schools have signified their intention to make such a study.

Five of the schools were included, however, in the college follow-up study made by the Michigan Secondary Curriculum Study between 1943 and 1945. This study of the college records of 382 graduates of twenty-three member schools in the Secondary Study covered the three college years 1940-43. Included in the study were the records made in five Michigan colleges -- Wayne University, University of Michigan, Michigan State College, Western Michigan College, and Central Michigan College by graduates of Denby, Big Rapids, Dowagiac, Godwin Heights, and Lakeview High Schools. The summary of the findings of this study were as follows:

Graduates of the experimental programs made about the same scholastic record, the same extracurricular record, and the same personal adjustment record in college as did their control groups.

One generalization which seems significant is that these five studies provide little basis for the assumption that the requirement or non-requirement of any particular pattern of subject sequences in high school will either aid or diminish one's chance for success in college.⁷

It appears from the limited evidence of this one follow-up study that the unified curriculum programs in

⁷ Michigan Study of the Secondary Curriculum, Some Went to College (Lansing: The Study, 1945), p. 47.

the five schools concerned had not hindered the students' chances for success in college in 1943. It should be remembered, however, that only a few students had experienced the core curriculum and gone on to college by 1943. Data from similar studies support the thesis, nevertheless, that the core curriculum prepares students for college as effectively as do separate subject requirements.⁸ Since college preparation is not one of its basic goals, this fact assumes all the more significance.

Reactions of present and former students. Since one of the purposes of the core program has been the development of ability in critical thinking and evaluative judgment, it seems reasonable to measure the program's effectiveness, at least in part, in terms of the judgments of present and former students of core classes. It is obvious that such judgments are partially a measure of the teacher's effectiveness, as distinguished from the effectiveness of the core plan as such. The effort has therefore been made, in the few studies which have been conducted of student reactions, to secure judgments of those aspects of the program which appear to be unique to the core.

⁸ For example, see D. Chamberlin, E. Chamberlin, N. Drought, and W. Scott, Did They Succeed in College? (New York: Harper and Brothers, 1942), 291 pp.

Teachers in the Lakeview program report that tenth graders formerly in the core program come back from the senior high school and always mention how well they knew their core teacher in junior high school. Highland Park teachers state that tuition students who transfer into that school "enthusiastically endorse" the program. In both of these cases it may well have been the teacher who was receiving these accolades.

Three groups of core pupils at Denby were asked, at the end of the school year 1941-42, to state the ways in which they believed the core class had been of help to them. These unsigned statements rank as follows in respect to the number of pupils who made them:

- (1) Learned how to work with other pupils
 - (2) Learned to make friends
 - (3) Learned to look up material
 - (4) Learned to take notes
 - (5) Learned to present material to the class
- in many different ways
- (6) Studied subject in which we were interested
 - (7) Learned to take part in a discussion and speak before a group
 - (8) Learned a great many facts
 - (9) Learned to be independent

Each semester at Denby the core students are asked to make an anonymous statement of their attitude toward school. An examination of these statements for four semesters prior to January, 1943 reveals that the great majority like school and look forward eagerly to their future in high school. Over half of the core students at Denby regularly request permission to continue core work.⁹ Since the number of sections is held at a minimum, most of these requests must be denied. In June, 1946 fifty-six out of one hundred nine-A's requested permission to continue in a core class.

Reactions of students in one section of core at Denby in January, 1947 reveal some interesting judgments when comparison is made with the purposes expressed by core teachers in Chapter VI. Table XXIII contains a summary of these evaluative comments, ranked in the order of number of mentions.

The judgments presented in Table XXIII are unanimously favorable to the core method, even though the students were not asked to sign them. This is not unusual at Denby. Each year core students are asked to evaluate the core class anonymously, and each year the verdict

⁹ Random selection governs the initial formation of core groups at the ninth grade level.

TABLE XXIII

JUDGMENTS OF STUDENTS IN ONE NINE-B CORE SECTION AT DENBY HIGH SCHOOL IN JANUARY, 1946 AS TO EFFECTIVENESS OF CORE

Order	Statements	Number of times mentioned
1	It has helped us to work together	13
2	It has helped us to understand each other	10
3	It has helped us to prepare for later life	10
4	It has helped us to understand democracy	9
5	It has made history and English more clear	4
6	It has shown us how other people live	1
7	It will help prevent wars	1
8	It will help me to prepare to be a core teacher	1

is strongly favorable. No group has ever recorded a negative reaction as a group. Opinions are more strongly favorably after one year of core work. In January, 1946 twelfth graders who had had core class for one year were asked the question "Would you advise a younger brother or sister to elect the core class if they had the chance?" Forty-two replied in the affirmative. Thirty-five, or nearly half, said "no". Of the twenty-seven seniors who

had had two or more years of core, however, twenty-five said "yes" and only two "no" in anonymous response to the question.

The students in one unified studies section at Godwin Heights were asked to evaluate the course in June, 1942. Some representative comments were as follows:

I don't think the class is perfect but we have a grand start and next semester I intend to put my nose to the grindstone..we know where we stand now.

Now that I have the opportunity to help make decisions in class, I use it to best advantage at times and at other times I abuse the privilege, I am sorry to say. But I have learned to do things on my own initiative, develop my thinking power, if any, improve my speaking ability, broaden my scope, improve my personality, enlarge my friendships, learn to know people better, and I have learned to distinguish between that which is best for me and that which I want to do.

Unified studies has done a lot for me. It has helped me to overcome being frightened in front of a group. In this class we have more of an opportunity to express our opinions than we do in an ordinary class....I have learned to rely on myself, not to talk out of turn whenever I please-- if you make such a mistake the whole class jumps you!

I have found many new interests and learned about more things. This makes the class more interesting, so that's one reason I like it. The class is very informal, it seems as if I belong here or as if it was a home or headquarters from which I go to other classes.

The above comments are highly revealing of the techniques employed in this section of unified studies, which closely approximated the ideal of the core curriculum. The first student significantly employed the

"we" pronoun both in speaking of past accomplishments and of future plans. The second student frankly admitted that she occasionally abused her privileges of group planning, but went on to attribute to the course a number of personal gains which she had made. The third student attributed his self-confidence and self-reliance to the class methods, and emphasized group discipline. The fourth comment stresses the guidance or security goal which loomed so large in the purposes of these teachers, as set forth in Chapter VI.

Effect on total school. Another interesting kind of evaluation was made at Godwin Heights in June, 1942. It represented an attempt to discover the extent of the unified studies goals, as judged by all the students in the junior and senior high school. At the time of this survey, there were twelve sections of unified studies at Godwin, enrolling about 350 pupils. The number with experience in unified studies would somewhat exceed 350, however; it is probable that four hundred students of the 550 responding to the questionnaire had been, or were then in a unified studies class.

Table XXIV contains a summary of the responses to forty questions, together with a copy of the form employed in the survey.

The responses summarized in Table XXIV represent the judgment of an entire student body as to the

extensiveness with which certain purposes of the unified studies program were being implemented throughout the school. These judgments therefore constitute one measure of the effectiveness of the program in influencing the methods of the total faculty group.

TABLE XXIV

SUMMARY OF RESPONSES OF 550 GODWIN HEIGHTS STUDENTS TO
QUESTIONNAIRE ON THE EXTENT OF USE OF UNIFIED
STUDIES TECHNIQUES, JUNE, 1942

Prepared by the Evaluation Committee		Godwin Heights Public Schools		
Grade of Pupil _____		_____		
<p>Directions: (To be read carefully by each pupil) This is not an examination. In order that the program for the next year may be well-planned, it is necessary to ask each student some questions. Please take enough time to answer each question carefully, thoughtfully, and correctly. Your answers will have value only to the extent that you are perfectly honest and truthful. The directions are simple. Read the question carefully, think about it until you know the answer, then encircle one of three words after each question. If you cannot make up your mind draw a circle around the word <u>uncertain</u>. Do not encircle more than one answer. In reading and "thinking over" the question pay especial attention to such words as <u>some</u>, <u>usually</u>, <u>most</u>, <u>often</u>, and the like. These words have been underlined to help you recognize them. Since we do not wish to discover what any particular person believes, please <u>do not</u> sign your name.</p>				
Question		Number of responses		
		Yes	No	Uncertain
1.	Do you as a member of your classes have the opportunity to help plan your work?	363	141	21
2.	Do the teachers plan <u>most</u> of the work you do in school?	371	122	20
3.	Do the teachers ask your advice in planning your school work?	327	172	34
4.	Are class activities <u>often</u> changed because something more important arises?	237	233	56

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling cash receipts and payments. It is important to ensure that all receipts are properly issued and that payments are made in a timely and accurate manner. This helps to prevent errors and ensures that the company's cash flow is properly managed.

3. The third part of the document discusses the importance of reconciling the bank statements with the company's records. This is a critical step in the accounting process and helps to identify any discrepancies or errors. It is important to perform this reconciliation on a regular basis to ensure that the records are accurate.

4. The fourth part of the document discusses the importance of maintaining accurate records of fixed assets. This includes recording the purchase of new assets and the depreciation of existing assets. It is important to ensure that the records are accurate and that the depreciation is calculated correctly.

5. The fifth part of the document discusses the importance of maintaining accurate records of liabilities. This includes recording the payment of bills and the accrual of expenses. It is important to ensure that the records are accurate and that the liabilities are properly managed.

6. The sixth part of the document discusses the importance of maintaining accurate records of equity. This includes recording the issuance of shares and the payment of dividends. It is important to ensure that the records are accurate and that the equity is properly managed.

7. The seventh part of the document discusses the importance of maintaining accurate records of income tax. This includes recording the payment of taxes and the calculation of tax liabilities. It is important to ensure that the records are accurate and that the taxes are properly managed.

8. The eighth part of the document discusses the importance of maintaining accurate records of other financial information. This includes recording the purchase of new equipment and the disposal of old equipment. It is important to ensure that the records are accurate and that the information is properly managed.

9. The ninth part of the document discusses the importance of maintaining accurate records of all other financial transactions. This includes recording the purchase of new inventory and the sale of old inventory. It is important to ensure that the records are accurate and that the transactions are properly managed.

10. The tenth part of the document discusses the importance of maintaining accurate records of all other financial information. This includes recording the purchase of new software and the disposal of old software. It is important to ensure that the records are accurate and that the information is properly managed.

TABLE XXIV (continued)

	Yes	No	Uncertain
5. Do you <u>always</u> stick to the subject: for instance, in mathematics class do you sometimes discuss other subjects?	257	259	28
6. Do you have a chance to work with other <u>classes</u> on projects?	91	410	20
7. Do you use a planning committee in <u>any</u> of your classes?	256	260	14
8. Do you have an opportunity to do <u>more</u> than the regular assignment if you are able?	424	78	30
9. If you are doing the best you can, are you given credit for your effort?	361	74	92
10. If you use a planning committee in any of your classes is the teacher a member?	254	146	84
11. As a member of your planning committee, does the teacher <u>usually</u> expect her suggestions to be followed?	128	251	71
12. Does your planning committee have <u>full charge</u> of the class <u>several days</u> at a time?	93	270	50
13. Does your planning committee have <u>full charge</u> of the class for <u>short periods</u> only?	179	246	64
14. Does your planning committee ever have <u>full</u> charge of the class?	163	262	56
15. Do you <u>ever</u> have an opportunity to express an opinion about the work of other pupils in your class?	319	195	32
16. Do you <u>ever</u> have an opportunity to help decide what things determine your marks?	396	123	31
17. Do you <u>ever</u> have an opportunity to offer suggestions for improvement of other pupils' work?	282	201	28
18. In marking are such things as co-operation, citizenship, attention, responsibility, taken into consideration?	459	34	37

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for a systematic approach to data collection and the importance of using reliable sources of information.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical and analytical tools that can be used to identify trends and patterns in the data.

4. The fourth part of the document discusses the importance of communicating the results of the analysis to the relevant stakeholders. It emphasizes that clear and concise communication is essential for ensuring that the findings are understood and acted upon.

5. The fifth part of the document discusses the various challenges and limitations associated with data collection and analysis. It highlights the need for a careful and thoughtful approach to data collection and analysis to ensure that the results are accurate and reliable.

6. The sixth part of the document discusses the various applications of data collection and analysis in different fields and industries. It highlights the wide range of uses for data and the importance of tailoring the approach to the specific needs of the organization.

7. The seventh part of the document discusses the various ethical considerations associated with data collection and analysis. It emphasizes the need for transparency and accountability in the use of data and the importance of protecting the privacy and confidentiality of the data.

8. The eighth part of the document discusses the various future trends and developments in data collection and analysis. It highlights the growing importance of data and the need for organizations to stay up-to-date on the latest developments in the field.

9. The ninth part of the document discusses the various best practices for data collection and analysis. It highlights the importance of using a systematic approach to data collection and analysis and the need for clear communication and documentation.

10. The tenth part of the document discusses the various resources and tools available for data collection and analysis. It highlights the importance of using reliable and accurate sources of information and the need for a careful and thoughtful approach to data collection and analysis.

<u>TABLE XXIV (continued)</u>	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
19. In most of your classes does the teacher alone determine your grades?	387	118	22
20. If you do not understand why you received a certain grade do you have an opportunity to discuss it with your teacher?	474	37	22
21. In class discussion does the teacher <u>usually</u> do most of the talking?	210	306	29
22. In class discussion does everyone have an equal chance to take part?	474	58	6
23. In class discussion do a certain few of the pupils <u>usually</u> do most of the talking?	407	118	13
24. Do you <u>ever</u> have an opportunity to continue a discussion the same day from one class to another?	192	287	54
25. If a new topic arises in a class discussion do you have a chance to discuss it immediately?	282	136	107
26. In class discussion do you <u>usually</u> follow a fixed set of rules, (Parliamentary Law)?	212	237	74
27. In your classes do you <u>sometimes</u> have an opportunity to talk together about a certain topic with no particular person in charge?	400	102	26
28. In <u>most</u> of your classes are you permitted to think about and express things in your own way?	404	91	38
29. Do <u>most</u> of the things you learn in school help you in everyday living?	393	96	41
30. In <u>most</u> of your classes is everyone required to work on the same activity at the same time?	253	251	30

The following table shows the results of the experiment. The first column is the number of trials, the second column is the number of correct responses, and the third column is the percentage of correct responses.

Trial	Correct Responses	Percentage
1	15	75%
2	12	60%
3	18	90%
4	10	50%
5	14	70%
6	16	80%
7	11	55%
8	13	65%
9	17	85%
10	9	45%
11	14	70%
12	16	80%
13	12	60%
14	15	75%
15	13	65%
16	17	85%
17	11	55%
18	14	70%
19	16	80%
20	10	50%
21	15	75%
22	13	65%
23	17	85%
24	9	45%
25	14	70%
26	16	80%
27	12	60%
28	15	75%
29	13	65%
30	17	85%
31	11	55%
32	14	70%
33	16	80%
34	10	50%
35	15	75%
36	13	65%
37	17	85%
38	9	45%
39	14	70%
40	16	80%
41	12	60%
42	15	75%
43	13	65%
44	17	85%
45	11	55%
46	14	70%
47	16	80%
48	10	50%
49	15	75%
50	13	65%

The results show that the percentage of correct responses varies between 45% and 90%. The highest percentage of correct responses (90%) was achieved in trial 3, and the lowest (45%) was achieved in trial 10. The overall average percentage of correct responses is approximately 68%.

<u>TABLE XXIV (continued)</u>	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
31. In <u>some</u> of your classes are you permitted to work on individual activities?	437	81	15
32. As a member of a class do you feel that you have an obligation or duty to the other members of the class?	325	135	73
33. Do the things that you do in most of your classes help to improve your school and community?	280	159	95
34. In <u>most</u> of your classes do you have the opportunity to help other students and be helped by them?	379	134	16
35. In most of your classes do you have a chance to work in small groups when the opportunity arises?	397	121	14
36. In <u>most</u> of your classes do you <u>usually</u> have to work as one whole group?	305	201	27
37. In <u>most</u> of your classes are committees used whenever possible?	229	244	54
38. In most of your classes do certain persons have the responsibility for keeping the room orderly?	173	343	23
39. Do <u>most</u> of the students <u>usually</u> have to be told what to do?	341	145	46
40. Do <u>some</u> students bring in outside material for use in classes without being asked to do so?	316	163	52

1. 1948-1949

1. 1948-1949
The first year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

2. 1950-1951

2. 1950-1951
The second year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

3. 1952-1953

3. 1952-1953
The third year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

4. 1954-1955

4. 1954-1955
The fourth year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

5. 1956-1957

5. 1956-1957
The fifth year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

6. 1958-1959

6. 1958-1959
The sixth year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

7. 1960-1961

7. 1960-1961
The seventh year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

8. 1962-1963

8. 1962-1963
The eighth year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

9. 1964-1965

9. 1964-1965
The ninth year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

10. 1966-1967

10. 1966-1967
The tenth year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

11. 1968-1969

11. 1968-1969
The eleventh year of the new government was marked by a period of consolidation and the establishment of a new political system. The government was formed by a coalition of various political groups, and the first general election was held in 1952.

Students generally believed, as shown in Table XXIV, that pupil-teacher planning was wide-spread but that the teachers still planned most of the work, very often seeking students' advice in such planning. About half were aware of a student planning committee, of which the teacher was generally a member. The majority did not believe the teacher dictated the committee's decisions. About a third of them had experienced situations in which the student planning committee had had full charge for several days at a time, while about forty per cent reported such instances for short periods only. Most of them felt that they had an opportunity to express opinions about the work of other pupils, or even to help determine their own mark. Most of them reported opportunities to make suggestions for improving the work of others. A large majority believed that co-operation and citizenship were taken into account by the teacher, but about three fourths reported that the teacher largely determined those marks. With respect to flexibility of planning, the students were almost evenly divided on such issues as changes in class activities or "sticking to the subject". Only about one in five reported any opportunities to work with other classes on projects.

Other comments might be made about these forty responses. In summary, the responses give a picture

of a generally liberal faculty group in a transition stage between teacher domination and pupil-teacher planning, but with a decided leaning toward giving pupils more responsibility in planning and evaluating.

The forty-five participants in this study were asked to react to the question of what effect the unified program had upon total school policies in the eight high schools (Item 2.14 in the interview schedule). Table XXV summarizes the responses to this item, in order of their frequency of mention by the eight school groups. In examining Table XXV it should be recalled that the Denby program, which has perhaps best exemplified the core curriculum in its procedures, has never enrolled more than fifteen per cent of the Denby students in any one year. The response of the Denby teachers to the question of how the core program had affected total school policies was "not much".¹⁰

In summary of Table XXV, it will be noted that four items were stated by six or more of the eight school groups. In terms of those four items it may be

¹⁰ The trend toward an integrated curriculum, however, was manifested in many other courses at Denby besides the core classes. "Integrated" courses, fusing English and a social science class, for example, have been repeatedly offered.

