

AN EXAMINATION OF THE ATTITUDES OF A  
SECONDARY SCHOOL STAFF CONCERNING CERTAIN  
EDUCATIONAL PROBLEMS

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THESIS



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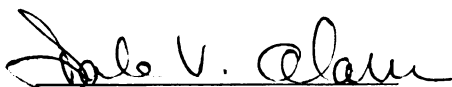
AN EXAMINATION OF THE ATTITUDES  
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## ABSTRACT

### AN EXAMINATION OF THE ATTITUDES OF A SECONDARY SCHOOL STAFF CONCERNING CERTAIN EDUCATIONAL PROBLEMS

By

Louis A. Golob

This study was undertaken at Eastern High School, which is the site for the Training of Teachers of Teachers Project, a joint Michigan State University/Lansing School District federally funded program. The ninety-six teachers in Eastern High School provided the population for the study.

The attitudes, values and beliefs of teachers in a given setting must be critically considered if we are attempting realistic educational change. Some commonality of educational purpose and perspective among the members of a teaching staff is essential in their visualization of some common goals. Knowing the nature of these commonalities and differences is a necessary step in prescribing an approach to educational change.

A survey instrument was developed and administered to examine, within the Eastern High School teaching staff, the nature of:

1. the diversity among the teachers in their identification of educational problems,
2. the teachers beliefs about their role in solving educational problems,
3. the teacher's agreement on the purposes of school today, and
4. the relationship between the purposes teachers have identified for schools: and the problems teachers have identified for schools.

#### Significant Findings

The diversity of the Eastern High School teachers' perceptions of educational problems was clearly demonstrated. There was less than a majority agreement on any of the educational problems as being important or unimportant.

The majority of Eastern High School teachers feel they do not play a major role in solving these educational problems. This belief was consistent for all the problems with one exception. The problem, "too much emphasis on traditional rote learning and not enough emphasis on students attitudes, values and beliefs," was felt by a majority of teachers to be a teacher responsibility.

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## CHAPTER I

### INTRODUCTION

The concern of this dissertation is educational change; the need for change, the difficulty of change, and the implementation of change. The action part of this study was undertaken at Eastern High School, which is the site for the Training of Teachers of Teachers Project, a joint Michigan State University/Lansing School District federally funded program. My participation as an Experienced Teacher Fellow provided the opportunity to view the behavior and interaction of teachers with university professors, school administrators and community workers. The purpose of the study was an analysis of expressions of opinions of the Eastern High School staff as a first step in the process of curricular change.

From every quarter the popular press charges the modern school with failure to meet the needs of today's youth. In a lengthy and heated debate the critics point out that the present structure of the schools was created to suit the needs of the agrarian society of fifty years

ago. Popular journals such as Life, Look and Saturday Review call upon educational scholars, and a growing number of instant "pop" experts on education, to write articles describing the urgent need for educational change. Even the professional journals in education have suggested innovations designed to redeem the schools as quickly as possible.

While there are causes for this journalistic heat over education, it is instructive to note the inconsistencies in the arguments for educational change. Criticisms range from attacks upon schools as reflections of a sick society to calls for increasing the quality of individual teachers. On the left there are those who say that America is corrupt and the schools are the most glaring symbol of that corruption.<sup>1</sup> On the right there are those who say that the ills of the schools are caused by the collective failures of individual teachers.<sup>2</sup>

The emotionalism often evidenced in articles on educational change underscores not only the urgency with which people view the educational crisis, but also shows the bewilderment and confusion people feel about our schools. The number of federally funded educational

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<sup>1</sup>Beatrice Gross and Ronald Gross (ed.), Radical School Reform (New York: Simon and Schuster, 1969).

<sup>2</sup>Rockefeller Brothers Fund, The Pursuit of Excellence (New York: Doubleday and Co., Inc., 1958), p. 49.

programs indicates a desire for changes from still other quarters.

One might anticipate profound changes when the Federal government, with its vast resources, shows a concern and desire for educational change. This has not been the case. The National Defense Education Act Institutes, Elementary and Secondary Education Act Title I compensatory education, Elementary and Secondary Education Act Title III which focused specifically on innovation, and the various fundings for Headstart have all met with limited success in revolutionizing education. President Nixon, in his address to Congress in March of 1970, expressed his concern for lack of significant educational change resulting from the federal programs.<sup>3</sup>

Change in the school has been approached from many perspectives. Very often change in educational programs is viewed as a function of the staff who make up the organization. Frequently the discussion is reduced to concentrate on the attitudes, values, and beliefs of the people involved.<sup>4</sup> While newly developed methods or materials may have a salutary effect on changing educational programs,

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<sup>3</sup>President Richard Nixon, Presidents Message to Congress, Message to the U. S. Congress, March 3, 1970 (Washington, D. C., released by the office of the White House Press Secretary, March 5, 1970), p. 2.

<sup>4</sup>Arthur R. King, Jr., "Curriculum Projects: A Perspective," Educational Leadership, XXVI (February, 1969), p. 493.

it is clear that their impact on a teacher's total makeup is coincidental.<sup>5</sup> This is attested to by many educators. Unless teachers themselves change, we will not witness much change in what goes on in the classroom, despite out intervention with methods and materials. Educators must, it would seem, face the problem more squarely. There is some evidence to give direction if our concern is modifying teachers' attitudes. There are indications that people are more likely to change in a group setting than if approached on an individual basis.<sup>6</sup> Available, also, is a sizable body of literature about the pressures, such as threatening situations, which are related to the individual's behavior.<sup>7</sup>

From the examination of the available knowledge in the areas under discussion, some essentials of change become evident. As a result, some basics for the creation of a model for educational change can be outlined to include:

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<sup>5</sup>H. S. Broudy, "Can We Define Good Teaching?" The Record, LXX (April, 1969), p. 583.

<sup>6</sup>Bernard Berelson and Gary A. Steiner, Human Behavior: An Inventory of Scientific Findings (New York: Harcourt Brace and World, Inc., 1964), p. 354; Kurt Lewin, Resolving Social Conflicts (New York: Harper and Brothers Publishers, 1945).

<sup>7</sup>Arthur Pearl, Hobart W. Burns, and Richard L. Foster, "Introduction," in Teachers for the Real World, ed. by B. Othanel Smith (Washington, D. C.: The American Association for the Colleges of Teacher Education, 1954); Rollo May, Man's Search for Himself (New York: W. W. Norton and Company, Inc., 1953); and, Carl Rogers, On Becoming a Person (Boston: Houghton Mifflin Company, 1961).

1. Provision for interaction of school personnel to consider values, attitudes and beliefs and the compatability of these to education.
2. The development of group goals and objectives that can realistically be strived for.
3. Procedures for supporting colleagues as fellow professionals in the educational endeavor.
4. The modification of the existing structures to accommodate the above and eliminate the identifiable inhibiting pressures upon teachers.

Another factor to consider is that without commonality of goals, school personnel cannot respond with any decisiveness or clarity to the variety of pressures modern urban life imposes upon the school.

The TTT project and Eastern High School provide an ideal setting for the implementation of such a model for change. The basic goal of the TTT program is to positively change the attitudes, methods and priorities of the graduate professor who train the future teachers of teachers. In order to achieve this goal it is necessary for projects to be involved in educational change at various levels of the educational spectrum: public school, teacher training and graduate school levels. TTT represents a program to pursue educational change from a perspective different from federal programs referred to earlier which were intended to encompass specifically the public schools. TTT must engage the whole

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<sup>8</sup>TTT Planning and Development Team, "Outline of TTT Pilot Year Activity," East Lansing, Michigan, Summer, 1969, pp. 2-3. (Mimeographed.)

educational spectrum with the need for analysis of school and community problems in order to modify the higher education preparation of public school teachers. Some options, not presently open to the typical school, are open to the TTT project.<sup>8</sup>

TTT can break from the traditional school structure; in fact, the basic goals of the project almost necessitate this. The school system can be modified as it relates to a certain segment of the teacher population. TTT has the impetus, money and other resources essential to accomplish this structural change and free some personnel to work in different ways.

