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

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by

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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.

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:

(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 Youth[1] 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 guide[3] 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

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[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.

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

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[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.

<u>The schools selected for study</u>. 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

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[8] Basic Instructional Policy for the Michigan Curriculum Program. Bulletin 314 (Lansing, Michigan: Department of Public Instruction, 1943), 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.

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

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[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 extracurricular 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

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[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 reports[4] 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

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[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.

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 report[6] 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

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[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.

American youth. Their published report[8] 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

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[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.

Policies Commission, whose reports[10] 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

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[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

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 reorganization[13] during this period; and the "adolescent needs" approach which was exemplified

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[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 School[14] 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.

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[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 homeroom 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

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.

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.

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[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 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:

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[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 impulsions were not

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[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.

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 core[5] 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

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

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.

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

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 opinionaire 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

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

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

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

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 an 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 Opinionaire. 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 opinionaire form was developed from the longer document. A copy of this opinionaire is included in the Appendix, pages 246-250.

A copy of the opinionaire, 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 opinionaire, the results of which were analyzed in the same manner as the data from the interview schedule.[4] The data from the opinionaire 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

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[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 opinionaire 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 Battle 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.

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[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 enrollment
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 semester 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 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

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[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. 26-29.

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.

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 American literature	1 1	Occasional correlation by teams
12	3	American problems English 7-8	1 1	Occasional correlation, core techniques practiced in single period

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

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[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 accomodated 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 Westminister 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

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

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

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

(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.

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

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[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.

(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 reports[5] 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

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

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.

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 Dowagiac 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

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

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 planning period	3	108
2	English Social studies Science	3 plus one planning period	3	109
3	English Social studies Science	3 plus one planning period	3	108

Only one of the three teams has available a double, connected room which will accomodate 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

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.

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 guidance[1] 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.

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[1] See Foot-note 3, p. 52.

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	More effective guidance	
	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 curriculum	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	Synthesis or correlation of experiences and learnings	
	2.1 To correlate learning experiences	17
	2.2 To make learning real and meaningful; to motivate English; to motivate foreign language; to revitalize curriculum	8
	2.3 To teach via whole 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	**Greater flexibility and adaptability**		
	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	**Practical application of theory**		
	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	**Democratic processes**		
	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	**Professional growth of teachers**		
	6.1	To provide inservice growth	2
	6.2	"It's more fun!"	1

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

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[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:

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[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

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

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

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[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

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 Northwestern University Workshop, 1942-43-44

The Westminister 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

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

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[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.

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

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
Adminstering testing services	1

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.

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[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.

(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

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 PATTICIPANTS

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 department 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	

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.

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

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.

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[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 Westminister 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 analysis[6] of the in-service problems reported by 312 teachers from twenty-seven states in 1943 included the following conclusions:

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[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.

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[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?

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[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.

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

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) 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.

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." "Scholastic and Young America 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." "Young America, Scholastic, Reader's Digest, Science Digest, and Coronet purchased by students' fees."

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

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 Ability at problem-solving Level of reasoning Level of self-expression	6
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

Condition	Number of subjects in [illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

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 Alberty, 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."

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[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 beem 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

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]

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[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.

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

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 Classes[5]

(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 <u>need</u>?

(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?

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[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.

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[7] Some representative unit materials prepared by Big Rapids High School core teachers have been included in Appendix J, pp. 276-295.

(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

<u>Unit on Home and Family Relationships</u>

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

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

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[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

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 1943. 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 <u>about</u> the nature of government and the problems of democracy. It will require a real opportunity to learn and <u>practice</u> the skills and techniques of democratic citizenship.

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 core[10]

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

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[10] See the Appendix, pp. 254-255for a copy of this letter.

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.

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.

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.

d. For card marking each pupil evaluated every other pupil in the class.

e. Group goals used as guides to determine evaluation of reports being given to the class.

f. Requirements for grades A to E determined by class discussion.

4. Opportunities for self-appraisal

a. Individual evaluated himself for card marking.

b. On back of individual contract of work each pupil listed his reasons for not progressing farther in his work.

c. After reading other pupils' evaluation of his report, each pupil wrote his own evaluation.

d. At end of unit each pupil summarized what he had tried to do and how he thought he had succeeded.

The Cooperative Behavior Checking Schedule which follows furnishes some amplification of the meaning of one of the important core objectives at Denby:

COOPERATIVE BEHAVIOR CHECKING SCHEDULE

DENBY CORE EVALUATION

A. Contributes to class
1. Expresses relevant ideas in class discussions.. ___ ___ ___
2. Brings materials for class files..... ___ ___ ___
3. Volunteers for special jobs..... ___ ___ ___
4. Makes pertinent proposals in planning sessions. ___ ___ ___
5. Makes suggestions for class activities..... ___ ___ ___
6.

B. Helps other individuals
1. Suggests sources of materials..... ___ ___ ___
2. Brings material to particular students..... ___ ___ ___
3. Shows individuals how to use materials..... ___ ___ ___
4. Attends to the comments and reports of others.. ___ ___ ___
5.