TABLE XXV

EFFECT OF EIGHT UNIFIED PROGRAMS ON TOTAL SCHOOL, AS JUDGED
BY FORTY-FIVE TEACHERS AND ADMINISTRATORS

Order	Statement	Number of times mentioned
1	<u>Effects upon evaluation and reporting procedures</u>	8
	Resulted in plan of citizenship marking	2
	Resulted in adoption of S-U reports	2
	Resulted in more evaluation <u>with</u> students	2
	Eliminated number and per cent marks	1
	Resulted in more descriptive marking	1
2	<u>Effects upon promotion and retardation</u>	7
	Resulted in less failures	4
	Resulted in more consideration of effort factor	2
	Resulted in less bragging about number failed	1
3	<u>Effects upon extracurricular program</u>	5
	Resulted in club activities permeating class rooms	3
	Improved student government	2
4	<u>Effects upon school morale</u>	6
	Closer relationship within grades	3
	Heightened room morale	2
	Students' work generally more meaningful	1
5	<u>Effects upon examinations</u>	4
	Reduced number and emphasis on examinations	3
	Resulted in less fact testing	1
6	<u>Effects upon classroom procedures throughout school</u>	3
	Resulted in more flexible procedures	2
	Resulted in more class and club meetings in classrooms	1
7	<u>Effects upon guidance</u>	3
	More student conferences	3
8	<u>Effects upon public relations</u>	2
	More public forums	1
	More parents come to school	1

stated that teachers generally believe the unified program has liberalized marking and promotion policies throughout the school, tended to reduce the separate extracurricular program and bring it into the classroom, and developed a "homeroom" feeling in the student body. About half of the groups believe further that the unified program has de-emphasized examinations and resulted in more flexible classroom procedures throughout the school. In three schools an increase was noted in counseling conferences, and in two schools an increase in parent contacts in the school.

The responses presented in Table XXV should be examined with some care. They are based upon subjective opinions of teachers who may have had motives for hoping that their own programs were influencing the total school. They may, therefore, represent at least some degree of wishful thinking. There is also the possibility that the changes noted did occur, perhaps simultaneously with the unified program, but without any cause and effect relationship. Such trends as those noted in Table XXV were "in the air" during the years included in this study. It would probably be impossible to trace an indisputable cause relationship between these trends and the programs reported in the

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text notes that without reliable records, it would be difficult to verify the accuracy of financial statements and to identify any irregularities.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the process of gathering information from different sources, such as interviews, surveys, and document reviews. The text also discusses the importance of ensuring the reliability and validity of the data collected, and the need to use appropriate statistical techniques to analyze the results.

3. The third part of the document focuses on the interpretation of the data and the drawing of conclusions. It explains how the collected information is used to identify patterns, trends, and anomalies. The text also discusses the importance of considering the limitations of the data and the potential for bias in the analysis. Finally, the document concludes by summarizing the key findings and providing recommendations for further research and action.

present study. Table XXV is of interest, at least, in its revelation of which factors these teachers believe have affected the total school.¹¹

Parents' evaluation of the programs. It is probable that the validity of parents' evaluations of any program depends directly upon their acquaintance with and understanding of it. In the light of the fact revealed earlier that the parents and lay citizens had no connection with the planning of these eight programs and did not understand them very well, their evaluations might have little value as appraisals of the effectiveness of the programs. In any case, the issue is an academic one, for little formal evaluation of these programs has been made by parents.

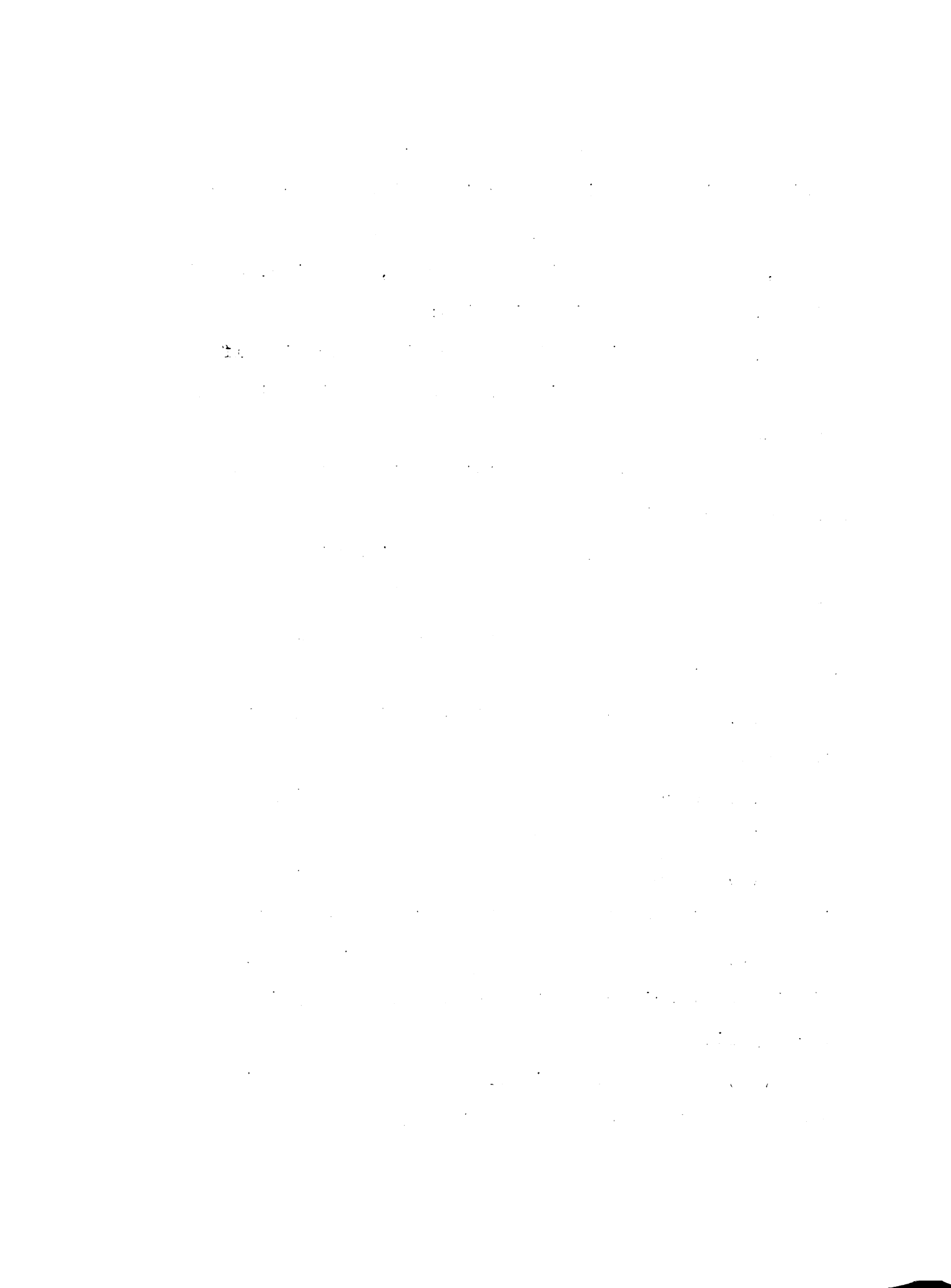
In 1938 a rather extensive survey was made, in member schools of the Secondary Study, of parent opinions regarding curriculum change.¹² Five of the eight schools of the present study employed this survey with parents and lay citizens. Responses to this survey were surprisingly consistent in their points of view. The following

¹¹Two further statements regarding effects of core programs upon the total school may be found in Appendix G, pp. 264-265.

¹²A summary of the responses to this survey may be found in Planning and Working Together, Bulletin 337, Department of Public Instruction (Lansing, Michigan: The Department of Public Instruction, 1945), p. 183.

ten statements of purpose for the secondary school were considered "of great importance" by fifty per cent or more of the parents and lay citizens responding in Big Rapids, the Denby community of Detroit, Dowagiac, Godwin Heights, and the Lakeview District:

- (1) To make intelligent decisions for himself
- (2) To plan for himself ways of meeting his own problems
- (3) To select and participate in satisfactory kinds of recreation
- (4) To take part in social affairs with other boys and girls
- (5) To understand and to meet the problems related to living in the home
- (6) To collect and use information about his own problems
- (7) To cooperate with other boys and girls in working on their own problems
- (8) To cooperate with other boys and girls and with adults in working on problems in the community
- (9) To understand and make use of important principles of science that he or she can apply in everyday life
- (10) To judge for himself whether his work in school is satisfactory or unsatisfactory



By equally decisive vote these citizens rejected those ends of education which were subject-centered. It was evident that parents and lay citizens in these five communities were highly receptive to the purposes and procedures of the core curriculum in 1938, if one can judge from their responses on this survey instrument.

In May, 1942 one unified studies teacher at Godwin Heights submitted a simple evaluation instrument to the parents of her students in one section. Of the nineteen replies received, eighteen requested continuance of the child in unified studies for an additional year. Some sample comments of parents were:

I like the idea of not spending so much time on ancient history and English.

_____ seems to be learning something for the first time in his life.

He likes school better this year.

I have noticed some change in his manners.

I would like _____ to continue in this type of class as she is much more self-confident and is also more interested in school than before.

This, to my mind, is the ideal method of teaching.

I don't know whether to credit _____'s improvement to this type of class or to Miss Markoff.

The final comment reflects the weakness in this kind of informal evaluation. It is quite difficult for parents to distinguish between the program of instruction and the teacher in estimating the value of any kind of

education. The emphasis upon personal-social development and upon pupil interest may, however, be significant.

At the end of each ninth grade year the parents of core students at Denby have been asked for a kind of evaluation of the core course, and for a reaction as to whether or not they wish their child to continue in the core work. These evaluative judgments have, unfortunately, not been kept on file. Each year, however, a decided majority of the parents request core for their children for the ensuing semester--requests which cannot be entirely granted because of the limited number of sections. It appears evident that the parents of core students at Denby have a relatively high opinion of the program.

In summary of the admittedly limited evidence, parents and lay citizens seem to support these unified programs in the few instances when their opinion has been sought. It is quite possible, however, that they are supporting the superior teachers who staff these programs and that they have no basis for judging the instructional methods of the core curriculum.

Administrators' and teachers' evaluations. In Chapter I it was pointed out that a major emphasis throughout this study would consist of the evaluations of the eight programs by the forty-five participating

teachers and administrators who have been involved in the programs, in terms of their own purposes and goals. While such evaluations may lack the objectivity of such factors as test scores and drop-out data, they have certain important compensatory advantages. No outsider could acquire an orientation comparable to that of these participating teachers. No one but they can really understand and interpret their own philosophy and purposes, upon which the evaluation must rest its case. No one but they can have quite the same motives for such evaluation. No one but they can derive the same professional advantages from the experience of evaluation. Finally, no one excepting these teachers and administrators can so effectively free themselves from the customary labyrinth of verbiage and come directly to that which happens in Room 28 at nine o'clock on Monday morning. These persons were on the firing line. Their opinions of how the battle went assume corresponding significance.

Some of the judgments which depended most heavily upon individual reactions were made anonymously. A few items on the interview schedule were answered by group consensus, after discussion.

Direct questions which bear upon the effectiveness of the program included Items 3.2, 3.3, 3.4, 3.5, 3.10, 2.11, 3.11, and 2.10.

3.2 What have the evaluative procedures employed locally revealed about the relative strength or weakness of the program, as measured by pupil growth?

3.3 What, in your opinion, appear to have been the outstanding strengths or advantages of the program, in comparison with conventional organization for instruction?

3.4 What were its chief weaknesses in comparison with whatever program preceded it?

3.5 What, in your opinion, could have been done to remedy the weaknesses of the program?

3.10 What do administrators think about the program as regards its comparative cost, schedule difficulties, demands upon teacher personnel, effect upon the total school program?

2.11 Did teachers become more effective as they worked in the program?

3.11 What has been the effect of the program on teachers' growth in service?

2.10 What relationships developed between the teachers involved in this program and other teachers in your school?

Item 3.2 is based upon the evaluative techniques employed to measure pupil growth. As already revealed, such measuring techniques were employed to a limited

degree in these eight schools. In the one school where some testing was done--Denby--the teachers appear not to have discussed findings. At any rate they were unable to make any response to Item 3.2. In Highland Park the group agreed that in recent years behavior problems less often reach the stage where they must be dealt with by the counselors. The director of pupil personnel at Highland Park states that counselors handle less behavior problems, a condition which he attributes to the core program. The function of the counselors has therefore tended to become advising the core teachers, at the junior high school level.

Item 3.3 asks the participants to list the strengths or advantages of the core program. The responses to this item are summarized in Table XXVI. The responses were developed by discussion and consensus in seven of the eight groups. The Big Rapids responses were obtained by individual opinionaire and included in the tabulation if they were listed by a majority of the respondents.

It is interesting to compare these judgments of the advantages of the unified programs with the purposes set forth for them, as shown in Table VIII, pages 77-78. The first two advantages listed, and the only two which were listed by all eight groups, tally with the purpose

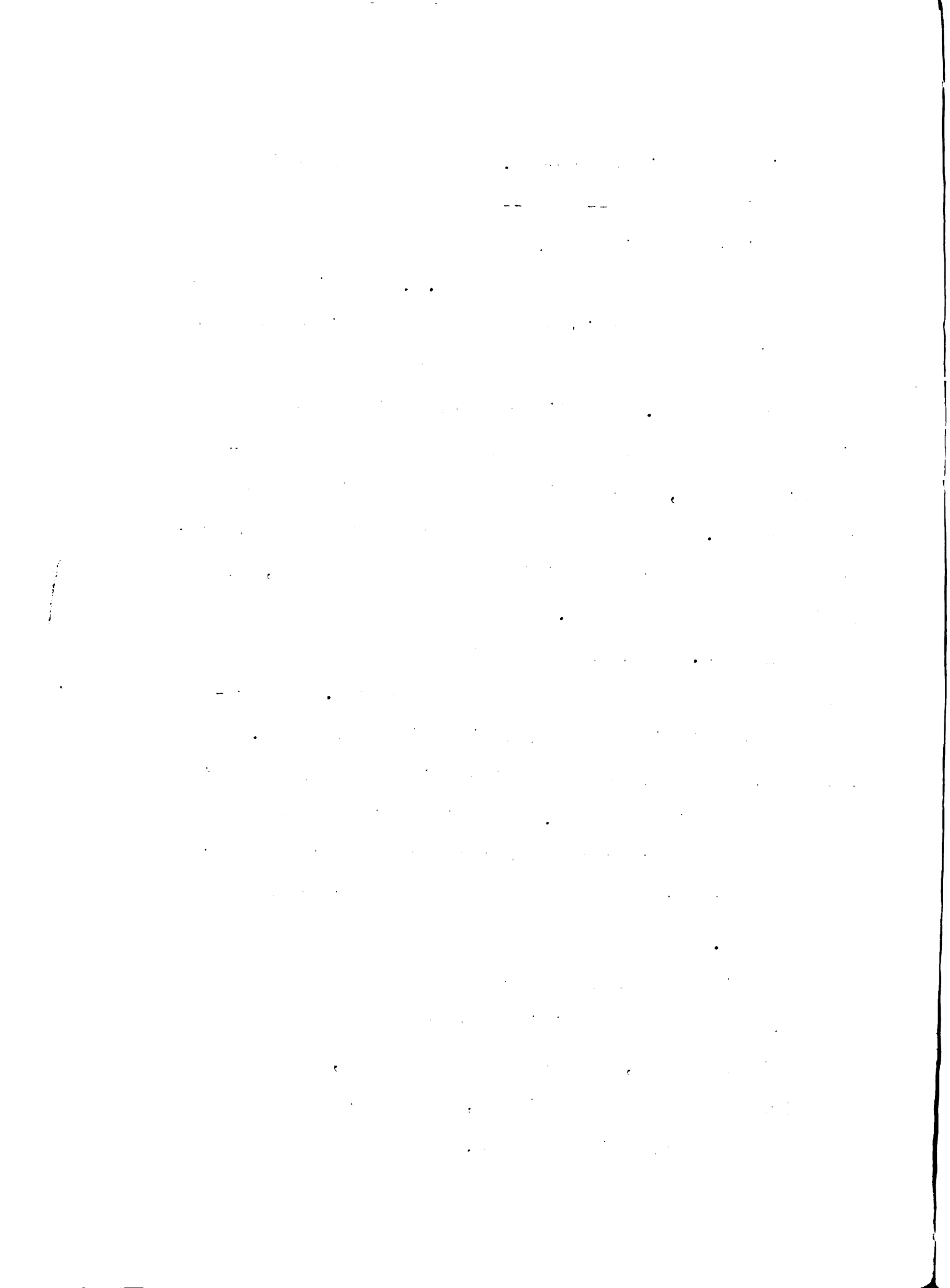


TABLE XXVI

ADVANTAGES OF UNIFIED PROGRAMS, AS LISTED BY EIGHT GROUPS
OF PARTICIPATING TEACHERS AND ADMINISTRATORS

Order	Statement	Number of groups mentioning item
1	Enabled us to understand the needs, interests, abilities, and problems of the individual pupil better	8
2	Facilitated a real homeroom feeling among pupils--a sense of security and a family feeling for his group	8
3	Enabled pupils to learn democratic citizenship by practicing it; making decisions and governing themselves, free from teacher domination	7
4	Taught pupils to work with others and to adjust to group situations	6
5	Gave individual pupil a better chance to develop through individualized and small group activities fitted to the learner	6
6	Taught critical thinking through use of wide variety of materials and activities	5
7	Developed better orientation, morale, and school spirit	4
8	Gave more opportunity for developing individual initiative	3
9	Pupils were more interested	3
10	More reading was done	2
11	There was a better chance to learn by experimentation	2
12	There was less confusion among learners	1
13	There was a lower pupil load	1
14	There were less behavior problems	1
15	There was better implementation of health services	1
16	There was more learning by doing	1

which ranked first, namely, better guidance. In that same category of guidance, certain other advantages were judged by participants to be present in the core program-- for example the items ranked fifth, seventh, thirteenth, and fourteenth in Table XXVI.

The second general purpose area which participants consider is being achieved is that of training for democratic citizenship. This aim ranked fifth among purposes and third and fourth among achievements listed in Table XXVI. The "critical thinking" achievement, ranked sixth, also relates to this purpose.

The purpose area which ranked second in Table VIII, that of synthesis or correlation of learning experiences, appears only incidentally in the judgments of participants as to effectiveness of the programs. It received one group's vote as the item ranked twelfth in Table XXVI. It was often not well achieved, as pointed out in Chapter V. When it was achieved, it does not often appear to teachers as a significant gain.

The "greater flexibility and adaptability" goal, ranked third by teachers in Table VIII, also received rather casual attention when teachers evaluated their achievements. It appears in Table XXVI as an aspect of the item ranked fifth and mentioned by six groups and as a phase of the item ranked sixth and mentioned

by five groups. The connection of purpose to achievement, however, is somewhat indirect in respect to these items. "Practical application of theory," ranked fourth among purposes in Table VIII, does not appear at all among the achievements listed, unless we interpret the last two items on Table XXVI as belonging in that category.