What are the essential steps in implementing educational change in the TTT/Eastern High School setting? A crucial element is the provision for bringing school staff together to interact openly and honestly. This implies a modification of the relationships of the personnel within a school. Further, provision must also be made for development and pursuit of goals and objectives generated by the group.

A model for interaction can be developed at the TTT site; however, certain knowledge is the essential first step. As a springboard, discovering something about the attitudes of the teachers in this setting is essential. Based on the assumption that educational change depends upon the ability of educators to modify some of their basic beliefs, this study focused on an examination of the

attitudes held by a group of teachers. The purpose of the study was an analysis of expressions of opinions of a selected staff as a first step in the process of curricular change.

The survey was chosen as a means to gather these attitudes. An instrument was designed to elicit teachers' responses to three questions. The questions are: 1) Do teachers see their role as solving large educational questions? 2) What are the purposes of schools? 3) What are the major problems in education today?

The Eastern High School teachers comprise the population surveyed in this study. The objectives are to examine:

1. The diversity of opinion of teachers concerning current educational problems.
2. The diversity of opinion of teachers concerning the purposes of schools.
3. Expressions of the teachers concerning their responsibility in the solving of educational problems.
4. Expressions of the teachers concerning the capability of schools in solving educational problems.

### Definition of Terms

Reference to the attitudes of individuals is very central to the discussion within this study. The definition of this term has been the theme of a great deal of scholarly effort.

In avoiding a completely arbitrary assignment of meanings to the term attitude, I have focused on the area of social psychology in a quest for working definitions. Such interpretation is provided by Daniel Katz.

Attitude is the predisposition of people to evaluate some symbol or object or aspect of this world in a favorable or unfavorable manner. Opinion is the verbal expression of an attitude, but attitudes can also be expressed in nonverbal behavior. Attitudes include both the affective, or feeling core of liking or disliking, and the cognitive, or belief, elements which describe the object of the attitude, its characteristics, and its relations to other objects. When specific attitudes are organized into a hierarchical structure, they comprise value systems.<sup>9</sup>

To further clarify we might note that while there still exists a diversity of thought on many aspects of the issue there is some general agreement on the nature of attitudes. It is generally agreed that the nature of

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<sup>9</sup> Daniel Katz, "The Functional Approach to the Study of Attitudes," Current Perspectives in Social Psychology, ed. by Edwin P. Hollander and Raymond G. Hunt (London: Oxford University Press, Inc., 1963), p. 339.

attitudes lie in the direction of learned sets or dispositions to respond, often evaluatively.<sup>10</sup>

### Limitations

It is important to note the humility which one feels when attempting, to study, evaluate or make predictions about fellow human beings. Certainly any one who chooses to view man as a dynamic being must have similar feelings. Important here is the fact that my direction in this study is intended to be one of showing how people should be freed from restraints and manipulation. That is, the intent is to point to the possible modification of the structure of schools to provide greater freedom to be creative and responsive on the part of the people within schools.

As we deal with the problem of educational change and its relationship to people, it must be understood that the research in many important areas is still relatively undeveloped. In a dissertation study, Horace Smith points to one of these voids. "The personality structure, attitudes, and traits of teachers have been the subject

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<sup>10</sup>D. T. Campbell, "Social Attitudes and Other Acquired Behavioral Dispositions," in Psychology: A Study of a Science, ed. by S. Koch (New York: McGraw-Hill, 1963), Vol. 6, pp. 94-172.

of a considerable amount of empirical research. Unfortunately, few of these efforts have proven fruitful."<sup>11</sup>

This is further supported by J. W. Getzels and P. W. Jackson ". . . very little is known for certain about the nature and measurement of teacher personality, or about the relation between teacher personality and teaching effectiveness."<sup>12</sup>

It should be further noted that many of the research findings which we must look to have not been conducted or validated in an educational setting. W. W. Charters in discussing the teacher-induction process points out that our knowledge in this area has been drawn from studies done in professional schools for lawyers, nurses and physicians.<sup>13</sup>

Charters also comments on another area which is a major concern in this paper. "Curiously, one of the most significant of the teacher's relationships--the informal

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<sup>11</sup>Horace L. Smith, "Predictive Ability of Elementary Teachers: The Relationship Between Selected Personality Variables and the Ability to Judge Ratings Pupils Make of Themselves and Others" (unpublished Ph.D. dissertation, Michigan State University, 1969), p. 13.

<sup>12</sup>J. W. Getzels and P. W. Jackson, "The Teachers Personality and Characteristics," Handbook on Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Company, 1963), p. 574.

<sup>13</sup>W. W. Charters, Jr., "The Social Background of Teaching," in Handbook on Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Company, 1963), p. 749.

colleague relationship--has been virtually ignored in educational research.<sup>14</sup> Considering these limitations in solid research data in many areas, I have approached some aspects of this study cautiously.

A last note on limitations must be considered on the survey instrument. It would be ideal to be able to determine a wide scope of attitudes of the teachers sampled. This study, however, has attempted to record only attitudes in response to questions related to selected educational problems. The survey does not attempt to examine the whole gamut of teachers' attitudes or other aspects of teachers' personality. Consequently the responses on the survey instrument used in this study might best be termed "a survey of teacher's expressed attitudes."

#### Organization of the Study

This chapter has been an overview of the study and is intended to provide the reader with an orientation to the following chapters. The limitations of the study and definition of terms have also been included. The chapters have been organized as follows: I--Introduction; II--Rationale for the Study; III--The Setting; IV--Methodology; and V--Summary, Implications and Recommendations.

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<sup>14</sup>Ibid., p. 781.

The purpose of Chapter II is to offer an analysis of the underlying assumptions and purpose of the study. Three facets of educational change are examined: 1) the expressed need for educational change; 2) some problems of change; and 3) some considerations for educational change.

## CHAPTER II

### RATIONALE FOR THE STUDY

Prior to the description and evaluation of the study carried out at the TTT site it is essential to outline the basis upon which the objectives are established. The purpose of this chapter is to examine three areas of contemporary concern which have a bearing on this study.

The first major area is concerned with the expression, from many fronts, that schools are not meeting the real needs of youth today. A sampling of the literature also indicates that many of our recent efforts to implement educational change have met with limited success.

A second major division deals with alternatives to approaching educational change. A major conclusion is that educational change is dependent upon changes in teachers.

A third area to be examined is that of promoting teacher change. Reference to the fields of Education, Social Psychology, Management Research and Psychology are used to indicate some of the basics for educational change.

### Expressions of the Need for Educational Change

Educators, legislators and the community at large are raising questions about the purpose and quality of contemporary public education. A growing number of concerned people have become involved in the educational controversies. All have interpreted the existing ills, and some have proposed possible solutions. Throughout this literature one notes a strong emotional tone lending an urgency to the writers' pleas. While some common and basic problems are evidenced throughout the writings of contemporary educational critics there is a great deal of puzzlement and ambiguity surrounding the precise problem and the route to educational change.

There is mounting evidence that schools are not meeting the real needs of youth. The lay journals of our day, particularly Saturday Review, but even Life, Look and Saturday Evening Post, have repeatedly made this point. Some authors have conducted polls of students, educators, and community in efforts to assess present educational conflicts. The outcome of one such poll is presented by Life. "The key to what is going on among high school students today," Louis Harris reports, "is that a majority of students clearly want to participate more in deciding their future."

They are willing to be taught, but they will not abide by rules that put them down. They are aware of the need for authority, but not impressed by it for its own sake. They are

excited by the prospect of living in a fast-changing modern society and they want their school education to help prepare them for it--not for some society of the past.<sup>1</sup>

Look editor, George B. Leonard, directs his attention to a more philosophical examination of the structure of schools today. Leonard believes there is a fragmentation of education today and supports his belief by calling upon the views of John Dewey.