C. Recognizes group problems
1. Listens courteously to contradictory opinions.. ___ ___ ___
2. Carries his share of the work..... ___ ___ ___
3. Helps others get fair share of opportunities... ___ ___ ___
4. Makes suggestions for improving ways of working of the group..... ___ ___ ___
5.

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:[11]

"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

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[11] 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.

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.

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.

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 unnec ssary 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

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[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.

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,

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.

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[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.

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

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.

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

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[4] See foot-note 3, p. 156.

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 XX the actual differences in the ranking of this group are shown.

It is obvious that the data in Table XX 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
Pennman	115	126.5	+ 11.5
Pickett	65	198.5	+133.5
Rettig	82	121	+ 39
Schalk	105	153	+ 48
Secco	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

[illegible]

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 XXI[5] a summary is presented of the scores on this test of English usage for the six sections. It is

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[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

	N	I. Mechanics		II. Grammar		Total	
Class		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 <u>despite</u>

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

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

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[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.

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		34	Total		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 582 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

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[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.

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[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

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[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_____

_____

_____

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 uncertain. Do not encircle more than one answer. In reading and "thinking over" the question pay especial attention to such words as some, usually, most, often, 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 do not sign your name.

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 most 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 often changed because something more important arises?	237	233	56

TABLE XXIV (continued)	Yes	No	Uncertain
5. Do you always 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 classes on projects?	91	410	20
7. Do you use a planning committee in any of your classes?	256	260	14
8. Do you have an opportunity to do more 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	64
11. As a member of your planning committee, does the teacher usually expect her suggestions to be followed?	128	251	71
12. Does your planning committee have full charge of the class several days at a time?	93	270	50
13. Does your planning committee have full charge of the class for short periods only?	179	246	64
14. Does your planning committee ever have full charge of the class?	166	262	56
15. Do you ever have an opportunity to express an opinion about the work of other pupils in your class?	319	195	32
16. Do you ever have an opportunity to help decide what things determine your marks?	396	123	31
17. Do you ever 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

TABLE XXIV (continued)	Yes	No	Uncertain
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 usually 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 usually do most of the talking?	407	118	13
24. Do you ever 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 usually follow a fixed set of rules, (Parliamentary Law)?	212	237	74
27. In your classes do you sometimes have an opportunity to talk together about a certain topic with no particular person in charge?	400	102	26
28. In most of your classes are you permitted to think about and express things in your own way?	404	91	38
29. Do most of the things you learn in school help you in everyday living?	393	96	41
30. In most of your classes is everyone required to work on the same activity at the same time?	253	251	30

TABLE XXIV (continued)	Yes	No	Uncertain
31. In some 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 most 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 most of your classes do you usually have to work as one whole group?	305	201	27
37. In most 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 most of the students usually have to be told what to do?	341	145	46
40. Do some students bring in outside material for use in classes without being asked to do so?	316	163	52

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

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[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	Effects upon evaluation and reporting procedures	8
	Resulted in plan of citizenship marking	2
	Resulted in adoption of S-U reports	2
	Resulted in more evaluation with students	2
	Eliminated number and per cent marks	1
	Resulted in more descriptive marking	1
2	Effects upon promotion and retardation	7
	Resulted in less failures	4
	Resulted in more consideration of effort factor	2
	Resulted in less bragging about number failed	1
3	Effects upon extracurricular program	5
	Resulted in club activities permeating class rooms	3
	Improved student government	2
4	Effects upon school morale	6
	Closer relationship within grades	3
	Heightened room morale	2
	Students' work generally more meaningful	1
5	Effects upon examinations	4
	Reduced number and emphasis on examinations	3
	Resulted in less fact testing	1
6	Effects upon classroom procedures throughout school	3
	Resulted in more flexible procedures	2
	Resulted in more class and club meetings in classrooms	1
7	Effects upon guidance	3
	More student conferences	3
8	Effects upon public relations	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

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

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[11]Two further statements regarding effects of core programs upon the total school may be found in Appendix G, pp. 264-265.

[12]A 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

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

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 durriculum 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

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 homeroom 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

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 Godwin 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

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[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,

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.

(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 Agreement[2] 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.

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[2] The College Agreement of the Michigan Secondary Study (See Page 28.) 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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APPENDIX

APPENDIX A

INTERVIEW SCHEDULE

SURVEY OF PROGRAMS OF INTEGRATION IN MICHIGAN SECONDARY SCHOOLS 1937-1946

1. 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.)

_____

_____

_____

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?

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._____

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?_____

_____

_____

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___

_____

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 1937-1943

1. 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 INTERVIEWS

Bloomfield 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 1945 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 Mercia 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

Godwin Heights High School

Mrs. Gladys Saur, principal for entire period of unified studies program, 1940-1947
Miss Marian Schlieding, unified studies teacher since 1940
Mrs. Labelle Van Atta, unified studies teacher since 1940

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 Kiefsmiller, 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 Louisa 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 Waskin, Department of Public Instruction

Wayne High School

Mr. Don Randall, principal of high school since September, 1943

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 OPINIONAIRE 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

D E N B Y H I G H S C H O O L

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 se d 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 <u>at once</u>.