In summary, when the participants' evaluations of the advantages of these eight programs are interpreted in the light of their own purposes, one discovers a consensus that there has been achievement on the guidance and citizenship goals, only incidental mention of success on the goals of flexibility and the application of theory, and scarcely any awareness of progress toward the goal of synthesis or correlation.

It may be of value to compare the evaluative judgments presented in Table XXVI with the responses of core teachers who attended the St. Mary's Lake Conference January 17-18-19, 1947. The twenty school groups represented at this conference all represented secondary schools with some experience in the core curriculum. Six of the eight schools of the present study were represented at the conference.

In response to the question "What is your judgment as to the advantages and disadvantages of the core

curriculum?" each school group prepared a preliminary report. The group answers of fourteen schools are tabulated in Table XXVII in the order of their mention.

It will be noted that these core teachers, like those in the present study, set the guidance and citizenship achievements high on the list and omit mention of any progress in the synthesis and correlation of subject areas. Indeed, most of the evaluative comments made by this group of teachers and administrators might be roughly classified in the two areas of guidance and civic education. When they were asked to list the advantages and disadvantages of the core curriculum, their first response concerned the better adjustment of the individual and of the group. Their negative responses were so few and so scattered as to render their tabulation useless.

Items 3.4 and 3.5 in the interview schedule administered in the eight-school study ask for an evaluation of the chief weaknesses of the program and for suggestions as to how they could have been prevented. The responses to the first of these items are tabulated in Table XXVIII, in the order of the frequency of their mention by school groups.

TABLE XXVII

EVALUATION OF CORE PROGRAMS BY FOURTEEN SCHOOL GROUPS
 PARTICIPATING IN THE ST. MARY'S LAKE CORE
 CONFERENCE, JANUARY, 1947

Order	Item	Number of groups mentioning item
1	More effective guidance (Better pupil-teacher relationships, better understanding of individual development, better adjustment by problem children, more home calls and individual conferences, more attention to growth and development)	10
2	Better social adjustment by students (Greater participation in social activities, more assumption of leadership, more personal poise, better boy and girl relationships, greater concern for welfare of others, less cliques and individual isolates)	8
3	Greater skill in group processes (More practice in democratic planning, more individual initiative, better group leadership, more general leadership, better acceptance of group judgment and of group control)	7
4	Greater understanding of self and group (More interest and skill in self-and group-evaluation of growth, greater skill in self analysis, greater understanding of group psychology, more self respect as an important member of a planning group)	4

TABLE XXVIII

WEAKNESSES OF UNIFIED PROGRAMS AS LISTED BY EIGHT GROUPS OF PARTICIPATING TEACHERS AND ADMINISTRATORS

Order	Statement	Number of groups mentioning item
1	The teachers were not always capable or well oriented	4
2	Evaluation was weak	3
3	Subject emphases and formality were often retained	3
4	Rooms, supplies, and materials were inadequate	3
5	The programs were not well interpreted to the public	2
6	More planning time was needed by teachers	1

The suggestions for the improvement of the program, each of which received support from only one school group, were as follows:

Allow only experienced, skillful teachers to handle core classes

Revise college training programs so as to turn out improved teachers

Adopt the program more gradually

Give more attention to the superior student

Involve lay citizens in planning, executing, and evaluating

Sharpen evaluation procedures

Give new teachers more guidance

Hold annual pre-school conferences

Set aside funds for materials

There is a thread of continuity running through Table XXVIII. In summary, the participants believe that the core curriculum demands a more skillful teacher than either pre-service or in-service education programs have as yet produced in sufficient quantities; with more time to plan, better orientation to their unique task and better provision for the classroom equipment and instructional materials than has yet been made. They believe there is still too much subject emphasis and formality, which is surely a criticism of the teaching rather than of the core curriculum as such. They believe evaluation procedures were inadequate and that social interpretation was weak.

It may be noted that there is much greater agreement on the strengths of the core program than on its weaknesses. The largest number of groups mentioning any one item on Table XXVIII is four, or half of the number of groups involved. This is still more apparent when the groups attempt to suggest remedies for the weaknesses. It is probable that the six areas of weakness named for these core programs in Table XXVIII are weaknesses characteristic of the secondary school curriculum in general, not unique shortcomings of the unified approach. Even a casual analysis of the literature on the secondary school curriculum reveals such criticisms as these, but levelled at the entire program.

It is also probable, however, that the employment of the core approach highlights and even accentuates the common weaknesses of the secondary curriculum. A relatively poor teacher may, in a conventional or traditional approach, buttress herself in various ways and prevent her inferiority from becoming evident to all. She may avoid, for example, those techniques which would enable her to know her students better, but which would also, by the same token, enable her students to know her better. The procedures common to the unified classes would speedily reveal and dramatize her ineffectiveness. From one point of view, such unmasking of the ineffective teacher is not a weakness of the core program, but an asset.

In the same way, it is probable that such deficiencies of our secondary curriculum as inadequate or misdirected evaluation, poorly equipped classrooms, inferior instructional materials, poor interpretation programs, and inadequate time for planning are merely highlighted or brought out into the open by the challenging instructional procedures of the core curriculum.

Item 3.10 on the interview schedule was directed especially to the administrators of the eight schools. It asked their judgment as to the comparative cost, scheduling difficulty, demands on teacher personnel, and effect on the total school, of the core program.

With regard to the cost factor, administrators in all eight schools agreed that the core program had not cost any more than the conventional program which preceded it. The number of pupils in a group was not reduced, in most cases. The "lower pupil load" referred to by teachers (see Table XXVI) was a result of grouping pupils together for more than one period. At Denby the pupil-teacher ratio remained the same as for other classes at the same grade level, except for an occasional twelfth grade section of core. At Dowagiac a conference period for unified studies teachers reduced the pupil-teacher ratio but this practice was common to many other kinds of programs there over the years.

As to the cost of instructional materials, the pupils usually absorbed this added cost through fees. The testing program at Denby requires about \$150 annually, which was not considered an item of any significance in the Denby budget. One administrator responded to this item of cost by saying: "It didn't cost any more, but it should have. Good education usually costs more than poor education."

As to scheduling difficulties, all eight administrators again agreed substantially that these are not excessive. Four of them mentioned some difficulty in fitting in electives after a block of time had been

provided. The Bloomfield Hills program was reduced by one period because of such conflicts. On two occasions the Dowagiac program was reduced due to conflicts, but later expanded again. It appears that the administrators consider the block program less flexible but not really impossible to schedule.

The eight administrators are in agreement that the core assignment makes unusual demands upon teachers; yet three of them hasten to add that they do not consider these demands impossible, another calls them "worthwhile", and two more say that the challenge carries with it some commensurate rewards. At Denby the core teachers are freed of hall duty in recognition of their program. At Dowagiac an extra conference period is allowed for the same reason. Several of the administrators also mentioned the reduced number of different students which characterizes the core teacher's assignment, and the rewards of satisfaction which accompany a creative, professional task.

In response to the final question of the effect of the core program on the total school, there was some divergence among the administrators. In four schools their answer was "good". One principal mentioned the socializing effect and attributed an improvement of freshman morale to the core program. A superintendent stated that the core program had "consolidated and enriched" the total



school curriculum. Another said it had unified faculty thinking and improved guidance throughout the school. At Denby, the answer was "not discoverable". Some other comments were:

It has given meaning to the pupil's total experience.

It has highlighted the shortcomings of our former methods.

It has exerted a leavening effect upon all levels by stimulating teachers to discuss and evaluate their procedures.

It has interested our teachers in meeting and planning together.

It has made our staff less timid about experimentation and more disposed to exercise educational leadership.

In summary of Item 3.10, these eight administrators consider the problems of cost and scheduling negligible, the extra demands upon teachers bearable, and the total effect upon the school good.

One important test of the success or failure of a program may be the extent to which those involved in it become increasingly effective or ineffective. There is little objective evidence on this point from the present study. It has been pointed out that turnover of teachers was high in these eight programs; yet it was not as high as the total school faculty, in each case. Over 150 teachers handled core or unified classes in these eight schools during the period 1937-1947. Of this large group, only five teachers were mentioned in the interview

The first part of the paper discusses the importance of the
 \mathcal{L}^2 -norm in the context of the problem. It is shown that
 the \mathcal{L}^2 -norm is the natural norm for the problem, and
 that it is the only norm for which the problem is well-posed.
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 that it is the only norm for which the problem is well-posed.

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 that it is the only norm for which the problem is well-posed.

The tenth part of the paper discusses the importance of the
 \mathcal{L}^2 -norm in the context of the problem. It is shown that
 the \mathcal{L}^2 -norm is the natural norm for the problem, and
 that it is the only norm for which the problem is well-posed.

schedules as having given up the assignment or having had it removed from them, because of their ineffectiveness as teachers. The high rate of turnover appears to have been due to other factors than ineffectiveness.

Two direct questions were included in the interview schedule:

"In your opinion, did teachers become more effective as they worked in the program?" (Item 2.11) and "What has been the effect of the program on teachers' growth in service?" (Item 3.11). The responses to these two questions may furnish light on the question of changes in the effectiveness of the teachers. Table XXIX contains a summary of the responses of the forty-five participants to Items 2.11 and 3.11.

A few scattered, individual comments were made by participants on the negative effect of the program upon teachers:

"I think of some who became lost because of the latitude allowed them."

"Some teachers were inadequate."

When the group consensus was recorded, however, it was uniformly favorable to the core program in respect to its effect upon teacher growth, as revealed in Table XXIX. The eleven items recorded by these teachers and administrators appear to present a rather well-rounded portrait of the effective teacher. It is evident that the

TABLE XXIX

EFFECTS OF EIGHT UNIFIED PROGRAMS ON GROWTH OF TEACHERS
IN SERVICE, AS JUDGED BY FORTY-FIVE PARTICIPANTS

Order	Item	Number of groups mentioning item
1	Teachers became more active as participants and leaders in local and state committees, conferences, and workshops	7
2	Teachers wrote more for publication	6
3	Class groups became easier to work with; students were increasingly cooperative; the longer you worked in core the more fun it was	5
4	Teachers became more interested, more sympathetic, and more understanding of growth problems	5
5	Teachers became more skillful in planning and discussing with other teachers	4
6	Teachers had more creative experiences in common; they became more alert to the world and local events and more aware of new materials and methods	4
7	Teachers became more active in research activities	4
8	Teachers became more interested in graduate study	4
9	Teachers observed needs of child more skillfully	2
10	Teachers became more capable at teaching discussion skills	1
11	Subject matter became more meaningful to teachers	1

participants believe the core assignment, with its unique purposes and special challenges, is a rewarding and enriching professional experience. This is not equivalent to saying that it is therefore an effective kind of instruction for children. It may be reasonable to assume, however, that any instructional program in which the teachers become increasingly skillful in such ways as those listed in Table XXIX is likely to be increasingly effective in the results achieved with children.

One other criterion of effectiveness might be mentioned. Item 2.10 in the interview schedule asked what relationships developed between the teachers involved in the core programs and other teachers in the schools. This item was included on the assumption that the degree of acceptance of the program by the total faculty of a school was one test of its effectiveness. That assumption may be open to challenge. It appears quite possible that a highly effective program might go forward in a large school without understanding or support from the total faculty group. Indeed, the Denby core program illustrates that point. As already noted, the faculty at Denby has never become oriented to the core program; yet the core classes have demonstrated their effectiveness in various respects.

In the long run, however, a program like Denby's must be judged on the basis of its acceptance for the

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it clearly and specifically. This involves determining the scope of the problem, its causes, and its effects. A clear definition of the problem is essential for developing an effective solution.

2. The second step in the process is to analyze the problem. This involves gathering information about the problem and its context. This information can be obtained through various methods, such as interviews, surveys, and data analysis. The goal of this step is to understand the underlying causes of the problem and to identify the factors that are contributing to it. This information is then used to develop a plan of action.

3. The third step in the process is to develop a plan of action. This involves identifying the specific steps that need to be taken to solve the problem. The plan should be realistic and achievable, and it should take into account the resources available and the time constraints. Once a plan has been developed, the next step is to implement it. This involves putting the plan into action and monitoring progress.

4. The fourth step in the process is to implement the plan. This involves putting the plan into action and monitoring progress. It is important to track the results of the plan and to make adjustments as needed. This step is often the most challenging, as it requires the implementation of change and the coordination of resources.

5. The fifth and final step in the process is to evaluate the results. This involves comparing the actual results with the desired state and determining whether the problem has been solved. If the problem has not been solved, the process may need to be repeated. Evaluation is an important part of the process, as it allows the manager to learn from the experience and to improve future problem-solving efforts.

total pattern of general education in that school. If teachers and counselors outside the program continue to oppose or ignore it, there is little likelihood of such extension.

The other seven groups declare that the unified programs now enjoy general acceptance by the total faculties. Two of them, besides Denby, state that there was originally some antagonism toward the program or jealousy toward the core teachers because of their favored status in the school and in the Secondary Curriculum Study. Such feelings appear to have been removed in the seven smaller schools by such techniques as the following: faculty meetings, round-table discussions, jury panels, outside speakers, social events, mixers, picnics, dinners, all-school committees, sharing of resource persons, visiting each other, use of art, music, or commerce teachers as resource persons in core classes.

Bloomfield Hills teachers met together before school every morning as a total faculty group. Lakeview, Wayne, Big Rapids, and Dowagiac teachers had regular bridge parties, picnics, and other informal social functions. An extraordinary degree of social orientation has been achieved among Godwin Heights teachers through social functions. The regular planning periods described in Chapter VII played an important role in this matter of achieving total faculty orientation to the programs.

In summary, it appears that seven of the eight programs have achieved general acceptance by their total faculties, while one has made little progress toward this goal.

Conclusion. This chapter began with the basic question of what evidence there is as to the effectiveness or ineffectiveness of the eight programs included in the study. The somewhat limited objective data tend to show that pupils have held their own in respect to the conventional goals of instruction, while, at the same time, they have made some gains in the personal-social adjustment and citizenship goals. They appear to like school better, to remain longer in attendance, and to understand rather well their own growth in relation to the purposes of the program. Parents appear to favor the program in the few instances where their views have been solicited. Teachers and administrators consider the unified courses successful in their constructive effects upon children, a rich professional experience for teachers, and a salutary influence upon the total school. They believe, however, that the core approach makes unusual demands upon the teaching personnel and judge the eight programs of this study as weak in their approach to evaluation and in their general failure to involve the lay public in planning, or even to interpret the programs effectively to the public.

In interpreting such a summary statement as the above, it must be repeated that no single, consistent pattern of instruction has existed in these eight programs. The evaluation throughout this study has been made in terms of the philosophy, purposes, and stage of progress of each faculty group. Their judgments of the program which they know best must be interpreted constantly in the light of the purposes presented in Chapter VI. Generalizations which are made by lumping those purposes and the procedures which implemented them must therefore be challenged. It would probably be more accurate to summarize this chapter by stating that each of the eight programs appears to have been successful, in the judgment of those who participated in it.

The final chapter will deal with the question of the implications of this study for secondary education, for state and regional curriculum studies, and for teacher education.

CHAPTER X

SUMMARY AND CONCLUSION

Introduction: In the introductory chapter of this study the following objectives were set forth:

(1) To discover the emerging patterns of curriculum correlation in certain experimental secondary schools of Michigan

(2) To discover the reasons for the differing patterns which have emerged in these core programs

(3) To isolate the factors which made for success and for failure, respectively, in these core programs

(4) To draw hypotheses from these data regarding the possible direction of general education in Michigan secondary schools.

The concluding chapter will be addressed to the analysis of the study with respect to these four objectives. It will also include certain hypotheses regarding teacher education and curriculum studies at the regional and state level, which appear to be implicit in the study.

Patterns of curriculum correlation: Three distinct types of correlated curricula are represented in the eight schools of this study. The first stage, correlation through team planning, is exemplified by the Wayne program. In this stage no basic changes have been made in the high

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

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3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and integration. It provides strategies to overcome these challenges and ensure that the data remains reliable and accessible.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and up-to-date.

6. The sixth part of the document provides a detailed overview of the data collection methods used in the study. It includes a description of the survey instrument, the sampling strategy, and the data collection procedures.

7. The seventh part of the document presents the results of the data analysis. It includes a series of tables and figures that illustrate the distribution of responses and the relationships between different variables.

8. The eighth part of the document discusses the implications of the findings for practice. It highlights the key insights that can be derived from the data and how they can be used to inform organizational strategy and decision-making.

9. The ninth part of the document addresses the limitations of the study and suggests areas for future research. It acknowledges the constraints of the data and the methods used and identifies potential directions for further investigation.

10. The tenth part of the document provides a final summary of the study's contributions and a call to action for stakeholders. It emphasizes the need for continued collaboration and communication to ensure the successful implementation of the findings.

11. The eleventh part of the document includes a list of references to the literature and resources used in the study. It provides a comprehensive overview of the theoretical and empirical work that informs the research.

12. The twelfth part of the document contains an appendix with additional data and information. This includes a copy of the survey instrument, a list of the participants, and a detailed description of the data collection process.

13. The thirteenth part of the document provides a glossary of key terms and definitions used throughout the document. This helps to ensure clarity and consistency in the use of language and terminology.

14. The fourteenth part of the document includes a list of acknowledgments to the individuals and organizations that provided support and assistance during the course of the study.

15. The fifteenth part of the document contains a list of appendices, including a list of the data sources, a list of the data collection instruments, and a list of the data analysis software used.

16. The sixteenth part of the document provides a list of the authors and their affiliations. It also includes a list of the authors' contact information and a list of their previous work.

17. The seventeenth part of the document includes a list of the authors' disclosures of potential conflicts of interest and a list of the authors' disclosures of potential biases.

18. The eighteenth part of the document contains a list of the authors' disclosures of potential funding sources and a list of the authors' disclosures of potential sponsorships.

school schedule except the grouping of three subjects into sequential order for each class group and the provision of an additional, common period for teachers in each team to use for planning activities. This plan is intended to facilitate correlated teaching with a minimum of schedule change.

The second stage is the unified studies plan, where two subjects are grouped together for consecutive periods under a single teacher, and are correlated as much as possible. This plan has been employed as the chief approach in Bloomfield Hills, but it was also the starting point for many teachers in other schools.

The third stage is the core curriculum, with a block of time set aside for a master teacher and a group, in which the content of the course is not subject-oriented but emerges from an attack upon problems by teacher-pupil planning. Denby High School's core classes exemplify this stage of development. It has also been the goal in the programs at Big Rapids, Dowagiac, Godwin Heights, Highland Park, and Lakeview. These five programs began by making the provision for the block of time, and by encouraging teachers to develop correlation between the two subject areas which furnished the basis of the block. As the program continued and developed, the more enterprising teachers tended increasingly to eliminate the subject divisions and employ the problem-solving



approach. In short, unified studies became a first step toward the core curriculum in these five schools. At any given time, however, each of the five schools could have revealed to the visitor examples of both types of correlated programs in operation in the same building. It should be noted that the six schools which had the home-room plan combined it also with the instructional block. In Denby and Bloomfield Hills too, the core teachers tended more and more to perform homeroom functions.