Over the years, reformers have tried to stop the fragmentation. The greatest among them was John Dewey. Dewey recognized that education is a process of living and not a preparation for living. He believed that education is the fundamental method of social progress and reform.<sup>2</sup>

Note the possible conflict between Harris's statement and that of Leonard's. The public is becoming informed and concerned about the apparent shortcomings of the school's ability to meet the needs of today's youth. Peter Schrag in the Saturday Review comments on the American's declining faith in the possibility of school reform.

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<sup>1</sup>Louis Harris, "What People Think About Their High Schools," Life, May 16, 1969, p. 24; also James Cass, "Public Schools Public, Gallup CFK Poll," Saturday Review, October 18, 1969, p. 73.

<sup>2</sup>George B. Leonard, "How School Stunts Your Child," Look, September 17, 1968, p. 34; also, George B. Leonard, "Visiting Day 2001 A.D.," Look, October 1, 1968, pp. 37-40, 45-58; also George B. Leonard, "The Future Now," Look, October 15, 1968, pp. 57-60, 65-68.

Anyone who reviews American Educational developments in the past decade is more likely to be impressed by the vast changes in the American attitude about schools than by concrete institutional or curricular transformations. Most of us probably still maintain our faith in the common school and in the great traditions of democratic education but the beliefs are increasingly subject to qualification and criticism. . . criticism of schools and teachers has always been a great national pastime, but there is something fundamentally new in the declining faith in the possibilities of reform, and particularly in the kind of reform that can be accomplished within the existing school structure.<sup>3</sup>

The professional journals of the last several years have published few issues that have not had at least one article addressed to the school's inability to meet the needs of contemporary youth. Richard Graham, writing in the Phi Delta Kappan, confronts this issue squarely. "Educational reform and, in particular, change in our education institutions are sought by parents, promised by reformers, desperately needed by kids."<sup>4</sup>

John Turano and Eugene Kelly reflect on a specific aspect of the educators' concerns.

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<sup>3</sup>Peter Shrag, "End of the Common School," Saturday Review, April 20, 1968, p. 68; also Colin Greer, "Public Schools: the Myth of the Melting Pot," Saturday Review, November 15, 1969, pp. 84-86, 102; also John Holt, "Speaking Out: School is Bad for Kids," Saturday Evening Post, February 8, 1969, pp. 12, 14-15; and John Kozol, "Speaking Out: Let the Ghetto Run Its Own Schools," Saturday Evening Post, June 1, 1968, pp. 10, 14.

<sup>4</sup>Richard A. Graham, "Educational Change and the Teacher Corps," Phi Delta Kappan, LI (February, 1970), pp. 305-306.

The long process of formal education is rapidly becoming the norm with consequences of compelling all to adhere to particular patterns of instruction and requirements. Students who normally are pushed out of education find this exceedingly difficult, both in terms of satisfying needs and in meeting curricular and instructional demands. Thus the misfits and the poorly endowed, as well as the academically gifted are forced into unrealistic endeavors and into narrowed ranges of choices.<sup>5</sup>

The editorials for Educational Leadership have indicated similar concerns. Here Robert Leeper reflects on the present state of educational criticism.

We no longer find a largely passive or compliant audience in the schools. Children and young people tend toward activism and toward a probing, questioning attitude that puts on trial many of the 'truths' so long accepted by most of the present generation of persons in school work.<sup>6</sup>

Many books and texts have dealt with the inadequacies of today's schools such as Goodman's Compulsory Mis-Education and the Community of Scholars.<sup>7</sup> Jerome Bruner states in Toward a New Theory of Instruction, "The rate of change in the society in which we live forces us to redefine how to educate a new generation."<sup>8</sup>

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<sup>5</sup> John Turano and Eugene Kelly, "Contemporary Concerns for the Secondary School," The Clearing House, XLIII (March, 1969), pp. 387-388.

<sup>6</sup> Robert R. Leeper, "New Understandings in Education," Educational Leadership, XXVII (October, 1969), p. 4.

<sup>7</sup> Paul Goodman, Compulsory Mis-Education and the Community of Scholars (New York: Random House, Inc., 1964).

<sup>8</sup> Jerome S. Bruner, Toward a New Theory of Instruction (New York: W. W. Norton and Co., 1966), p. 23.

Louis Rubin provides an interesting analysis of the recent criticisms of our educational system. In so doing he attempts to unravel the puzzle created by the wide range of critical attacks on education.

In recent times the quality of the school's service to the society has been examined by a number of critics. In the main, the criticisms have taken two forms: 1. Some critics allege that the school lacks rigor, clarity of purpose, efficiency, and a prudent economy. 2. Other critics charge that schools are a monolithic bureaucracy, preoccupied with convenience and tradition, depersonalized and uninterested in each child's life environment unable to provide for the child who is in any sense unusual, and concerned more with the herding of the young than with their nurture. Such criticisms are not wholly without merit. It has become increasingly clear that good schools differ from bad ones, not so much because of their organization, their curriculum and their teaching methods, but more because of their ability to accommodate particular educational needs of their clientele.<sup>9</sup>

The debate and interest in these issues is becoming both lengthy and heated. That the educational concerns within the lay journals is reflected in the Professional educational journals of today is significant. That many of these articles are written with emotional overtones is readily discernible.

The large amount of space being devoted to educational concerns in reputable publications implies that

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<sup>9</sup>Louis J. Rubin, "Prologue: New Skills for a New Day," Life Skills in Schools and Society, Yearbook of the Association for Supervision and Curriculum Development (Washington, D. C.: NEA, 1969), p. 506.

the concerns reflected by educators, community, and students is not a mere popular fad, but an earnest plea for honest and significant educational change. From the more radical groups this plea takes on the nature of a demand. Secondly, if these reflected educational concerns are accurate, educators must move toward some profound modifications within our present educational system if schools are to meet the needs of today's and tomorrow's society.

Mass education, which at one time was concerned with creating a homogeneous nation by upgrading the education of a wide variety of national immigrant groups, continues to ignore the special needs of its students in a troubled world. Again in Russell's terms, education continues an out-moded and ineffective status quo.<sup>10</sup>

That meaningful change in the secondary schools is difficult to bring about can be documented in that the school has not changed much in form in the past fifty years. Basically education maintains the same hierarchy of administrators, the same concepts that confine instruction within four small walls and the same 3R's as the "real" reasons for the educational enterprise.

Throughout the history of education and change there can be found constants which have reverent overtones, but which have few empirical bases for continued existence. Among these are the preservation of the meaningless knowledge of the past,

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<sup>10</sup> Irving N. Berlin, "Education for What?" The Record, LXX (March, 1969), p. 506.

the traditional roles played in teacher-student relationships, in fact feeding proclivities of teachers, and the monolithic course requirements found in nearly all aspects of education.<sup>11</sup>

The superficiality of many educational innovations and the suspicion that these innovations or new ideas are often calculated to fit in rather than effect change is evidence of a problem that has remained beyond the educator's scope of influence. Attempts to cure the problem of inadequacy tend to rest on unexamined assumptions. The kinds of special projects presently being attempted, many federally sponsored or supported but also many devised by private industry for "sale," usually have a basis that is rationalized from concerns outside the basic questions being asked of education today. These practices open the door to a multitude of complications. To cite Dewey, ". . . any theory and set of practices is dogmatic which is not based upon critical examination of its own underlying principles."<sup>12</sup>

The present approach to educational change is clearly pointed out in Radical School Reform.

These 'innovative' programs were undertaken in well-established schools with fairly conventional philosophies. They were not based on new ideas about the role of education, or the

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<sup>11</sup>Turano and Kelly, "Contemporary Concerns for the Secondary School," p. 387.