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.

I will / will not be able to come.

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_ _ _ _ _ _ _

- -

I will / will not be able to come.

Signed_____

APPENDIX E

SAMPLE PUPIL EVALUATION INSTRUMENTS

GODWIN HEIGHTS HIGH SCHOOL
UNIFIED PROGRAM 1942

Name: _____
(last) (middle) (first)

Address: _____
Telephone: _____

1. On what committees do you serve in your morning classes?

   _____

2. Have you served on the Planning Committee yet? (circle the right answer) Yes No

3. Have you served as chairman of any of the committees on which you have served? (circle) Yes No

4. Did you assist in the planning of the noon sale we sponsored? (circle) Yes No

5. How many times have you been tardy this year necessarily _____ unnecessarily _____

6. How many times this year have you been absent necessarily _____ unnecessarily _____

7. Have you ever discussed this course with your parents? (circle) Yes No

8. Do your parents approve of what we are trying to do in this class? (circle) Yes No

9. Would you approve of having your parents come up to visit our class to see what we are doing? (circle) Yes No

10. Do you feel that as time goes on, this course is becoming increasingly boring? (circle) Yes No

11. If so, do you find it any more boring than most of the other traditional courses you have taken in the past? (circle) Yes No

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

DROP-OUTS FOR EACH YEAR 1938-1943 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. 23.

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 1937-1946

1. Origin 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.

1.3 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 <u>planning</u> 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 <u>instructional techniques</u> which occurred as the program developed.

Increased emphasis on teacher-pupil planning.

2.8 Please describe any changes in the <u>administrative</u> 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, Menge, 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.

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 h ve 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

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.

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 orien ation 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.

ANALYSIS OF THE OBJECTIVES	METHODS OF EVALUATING THEIR ATTAINMENT
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 adjustment? (a) Does he stay in school? (b) Does he attend regularly? (c) Does he live harmoniously, without overt conflict with his teachers or fellows?	Attendance records Personality observation record forms (Anecdotal records)
(2) What constitutes happiness? (a) Are his normal thoughts and day-dreams pleasant? (b) Has he any major fears? (c) Is he popular or unpopular? (d) Is there serious friction in his life? (e) Can he "take" minor setbacks	Purdom Diagnostic Blank, and McClusky mimeo. tests. "My Day-Dreams and I" and "What Are Your Difficulties." Personality Observation Forms.

(3) What constitutes usefulness?	
(a) Does he participate?	Personality Observation Forms, and Honor Credit Rating for Extracurricular Activities
(b) Is his attendance regular?	
(c) Has he held office?	
(d) Does he volunteer?	
(e) Is he cheerful and willing?	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?	Honor Credit rating Personality observations Home visitation reports Physical examination record Attendance record Personality observations
(a) Does he participate in extracurricular activities?	
(b) Does he get along with his teachers?	
(c) Does he get along with his fellows?	
(d) Does he get along with his family?	
(e) Is his physical condition satisfactory?	
(f) Does he cooperate?	

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?	Hardy Scale of beliefs, Form A at beginning, and Form B at end of course Halters Case conference problems Anecdotal records
(a) Does he respect property?	
(b) Does he respect the rights of others?	
(c) Does he assume some responsibility for the acts of others?	
(d) Does he believe in, and practice, the democratic method?	
(e) Is he unhampered by prejudice?	

(2) What constitutes social problem-techniques?	Halter, Society In Action
(a) Can he recognize propaganda?	Case study problems, Units 3 and 4
(b) Can he analyze what he reads?	McKelly, Study Mastery
(c) Can he classify ideas logically?	Personality Observations
(d) Can he participate in cooperative group discussion?	Halter, Case conference tests
(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?	

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

(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	SUGGESTED PROCEDURES
(1) To get acquainted with the other members of the group	(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 Smith and Jane Roe."
(2) To get acquainted with the other ninth grade groups	(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) To get acquainted with the rest of the teaching staff	(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	(4) Visit the various rooms. Discuss the numbering arrangement. Locate the offices, Library, stockroom, gymnasium, auditorium, session and club rooms. Send committees there for visitation.
(5) To learn school arrangements and regulations	(5) Study and disucss regulations on: attendance, discipline, permits, firedrills, libzary, and lockers.
(6) To learn about our plan of student participation	(6) Visit session of the court and Council. Study and discuss the officers, and council committees.
(7) To learn about the courses offered, and about the various diploma requirements	(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) School finance	(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) Local, state, and national contributions to our school	(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, Social Studies.
(14) Learn how to study effectively	(14) McKown, Home-room Guidance, page 206. Discussion on topics suggested in this book. Use workbook by McNelly, Study Mastery for the rest of year.

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 mayor, 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

(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, Dusty 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.

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, expecially 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

(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

SOME 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

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

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 Bondeneau, 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
Coss, Girls and Their Problems
Cades, Good Looks for Girls
Guidance For Youth
Morris, Heroes of Discovery in America
Semley, 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 Byrd

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