Reasons for differing patterns. Why have these three types of correlated programs emerged in the various schools? In Bloomfield Hills, with its large percentage of college-bound students and its resulting emphasis upon subject mastery and excessive homework, the unified studies plan appeared most feasible. It was too small a school for the team plan and had too conservative a setting for the immediate introduction of the core curriculum. After three years of effort, most of the Bloomfield Hills courses have still not moved beyond the unified studies stage.

In Wayne, a similar conservatism and traditionalism prevented an immediate introduction of the core curriculum. It was decided that teachers would feel most secure and be challenged to plan and work together if each were permitted to retain his subject specialty but were to seek ways in which a correlated program could be developed.

The three teacher teams at Wayne are therefore another kind of initial step toward the core curriculum with a minimum of immediate change. This plan was made possible by the large enrollment in Wayne's ninth grade.

In the case of Denby High School, which is even larger than Wayne, a minimum program was also introduced, but minimum in the sense of the number of sections involved. At Wayne, nine of the ten freshman sections were in the teams. At Denby, the core courses at grade nine have never enrolled more than eight of the twenty freshman sections. Since the program was kept at a quantitative minimum, it was possible to launch the few core sections on a full-fledged core curriculum from the start. As has been noted, these few sections have been notably successful, but the program has not been extended. Its high point was 1944-45, with twelve sections of core classes in grades nine, ten, and eleven. The year 1946-47 saw a total of eight sections in grades nine, ten, and twelve. In short, the full-scale core curriculum plan has not resulted in extension at Denby.

The other five schools began, in most cases, with a grade-wide program of unified studies and attempted to extend it into other grades, and at the same time to liberalize procedures within the unified studies in the direction of the core. In terms of the extension of these five programs, this choice appears to have been

• **1990s:** The 1990s saw a significant increase in the number of people living in poverty, particularly in the United States. This was largely due to the economic recession of the early 1990s, which led to widespread job loss and a decline in wages. Additionally, the end of the Cold War led to a shift in global economic power, with emerging markets like China and India beginning to rise. This shift also contributed to the growth of a global middle class, but it also led to a widening of the income gap between the rich and the poor in many developing countries.

• **2000s:** The 2000s were characterized by a period of relative economic stability in the United States, but this was followed by a major financial crisis in 2008. The crisis led to a sharp decline in the stock market and a loss of jobs, which resulted in a significant increase in poverty. In other parts of the world, the 2000s saw a period of rapid economic growth, particularly in China and India, which led to a significant increase in the number of people living in the middle class. However, this growth was not evenly distributed, and poverty remained a major issue in many developing countries.

• **2010s:** The 2010s were marked by a period of economic recovery in the United States, but this was followed by a period of economic stagnation and a decline in wages. The 2010s also saw a significant increase in the number of people living in poverty, particularly in the United States. This was largely due to the economic recession of the early 2010s, which led to widespread job loss and a decline in wages. Additionally, the end of the Cold War led to a shift in global economic power, with emerging markets like China and India beginning to rise. This shift also contributed to the growth of a global middle class, but it also led to a widening of the income gap between the rich and the poor in many developing countries.

• **2020s:** The 2020s have been a period of significant economic challenges, particularly in the United States. The COVID-19 pandemic led to a sharp decline in the stock market and a loss of jobs, which resulted in a significant increase in poverty. In other parts of the world, the 2020s have seen a period of economic recovery, but this has been uneven, with some countries experiencing a significant increase in the number of people living in the middle class, while others have seen a decline. The 2020s have also seen a significant increase in the number of people living in poverty, particularly in the United States. This is largely due to the economic recession of the early 2020s, which led to widespread job loss and a decline in wages. Additionally, the end of the Cold War led to a shift in global economic power, with emerging markets like China and India beginning to rise. This shift also contributed to the growth of a global middle class, but it also led to a widening of the income gap between the rich and the poor in many developing countries.

wise. The Dowagiac program is the only one of the five which has remained relatively constant in respect to the coverage of the unified program. The remaining four moved rapidly on to school-wide coverage. The Big Rapids program was nearly school-wide at the time of its abandonment in 1943. The Codwin heights, Lakeview, and Highland Park programs are still school-wide. In terms of the progress made toward the achievement of a true core curriculum, the five programs which began with unified studies have probably fallen short of the Denby program. The evidence presented in the preceding chapter, however, indicates some progress. Each of the five schools had an active nucleus of three to seven teachers whose practices exemplify the core curriculum, and each of them had a number of other teachers at various levels of progress toward that goal.

The reasons for beginning with unified studies in these five schools appear to have been a desire to give teachers a sense of security, a desire to change the program more rapidly than could be achieved by experimenting on a limited scale with core classes as such, and a preference for employing the already required subjects as a basis for an integrated pattern of general education. This made for less disturbance, fewer public relations problems, and less expenditure of money than would have

resulted from the addition of a new and unknown core requirement. It may also have resulted in some stereotyping of the program, or freezing it at the unified studies level.

Reasons for success or failure. The question of success and failure of these eight programs has already been dealt with in the preceding chapter. In terms of their own purposes, it appears that the programs have been rather consistently successful, due to the following factors:

(1) They have enjoyed consistent local leadership, both from administrators and key teachers.

(2) They have been assisted by outside consultants who served as stimulators and resource persons rather than as proselytists or prescribers.

(3) They have made maximum provision for teacher planning in the regular school day, in workshops and conferences, and in local pre-school conferences.

(4) They have employed classroom methods which capitalized upon student interests, met student needs, and aided in social adjustment.

(5) They offered teachers a creative, exciting, professional role, both as joint workers toward common local goals and as leaders in the state program.

(6) Perhaps most important of all, the planning and teaching philosophy and methods discoverable in



these eight programs, at their best, were democratic. The liberalizing effect of this approach, the freeing of intelligence, and the respect for human personality, contributed strongly to the success of the programs. They tended increasingly to give all persons concerned a voice in the enterprise, which always makes for long-run efficiency.

The Big Rapids program was discontinued in 1943. Whether or not that discontinuance is evidence per se of the failure of the program is debatable. To the extent that abolition constitutes failure, the causes of that failure appear to have been as follows, according to the group judgment of the teachers and administrators responding to the opinionaire in the present study:

(1) An unprecedented turnover of teachers and administrators in 1943

(2) A failure to involve the lay public in planning the program

(3) A failure to interpret the program intelligently to the public

(4) A failure to evaluate the unique goals of the program in sharply defined ways

These same four criticisms appeared when participants in the other seven schools were asked to list the weaknesses of the programs. In addition, they



listed the unusual demands which the core assignment imposes upon teachers. In the light of subsequent evaluation, however, these criticisms cannot be interpreted as evidences of failure in at least seven of the schools. It is probable that the Big Rapids program would also be in operation today if a continuing group of experienced teachers and at least one administrator had remained. This statement is not intended to invalidate the criticisms of the program; the term "failure" is a relative one, however, which requires some analysis and interpretation.

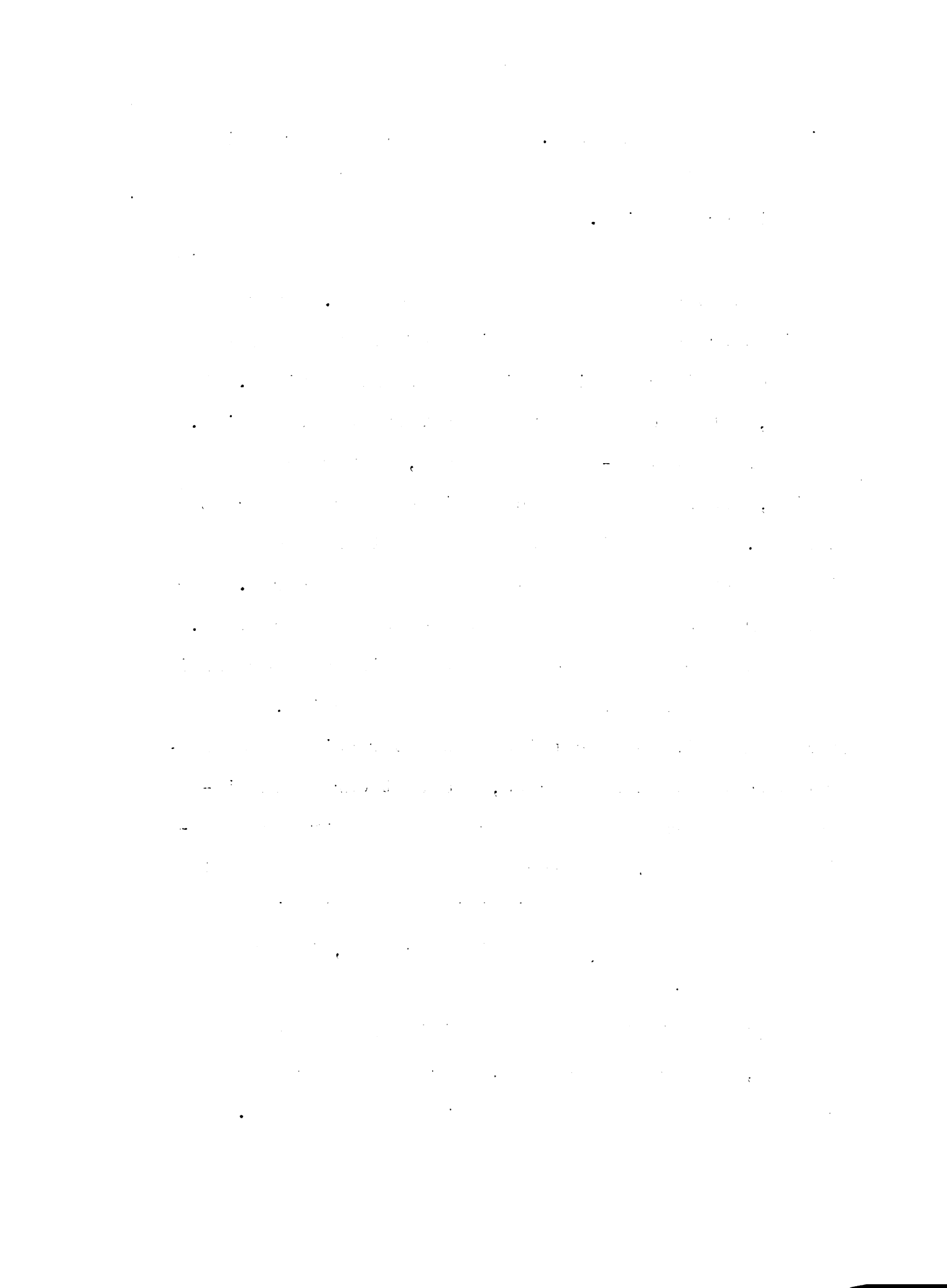
It does not appear that the problem of teacher turnover can be regarded as a unique failing of the core program, although its effects may have been more detrimental in the case of experimental programs than in conventional ones. The remaining three weaknesses may also have been more serious in their effect upon the core program than in their general effect. It seems reasonable to expect the teachers and administrators in any new program to involve the public in its planning, to interpret the program with intelligence, and to evaluate its achievements. These things the teachers and administrators in the schools of the study failed to do. There is little evidence that they involved lay persons in planning, although such an activity was implied by

their own stated purposes. They made few contributions to the educational progress of the state with respect to social interpretation.

Perhaps the worst failure which emerges from this study is that of evaluation of the programs. Only one of the eight schools made any serious effort to evaluate the core program in comparison with other alternatives. In general, little or no effort was devoted to evaluation. There were no follow-up studies made, no vertical growth studies, and no controlled comparison of groups except at Denby. What testing was done was diffuse and not directed toward the evaluation of the core program. Such test scores as were obtained were not used effectively.

It should be acknowledged that time and personnel for administering testing programs were lacking, that the goals sought in these curricula do not readily lend themselves to the testing process, and that curriculum improvement has rarely been effected by the mere accumulation of test data. The fact remains that the evaluation process might have made a significant contribution to program development in these eight schools, in the following ways:

- (1) It might have shed additional light on the progress, or lack of progress, which core teachers and pupils were making toward their own declared goals.



(2) It might have challenged and assisted them to define their goals more clearly.

(3) It might have contributed to the students' skill in self-evaluation, which was a goal of all of these programs.

(4) It might have given teachers more security and satisfaction in their work.

(5) It might have contributed to parents' understanding of the core programs.

(6) It might have given direction and stimulus to the planning process.

Such testing instruments as have been developed could have been used more intensively and interpreted in terms of child development in the core classes. Additional instruments could have been devised and validated, with the assistance of qualified consultants. Devices for interpreting children's behavior, and the drives and conflicts which it reflects, could have been used more generally. For example, the wishing well, the anecdotal record, the problem check-list, the day dream analysis, the autobiography, the pupil profile, the interest inventory, and many other similar devices would have been helpful to core teachers. Devices for measuring the development of skills in group planning, such as the score-cards for chairmen and for groups, and group



self-rating scales would have been useful. The filing of work samples over a period of years would have shed much light on improvement in verbal skills. Friendship scales and other sociometric devices for measuring group adjustment would have been rich sources of information about children. Follow-up studies, which were admittedly rendered difficult by the war, would have shed much light upon the effectiveness or ineffectiveness of these core programs.

In summary, the eight programs included in this study were most inadequate in social interpretation and in the evaluation of the achievement of their own goals. In spite of these deficiencies, the evidence presented in this study appears to warrant the conclusion that these unified programs have been successful, in the opinion of the teachers, administrators, and students who participated in them.

Hypotheses regarding general education in secondary schools. The eight programs included in this study have been developed on the basis of certain hypotheses,¹ or assumptions. Some of these appear to have a certain degree of validity, in terms of this study. The following hypotheses appear to be valid, with respect to the curriculum

¹ The basis for these hypotheses was set forth at the beginning of the study. They are summarized on pp. 21-24.

of general education in secondary schools. The statements are not presented as irrefutable conclusions from this study. They are based upon the author's convictions, but they appear to be consistent with the facts which the study has revealed.

(1) Larger blocks of time than a single period are needed throughout the junior and senior high school for an effective combination of guidance and general education.

(2) The subject areas in general education--at least English and the social sciences--gain meaning and significance for students when they are combined into a correlated unit.

(3) The purposes and activities of the homeroom plan are identical with those of general education; the homeroom can therefore appropriately be included in the block of time devoted to general education.

(4) The most effective single instructional activity for general education lies in a group attack upon current social-economic-personal problems.

(5) More small group and individual activities are needed within the total class group.

(6) A direct attack upon the development of constructive habits, ideals, attitudes, and social adjustment is more fruitful than teaching for transfer.

(7) Students can learn to make wise choices, to plan and work together, and to assume individual and



group responsibility by the process of being engaged daily in such activities in the classroom.

(8) Students should have a continuous and increasing role in individual and group evaluation of their work.

(9) The problem-solving approach in general education requires many and varied types of reading materials and learning aids.

(10) The classroom teacher in such a general education group can be the most effective single agent in the guidance and counseling process.

(11) Materials and experiences which are demonstrably ill suited to the interests, needs, and abilities of a class group are not appropriate for use in general education. They may be highly appropriate for individuals or for selected groups in specialized courses.

(12) Minimum group standards of subject mastery, competitive marking systems, failure and academic retardation are concepts which are inappropriate or damaging to the social-adjustment functions of general education. Continuous progress and meeting the needs of all youth should be the goal.

Hypotheses regarding curriculum change:

(1) Curriculum change is most effective when teachers, parents, and other lay citizens have an active,

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author outlines the process of reconciling bank statements with the company's ledger. This involves comparing the bank's records of deposits and withdrawals against the internal accounting records to identify any discrepancies.

The third section covers the preparation of financial statements, including the balance sheet, income statement, and cash flow statement. It provides a step-by-step guide on how to calculate each component and how they interrelate.

Finally, the document concludes with a summary of key points and a reminder to consult with a professional accountant for more complex situations. The author stresses that regular financial review is essential for the long-term success of any business.

responsible role in planning and in evaluating activities.

(2) Curriculum change is most effective when it begins where teachers are, with the problems which they face.

(3) Curriculum change demands time for professional planning, both during the regular school day and in pre-school conferences.

(4) The development of significant curriculum improvement demands active participation by teachers in workshops, in working conferences, and in similar in-service activities which are so organized as to offer numerous opportunities for leadership by teachers.

(5) Curriculum improvement comes about most effectively under leadership which arises from function, as opposed to that which arises from status. Creative group planning demands many different kinds of leaders. The school administrator who is most effective in curriculum improvement is he who has the ability to evoke leadership in others.

(6) The techniques of evaluating progress toward the social-civic goals of education should be developed and sharpened to a focus in specific, local curriculum programs.

(7) Significant curriculum improvement does not come about merely through controlled experimentation in small, selected groups.

(8) Local curriculum planning depends to a considerable degree upon the development of a strong feeling of local responsibility, even of building autonomy in the faculty group. It follows that any measure which helps to develop such local autonomy is valuable. The basic instructional policy of Michigan's Department of Public Instruction and the College Agreement freeing the secondary schools from the sequence requirements are of immeasurable importance for curriculum improvement.

Hypotheses regarding teacher education. It was not one of the original purposes of this study to explore the problems of teacher education. Certain hypotheses regarding the preparation of teachers appear to be valid, however, on the basis of the study. They are as follows:

(1) The general education program of the secondary school needs more teachers with a rich general background, as opposed to mere subject specialists.

(2) Both under-graduate and graduate courses should give prospective teachers continuous experiences in planning their classroom activities and in small group work, employing the problem-solving approach and other core curriculum techniques.

(3) Future teachers should have rich experience in individual and group self-evaluation and in the use of recently developed instruments for measuring social adjustment and critical thinking skills.

(4) Future teachers should have a wide, varied experience in planning and working with community groups of adult, lay citizens, as well as in employing core curriculum methods with pupils.

(5) The colleges and universities should devote less attention to controlled experimentation and research of the laboratory type and more to furnishing consultant help for local school curriculum planning.

(6) The consultants who go into schools from the teacher-education institutions should operate as resource persons who respect local purposes and who stimulate, not retard, local planning efforts.

(7) Teacher-education institutions should lend vigorous support to Michigan's policy of local curriculum planning.

(8) A new concept of the school administrator must be developed in graduate courses in administration. This concept should stress the role of leadership in democratic planning and the new devices for achieving flexibility in schedule building. Perhaps most important of all, the new concept of administration should stress the importance of the experimental climate, the willingness to re-examine, and the interest in continuous improvement which characterize the creative school.

(9) Colleges and universities should extend and liberalize their summer and school year workshop programs in harmony with the concept of local curriculum planning.

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3. The third part of the document addresses the challenges associated with record-keeping, particularly in the context of digital information. It discusses the risks of data loss, corruption, and unauthorized access, and offers strategies to mitigate these risks. This includes the use of secure storage solutions, regular backups, and access controls to protect sensitive information.