<sup>12</sup>John Dewey, Experience and Education, Collier Books (New York: Macmillan Company, 1938), p. 22.

nature of the child, or the place of culture in a democratic society. They focused on practical methods of achieving the traditional end of schooling--the mastery of basic skills and subject matter--in schools strained by burgeoning enrollments and shortages of first-rate teachers. They were for the most part ingenious new techniques rather than radical reforms.<sup>13</sup>

The large-scale curriculum project is a dominant fact of contemporary schooling. Projects abound in mathematics and the sciences; social studies, English, and vocational studies are increasingly being served; Fewer projects are undertaken in art, music and health.<sup>14</sup>

This criticism of the present approach to educational change is by no means limited to a few radical authors. In fact this concern is being reflected on a national level. President Nixon, in his message to congress has stated:

What makes a "good school?" The old answer was a school that maintained high standards of plant and equipment; that has a reasonable number of children per classroom: whose teachers had good college and often graduate training; a school that kept up to date with new curriculum developments, and was alert to new techniques in instruction. This was a fair enough definition so long as it was assumed that there was a direct connection between these school characteristics and the actual amount of learning that takes place in a school. Years of educational research, culminating in the Equal Opportunity survey of 1966 have, however, demonstrated that this direct, uncomplicated relationship does not exist.<sup>15</sup>

In this same message the President goes on to question the advisability of carving up federal aid to

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<sup>13</sup>Gross and Gross, Radical School Reform, p. 18.

<sup>14</sup>King, "Curriculum Projects: A Perspective," p. 493.

<sup>15</sup>Nixon, Presidents Message to Congress, p. 2.

education into a series of distinct programs. As stated by the President; ". . . our Federal education programs are largely fragmented and disjointed and too often administered in a way that frustrates local and private efforts."<sup>16</sup>

In light of recent literature there is ample evidence to warrant several assumptions. In the minds of an increasing number of people not only from the professional education ranks but the community at large and many levels of government, the schools in general do not meet the needs of today's youth or society. The second assumption is that our approaches to modifying education more frequently than not meet with limited success. The fact that a large number of people feel committed to educational change is not reflected by any significant changes in the school. From this however, a note of optimism is reflected by some authors.

(Educational) Change occurs most easily when there is a national clamor for change, as there is now: from students, from parents, from the poor and the black who have found new voices . . . It is sought by citizens who see our society as out of joint and who blame our educational system.<sup>17</sup>

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<sup>16</sup>Nixon, Presidents Message to Congress, p. 3.

<sup>17</sup>Graham, "Educational Change and the Teacher Corps," p. 306.

### Some Problems of Educational Change

There is pressure from a number of different sources for fundamental educational change. A reaction to these pressures is evidenced through such governmental efforts as the Elementary and Secondary Education Act, the National Defense Education Act and the Educational Professions Development Act. Yet the tone of the recent literature cited implies little general movement toward changes of any significant magnitude.

Why is educational change so difficult? Contemporary educational critics see many reasons. These critics' opinions range from those who see the schools as a reflection of a sick society to some writers who concern themselves with the individual teacher.

Perhaps the most global views of this educational puzzle are referred to by Gross and Gross in the introduction to Radical School Reform.

The radical critics all start with some kind of radical criticism of America as a sick society. They come at it from many angles; its competitive ethos, its cultural vulgarity, its neglect or suppression of minority groups, its inherent racism and imperialism, its failures in compassion, let alone enterprise, in regard to the wretched within its own boundaries and throughout the rest of the world. Their critique of the schools derives from this questioning of society, for they see the schools as mere agents of the society.<sup>18</sup>

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<sup>18</sup>Gross and Gross, Radical School Reform, p. 17.

Another reflection on this concern is found in Rollo May's Man's Search for Himself. He sees the values and goals of Western society as being in a state of transition.

. . . the values and goals which provided a unifying center for previous centuries in the modern period no longer are cogent. We have not yet found the new center which will enable us to choose our goals constructively and thus to overcome the painful bewilderment and anxiety of not knowing which way to move.<sup>19</sup>

In May's estimation the typical modern man is vulnerable to several limiting conditions not the least of which is a disabling anxiety. "Anxiety is the feeling of being 'caught,' 'overwhelmed': and instead of becoming sharper our perceptions generally become blurred or vague."<sup>20</sup>

Unlike many of the radical critics referred to by Gross and Gross, May hints at some constructive directions people might take in coping with the problem he has defined. "But the positive and hopeful side is that just as anxiety destroys our self awareness, so awareness of ourselves can destroy anxiety."<sup>21</sup>

One extension of May's reflections that involves the realm of education is presented in Teachers for the Real World. Although the problem is labeled "depersonalization" there is some close connections with May's "anxiety."

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<sup>19</sup> May, Man's Search for Himself, p. 49.

<sup>20</sup> Ibid., p. 34.

<sup>21</sup> Ibid., pp. 38-39.

If a major problem of modern man is how to cope with depersonalization, then it is essential that a teacher be human. If a student is to be prepared for the evolving world, then an essential attribute of the effective teacher is awareness of the realities of that world. If modern man suffers from intolerable feelings of uselessness, then the teacher must be able to structure and supervise situations where men can engage in useful activities.<sup>22</sup>

A number of implications stem from such perspectives. One is that individuals are not at the complete mercy of their environment. Man can overcome the "depersonalization" or "anxiety" which the previous writers make mention of. Abraham Maslow<sup>23</sup> in his identification of self-actualizing people and Carl Rogers<sup>24</sup> in "non-directive" teaching give further support to the position that man need not be a mere reflection of the pressures imposed by society.

A second implication from Teachers for the Real World is that the teacher plays an important role in the total picture. There is, further, an assumption that teachers can become those people who have risen above "depersonalization" or "anxiety." Starting then from a basic problem that permeates society, i.e., a sick society, this perspective implies that a working approach might well be concentrated at an individual level.

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<sup>22</sup>Pearl, Burns, and Foster, "Introduction," in Teachers for the Real World, p. 7.

<sup>23</sup>A. H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 202-203.

<sup>24</sup>Rogers, On Becoming a Person, p. 300.

There is however, ample indication that the problem of educational change is extremely complex. To emphasize this point it might be helpful to look at what some critics perceive the problem to be and what others perceive it not to be. In the following excerpt by Harvey Goldman note the complex relationship between the organization and the people who make up the organization.

Large segments of the voting population seemingly are unable to comprehend the inability of their local schools to adjust curricula and teaching methods promptly and efficiently. These same individuals are, quite naturally, unaware of the problems that periods of rapid change pose for a large organization and are totally oblivious to the formidable barriers inherent in any attempts to modify the attitudes, behaviors and perceptions of those who comprise the organization.<sup>25</sup>

Crucial to Goldman's idea of organizational change is the attitude, behavior and perception of the individuals that make up the organization. Those who comprise the organization, are seen as critical elements of organizational change. In our haste to locate a swift remedy individual school administrators have frequently been singled out as the crux of educational problems. Allen Campbell sees such criticism as lacking depth or understanding.

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<sup>25</sup> Harvey Goldman, "Conditions for Coequality," The Clearing House, XLIII (April, 1969), p. 488.

The local school officials--the superintendent, his staff, and to some extent principals--are often cited as key to the quality of education provided in any particular school district. In one sense this is true, since they are responsible for the day-to-day performance of the educational enterprise. On the other hand, it is probably unrealistic to look at these people to introduce changes on their own initiative. In many ways they are captives of the community in which they operate. Further, their day-to-day responsibilities are so great that their primary role is to keep the system operating. They tend to make every effort to avoid controversy and, in general, to keep the boat from rocking. It is ridiculous to be critical of this behavior, for their positions make it inevitable.<sup>26</sup>

Realizing that there is no simple cure or key to solving the total problems faced by today's schools, some additional questions are raised. One of the most crucial is where can we begin? Should we devote our energies toward developing new programs, completely revamping the existing school system or a better definition of the problem? Certainly all these are important however, there is indication that educational change hinges on the classroom teacher. Further it is this teacher's attitudes reflected in his behavior that implements or defeats educational change.