4. The fourth part of the document focuses on the role of record-keeping in legal proceedings. It explains how well-maintained records can serve as crucial evidence in court cases, particularly in disputes involving contracts, property, and financial matters. It also discusses the importance of preserving records in their original form and the potential consequences of tampering with or destroying records.

5. The fifth part of the document provides a summary of the key points discussed and offers final recommendations for ensuring compliance with record-keeping requirements. It emphasizes the need for a proactive approach to record-keeping, with regular reviews and updates to policies and procedures to stay current with changing regulations and best practices.

(10) Colleges and universities should extend the coverage of the present College Agreement and interpret its provisions with increasing liberality.

Implications for regional and state curriculum studies. In a sense, the present study has constituted an evaluation of certain aspects of the Michigan Secondary Study. It is certain that it would not have been possible except for the groundwork which was done in these eight schools by the Secondary Study. It may be appropriate therefore, to list some implications which it appears to have for regional and state curriculum studies.

(1) Teachers must share actively in such studies, both as participants and as leaders in planning at the local and state levels.

(2) Parents and lay citizens must participate actively in planning such studies, at least at the local level.

(3) Direct participation by teachers on problems real to them is a more fruitful approach to such studies than the dissemination of information.

(4) The consultants who come into local schools from the staffs of such studies should operate in terms of local purposes and stimulate local planning.

(5) Controlled experimentation in selected areas is a less fruitful approach to curriculum improvement than is assistance to local school groups in clarifying purposes and devising procedures for effective work on their local curriculum problems.

(6) The summer and school-year workshop on local curriculum planning is a rich resource for aiding in curriculum improvement. Faculty teams from local schools should participate in such workshops, accompanied by at least one administrator.

(7) The August working conference of six days in a camp situation, now the responsibility of the Michigan Secondary School Association, should be continued and extended.

(8) The local pre-school conference, two to five days in length, with teachers on salary status, should be encouraged and extended.

(9) The newly enacted College Agreement² should be promoted widely, implemented by every possible means, and enforced with vigor upon the college admissions officers.

(10) State or regional curriculum studies should continue, probably organized in a voluntary association of schools in each area. The official termination of the Michigan Secondary Curriculum Study in 1950 should rather become a merger into a number of area studies of high schools under the protection of the new College Agreement.

² The College Agreement of the Michigan Secondary Study (See Page 23.) was modified during November and December, 1946, and extended under certain conditions to any accredited high school in Michigan. For the text of the New Agreement, see the Bulletin of the Michigan Secondary School Association, 11:34, April, 1947.

In conclusion. This has been a study of certain pioneer trends in eight Michigan high schools. Its base may be considered too meager for the many, resounding generalizations included in this chapter. It is true that there are many important curriculum modifications of other kinds than the core or unified curriculum and in other schools than these eight. Certain national and state trends already referred to, however, appear to focus increasing importance on the movement toward an integrated pattern for guidance and general education in the secondary school. It is becoming increasingly evident that the chief cause for criticism of the secondary school lies, not in its occasional failure to provide advanced, specialized, vocational training for the individual, but rather in its well-nigh universal failure to develop citizens who can live successfully in a democracy in this perplexing and amazing world. This is the task of general education, It was for this function that tax-supported, free public schools were first instituted in this country, and it is to this end that they are still maintained. This is the principal need of more than seven million young people who now fill our high school classrooms; it is even more strikingly the challenge represented by the three millions of appropriate ages who are now rejecting the secondary school.

In the light of this challenge, any experiments which offer guidance toward a solution assume great significance. It appears evident that the eight secondary school programs represented in this study have contributed much through their efforts toward the unification of guidance and general education. If the present study helps to focus attention upon these pioneer trends as a means of gaining perspective about the chief problem which confronts the secondary school, it will have been amply justified.

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4. The fourth part of the document addresses the challenges associated with data collection and analysis. It identifies common issues such as data quality, data integration, and data security, and provides strategies to overcome these challenges.

5. The fifth part of the document discusses the importance of data governance and the role of data stewards. It emphasizes the need for clear policies and procedures to govern the use of data and the importance of assigning responsibility for data management.

6. The sixth part of the document discusses the importance of data literacy and the need for training and education. It highlights the benefits of data literacy for individuals and organizations and provides recommendations for developing data literacy programs.

7. The seventh part of the document discusses the importance of data ethics and the need for responsible data use. It highlights the potential risks of data misuse and provides guidelines for ensuring ethical data practices.

8. The eighth part of the document discusses the importance of data sharing and the need for interoperable data systems. It highlights the benefits of data sharing for research and innovation and provides recommendations for developing data sharing frameworks.

9. The ninth part of the document discusses the importance of data visualization and the need for effective data communication. It highlights the benefits of data visualization for understanding complex data and provides recommendations for developing effective data visualizations.

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2. The second part of the document addresses the need for regular communication and reporting. It highlights that stakeholders, including investors, regulators, and the public, have a right to know about the organization's performance and activities. Regular updates and reports are necessary to build trust and maintain the organization's reputation. The text also notes that clear communication can help identify potential issues early on and allow for timely corrective actions.

3. The third part of the document focuses on the importance of ethical conduct and integrity. It states that organizations should adhere to high ethical standards and avoid any actions that could be perceived as unethical or illegal. This includes being honest in all communications, respecting the rights of others, and acting in the best interests of the organization and its stakeholders. The text also mentions that ethical behavior is a key factor in attracting and retaining top talent.

4. The fourth part of the document discusses the role of leadership in setting the tone for the organization. It emphasizes that leaders should be role models of the values and behaviors they expect from their employees. By demonstrating integrity, transparency, and ethical conduct, leaders can inspire their teams to do the same. The text also notes that strong leadership is essential for driving the organization's success and achieving its long-term goals.

5. The fifth part of the document addresses the importance of continuous improvement and innovation. It states that organizations should constantly seek ways to improve their processes, products, and services. This involves staying up-to-date on industry trends, investing in research and development, and encouraging employees to think creatively and propose new ideas. The text also mentions that innovation is a key driver of growth and competitive advantage in today's rapidly changing market.

6. The sixth part of the document discusses the importance of risk management. It states that organizations should identify and assess potential risks to their operations and reputation, and develop strategies to mitigate these risks. This includes conducting regular risk assessments, implementing internal controls, and having contingency plans in place. The text also notes that effective risk management is essential for ensuring the organization's long-term sustainability and success.

7. The seventh part of the document addresses the importance of social responsibility and environmental stewardship. It states that organizations have a responsibility to the wider community and the environment. This includes reducing their carbon footprint, supporting local communities, and promoting social justice. The text also mentions that social responsibility and environmental stewardship are increasingly becoming factors in consumer and investor decisions.

8. The eighth part of the document discusses the importance of employee engagement and development. It states that organizations should invest in their employees and provide them with opportunities for growth and development. This includes offering training and development programs, providing challenging work assignments, and recognizing and rewarding employees for their contributions. The text also notes that engaged and developed employees are more likely to be productive and committed to the organization's success.

9. The ninth part of the document addresses the importance of data security and privacy. It states that organizations should take appropriate measures to protect their data and the personal information of their customers and employees. This includes implementing strong security protocols, using encryption, and being transparent about data collection and usage. The text also mentions that data security and privacy are becoming increasingly important for consumers and regulators.

10. The tenth part of the document discusses the importance of crisis management. It states that organizations should have a plan in place to respond to potential crises, such as natural disasters, cyberattacks, or reputational damage. This includes identifying potential crisis scenarios, developing communication plans, and practicing crisis response drills. The text also notes that effective crisis management is essential for minimizing the impact of a crisis and restoring the organization's reputation.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and reducing the risk of errors.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and aligned with the organization's goals.

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A P P E N D I X

APPENDIX A

INTERVIEW SCHEDULE

SURVEY OF PROGRAMS OF INTEGRATION IN MICHIGAN
SECONDARY SCHOOLS 1937-19461. Origin of the Program

1.1 What, in your opinion, was the original purpose of this program? _____

1.2 When did it originate? _____

1.3 By what title was the program known? (i.e. core, unified studies, general education, others) _____

1.4 At what grade or grades did the program begin?

1.5 Did it unite or replace former subjects in the pupil's program? _____

What? _____

1.6 To what extent was the program originally patterned after some other school's program?

1.7 Who was most influential in providing local leadership in the organization of the program? (individual teacher, teacher committee, principal, supervisor, superintendent, parent, etc.)

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1.8 Did any individual teachers or administrators provide outstanding leadership in planning the total program from the beginning? If so, please name them and identify their subject field or position. _____

1.9 What persons or agencies outside of your community provided inspiration or consultative assistance in the initiating of the program?

1.10 What kinds of committees or teams were formed among members of the faculty involved in the program? _____

1.11 In what ways, if at all, did lay persons in your community participate in the planning of the program? _____

2. Development of the Program

2.1 In what ways, if at all, did the original purpose of the program change during its development? _____

2.2 In what ways, if at all, did the program develop in terms of known facts about growth and development of children enrolled in the program?

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- 2.3 In what ways have the events of our times influenced the selection of learning activities in the program? _____

- 2.4 List the criteria which serve, in the main, as a basis for selection of instructional experiences in your program. _____

- 2.5 Describe the role of specific drill in your program of general education. _____

- 2.6 What provision was made for text or supplementary instructional materials which would not have been made if the program of integration had not been developed? _____

- 2.7 Please describe any changes in instructional techniques which occurred as the program developed. _____

- 2.8 Please describe briefly any changes in the administrative plan of the program which occurred as it developed. _____

- 2.9 Was provision made for time for teacher planning, individually or with others involved in the program? If so, please describe the provisions briefly. _____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

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4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document discusses the importance of data governance and the role of a data governance committee. It outlines the key principles of data governance, including data quality, data security, and data privacy, and provides a framework for implementing these principles in the organization.

6. The sixth part of the document focuses on the role of data in decision-making and performance improvement. It discusses how data-driven insights can be used to identify areas for improvement, optimize processes, and make informed decisions that drive the organization's success.

7. The seventh part of the document discusses the importance of data literacy and the need for training and development programs. It emphasizes that all employees should have a basic understanding of data and be able to use data effectively in their work.

8. The eighth part of the document discusses the role of data in innovation and the development of new products and services. It highlights how data can be used to identify market trends, customer needs, and new opportunities for growth.

9. The ninth part of the document discusses the importance of data in risk management and the need for a robust data risk management framework. It outlines the key components of a data risk management framework, including data identification, assessment, and mitigation.

10. The tenth part of the document discusses the role of data in sustainability and the need for a data-driven approach to environmental, social, and governance (ESG) reporting. It highlights how data can be used to track and report on ESG performance and identify areas for improvement.

- 2.10 What relationship developed between the teachers involved in this program and other teachers in your school? Explain any techniques employed to facilitate development of constructive working relationships throughout the school. _____

- 2.11 In your opinion, did teachers become more effective as they worked in the program? If so, please list the chief means by which this growth was accomplished. If not, please list probable reasons. _____

- 2.12 In what ways did lay citizens contribute actively to the program as it developed? _____

- 2.13 By what means, other than those listed in 2.12, was the program interpreted to lay citizens, including parents? _____

- 2.14 What effect, if any, has the program had upon such total school policies as examinations, marks, promotion, etc.? _____

3. Evaluation of the Program

3.1 Please list the principal techniques which were used to evaluate the effectiveness of the program, in terms of pupil growth. (Marks, promotion, achievement, test data, attitude scales, personality tests, incidence of behavior problems, conditions of school plant, participation and leadership in other classes and in extracurricular activities and school government, etc.)

3.2 Briefly, what do such evaluations reveal about the relative strength or weakness of the program, as measured by pupil growth? _____

3.3 What in your opinion appear to have been the outstanding strengths or advantages of the program, in comparison with conventional organization for instruction? _____

3.4 What were its chief weaknesses in comparison with whatever program preceded it? _____

3.5 What, in your opinion, could have been done to remedy the weaknesses of the program? _____

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- 3.6 Has the program been reduced in scope or abolished since its inception? _____
If so, what were the chief reasons for this curtailment? _____

- 3.7 What is the relative holding-power of the program as revealed by drop-out data for students enrolled in the program and for students generally? _____

- 3.8 What does evidence from follow-up studies of graduates and drop-outs reveal regarding the effectiveness of the program? _____

- 3.9 What do surveys of parents opinions reveal regarding their attitude toward the program?

- 3.10 What do administrators think about the program as regards its comparative
(a) Cost _____

(b) Schedule difficulties _____

(c) Demands upon teacher personnel _____

(d) Effect upon the total school program _____

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. This includes not only sales and purchases but also expenses, income, and transfers between accounts.

The second part of the document provides a detailed breakdown of the accounting cycle. It outlines the ten steps involved in the process, from identifying the accounting entity to preparing financial statements. Each step is explained in detail, with examples provided to illustrate the concepts.

The third part of the document discusses the various types of accounts used in accounting. It distinguishes between assets, liabilities, equity, revenue, and expense accounts, and explains how they are classified and balanced. It also covers the concept of debits and credits, which are essential for recording transactions.

The fourth part of the document focuses on the journalizing process. It explains how to analyze a transaction, determine the accounts affected, and record the entry in the journal. It provides a step-by-step guide to writing journal entries, including the use of T-accounts to visualize the debits and credits.

The fifth part of the document discusses the posting process. It explains how to transfer the debit and credit amounts from the journal to the ledger accounts. It also covers the process of balancing the ledger accounts and preparing a trial balance to ensure that the debits equal the credits.

The sixth part of the document discusses the preparation of financial statements. It explains how to use the ledger accounts to prepare the income statement, balance sheet, and statement of owner's equity. It also covers the process of closing the books at the end of the accounting period.

The seventh part of the document discusses the importance of internal controls. It explains how to design and implement controls to prevent errors and fraud. It covers topics such as segregation of duties, authorization, and documentation.

The eighth part of the document discusses the use of accounting software. It explains how to set up and use accounting software to automate the accounting process. It covers topics such as data entry, report generation, and system maintenance.

The ninth part of the document discusses the role of the accountant. It explains the various responsibilities of an accountant, including record keeping, reporting, and advisory services. It also covers the ethical standards that accountants must adhere to.

The tenth part of the document discusses the future of accounting. It discusses the impact of technology on the profession and the need for accountants to stay current in their skills. It also covers the growing importance of data analysis and business intelligence in accounting.

3.11 What has been the effect of the program on teachers' growth in service as revealed by such data as

(a) Personnel turn-over in the program _____

(b) Teacher participation in roles of professional and community leadership in school, community, region, or state _____

(c) Teacher promotions _____

(d) Studies of esprit de corps _____

(e) Pupils' evaluations of teachers _____

(f) Teachers' participation in research projects _____

(g) Teachers' writing for publication _____

(h) Teachers' doing further study in institutions _____

(i) Teachers' participation in conferences, school visits, or workshops _____

3.12 What do surveys of present or former student opinions of the program reveal concerning its effectiveness? _____

3.13 What does evidence of re-election of the program reveal concerning its effectiveness?

APPENDIX B

OPINIONAIRE

SURVEY OF PROGRAM OF INTEGRATION IN BIG
RAPIDS HIGH SCHOOL 1937-19431. Origin of the Program

1.1 What, in your opinion, was the original purpose of the core program in the Big Rapids High School?

1.2 Did any individual teachers or administrators provide outstanding leadership in planning the total program from the beginning? If so, please name and identify their subject field or position.

1.3 What persons or agencies outside of your local community provided inspiration or consultative assistance in the initiating of the program?

1.4 In what ways, if at all, did lay persons in your community participate in the planning of the program?

2. Development of the Program

2.1 In what ways, if at all, did the original purpose of the program change during its development?

2.2 In what ways, if at all, did the program develop in terms of known facts about growth and development of children enrolled in the program?

2.3 In what ways did the events of the times influence the selection of learning activities in the program?

2.4 List the criteria which served, in the main, as a basis for selection of instructional experiences in your program.

2.5 Describe the role of specific drill in your program of general education.

2.6 What provision was made for text or supplementary instructional materials which would not have been made if the program of integration had not been developed.

2.7 Please describe any changes in instructional techniques which occurred as the program developed.

2.8 Was provision made for time for teacher planning, individually or with others involved in the program? If so, please describe the provisions briefly.

2.9 What relationships developed between the teachers involved in this program and other teachers in your school? Explain any techniques employed to facilitate development of constructive working relationships throughout the school.

2.10 In your opinion, did teachers become more effective as they worked in the program? If so, please list the chief means by which this growth was accomplished. If not, please list probable reasons.

2.11 In what ways did lay citizens contribute actively to the program as it developed?

2.12 By what means, other than those listed in 2.11, was the program interpreted to lay citizens, including parents?

2.13 What effect, if any, has the program had upon such total school policies as examination, marks, promotions, etc.?

3. Evaluation of the Program

3.1 What in your opinion appear to have been the outstanding strengths or advantages of the program, in comparison with conventional organization for instruction?

3.2 What were its chief weaknesses in comparison with whatever program preceded it?

3.3 What, in your opinion, could have been done to remedy the weakness of the program?

3.4 Has the program been reduced in scope or abolished since its inception? _____
If so, what were the chief reasons for this curtailment?

3.5 What did you think about the program with regards to its comparative

(a) Cost _____

(b) Schedule difficulties _____

(c) Demands upon teacher personnel _____

(d) Effect upon the total school program _____

3.6 What was the effect of the program in teachers' growth in service as revealed by such data as

(a) Personnel turn-over in the program _____

(b) Teacher participation in roles of professional and community leadership in school, community, region, or state _____

(c) Teachers' writing for publication _____

(d) Teachers' participation in research projects _____

(e) Teachers doing further study in institutions _____

(f) Teachers' participation in conferences, school visits, or workshops _____

APPENDIX C

ADMINISTRATORS AND TEACHERS PARTICIPATING IN SEVEN SCHOOL
GROUP INTERVIEWSBloomfield Hills High School

Mr. Carroll Munshaw, superintendent
 Mr. Richard Spiess, principal
 Miss Ruth Woodman, unified studies teacher since
 1944 in grades eight and nine
 Miss Dorothy Hughes, unified studies teacher since
 1946 in grade seven
 Mrs. Evelyn Vershure, unified studies teacher since
 September, 1946, in grade eight

Denby High School

Mr. Fred Mulder, chairman of mathematics department
 and coordinator of curriculum study since 1938
 Dr. Rosalind Zapf, core teacher, and chairman of core
 teachers since February 1, 1941
 Miss Helen Kelley, core teacher since 1941
 Mrs. Eleanor Hupp, core teacher since February, 1942

Dowagiac High School

Mr. Charles Canfield, superintendent since September,
 1946 and teacher in unified program at various levels
 since 1941
 Miss Mary Ann Julius, teacher in combined English and
 social studies since September, 1945
 Miss Margaret Switzer, teacher in combined program
 since 1941
 Mr. Rex Clark, teacher in combined program since 1941
 Miss Marcia Lockyer, teacher in combined program since
 September, 1946
 Miss Bonnie Fisher, teacher in combined period program
 since September, 1946
 Mr. Jerome Anderson, social science teacher since
 January, 1947

Gocwin Heights High School

Mrs. Gladys Seur, principal for entire period of unified
 studies program, 1940-1947
 Miss Marian Schmieding, unified studies teacher since 1940
 Mrs. Labelle Van Atta, unified studies teacher since 1940

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the specific procedures and protocols that must be followed when recording transactions. This includes details on how to properly document each entry, the required approvals, and the frequency of updates.