That certain aspects of the teacher's personality are crucial in teaching is suggested by a number of writers. Ryans lists two major areas which must be considered in discussions of the competent teacher. The

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<sup>26</sup> Alan K. Campbell, "Who Governs the Schools?" Saturday Review, December 21, 1968, p. 50.

first deals with skills and mental ability. The second encompasses ". . . those qualities stemming from the teacher's personality; his interests, attitudes and beliefs, his behavior in working relationships with pupils and other individuals . . ." <sup>27</sup> Symonds states, ". . . teaching is an expression of personality. The teacher adapts himself in a manner that is harmonious with his expressions toward life situations in general." <sup>28</sup> Similar conclusions are reached by Paul Witty. <sup>29</sup>

Teacher-personality traits are frequently narrowed to the study of teacher attitudes. That these traits are important to the teaching act is attested to by the number of writers who have shown a concern in this area. <sup>30</sup>

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<sup>27</sup>David Ryans, Characteristics of Teachers (Washington, D. C.: American Council of Education, 1960), p. 3.

<sup>28</sup>Percival M. Symonds, "Teaching as a Function of the Teacher's Personality," Journal of Teacher Education, V (March, 1954), p. 83.

<sup>29</sup>Paul Witty, "Evaluation of Studies of Characteristics of the Effective School Teacher," Improving Educational Research (Washington, D. C.: American Educational Research Association, 1948), pp. 198-204.

<sup>30</sup>The following references typify the work done in this area: Henry L. Adams, Don F. Blood, and Herbert C. Taylor, "Personality Differences Among Arts and Science Students, Education Students, and Experienced Teachers," American Psychologist, XIV (Summer, 1957), pp. 176-192; John R. Palacios, "A Validation Study of Selected Tests for Possible Use in Admissions to Professional Education Sequence at Purdue University" (unpublished Ph.D. Dissertation, Purdue University, 1959); Earl W. Anderson and Alfreda W. Rusher, "Staff Characteristics," in Chester W. Harris (ed.), Encyclopedia of Educational Research (New York: Macmillan and Company, 1960), pp. 1357-1361; and Lloyd E. Fish, "A Study of Personality as Related to Choice of College or Major Field of Study" (unpublished Ph.D. Dissertation, University of Tennessee, 1954).

It would seem reasonable to assume if certain personality traits are critical to the teaching act that these same traits must come under consideration if we are interested in bringing about educational change. Changes in instructional practices is the concern of a 1962 National Education Association study. The questions were asked of a national sampling of elementary and secondary school principals. From the principals' perspective it was concluded that local school officials and faculty were the two most important groups in bringing changes in instructional practices.<sup>31</sup> Harold and Elsie Alberty in Reorganizing the High School Curriculum, indicate that it is among these same groups that the major barriers to change are found.<sup>32</sup> Lending further support to the notion that the teacher plays a crucial role in the implementation or rejection of educational changes.

Noda, in a dissertation study, finds that the most important "block to curriculum change is associated with the attitudes of teachers and the nature of their

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<sup>31</sup>National Education Association Project in Instruction, The Principals Look at the Schools: A Status Study of Selected Instructional Practices (Washington, D.C.: National Education Association, 1962), pp. 28-29.

<sup>32</sup>Harold B. Alberty and Elsie J. Alberty, Reorganizing the High School Curriculum, Third Edition (Washington, D.C.: Macmillan Company, 1962), pp. 18-19.

relationships with administrators."<sup>33</sup> Similarly Herbert Coon found that there is more likelihood of teachers resisting significant curriculum change than either administrators, students or parents.<sup>34</sup>

These surveys and studies deal with educational change from a variety of perspectives. One point is significant. The results or recommendations seem consistently to hinge on changes in people: their attitudes, perceptions or behavior.

The importance of the classroom teacher's role in educational change is stressed by a number of writers. The following statements typify many of the commentaries of recent times. Harry Broudy states:

despite the efforts of some educational entrepreneurs to produce teacher-proof materials, the teacher is still the key to schooling; with good teaching almost any curriculum, school organization, and administrative invention seems to succeed.<sup>35</sup>

A recent article in Educational Leadership is more definitive in making the same point

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<sup>33</sup> Daniel S. Noda, "A Study of Successful Practices Used to Remove the Major Blocks to Curriculum Improvement in the Secondary School" (unpublished Ph.D. Dissertation, The Ohio State University, 1952), p. 78.

<sup>34</sup> Herbert Coon, "A Study of the Attitudes of Teachers and Administrators Toward High School Curriculum Reorganization" (unpublished Ph.D. Dissertation, The Ohio State University, 1951), p. 298-305.

<sup>35</sup> Broudy, "Can We Define Good Teaching?", p. 583.

The teacher remains the master of the instructional situation despite such innovations as team teaching, instructional T.V., computer scheduling: paraprofessional assistance, programmed materials, and now the products of large curriculum ventures. The sum of the teacher's professional knowledge, skill, commitments, insight, experience, values, attitudes, fears, aspirations, and other deeply personal characteristics makes up a gestalt which structures and permeates the instructional event.<sup>36</sup>

This contention, the teacher as a key to good or poor education, is by no means a recent revelation. The Rockefeller report of 1958 echoes the same idea. This report is quoted only in so far as it relates to the fact that the classroom teacher is the key to change. The other implications are too negative philosophically to be supported here. The Rockefeller report on The Pursuit of Excellence states that:

. . . no educational system will be any better than the quality of its teachers. In the efforts to bring about improvements, schools do all kinds of things with such administrative arrangements as 'ungraded schools' and 'team teaching' and bring in machines and any new device available, experience shows it will not make much difference unless there is a change in the quality of the teachers in the system.<sup>37</sup>

Upon reflection, one recognizes that the viewpoints presented relate our present educational problems to a larger social ill. The perspectives of some reputable contemporary psychologists do not imply that individuals

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<sup>36</sup> King, "Curriculum Projects: A Perspective," p. 493.

<sup>37</sup> Rockefeller Brothers Fund, The Pursuit of Excellence, p. 49.

cannot overcome these pressures to conform. Individuals can cope with "depersonalization" and "anxiety." Further, there is the implication that teachers must be mentally "healthy" and strong people if education is to make any positive changes.

Viewed from another perspective, we see again that the focus of educational change is a "human" problem.

Alice Miel sums up this point of view.

. . . curriculum change is something much more subtle than revising statements written down on paper. To change the curriculum of the school is to change the factors interacting to shape that curriculum. In each instance this means bringing about changes in people . . . in their desires, beliefs, and attitudes, in their knowledge and skill. Even changes in the physical environment, to the extent that they can be made at all, are dependent upon changes in the persons who have some control over that environment. In short, the nature of the curriculum change should be seen for what it really is . . . a type of social change in people, not mere change on paper.<sup>38</sup>

Throughout the discussion there is ample indication as to the complexity of the problem of educational change. Implied are many factors which stimulate or reinforce teachers' attitudes. From a variety of viewpoints however, many educational writers indicate that the classroom teacher must change if we are to see changes within schools.

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<sup>38</sup> Alice Miel, Changing the Curriculum (New York: Appleton-Century-Crofts, Inc., 1946), p. 10.

### Some Considerations for Educational Change

The challenges posed by the educational critics of today take on the nature of revolution. Meeting these challenges would mean the school of tomorrow would bear little resemblance to the school of today. Whether our ultimate aim is a complete transition or is some lesser modification one point seems clear. The schools must go through some changes if they are to meet the needs of youth.

The point has been made that any real changes in schools, i.e. educational change, requires changes in teachers' attitudes. Kimball Wiles contends that "a teacher wants to be considered an adequate working member of his staff."<sup>39</sup> Superficially, it would seem merely a matter of modifying the schools expectations of teachers if we desired educational change. Such a solution, on close examination, has a multitude of implications. Hadley Cantril makes reference to Dewey and Bently when he points out individual behavior is ". . . not a reaction to stimulus in the environment but may be more accurately described as a 'transaction with' an environment."<sup>40</sup>

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<sup>39</sup> Kimball Wiles, The Changing Curriculum of the American High School (Englewood Cliffs, New Jersey: Prentice Hall, 1963), pp. 260-261.