3. The third part of the document addresses the role of the accounting department in maintaining these records. It highlights the need for regular audits and reviews to ensure that all data is accurate and up-to-date.

4. The fourth part of the document discusses the importance of data security and confidentiality. It outlines the measures that should be taken to protect sensitive information from unauthorized access or disclosure.

5. The fifth part of the document provides a summary of the key points discussed and offers recommendations for further improvement in the record-keeping process.

6. The sixth part of the document includes a list of references and sources used in the preparation of the document.

7. The seventh part of the document contains a list of appendices and supporting documents.

8. The eighth part of the document provides a list of contact information for the relevant departments and personnel.

9. The ninth part of the document includes a list of dates and milestones related to the implementation of the record-keeping procedures.

10. The tenth part of the document contains a list of other relevant documents and reports.

Mr. Wallace Blair, principal of junior high school
1940-43 and 1945-47

Miss Winifred Klenk, principal of junior high
school, 1943-45

Highland Park Junior High School

Mr. D. L. Pyle, principal senior high school

Mr. Roy Robinson, administrative assistant in
charge of instruction since 1937

Mr. Ross Smith, principal of junior high school
since 1936

Mr. Gordon Kiersmiller, former homeroom and core
teacher since 1937

Miss Mary Jeffries, homeroom and core teacher since
1937

Miss Mary Daniels, homeroom and core teacher since
1937

Lakeview Junior High School

Miss Louise Durham, principal of junior high school
since 1930

Miss Eula Pray, core teacher, 1945-47

Mrs. Bernadine Staples, core teacher, 1945-47

Miss Gladys Stauffer, core teacher, 1945-47

Dr. Leon Maskin, Department of Public Instruction

Wayne High School

Mr. Don Randall, principal of high school since
September, 1945

Miss Margaret Street, English teacher 1946-47

Mrs. Agnes Wickham, English teacher, 1946-47

Mr. Harry Hammond, social science teacher, 1946-47

Miss Eleanor Niedermeier, social science teacher,
1946-47

Mr. Henry Lucock, social science teacher, 1946-47

Mr. Palmer Brown, science teacher, 1946-47

Mr. Herbert Burton, science teacher, 1946-47

ADMINISTRATORS AND TEACHERS TO WHOM OPINIONNAIRE ON BIG RAPIDS
HIGH SCHOOL CORE PROGRAM WAS MAILED

Mr. M. L. McCoy, superintendent of schools, Wayne, Michigan 1943-1947; superintendent of schools in Big Rapids, 1938-1943.

Mr. Walter Godlewski, now teacher in the Allegan High School; core teacher in the Big Rapids High School, 1941-43.

Mr. Laurence Grosser, now director of Michigan Forensic Association; core teacher, Big Rapids, 1941-43.

Mrs. Ruth Allen Jones, now substitute teacher, Battle Creek Public Schools; core teacher, Big Rapids, 1938-41.

Mr. Albert Potts, now employed by Dun & Bradstreet, Detroit; core teacher; Big Rapids, 1938-42.

Mr. Harold Wisner, now counselor, Office of Veteran's Affairs, Grand Rapids; core teacher, Big Rapids, 1938-41.

Mr. Carl Wood, principal, Blissfield High School; 1943-1947; core teacher, Big Rapids, 1941-43.

Miss Gertrude Yonker, now social science teacher, Big Rapids High School; core teacher, 1939-43.

Mrs. Laura Zetterstedt, now English teacher, Big Rapids High School; core teacher, 1939-43.

APPENDIX D

SAMPLES OF LETTERS TO PARENTS

Detroit Public Schools

DENBY HIGH SCHOOL

12800 Kelly Road

Detroit 24, Michigan

Warren E. Bow
Superintendent of Schools

Dear _____

This semester your child is a 9B student at the Edwin Denby High School. Among other things he has probably told you that he is in a Core class. Since he may be a bit confused, as yet, we feel that it would be well at this time to give you a brief description of the type of work that is being done in these classes so that you will have a better understanding of the problems your child will meet and of the work we are trying to do.

Denby High School has been making a definite effort to develop a type of class that will help its students to fit themselves into the life of the school and to enable them to be successful now and in later life. We have called this type of class a Core class.

The outstanding aim of the Core class is to help our students to live democratically and work democratically, that is, to think and work with other boys and girls instead of merely reading about democracy in a book. We believe that the more informal classroom situation provides opportunities for your child to develop natural social contacts with boys and girls about him. Since the class meets two consecutive periods each day and remains with the same teacher for the entire first year in high school, it provides opportunities for pupils and teachers to know each other well enough so that the teacher may help, guide, and counsel the pupil in his personal, social, or educational difficulties.



The work is planned around topics that are important in the students' minds as well as in the mind of the teacher. We use all kinds of library and resource material to answer questions and solve problems. Your child will learn to help himself and grow in knowledge and self-confidence.

This is, of course, a very brief and incomplete description of the Core classes. Perhaps, however, it will serve to give you some understanding of what we are trying to do. If you have questions that you would like to ask, please feel perfectly free to come and talk the matter over or to visit the Core classes at any time. From time to time we will send home further information as to what we are doing.

R. M. Zapf
In charge of Core work.

Approved: L. G. Cooper

Edwin Denby High School
12800 Kelly Road
Detroit 24, Michigan

Dear _____:

For the past year your son/daughter has been a member of a core class, which has replaced the usual ninth grade history and English classes. There are eight of these ninth grade classes at Denby. The chief purpose of such classes is to help boys and girls learn to live together in a democratic fashion and to solve such problems as come within their field of interest and needs. Emphasis is placed on helping the pupil to learn to think carefully and critically, to recognize his problems, to plan how to solve them, and to work at them until he has done the best that he is capable of. Time is spent in helping him to judge his own abilities, his citizenship as a member of a group, and his achievement in the classroom work. In other words, we help him to measure his own success and failure in meeting problems of daily living. This type of classroom work helps pupils develop habits of tolerance, self-control, fair-mindedness, and a sense of responsibility.

The pupils themselves have stated, among other things, that this type of class has helped them to develop poise, to be able to stand on their feet and discuss things with other people, and to solve their problems with greater ease.

Pupils in schools throughout the United States where this type of class has been in operation have, upon attendance in college, succeeded in academic subjects as well as, or better than pupils having had the regulation courses. In such things as initiative, skill in dealing with problems, knowledge of contemporary and world affairs, and in social participation they have been far ahead.

Your son/daughter has expressed a desire to continue in the tenth grade core class. All who have said they wish to continue in a core class will not, of course, be able to do so since the class can have in it only 40 pupils and for some pupils it will be impossible to fit it into their programs. However, in order to help us determine how many pupils are available, will you answer the following question and have this sheet returned at once.



Are you in favor of having your son/daughter continue in a core class in the tenth grade _____.

Signed: _____

If at any time you would be interested in visiting any of the core classes or in talking to any of the core teachers concerning the work we would be happy to have you come.

Sincerely,

L. G. Cooper, Principal

Pupil's Name _____

Teacher _____

Detroit Public Schools

Denby High School
12800 Kelly Road
Detroit 24, Michigan

Warren E. Bow
Superintendent of Schools

October 27, 1944

Dear _____:

As you know, the boys and girls in Core (6) have been together as a class for two years, some of them for three years. We all feel that our time spent together has been an experience that we will never forget. Now that the group is coming to the end of the eleventh grade, several questions have come up which are very important to us. For one thing we are anxious to know just how the parents feel about the Core program, that is, have they been satisfied with the progress their boy or girl has made, or have they been dissatisfied.

Another problem which we are facing concerns the possibility of carrying Core work into the twelfth grade.

Since these questions concern the parents directly as well as the pupils, we are holding an evening meeting here at Denby for both parents and pupils of the Core (6) class. It will be held on Wednesday evening, November 1, at 7:15 o'clock in Room_____.

We would like to have as many mothers and fathers come as possible and would be so glad to have an opportunity to meet you. Won't you come?

Please have you child return this slip by Tuesday, October 31.

will
I be able to come.
will not

Signed _____



Edwin Denby High School
 12800 Kelly Road
 Detroit 24, Michigan

October 13, 1944

Dear _____:

This semester your child is a _____ student at Denby High School. Among other things he has probably told you that he is in a core class. We are very anxious to have you know what we are trying to do in this class. We feel that a greater understanding on the part of parents may contribute greatly to the success of the pupil's school experience.

For this reason we are inviting the fathers and mothers of the boys and girls in your child's core class to come to Denby on _____ evening, October _____. At that time we will explain the purpose of the core work, what the boys and girls do in this class, and answer questions that you may have. The meeting will be in Room 202 at 7:30 P.M. o'clock. We would like to have as many mothers and fathers come as possible and would be so glad to have an opportunity to meet you. Won't you come?

 R. M. Zapf
 In charge of core work

 Teacher of class

Approved: L. G. Cooper

Please have you child return this slip by _____

 will
 I _____ be able to come.
 will not

Signed _____

12. Would you be in favor of our "junking" the plans we have made thus far and go back to start something different?
(circle) Yes No
13. Are you sold on the idea of pupil-teacher planning?
(circle) Yes No
14. Considering the seven different criteria suggested by members of the class for arriving at the students' grades, what grade do you feel you deserve for the first five weeks of school? Grade _____
15. In the space below, will you kindly write any remarks or comments which you feel your instructor ought to be informed of before she decides your grade for the first school period.

GODWIN HEIGHTS HIGH SCHOOL UNIFIED
STUDIES CLASS, 1942

Name _____

Address _____

Telephone _____

How many times have you been tardy this year? _____

How many times have you been absent this year? _____

What would you say is the purpose of a course such as
this? _____

Have you ever discussed this course with your parents? _____

Do your parents approve of what we are trying to do? _____

Have you taken charge of a 15-minute period yet? _____

Will you take charge of a 15-minute period? _____

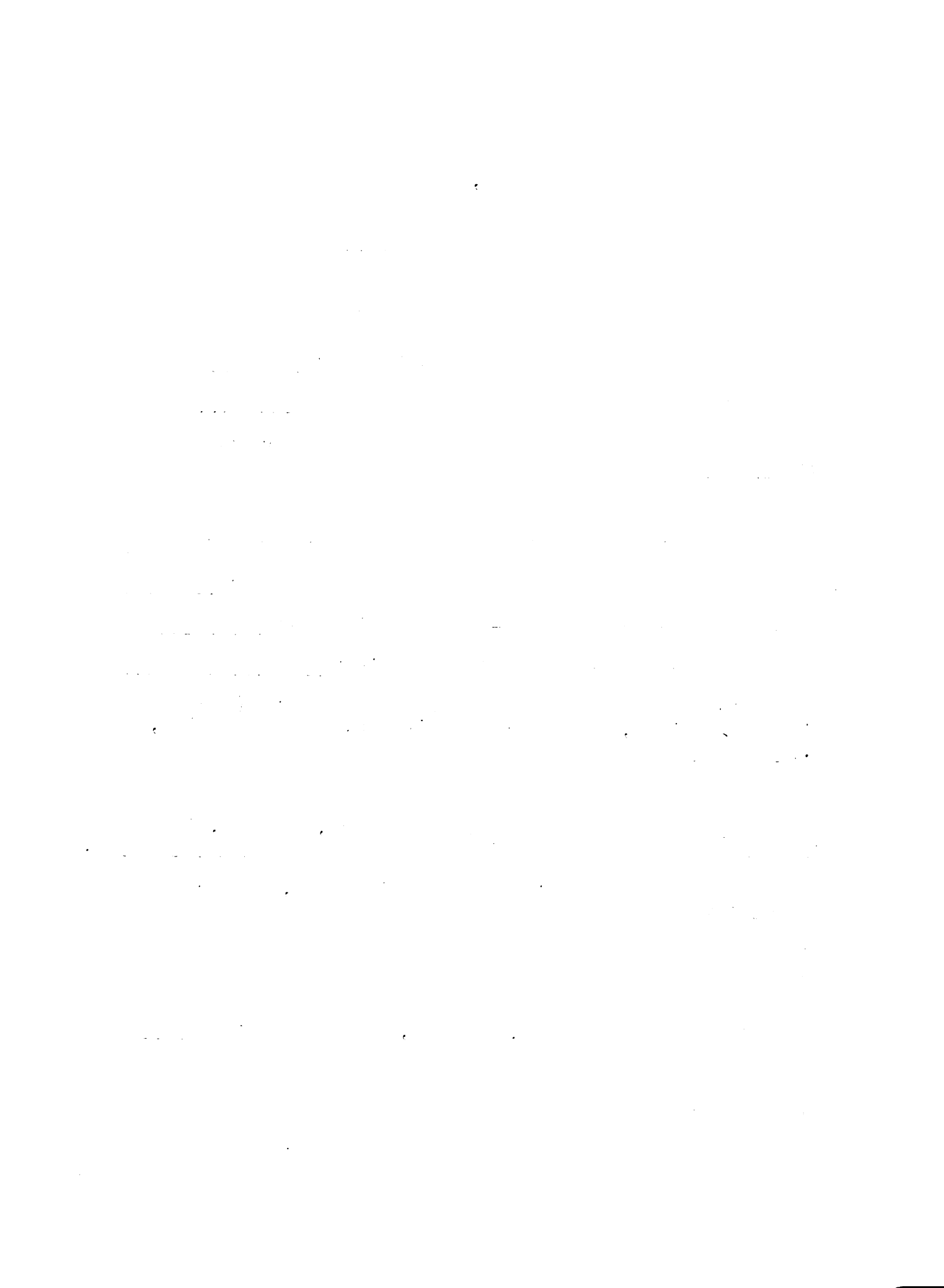
What services have you performed for this group? (Such as
making suggestions, serving on committees, holding office,
etc.) _____

Do you feel that you are accomplishing more, or less, in
this class than in the traditional kind of class? _____

If you feel that you aren't accomplishing much, what can you
do about it?

Do you like this class more, or less, as time goes on? _____

What suggestions have you for the improvement of the class?



What have you accomplished? Has this class helped you do it?

Considering everything, what grade do you feel you deserve for the first five weeks of school? _____

APPENDIX F

DROF-OUTS FOR EACH YEAR 1938-1945 DUE TO AGE
AND WORK, EDWIN DENBY HIGH SCHOOL.*

Year	Number Over Age	Work	Total
1938-39	232	2	234
1939-40	389	2	391
1940-41	390	35	425
1941-42	331	104	435
1942-43	631	81	712

* Evaluation of Curriculum Changes, Edwin Denby High School.
Unpublished report to Michigan Secondary Study. 1943. p. 18

APPENDIX G

REDUCTION IN TEACHER LOAD, EDWIN DENBY HIGH SCHOOL

1938-1943

"The decrease of 35.5 different students (19.3%) taught by each teacher per week is a very substantial reduction. It is accounted for by two factors: (1) A substantial decrease in the average size of classes, and (2) A definite increase in the number of cases where a teacher meets the same group of pupils for two periods a day--either in double period core classes or in the Integrated Classes where a teacher meets the same group of pupils both for English and for history."*

* Evaluation of Curriculum Changes, Edwin Denby High School.
op. cit. p. 25.

FAILURES DIMINISHED, BIG RAPIDS HIGH SCHOOL

"It is a well-known fact that failure has diminished in our junior high school since 1938. One result of this phenomenon has been the practical abolition of the special education department due to the lack of candidates. Without any particular pressure in that direction, the core teachers now seem to think it their province to help the lower ten per cent to succeed up to the limit of their power as much as the upper ten per cent to the limit of theirs. It is certainly clear that we have learned something about individualization in the seventh and eighth grade."*

* High School Principal's Report, June, 1941. Big Rapids High School

APPENDIX H

EXAMPLE OF COMPLETED INTERVIEW SCHEDULE

Edwin Denby High School

SURVEY OF PROGRAM OF INTEGRATION IN MICHIGAN
SECONDARY SCHOOLS 1937-19461. Crisis of the Program

1.1 What, in your opinion, was the original purpose of this program?

To develop a series of areas of work for ninth grade pupils while would be suited to the level of the pupils.

To fit needs of students in high school--to give them opportunity to develop their potential abilities and to become good members of a community.

To improve the curriculum for ninth grade pupils so as to give them work that would have meaning for them and fill their needs.

The purpose was to adjust education in the ninth grade to the changed conditions of living and changing needs of adolescence. The changed conditions include such things as the changes which occurred after the first World War, including such things as increased leisure, changed economic conditions resulting in lack of employment, increased tension in world affairs, increased difficulty in settling domestic issues, etc. The areas which were presumed to have importance were education for leisure time, consumer economics, democratic processes for compromising differences, recognition of needs in mental health.

1.2 When did it originate?

September, 1940. Discussed in Committee, Spring of 1940.

- 1.5 By what title was the program known--(i.e. core, unified studies, general education, others)

Core Classes

- 1.4 At what grade or grades did the program begin?

Nine-B

- 1.5 Did it unite or replace former subjects in the pupils program?

Yes

What? English, history

- 1.6 To what extent was the program originally patterned after some other school's program?

There was no conscious attempt to pattern the program after any other school's program. However, in the spring semester, a group of teachers visited several schools in the Chicago area, particularly the Evanston Township High School. At that time, however, the program did not contemplate as great a change from the traditional techniques as the Evanston New School practiced.

- 1.7 Who was most influential in providing local leadership in the organization of the program?

Leadership in organizing the program was provided by a planning committee appointed by the principal. This committee initiated the program and organized a larger committee which included teachers from social studies, English, domestic arts, health, and crafts.

- 1.8 Did any individual teachers or administrators provide outstanding leadership in planning the total program from the beginning?

No. Mr. Cooper provided full support and urgency.

If so, please name them and identify their subject field or position.

Coordinator - Mr. Fred Mulder - mathematics
Chairman since 1941 - Dr. Rosalind Zapf (science and mathematics)

1.9 What persons or agencies outside of your local community provided inspiration or consultative assistance in the initiating of the program?

J. W. Menge, David Trout - two days monthly,
J. C. Parker - (in conferences) 1940-41.

1.10 What kinds of committees or teams were formed among members of the faculty in the program?

Core teachers - two to five meetings per week, usually on school time. Released from extra-curricular assignments.

1.11 In what ways, if at all, did lay citizens in your community participate in the planning on the program?

Not at all

2. Development of the Program

2.1 In what ways, if at all, did the original purpose of the program change during its development?
(See 2.4)

New purposes which evolved: Development of ability to think critically and to get along with others, and to solve group problems encountered. (Procedures rigidly outlined beginning 1940-41. Stressed method. Moved away from content - emphases) Evaluation: In terms of contribution to group, not merely self-improvement. Between May, 1940 and September, 1940 the specific areas (listed in 1.1) and planned by committee were largely dropped, as a result of Saugatuck Conference.

2.2 In what ways, if at all, did the program develop in terms of known facts about growth and development of children enrolled in the program?

Practically none -- Olsen and Trout here -- Zapf used Friendship scales -- California Personality Test used -- Emphasis on vision testing -- More time and teacher activity in observing pupils.

- 2.3 In what ways have the events of our times influenced the selection of learning activities in the program?

Almost entirely -- We define learning as opportunity to work on problems real to kids and make real decisions -- hence program continuously influenced by events of our times -- Basic influence.

- 2.4 List the criteria which serve, in the main, as a basis for selection of instructional experiences in your program.

Experience selected on basis of pupil problems. Group must function efficiently as democratic unit -- skill in self-expression. American history -- eleventh grade, Orientation Unit -- ninth grade, Democracy Unit -- ninth grade.

- 2.5 Describe the role of specific drill in your program of general education.

Not present, except rarely by pupil choice and direction.

- 2.6 What provision was made for text or supplementary instructional material which would not have been made if the program of integration had not been developed?

Eliminated basic text. Provided room library -- fifty cents per pupil per semester. Kids help choose books. Use of visual aids emphasized. Example: Human Relations Films

- 2.7 Please describe any changes in instructional techniques which occurred as the program developed.

Increased emphasis on teacher-pupil planning.

- 2.8 Please describe any changes in the administrative plan of the program which occurred as it developed.

Extended upward. Random selection in nine-B but later elected.

- 2.9 Was provision made for time for teacher planning, individually or with others involved in the program? If so please describe the provisions briefly.

One period daily -- Varied but still obtains. Sometimes reduced to two periods weekly. Always same period for all core teachers.

- 2.10 What relations developed between the teachers involved in this program and other teachers in your school? Explain any techniques employed to facilitate development of constructive working relationships throughout the school.

Jury Panel - Faculty
Zapf - Report to Faculty
Mulder - Report to Faculty
Parker, Lenge, Faunce - Faculty Meeting
(Still general lack of orientation)

- 2.11 In your opinion, did teachers become more effective as they worked in the program? If so, please list the chief means by which this growth was accomplished. If not, please list probable reasons:

Yes: (1) Through experience, (2) through reading, (3) Through visiting other schools (4) conferences, speakers, discussion—feeling of self-importance and achievement. Trial and error.

- 2.12 In what ways did lay citizens contribute actively to the program as it developed?

Not much. Second semester 1945-46, tenth grade community project evaluated. Twelfth grade core a result of evening parent meeting -- Tear-off reply letter always used for consent -- tenth grade.

- 2.13 By what means, other than those listed in 2.12, was the program interpreted to lay citizens, including parents?

Letter -- Nine-B -- see attached copy. Parent night meetings. Various luncheon clubs -- 1946. Local newspaper spreads occasionally.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is used responsibly and ethically.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and aligned with the organization's goals.

6. The sixth part of the document provides a detailed overview of the data collection process, including the identification of data sources, the design of data collection instruments, and the implementation of data collection procedures.

7. The seventh part of the document discusses the various methods used for data analysis, such as descriptive statistics, inferential statistics, and qualitative analysis. It explains how these methods can be used to interpret data and draw meaningful conclusions.

8. The eighth part of the document focuses on the importance of data visualization in communicating complex information. It discusses different types of charts and graphs and provides guidelines for creating clear and effective visualizations.

9. The ninth part of the document addresses the ethical considerations surrounding data management and analysis. It discusses the need for informed consent, data protection, and the responsible use of data to avoid bias and discrimination.

10. The tenth part of the document provides a final summary and concludes the report. It reiterates the key findings and emphasizes the need for continued commitment to data management and analysis to achieve the organization's long-term success.

11. The eleventh part of the document discusses the future of data management and analysis, highlighting emerging trends and technologies that will shape the field in the coming years.

12. The twelfth part of the document provides a final conclusion and offers recommendations for further research and practice in the field of data management and analysis.

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15. The fifteenth part of the document focuses on the importance of data visualization in communicating complex information. It discusses different types of charts and graphs and provides guidelines for creating clear and effective visualizations.

- 2.14 What effect, if any, has the program had upon such total school policies as examinations, marks, promotions, etc?

Not much. Consultants used in other areas -- Some still working, forty-two teachers involved in recent questionnaire.

3. Evaluations of the Program

- 3.1 Please list the principal techniques which were used to evaluate the effectiveness of the program, in terms of pupils' growth. (Marks, promotion, achievement, test data, attitude scales, personality tests, incidence of behavior problems, conditions of school plant, participation and leadership in other classes and in extra curricular activities and school government, etc.)

See attached studies.

- 3.2 Briefly, what do such evaluations reveal about the relative strength or weakness of the program, as measured by pupil growth?

Relatively effective. See results of studies.

- 3.3 What in your own opinion appear to have been the outstanding strengths of advantages of the program, in comparison with conventional organization for instruction?

More time to get to know pupils, to work on projects, to take field trips etc. Better opportunity for guidance. Pupils develop feeling of having one place at least in the building where they feel at home, have real friends. Pupils have an opportunity to develop their own thinking in that they are not forced merely to express ideas which agree with the teacher's or text. Pupils have an opportunity to make decisions on problems of importance to them. Pupils have an opportunity to form conclusions on the basis of a wide variety of materials rather than from one text. Pupils have an opportunity to learn to work with other pupils rather than working always on an individual basis. More opportunity to help pupils make necessary adjustment to group situations. More opportunity

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5. The fifth part of the document discusses the importance of data governance and the role of various stakeholders in ensuring that data is used responsibly and in compliance with relevant regulations and standards.

6. The sixth part of the document explores the future of data management, including emerging trends such as artificial intelligence, big data, and cloud computing. It discusses how these technologies will impact data management practices and the need for continuous learning and adaptation.

7. The seventh part of the document provides a summary of the key points discussed and offers recommendations for organizations looking to optimize their data management processes. It emphasizes the importance of a data-driven culture and the need for ongoing monitoring and improvement.

8. The eighth part of the document includes a list of references and resources for further reading. It provides a comprehensive overview of the current state of data management research and practice, as well as links to relevant industry reports and publications.

9. The ninth part of the document contains a glossary of key terms and definitions used throughout the document. This is intended to help readers understand the terminology and concepts discussed in the text.

10. The final part of the document is a conclusion that summarizes the main findings and reiterates the importance of effective data management for organizational success. It encourages organizations to embrace a data-driven approach and to continuously seek ways to improve their data management practices.

to evaluate pupils by their contributions to group, not merely by personal achievement. More opportunity to work with individuals. Variety of activities. Learning by doing. Practice in application of democratic principles. Consideration of child's needs and interests, hence more personal value in the work.

In the conventional program where a teacher feels obligated to handle a certain amount of subject matter such as that contained in a course of study or a textbook the time pressure causes major emphasis to be put on attaining that end. The use of the techniques used in giving pupils experience in democratic living in a classroom situation is a time consuming process and a teacher having subject matter as a major emphasis is not as apt to give the time needed to it. Therefore, by having the class set up with subject matter as a secondary aim and the teaching of democratic procedures as a primary aim, more can be accomplished in reaching that goal.

3.4 What were its chief weaknesses in comparison with whatever program preceded it?

Not enough reference material available to develop sound critical thinking.

Large classes prevent giving individual attention desired.

Lack of teacher training -- has to learn by trial and error

Evaluation is difficult.

Much antagonism from other teachers.

Classrooms not ideal.

Some parental opposition.

Transition from formal elementary school difficult.

There is period of insecurity on part of child, which has to be bridged before he can feel at home in the new type of class. This is aggravated by the fact that only a few are involved in the experiment.

3.5 What, in your opinion, could have been done to remedy the weaknesses of the program?

Secure more reference materials adapted to ninth grade readers

Enroll fewer pupils in a class

Train teachers in actual core teaching situations.

- 3.6 Has the program been reduced in scope or abolished since its inception?
If so, what were the chief reasons for this curtailment?

No - held constant or very gradually expanded

- 3.7 What is the relative holding-power of the program as revealed by drop-out data for students enrolled in the program and for students generally?

See attached study -- Above average

- 3.8 What does evidence from follow-up studies of graduates and drop-outs reveal regarding the effectiveness of the program?

No data

- 3.9 What do surveys of parents opinions reveal regarding their attitude toward the program?

No survey

- 3.10 What do administrators think about the program as regards its comparative

(a) Cost -- Not greater. Teacher-pupil ratio same as school's in ninth, tenth, eleventh grades -- twelfth a little smaller. Rooms same but movable furniture. Tests -- \$150 year but spread over other areas -- cardboard files -- teachers. No excessive demands for equipment.

(b) Schedule difficulties -- less flexible for electives in commerce. Not real problem.

(c) Demands upon teacher personnel -- About half of the teachers at Denby have hall duty -- Core teachers free. Not excessive or unfair.

(d) Effect upon the total school program -- Not discernible

- 3.11 What has been the effect of the program in teachers' growth in service as revealed by such data as

(a) Personnel turn-over in the program -- Usually promotion or betterment -- No maladjustment

(b) Teacher participation in roles of professional and community leadership in school, community, region, or state -- Very active -- committee and consultant work

(c) Teacher promotions -- Not possible to isolate

(d) Studies of esprit de corps -- No

(e) Pupils' evaluations of teachers -- No

(f) Teachers' participation in research projects -- Many examples. "Seeking Better Ways" "Leads Bulletin #3" "Friendship Scales"

(g) Teachers' writing for publication -- "MSSA Bulletin" "Making of Free Men" "Journal of Educational Research"

(h) Teachers doing further study in institutions -- Mostly Masters' degree holders.

(i) Teachers' participation in conferences, school visits, or workshops -- Active at Wayne and in Conferences of Secondary Study, especially Howell -- Zapf -- Mulder -- Steinberger.

3.12 What do surveys of present or former students' opinions of the program reveal concerning its effectiveness?

See attached study. Ninth and tenth graders regularly asked opinion of program -- never a total negative reaction. Always favorable after one year.

3.13 What does evidence of re-election of the program reveal concerning its effectiveness?

Program difficulties intervene. Counselors oppose it -- BUT -- over fifty per cent elect or request it. Many refused admission -- only one tenth grade section now available. In 1946 (spring), of one hundred nine-A's, fifty-six asked for core.

The following information is provided for your reference:

1. The total number of items is 100.

2. The number of items in each category is as follows:

Category	Number of Items
Category A	20
Category B	30
Category C	15
Category D	10
Category E	10
Category F	15

3. The total number of items in each category is 100.

4. The number of items in each category is as follows:

Category	Number of Items
Category A	20
Category B	30
Category C	15
Category D	10
Category E	10
Category F	15

5. The total number of items in each category is 100.

6. The number of items in each category is as follows:

Category	Number of Items
Category A	20
Category B	30
Category C	15
Category D	10
Category E	10
Category F	15

7. The total number of items in each category is 100.

8. The number of items in each category is as follows:

Category	Number of Items
Category A	20
Category B	30
Category C	15
Category D	10
Category E	10
Category F	15

9. The total number of items in each category is 100.

10. The number of items in each category is as follows:

Category	Number of Items
Category A	20
Category B	30
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Category D	10
Category E	10
Category F	15

APPENDIX I

COMMUNITY SURVEY IN A GRADE TWELVE
UNIFIED STUDIES CLASS

Godwin Heights High School, 1942

Twenty-four seniors, an entire unified studies class at Godwin Heights Public School, spent some thirty weeks on a survey of the community of Godwin Heights. Although the survey idea itself was supplied by the instructor, the plans and details were developed by the students themselves. The community survey was made from two general aspects: (1) its facilities and (2) its needs; effective results were obtained through the technique of several student committees, some of which were the Planning, Information, Construction, Employment, Recreation, Religion, Industry, Education, and Government Committees.

Tangible and lasting evidence and the chief product of the survey is a large-scale replica of the community, named by the students "Godwin Heights and Environs in Miniature." All of the 1,616 homes in the community are represented on the model as well as the local airport, factories, stores, green-houses, churches, railroad tracks, and other items, all of which are exact as to shape, style, color, etc. Exact dimensions of lots were secured from the platbooks of local realtors. Airport officials permitted the students to use blueprints of the airport to make for greater accuracy.

The cost of materials for the project, which was financed by the students through the sponsorship of roller-skating parties, candy and ice cream sales, and various other money-making enterprises, was approximately \$80.

Besides deriving the valuable experience of better knowing and understanding their own community and its many problems, the students had worthwhile experiences in working and planning together, in getting better acquainted with their classmates, in assuming personal responsibility, and in developing their own initiative.*

* The North Central Association Quarterly XVII:332, April, 1943.

APPENDIX J

REPRESENTATIVE UNIT MATERIALS, BIG RAPIDS HIGH SCHOOL
NINTH GRADE CORE CLASSES, 1938-1943

OBJECTIVE OF THE COURSE:

To develop socially competent citizens of a democracy.

IMMEDIATE OBJECTIVES SUGGESTED:

(1) To adjust the child to his new school environment to the end that he will become a happy, useful, permanent citizen of the school community.

(2) To develop well-rounded, well-developed personalities.

(3) To promote habits and develop techniques of social problem solving which will enable the child to think through life situations and solve life problems in a constructive manner.

SUGGESTED UNITS FOR STUDY:

- (1) You and your school.
- (2) You and your home.
- (3) You and your community.

GENERAL PROCEDURES:

(1) Much of the material provided, and much of the procedure involved should lead toward a rather complete inventory of the pupil himself, and an orientation of the pupil to his new school community.

(2) The technique of cooperative discussion groups should replace the old-fashioned recitation technique as completely as possible. The teacher should make it his primary concern to develop skill in the conducting of such discussion groups.

(3) Excursions.

(4) Visual aids--pictures, moving pictures, slides.

(5) Personal conference for counseling.

(6) Home visitation. Each home should be visited at least once during the year.

- (7) Social activities--parties, picnics, etc.
- (8) Outside speakers, carefully limited to those who can really help us attain our objectives. The demand should grow out of the student group.
- (9) Reference reading and reports.
- (10) The sincere attempt should be made to enable the child to come to grips with some actual problems, either in the realm of adjustment to school, improvement of the home conditions, or community improvement.

OBJECTIVES OF NINTH GRADE CORE

- (1) To adjust the child to his new school environment, to the end that he will become a happy, useful, permanent citizen of the school.
- (2) To develop well-rounded personalities.
- (3) To promote habits and develop techniques of social-problem-solving which will enable the child to think through life situations and solve life-problems in a constructive manner.

<u>ANALYSIS OF THE OBJECTIVES</u>	<u>METHODS OF EVALUATING THEIR ATTAINMENT</u>
-----------------------------------	---

FIRST OBJECTIVE: "To adjust the child to his new school environment, To the end that he will become a happy, useful, permanent citizen of the school."

- | | |
|---|---|
| (1) What constitutes <u>adjustment</u> ? | |
| (a) Does he stay in school? | Attendance records |
| (b) Does he attend regularly? | Personality observation record |
| (c) Does he live harmoniously, without overt conflict with his teachers or fellows? | forms (Anecdotal records) |
|
 | |
| (2) What constitutes <u>happiness</u> ? | |
| (a) Are his normal thoughts and day-dreams pleasant? | Purdum Diagnostic Blank, and "cClusky mimeo. tests. "My Day-Dreams and I" and "What Are Your Difficulties." |
| (b) Has he any major fears? | Personality Observation Forms. |
| (c) Is he popular or unpopular? | |
| (d) Is there serious friction in his life? | |
| (e) Can he "take" minor setbacks | |



- (3) What constitutes usefulness?
- | | |
|---------------------------------|---------------------|
| (a) Does he participate? | Personality Obser- |
| (b) Is his attendance regular? | vation Forms, and |
| (c) Has he held office? | Honor Credit Rating |
| (d) Does he volunteer? | for Extracurricular |
| (e) Is he cheerful and willing? | Activities |
| | Attendance records |
| | Honor credit rating |
- (4) What constitutes permanence?
- | | |
|---|--------------------|
| (a) Does he remain in school for the full year? | Attendance records |
|---|--------------------|

SECOND OBJECTIVE: "To develop well-rounded personalities."

- (1) What constitutes a well-rounded personality?
- | | |
|--|-----------------------------|
| (a) Does he participate in extracurricular activities? | Honor Credit rating |
| (b) Does he get along with his teachers? | Personality observations |
| (c) Does he get along with his fellows? | Home visitation reports |
| (d) Does he get along with his family? | Physical examination record |
| (e) Is his physical condition satisfactory? | Attendance record |
| (f) Does he cooperate? | Personality observations |

THIRD OBJECTIVE: "To promote habits and develop techniques of social problem-solving which will enable the child to think through life-situations and solve life problems in a constructive manner."

- (1) What constitutes social problem-solving habits?
- | | |
|--|--|
| (a) Does he respect property? | Hardy Scale of beliefs, Form A at beginning, and Form B at end of course |
| (b) Does he respect the rights of others? | Halters Case conference problems |
| (c) Does he assume some responsibility for the acts of others? | Anecdotal records |
| (d) Does he believe in, and practice, the democratic method? | |
| (e) Is he unhampered by prejudice? | |



(2) What constitutes social problem-techniques?

- (a) Can he recognize propaganda?
- (b) Can he analyze what he reads?
- (c) Can he classify ideas logically?
- (d) Can he participate in cooperative group discussion?
- (e) Can he use reference materials?
- (f) Can he distinguish appeals to emotion from appeals to reason?
- (g) Can he draw inferences from data?
- (h) Can he apply principles already learned to new situations?

Halter, Society In Action
 Case study problems, Units 3 and 4
 McKelly, Study Mastery
 Personality Observations
 Halter, Case conference tests

UNIT ONE -- "YOU AND YOUR SCHOOL"GENERAL AIMS:

- (1) Attitudes and appreciations
 - (a) School is a good place to be
 - (b) Life is more pleasant and productive when one cooperates
 - (c) The other fellow has rights which I should observe
 - (d) Democracy is the best way
 - (e) Success in school depends in a large measure on learning to study and I want to succeed
- (2) Habits
 - (a) Of behaving in such a way as to contribute to constructive, cooperative school progress
 - (b) Of concentrating upon a given task
 - (c) Of critical analysis of the sources of information
 - (d) Of associating new ideas with old concepts
 - (e) Of thinking through new problems
 - (f) Of using reference aids
 - (g) Of reading thoughtfully
- (3) Concepts
 - (a) The public should willingly support public education
 - (b) Public schools are of the utmost importance in a democracy
 - (c) Education makes life more worth living
 - (d) Our own school has a grand tradition of democracy to maintain
 - (e) If I learn to study, I will improve my chances of success
- (4) Skills
 - (a) The ability to analyze reading matter
 - (b) The ability to read skimmingly, if the material requires it
 - (c) The ability to interpret data
 - (d) The ability to classify

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the different types of data that are collected and analyzed. It includes information on both quantitative and qualitative data, as well as the specific variables being measured.