<sup>40</sup> Hadley Cantril, "Perception and Interpersonal Relations," in Edwin P. Hollander and Raymond G. Hunt (ed.) Current Perspectives in Social Psychology (London: Oxford University Press, Inc., 1963), p. 284.

The individual however cannot be considered a free entity in this "transaction with" his environment. Cartwright adds ". . . we may state that the behavior, attitudes, beliefs, and values of the individual are all firmly grounded in the groups to which he belongs."<sup>41</sup>

It would seem that the teacher is not free or autonomous from the structure of schools but, from Cantril, Dewey and Bently's perspectives, neither is the school structure autonomous from those people who make up the schools. Hollander points out that organizational structures have a self-sustaining quality.<sup>42</sup> Yet according to a number of authors<sup>43</sup> it is the individual teacher who controls the gate to educational change. An interplay of

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<sup>41</sup>Dorwin Cartwright, "Achieving Change in People: Some Applications of Group Dynamics," in Edwin P. Hollander and Raymond G. Hung (ed.) Current Perspectives in Social Psychology (London: Oxford University Press, Inc., 1963), p. 525.

<sup>42</sup>Edwin P. Hollander, "Leadership, Innovation, and Influence: An Overview," Edwin P. Hollander and Raymond G. Hunt (eds.) Current Perspectives in Social Psychology (London: Oxford University Press, Inc., 1963), p. 489.

<sup>43</sup>N.E.A. Project on Instruction, The Principals Look at the Schools, pp. 28-29; Albery and Albery, Reorganizing the High School Curriculum, pp. 18-19; Noda, "Major Block to Curriculum Change," p. 78; Coon, "Attitudes of Teachers and Administrators," pp. 298-305; Broudy, "Can we Define Good Teaching?" p. 583; King, "Curriculum Projects: A Perspective," p. 493; and Rockefeller Brothers Fund, The Pursuit of Excellence, p. 49.

the structure of schools seems to effectively inhibit either from changing to any marked degree. Sorokin comments on what the indoctrination into a specific occupation does to an individual.

When the same occupational operations are performed from day to day for many years, they effectively modify the mental, moral, social, physiological, and anatomical properties of their members in accordance with the nature and requirements of the occupation work. Each occupation tends thus to remake its members in its own image. And the longer an individual stays in the same occupation the deeper is the transformation.<sup>44</sup>

We have, according to Sorokin, a structure which modifies people "in its own image." Yet these same individuals are the gatekeepers to the change process. We have in effect a self-sustaining system that theoretically could not be altered. In actuality some changes have occurred. While one can debate the merits or magnitude of certain "innovations" they do represent some change. In recent times we have introduced Headstart, modular scheduling and interdisciplinary courses such as humanities, to name a few.

Another complicating factor concerns the rationale upon which the school is constantly evolving. Berelson and Steiner conclude from their review of research findings that, "the day-to-day decisions of an organization tend to be taken as commitments and precedents, often

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<sup>44</sup>P. A. Sorokin, Society, Culture, and Personality: Their Structure and Dynamics (New York: Harper, 1947), p. 211.

beyond the scope for which they were initially intended, and thus come to affect the character of the organization."<sup>45</sup>

In the analysis of his research Lionberger states that many poor ideas are retained because they are not objectively evaluated. We continue with many practices merely because we have always utilized them and never questioned their worth.<sup>46</sup>

The impact of these various organizational and individual factors comes to bear on our efforts to make educational changes. This is evidenced in the following statement by Urick and Frymer.

. . . the formal institutional patterns and organizational arrangements of the school may exert a negative influence on teachers' attitudes with regard to change. Administrative failure to initiate opportunity or provide organizational structure for the consideration of change may create a climate in which change itself is actually considered inappropriate.<sup>47</sup>

George Sharp sees another facet of the problem when he reflects on the more individual aspects of educational

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<sup>45</sup>Berelson and Steiner, Human Behavior: An Inventory of Scientific Findings, p. 367.

<sup>46</sup>Herbert F. Lionberger, "Diffussion of Innovations in Agricultural Research and in Schools," Strategy for Curriculum Change, Robert R. Leeper (ed.) (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. 46.

<sup>47</sup>Ronald Urick and Jack R. Frymier, "Personalities, Teachers, and Curriculum Change," Supervision: Emerging Profession (Washington, D.C.: Association for Supervision and Curriculum Development, 1969), p. 95.

change. ". . . Probably the most difficult job of the curriculum worker is that of bringing about a change in the ego-involved values of a teacher without hurting his ego."<sup>48</sup>

The point I wish to establish here is the complexity of any attempts to implement educational change. Maintaining a perspective of this complexity is essential if we are to approach change in a rational rather than haphazard way. While it would be difficult for the educational critics of today to agree on an approach to change or the causes of our educational ills,<sup>49</sup> most seem to indicate or imply one point. Educational change requires both change in people and change in school structure; in Urick and Frymers' terminology, "formal institutional patterns and organizational arrangements." What happens to individuals when they are removed from the school setting in hopes that additional training will stimulate educational changes is pointed out by Dorwin Cartwright.

The approach to training (workshops, institutes, and special training courses) which conceives of its task as being merely that of changing the individual probably produces frustrations, demoralization, and disillusionment in as large a measure as it accomplishes more positive results.<sup>50</sup>

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<sup>48</sup>George Sharp, Curriculum Development as Re-Education of the Teacher (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 31.

<sup>49</sup>Documented throughout Chapter II.

<sup>50</sup>Dorwin Cartwright, "Achieving Change in People: Some Applications of Group Dynamics," p. 525.

If these approaches which Cartwright refers to do in actuality, "change" people we might question the failures in accomplishing the desired educational change. As Arthur King Jr. points out, "Values, attitudes, and beliefs where strongly held, continue to act, in the contemporary world, as an affective obstacle to man's ability to modify his environment."<sup>51</sup>

If the workshops, institutes and special courses do modify the individual's attitudes we would, on the surface, seem to have found the key to our problem of change.

This, however, does not seem to be the case. The failures or inadequacies of this approach rest on the fact that it has only been directed at one facet of the complexities referred to previously.

As I interpret the information presently available I see a number of factors crucial to the problem of approaches to educational change. First is the realization that educational change requires changes in the attitudes of school personnel. These, however, are not isolated qualities but are very much grounded in the groups to which an individual belongs. This in part explains the difficulties experienced by those people who have attended the workshops, institutes and special courses to which Dorwin Cartwright made reference. In

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<sup>51</sup>King, "Curriculum Projects: A Perspective," p. 493.

the process of becoming "enlightened" they also became alienated in terms of the attitudes of their fellow teachers.

A second major point in my interpretation is that there is a constant interplay between the structure of schools and the school personnel. The structure of schools affects the behavior of the teacher. However, teachers to a great extent affect the structure of schools by implementing or rejecting educational change.

The remainder of this chapter is devoted to an examination of the merits and values from a variety of practical standpoints, of approaching change through group involvement. This appears to be the most fruitful approach, i.e., it has been shown to be highly successful.

I see some logical reasons for this success. Working with a group of fellow teachers allows the whole group to modify their attitudes thereby eliminating the problem of alienating certain individuals from the rest of his staff. Those structural aspects of schools which are static, i.e., formal rules and traditional standards, can be questioned when confronted by group strength whereas this act may be too threatening for an individual to confront. School rules which are perpetuated through the group members can only be changed by changing the values which the group holds. Approaching educational change

utilizing the involvement of the total group to be affected is one way of working with the whole complex involved in the change process.

One approach to examining the area of group process is to first reflect on some critical aspects of the individuals involved. Jersild offers the following advice. "Self understanding requires something quite different from the methods, study, plans and skills of a 'know-how' sort that are usually emphasized in education."<sup>52</sup>

Jenkins and Lippit point out the difficulty encountered by the individual when he tries to analyze the interpersonal situations in which he himself is involved.<sup>53</sup> Combs writes, "It follows then, that in order to help an individual explore and discover a more effective self, we must begin by creating atmospheres sufficiently free of threat so that the self can be explored and examined."<sup>54</sup>

The qualitative aspects of this same topic are discussed by Daniel Katz. He points out, "If an attitude is tied to a value system which is closely related

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<sup>52</sup> Arthur T. Jersild, When Teacher's Face Themselves (New York: Teachers College, Columbia University, 1955), p. 3.

<sup>53</sup> D. Jenkins and R. Lippit, Interpersonal Perceptions of Teachers, Students and Parents (Washington, D.C.: Division of Adult Services, National Education Association, 1962), p. 19.

<sup>54</sup> Arthur Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1965), p. 34.

to, or which consists of, the individual's conception of himself, then the appropriate change procedure becomes more complex."<sup>55</sup>

In an attempt to help individual's change their behavior Stephen Corey states:

. . . learning that changes behavior substantially is most likely to result when a person himself tries to improve a situation that makes a difference to him. He then does his best to obtain and interpret some evidence describing the consequences of his presumably more adequate practice.<sup>56</sup>

Raymond Hunt, however, makes the point that we must realize that "large parts of individual social behavior are formally determined and have little to do with the specific intrapsychic aspects of the behavior."<sup>57</sup> This brings us to the examination of what happens to individuals in the group process. Daniel Katz offers an explanation of how an individual can internalize the values of a group.

The activities of the group in moving toward its goal permit the individual genuine opportunity for participation, to become ego-involved

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<sup>55</sup>Katz, "The Functional Approach to the Study of Attitudes," p. 340.

<sup>56</sup>Stephen M. Corey, Action Research to Improve Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 9.

<sup>57</sup>Raymond G. Hunt, "Role and Role Conflict," Current Perspectives in Social Psychology, ed. by Edwin P. Hollander and Raymond G. Hunt (London: Oxford University Press, Inc., 1963), p. 265.

so that he can internalize group values, the new member must find one of two conditions. The group activity open to him must tap his talents and abilities so that his chance to show what he is worth can be tied into the group effort. Or else the activities of the group must give him an active voice in group decisions. His particular talents and abilities may not be tapped but he does have the opportunity to enter into group decisions, and thus his need for self-determination is satisfied.<sup>58</sup>

So it would seem that an individual's involvement in the group is an essential part of the individual's internalization of the group's values. Lazarsfeld and Thielens have concluded that "Sharing of beliefs which are relevant to a group facilitates friendships among that group and that, inversely, close personal contacts lead to a similarity of relevant attitudes."<sup>59</sup> Klein in The Study of Groups points out that the shared values, which are directly related to closeness of associations, go beyond those associated with social position. These shared values reflect such matters as attitudes, tastes, beliefs, and behavioral norms.<sup>60</sup> Kurt Lewin has proposed that: ". . . complete acceptance of previously rejected facts can be achieved best through the discovery of these

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<sup>58</sup>Katz, "The Functional Approach to the Study of Attitudes," p. 345.

<sup>59</sup>Paul F. Lazarsfeld and Wagner Thielens, Jr., The Academic Mind (Glencoe, Illinois: Free Press, 1958), p. 147.

<sup>60</sup>Josephine Klein, The Study of Groups (London: Routledge and Paul, 1956), p. 106.

facts by the group members themselves. Then, and frequently only then, do the facts become really 'their' facts (as against other people's facts)."<sup>61</sup>

Much of Lewin's work deals with re-education of social and reality deviations. The focus of his work, however, is modification of values and value systems. From this latter standpoint his work has implications for this study. Lewin sees an individual's acceptance of a new system of values as closely linked to new reference points of group, role and authority. The linkage between the acceptance ". . . of new facts or values and acceptance of certain groups or roles is very intimate . . ." He sees this as explanation of the "difficulty of changing beliefs and values in a piecemeal fashion."<sup>62</sup>

Earl Kelley points out the implications of many of these statements.

. . . How the individual sees himself. This is indeed the critical point, because it is what the person sees that is enabling or disabling. The crucial matter is not so much what you are, but what you think you are, and all of this is always in relationship to others.<sup>63</sup>

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<sup>61</sup> Kurt Lewin, Resolving Social Conflicts (New York: Harper and Brothers Publishers, 1945), p. 68.

<sup>62</sup> Ibid., p. 68.

<sup>63</sup> Earl Kelley, "The Fully Functioning Self," Perceiving, Behaving, Becoming, ed. by Arthur Combs (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 9.

We have in essence returned to Jersild's implications concerning self understanding.<sup>64</sup> One experimental situation in which teachers have been brought together to work on some common problems is reported in The Record. This article reflects several years of observational data and provides some interesting information. "The Teachers' Educational Process Workshop" has provided some proof of the advisability of bringing teachers together in a free and non-threatening atmosphere. The nature of these workshops is reflected in the following excerpt.

The workshop seems to facilitate better relationships among teachers and other colleagues and it helps a teacher to tap and gain insight into himself and his students. Insight is achieved by helping the teacher to see how he is responding to students and to understand the factors contributing to his responses. For young and old teachers, the workshop provides a means of communication that is not otherwise available.<sup>65</sup>

The subject of group process has been approached from a variety of perspectives. Argyle in The Scientific Study of Social Behavior provides some insights into the merits of working collectively.

The collective judgment of a group is superior to the judgment of most of the individuals. Two distinct processes are involved, firstly, discussion leads to the improvement of individual

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<sup>64</sup>Jersild, When Teachers Face Themselves, p. 3.

<sup>65</sup>Charles Winick, Asya L. Kadis and Eileen Clark, "The Teachers Educational Workshop," The Record, LXX (January, 1969), p. 299.

judgments, and secondly, the combination of individual judgments is advantageous.<sup>66</sup>

Coch and French indicate that experimentation has shown that the productivity of work groups can be greatly increased when organization and supervision are modified to give work groups more participation in decision-making, and which make stable groups the firm basis for support of the individual's social needs.<sup>67</sup>

Regarding group process and change, Eicholz discusses environments which are conducive to experimentation. "In such an environment change can be implemented as group endeavor where an individual teacher's fears of failure would be alleviated."<sup>68</sup> Berelson and Steiner, from their interpretation of research findings state that, "when change is desired, it is typically more effective to influence people as group members than to do so in an isolated individual-by-individual manner."<sup>69</sup>

There is some indication then that changes in individuals might best be approached in a group setting.

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<sup>66</sup>Argyle, The Scientific Study of Social Behavior (London: Methuen, 1957), p. 119.

<sup>67</sup>L. Coch and J.R.P. French, Jr., "Overcoming Resistance to Change," Human Factors in Management, ed. by S. D. Haslett (New York: Harper, 1951), pp. 242-268.

<sup>68</sup>Gerard C. Eicholz, "Why do Teachers Reject Change?" Theory into Practice, II (December, 1963), p. 267.

<sup>69</sup>Berelson and Steiner, Human Behavior, p. 354.

It is further pointed out in a study by Sidney Simon that the origin of the goals, external or internal, has a definite bearing on that groups activity. If the goals are imposed from outside the norms set by the group are likely to be limited in character. When the goals are established from within the group they will typically be seen as ideals.<sup>70</sup>

In summation it would seem that we must be basically concerned with helping teachers modify their attitudes if we intend to implement educational changes of any magnitude. Some of our traditional approaches to changing people, lectures and information giving, seem inadequate for the job. This is further documented by H. H. Hyman and P. Sheatsley in their assembling of facts about information campaigns directed at influencing public opinion. The authors show conclusively that increasing the flow of information to people does not necessarily increase the knowledge absorbed or produce the attitude changes desired.<sup>71</sup>

An interrelationship exists between the teachers in a school setting and the structural aspects of that

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<sup>70</sup> Sidney Simon, "Value Clarification: Methodology and Tests of an Hypothesis in an In-Service Program Relating to Behavioral Changes in Secondary School Students" (unpublished Ph.D. Dissertation, New York City University, 1958).