4. The fourth part of the document discusses the various statistical techniques used to analyze the data. It covers both descriptive and inferential statistics, as well as the use of regression analysis and other advanced methods.

5. The fifth part of the document describes the different ways in which the results of the analysis are presented and communicated. It includes information on the use of tables, graphs, and other visual aids to make the data more accessible and understandable.

6. The sixth part of the document discusses the various challenges and limitations associated with data collection and analysis. It highlights the need for careful planning and execution to ensure the quality and reliability of the data.

7. The seventh part of the document describes the different ways in which the results of the analysis are used to inform decision-making and policy development. It includes information on the use of data to identify trends, assess risks, and evaluate the effectiveness of various programs and initiatives.

8. The eighth part of the document discusses the various ethical considerations that must be taken into account when collecting and analyzing data. It highlights the need for transparency, accountability, and respect for the privacy and rights of individuals.

9. The ninth part of the document describes the different ways in which data is stored and managed. It includes information on the use of databases, spreadsheets, and other data management tools to ensure the security and integrity of the data.

10. The tenth part of the document discusses the various ways in which data is used to support research and innovation. It includes information on the use of data to identify new opportunities, develop new products and services, and improve existing ones.

11. The eleventh part of the document describes the different ways in which data is used to support marketing and sales efforts. It includes information on the use of data to identify target audiences, develop marketing campaigns, and track sales performance.

12. The twelfth part of the document discusses the various ways in which data is used to support human resources and organizational development. It includes information on the use of data to identify talent, assess performance, and develop training and development programs.

- (e) Ability to express one's opinions **cogently** and persuasively
- (f) The ability to use reference materials:
 - Library books
 - Dictionary
 - Reader's Guide
 - Indexes
 - Tables of contents
 - Maps
 - Tables and graphs

IMMEDIATE AIMS

- (1) To get acquainted with the other members of the group
- (2) To get acquainted with the other ninth grade groups
- (3) To get acquainted with the rest of the teaching staff

SUGGESTED PROCEDURES

- (1) Fill out Freshman record form. Play "Get acquainted" games, such as;
 - (a) Go around the circle, each giving his name, age, former school, and home address. Then give an oral and a written examination on the data.
 - (b) Each successive student uses this form of introduction, adding all previous names, each time, and pointing them out: "My name is John Doe from Lincoln School, and at B.R.H.S. I met Mary Amith and Jane Roe."
- (2) Have a freshman party at the end of the first week, sponsored by the Student Council. Use round-robin dancing and various mixing devices. Have each make and wear a name card.
- (3) Have a visiting schedule made out so that every ninth grader will visit one class of every high school teacher sometime during the year. Have all the teachers in to talk to the various groups during the year on their subject.

- (4) To learn about the school plant
- (5) To learn school arrangements and regulations
- (6) To learn about our plan of student participation
- (7) To learn about the courses offered, and about the various diploma requirements
- (8) School finance
- (9) Local, state, and national contributions to our school
- (4) Visit the various rooms. Discuss the numbering arrangement. Locate the offices, library, stock-room, gymnasium, auditorium, session and club rooms. Send committees there for visitation.
- (5) Study and discuss regulations on: attendance, discipline, permits, fire-drills, library, and lockers.
- (6) Visit session of the court and Council. Study and discuss the officers, and council committees.
- (7) Have discussion by various teachers about their subjects, as outlined above. Follow up with group discussion on the purposes and content of the courses. Study and discuss the five-diploma courses requirements. Select a diploma-course tentatively. Fill out the four-year course outline leading to it. Have it signed at home, and file it with the teacher.
- (8) Consult the Superintendent. Make charts of income and expenditure for our city schools. Analyze the various sources of revenue and the cost of various current educational items. Discuss school plant costs.
- (9) Analyze the revenues for a current year in respect to sources. List the various contributions made in other ways to our school by: the nation, the state, and the local district.

- | | |
|---|---|
| (10) Learn about the history and traditions of our school | (10) Nothing like this has ever been compiled. List available sources of material, then make a class project of the writing of such a history and list the traditions, first collecting the material and discussing it. |
| (11) The school yells and songs | (11) Study and learn them. |
| (12) Conventions which are observed in our school | (12) Discuss and compile reference material on the subject of: assembly behavior, hall and classroom behavior, playground and street behavior, introductions, asking for a dance, etc. |
| (13) The need for education in a democracy | (13) Report on Chap. XII in McAndrews, <u>Social Studies</u> . |
| (14) Learn how to study effectively | (14) McKown, <u>Home-room Guidance</u> , page 206. Discussion on topics suggested in this book. Use workbook by McNeely, <u>Study Mastery</u> for the rest of year. |

... ..

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... .. (13)

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... .. (14)

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UNIT TWO: DEMOCRACY IN THE BIG RAPIDS HIGH SCHOOL

Suggested Objectives:

- (1) General objective: "To help our pupils to become socially competent citizens of their school democracy"
- (2) Specific Objectives:
 - (a) To learn about the privileges of democracy, as exemplified in the Big Rapids High School
 - (b) To learn about, and become used to assuming the responsibilities of citizenship in the Big Rapids High School
 - (c) To know the history of the development of our school government
 - (d) To become skilled in
 - Group discussion
 - Parliamentary procedure
 - Attacking a research problem
 - Jury trial
 - Voting
 - Debate
 - Self-control of conduct as individuals and as members of a group
 - (e) To want to be democratic in thought, word, and deed
 - (f) To be able to reach an independent decision after due weighing of evidence

Suggested Procedures:

A - For all pupils

- (1) Hear a talk about the duties of each school office, given by such school officers as the mayer, chief of police, clerk, treasurer, alderman
- (2) Discuss the above topic, raise questions, write about it
- (3) Discuss the methods of nomination and election; contrast with the method of selecting these officers in an autocracy; compare with city and township elections
- (4) Read, discuss, and write about the Bill of Rights in our federal constitution
- (5) Visit the student council and the court
- (6) Discuss the extent to which each of the ten guarantees of civil liberty are secured in our school government
- (7) Form a system of trial by jury for such homeroom offenders as habitual tardies, etc.
- (8) Discuss the proper attitude toward school arrests, both on part of police and offender. Stress need of impersonality, courage, impartiality, tact

CONFIDENTIAL - SECURITY INFORMATION

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- (9) Read about the history of our school government
- (10) Read about the officers and their various duties
- (11) Hold daily homeroom meetings, presided over by the president and with minutes kept; observe parliamentary usage; hear the council reports on the day following that meeting
- (12) Study about the simple rules of parliamentary procedure
- (13) Put through a petition or a bill of legislation which is silly or harmful, to show the other pupils the need of weighing evidence in reaching a decision
- (14) Write tests on the facts about our high school government
- (15) Originate legislation for student council representative to carry back to council
- (16) Evaluate by group discussion the behavior and success of the student projects like sessions, chapel programs, hall-use, gym use, parties, etc.
- (17) Rate (and discuss) the sessions and halls every week

B - Activities for certain pupils

- (1) Report on the great names in the history of democracy in Big Rapids High School. Examples -- Dr. Phillips, Gerald Grunst, Harold Wisner, Dan Silver, John Mangrum, David Whalen, Floyd Heydenburg, Jack Griss, Edmund Ellefson, Esther Modrow, Ruth Everetts, Lusty Davis.
- (2) Report on various topics from the student handbook.
- (3) Report on permit and attendance regulations.
- (4) Report on fire drills.
- (5) Report on yard supervision.
- (6) Report on chapel conduct.
- (7) Report on locker inspection
- (8) Report on Ch. XXI McAndrew Social Studies - (need for education in a democracy).
- (9) Weekly reports by student council representatives
- (10) Sit in hall for a half-hour and list, (then lead discussion of) offenses and violations observed.
- (11) Draw up occasional petitions to the council or homeroom.

Materials in each room -- Unit Two:

Educational Policies Commission, Learning The Ways of Democracy (Washington, D. C.: The National Education Association, 1940).

The Big Rapids High School Student Handbook

Files of The Cardinal, our high school paper

Democracy In Action, Department of Public Instruction
Bulletin 320 (Lansing, Michigan: The Department, 1941).

Minutes, Big Rapids High School Student Council

Halter, Helen, Society In Action, Topic 8, p. 70;
Topic 11, p. 73; Topic 13, p. 78.

Distinguished Americans: "How The Panama Canal Was Built;"
"The Boy Orator of the Platte"; "John Mitchell"; "From
Plowboy To Post"; "How the Red Cross Came to America";
"The Cowboy Philosopher."

Parliamentary Practice: Pp. 25-26; p. 88; p. 95; p. 99.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the continent in search of a better life. Over the years, the country has expanded its territory and its influence, becoming a world power.

The American Revolution was a turning point in the nation's history. It was a struggle for independence from British rule, and it resulted in the birth of a new nation.

The Civil War was a period of great conflict and sacrifice. It was a war between the North and the South, fought over the issue of slavery. The war ended in 1865, and the Union was preserved.

The Reconstruction era was a time of rebuilding and reform. It was a period of struggle for the newly freed slaves, as they fought for equal rights and citizenship. The era ended in 1877, and the South was readmitted to the Union.

The Progressive Era was a time of social and political reform. It was a period of great change, as reformers fought for the rights of the poor and the working class. The era ended in 1914, and the United States emerged as a world power.

The World War era was a time of global conflict and sacrifice. It was a period of great struggle, as the United States fought to defeat the Axis powers. The war ended in 1945, and the United States emerged as a superpower.

The Cold War era was a time of tension and conflict. It was a period of great struggle, as the United States and the Soviet Union fought for global dominance. The war ended in 1991, and the United States emerged as the world's sole superpower.

The 21st century has been a time of rapid change and progress. It has been a period of great achievement, as the United States has led the world in many areas. The future is bright, and the United States is a country of hope and promise.

UNIT TWO -- "YOU AND YOUR HOME"**SOME POSSIBLE PHASES OF THIS UNIT**

- (1) Developing and maintaining better relations in the home
- (2) Entertaining family and friends in the home
- (3) Developing good manners in the home
- (4) The "Golden Rule" in the home
- (5) Creating a favorable home-study environment
- (6) Understanding the need for, and the importance of the home
- (7) Participating in the regular duties of the home
- (8) Caring for personal belongings
- (9) Helping select and buy efficiently for the home
- (10) Improving the appearance of the home
- (11) Sanitation in the home
- (12) Safety-first in the home

IMMEDIATE AIMS OF UNIT TWO:

- (1) To develop an appreciation of the need for the family and of the importance of the home in the modern sociological structure
- (2) To develop the ability to get along with the other members of the family group
- (3) To foster the concept of sharing the duties of the home and assuming a proper responsibility for a share in its management
- (4) To develop an understanding of the practical importance of aesthetic standards, sanitation, and safety in the home

UNIT THREE -- "YOU AND YOUR COMMUNITY"

SOME POSSIBLE PHASES OF THE UNIT

- (1) Studying the vocational opportunities in the community, with a view to their promise for the student
- (2) Exploring the recreational and aesthetic opportunities in our community, with a view to their improvement
- (3) Studying sanitation and public health in our community
- (4) Considering the processes involved in proper community planning, especially with relation to our community
- (5) Studying the city government of our community, with accent on the responsibility of the voter and of citizens in general
- (6) Considering the various exemplifications of the principle that cooperation is essential for good democratic government, especially with reference to our own community
- (7) Studying the type of farm activities carried on within a marketing distance of our community, with emphasis on their implications on retail merchandising, recreation, education, health, vocations, etc.

IMMEDIATE AIMS OF UNIT THREE.

- (1) To introduce the student to a survey study of all the local vocational opportunities
- (2) To impress upon him the importance of direction in his life
- (3) To produce an appreciation of the history, traditions, and aesthetic contributions which our own community offers
- (4) To develop the concept that cooperation of all is needed in democratic community government
- (5) To foster and extend the concept that worthy use of leisure time is an important community responsibility

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- (6) To develop an appreciation of all the community does for the individual
- (7) To emphasize the need of beauty, sanitation, health, education, and recreational facilities in a community

SCHE ACTIVITIES - UNIT THREE

- (1) Visit live-stock market, furniture and machine tools factories, creamery, stores.
- (2) Study history of Big Rapids:
 - Lumbering traditions
 - First settler
 - First claim filed
- (3) Study city government
- (4) Study housing conditions
- (5) Analyze recreation needs
 - What are they?
 - What do we have?
 - What do we lack?
- (6) Study health--beautification
 - Milk and water
 - Health unit
- (7) Study vocational opportunities
 - Visit:
 - Hospital
 - Newspaper
 - Falcon plant
 - Filtration plant
- (8) Read about Michigan:
 - Geography and resources--highways--resorts
 - Educational institutions
 - State police
 - Hospitals, asylums
 - Legislature, governor
 - Industries
- (9) Study about Mecosta County:
 - Draw map--townships
 - rivers
 - roads
 - Visit officers and study their duties--Board of Supervisors
 - sheriff
 - clerk
 - treasurer
 - prosecuting attorney
 - probate judge

Read history of county
Who was first settler?

Study Resources:
Potatoes, corn, cattle, beans,
gas, timber, butter

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection practices and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of a data-driven approach in decision-making and the need for continuous monitoring and improvement of data management processes.

UNIT FOUR: THE FLAG

AIMS:

- (1) To instill in young Americans a desire to show respect, honor, and loyalty to the flag
- (2) Learn the pledge to the flag
- (3) Learn the proper ways to display flags
- (4) Learn at least the first verse of the Star Spangled Banner
- (5) To help our pupils to become better citizens

ACTIVITIES:

- (1) Reports on references given in bibliography, followed by discussion
- (2) Group discussion on the material presented in the pamphlet--"Flag of the U.S."
- (3) Study and discuss the Flag Code
- (4) Look up, collect, and read various poems about our flag
- (5) Read, or listen to, the declamation, "The Makers of the Flag" (F. K. Lane)
- (6) Present a flag display in the homeroom
- (7) Make posters illustrating proper mode of flag usage
- (8) Learn the code, the national emblem, and the pledge to the flag, and practice their use
- (9) Have a flag-raising ceremony for the entire school
- (10) Write reports on various phases of flag history and observance
- (11) Write and present plays about the flag
- (12) Make note-books or scrap-books on the flag

Materials for every pupil: A Rededication to American Ideals, Flag of the U.S.

References:

Comptons Pictured Encyclopedia

Vol. 5, page 85.

Britannica Junior

Vol. 6, page 60

Encyclopedia Britannica

Vol. 9, page 342

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The Book of Knowledge
Vol. 19, page 7181

Winstons Encyclopedia
Vol. 4

Columbia Encyclopedia
Vol. 1, page 632

The World Book
Vol. 6, page 154

The Americana
Vol. 2, page 324

National Geographic
Vol. 32, page 286

New Standard Encyclopedia
Vol. 4

The American Reference Library
Vol. 3, page 1038

Young Folks Encyclopedia
Page 242

New Students Reference Work
Vol. 2, page 679

The Columbia Encyclopedia
Page 632

BOOKS FOR BASIC USE IN EACH CORE GROUP

- McAndrew, Social Studies (Little, Brown, and Co.)
 Halter, Society in Action (Inor Publishing Co., N.Y.)
 McKown, Homeroom Guidance (McGraw-Hill)
 McNelly, Study Mastery (Students Buy)

NEW BOOKS ON REFERENCE SHELF IN LIBRARY

- Hall, Manners For Boys and Girls
 Stevens, The Correct Thing
 Lanier, The Book of Bravery
 Stewart and Hanna, Adventures in Citizenship
 Whitcomb, Heroes of History
 Shepherd, Boys' Own Book of Politics
 Rugg, Introduction to Problems of American Culture
 Wright, Getting Along with People
 Tappan, Heroes of Progress
 Wood, and others, America's Message
 Center, The Worker and His Work
 Redford, The Boy and His Daily Living
 Evans, American First
 Rosengarten, Choosing Your Life Work
 Bok, The Americanization of Edward Bok
 Edmonson and Dondeneau, Citizenship Through Problems
 Stevens, The Correct Thing
 Post, Etiquette
 Richardson, Etiquette at a Glance
 Taylor, Everyday Manners for Americans
The Family and Its Relationships
 McAndrew, Social Studies
 Roosevelt, American Ideals -- Chapter 2
 Johnston, Famous Discoverers and Explorers of America
 Thrilling-Nicholas, The Girl and Her Home
 Coas, Girls and Their Problems
 Cades, Good Looks for Girls
Guidance For Youth
 Morris, Heroes of Discovery in America
 Senley, High School and You
 Justin and Rust, Home Living
 Matthews, The House and Its Care
 Lloyd, How to Finance Home Life
 Carnegie, How To Win Friends and Influence People
 Hill and His Mother, In Little America with Eyra

Cades, Jobs For Girls
 Kinyon, Junior Home Problems
 Forbes, Keys to Success--Personal Efficiency
 Iles, Leading American Inventors
 Dennis, Living Together in the Family
 MacGibbon, Manners in Business
 DeKruif, Men Against Death
 DeKruif, Microbe Hunters
 Bechdolt, The Modern Handbook for Boys
 Landers, The Modern Handbook for Girls
 Morse, The New Household Discoveries
 Gibson, On Being A Girl
 Joseph and Johnson, Organized Business Knowledge
 Morgan, Our Presidents
 Hallock, Pasteur (Health Hero Series)
 Edwards, Personality Pointers
 Juster and Rust, Problems in Home Living
 Blakeman, Report of a Truant
 Maule, She Strives To Conquer
 Phillips, Skin Deep
 Mason and Mitchell, Social Games For Recreation
 Donham, Spending the Family Income
 Marshall, The Story of Human Progress
 Brooks, The Student's Handbook
 Harkness and Fort, Youth Studies Alcohol

TESTS AVAILABLE:

Purdom Diagnostic Blank
 American Council Test
 Iowa Silent Reading Test
 Hardy Scale of Beliefs
 McClusky Tests

ROOM USE ONLY

Jul 26 '48
 Aug 3 '48
 Aug 17 '48
 Aug 31 '48
 Nov 16 '48
 Dec 2 '48
 Dec 20 '48
 May 10 '49
 Jun 7 '49
 Aug 11 '49
 Sep 6 '49
 Feb 11 '50
 May 25 '56
 Jul 17 '56
 Jul 29 '57
 May 2 '57
 Jul 21 '58
 Aug 11 '58
 Nov 27 '58
 Nov 18 '58
 Sep 11 '53
 May 14 '54
 Jun 11 '54
 Aug 30 '54
 JAN 31 '55
 INTER-LIBRARY LOAN
 FEB 15 '55
 Aug 3 '55
 Aug 1955
 Dec. 2 '55
 May 25 '56
 Jul 17 '56
 Jul 29 '57
 May 2 '57
 Jul 21 '58
 Aug 11 '58
 Nov 27 '58
 Nov 18 '58
 Sep 11 '53
 May 14 '54
 Jun 11 '54
 Aug 30 '54
 JAN 31 '55
 INTER-LIBRARY LOAN
 FEB 15 '55
 Aug 3 '55

~~June 22, 1950~~