<sup>71</sup> Herbert H. Hyman and Paul B. Sheatsley, "Some Reasons Why Information Campaigns Fail," Public Opinion Quarterly, II (Fall, 1947), pp. 412-423.

setting. This is implied by Lewin when he states, "In any situation we cannot help but act according to the field we perceive . . ."<sup>72</sup> Consequently any attempt at educational change which does not concern itself with modifying people and the structure, i.e., the organization of people, is approaching the problem of change from a limited perspective.

This study is based on several assumptions that have been dealt with in this chapter. The most crucial of these include:

1. The idea that the attitudes of school personnel and the structure of schools are interrelated.
  - a. Without attitudinal changes in individual teachers, educational change is not likely. It has been demonstrated that individual teachers are the gatekeepers to educational change.
  - b. Individuals are not autonomous from the groups to which they belong. Certain values are perpetuated by any given group of teachers. These values are a part of the structure of schools.

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<sup>72</sup>Lewin, Resolving Social Conflict, p. 61.

2. Approaching educational change utilizing the involvement of the total group to be affected is essential for significant change.
  - a. This approach is one method of dealing with the whole complex involved in the change process, i.e., it confronts modification of both individual attitudes and group values.
  - b. Research has demonstrated group methods are more successful in modifying individual attitudes.

Such an overall approach emphasizes the development of group procedures within the setting we wish to see modified. Providing a free and non-threatening environment for school personnel to examine educational problems and set goals should provide:

1. That individuals involved will pursue increased self understanding.
2. That individuals involved will pursue greater awareness and understanding of the existing educational problems.
3. The development of a perspective which allows the total group to strive for some common goals.

4. An opportunity for group values to be altered.
  - a. This is the modification of school structure.
  - b. This altering of group values provides the opportunity for teachers to change without being alienated from their peers, a problem to which Dorwin Cartwright makes reference.<sup>73</sup>
5. The personal involvement which Corey<sup>74</sup> sees as essential to ". . . learning that changes behavior substantially . . ."

This chapter has attempted to point out that educational change is necessary and existing procedures for change seem inadequate. The more specific attempts at educational change through the TTT Project<sup>75</sup> at Eastern High School will be expanded on in Chapter III.

#### Summary

This chapter has been an examination of the methods and the assumptions for the study. Three general areas came under discussion.

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<sup>73</sup>Cartwright, "Achieving Change in People," p. 5.

<sup>74</sup>Corey, Action Research to Improve Schools, p. 9.

<sup>75</sup>TTT Planning and Development Team, "Outline of TTT Pilot Year Activity," pp. 2-3.

The first area dealt with the need for educational change. The increasing amount of coverage this topic has received in lay magazines and professional journals was pointed out. A large number, possibly a majority, of people in our country see the need for changes in our schools.

The second major division was concerned with the actual problem of educational change. Wide diversity of contemporary educational criticism was noted. Many educational writers indicate that the classroom teacher must change if we are to see changes within schools.

The third area examined was that of promoting teacher change. Emphasis was given to a way of working with teachers as a group.

From these assumptions then, the main objective for this study evolved. The objectives involve examining certain attitudes of the staff concerning education in order to begin to bring about change in this setting. These objectives will be delineated in Chapter IV. Chapter III describes the setting for the action part of this dissertation and is necessary to an understanding of the study. Some discussion of the TTT goals will also be included in this description.

## CHAPTER III

### THE SETTING

This study was undertaken at Eastern High School, which is the site for the Training of Teachers of Teachers Project, a joint Michigan State University/Lansing School District federally funded program. Because the project is based at Eastern High School, and because, university personnel, community representatives, and public school teachers are brought together there it is important to acquaint the reader with the Eastern High School setting. The purposes of TTT are also of major importance to this study, particularly these purposes in light of the preceding chapter. The direction in this chapter shall be one of describing Eastern High School, the TTT project, and a discussion of the TTT goals and objectives.

#### Eastern High School<sup>1</sup>

Eastern High School is one of Lansing's three comprehensive three-year high schools. It has an enrollment of

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<sup>1</sup>Adapted from: Michigan State University/Lansing School District TTT Project, "Overview, Lansing School District, TTT Project," Lansing, Michigan, 1969. (Mimeographed.)

approximately 1700 and a professional staff of 105 (60 percent with Master's Degrees and beyond). It is accredited by the North Central Association of Secondary Schools and Colleges and the University of Michigan Bureau of School Services. The building was constructed in 1928 and has had periodic remodelings and additions.

The student body includes representation from all socio-economic levels with the majority coming from the middle class. Ethnically, the student body includes 94 Negroes, 110 Mexican-Americans, 1 American Indian, 2 Cubans, 5 Thais and 1 Iranian in its 1700 total. The retention rate of Eastern has remained relatively stable in the last decade with 7 of every 10 students entering the 10th grade graduating.

The school population is in a period of rapid change. Older, more economically stable families have moved from the school service area, a significant portion of which is included in the Lansing Model Cities area. Changes in the school service area boundaries by the school Board will increase the number of minority group students.

Many white students in the school are from the South. These families, as well as the Negro and Mexican-American families, with children at Eastern, located in this area for economic reasons.

Students, in general, express in Student Services interviews that their main concern is in improving their

economic status. Approximately 60 percent of the student body holds part-time jobs, 260 of which are part of a school-sponsored co-operative education or pre-employment program (Co-op and PEP).

Approximately 30 percent of the graduates each year enroll in a college or university. The majority enroll at Lansing Community College, with the intent of transferring to a four year college later. About 50 percent of the entire student body is enrolled in a straight or combination college preparatory curriculum. This high percentage of college preparatory students is mainly attributable to parental pressure according to the counseling staff.

Increased militancy on the part of Black students has caused a significant White reaction--especially noticeable on the Senior Profile questionnaires. Mexican-American students join in protest over the seeming preferential treatment Black students receive from the faculty and administration, especially in matters of discipline. The White reaction might be explained as the result of attitudes gained from the recent Southern background of many families. A Human Relations Effort ("Operation Dialogue") was organized by the faculty and administration and operated during a period of the past school year in which race tensions were high. Black and Mexican-American students were actively involved in confronting one another

with their concerns, but the target group, the vast majority of White students, expressed hostility or apathy toward this organization.

Students enroll in one of four curricula which includes Business Education, College Preparatory, General Education and Trade Technology. Approximately 50 percent of the student body is enrolled in a college preparatory program, 20 percent in Trade Technology, about 15 percent in Business Education, and the remaining 15 percent in a combination of programs.

Special programs and subjects exist in the major departments for slow learners and poor readers. Special education classes for the mentally handicapped (73 students), pre-employment for potential dropouts, economic opportunity assistance for needy students, food services, service industries, and the Co-operative Work-Training Program available to students in Business Education, Service Industries, and Trade Technology classes also exist. Enriched courses are offered in the area of Humanities, Comparative Government, World Literature, Creative Writing, and Advanced Biology.

Until the last five years, the faculty at Eastern High School had a very low rate of turnover. Since that time, the rate of turnover has averaged about 12 new staff members per year. This rate of increase from 3 to 5 to 12 persons, is mainly attributable to the retirement

of the older teachers and the movement of younger teachers due to transfers of husbands, completing of education at Michigan State University, and of course, wider opportunities in other areas.

### The TTT Project<sup>2</sup>

TTT is the designation for the Training of Teachers of Teachers Project, a project supported by the U. S. Office of Education as authorized under the provisions of the Education Professions Development Act of 1967. The Lansing School District/Michigan State University project is one of 57 such programs in the United States.

TTT is a high-priority interest of the United States Office of Education currently. It is primarily concerned with the in-service development of teacher trainers. The project proceeds on the premise that teacher training is not the sole responsibility of the college of education: rather, that it shares responsibilities with the academic colleges and other agencies. In fact, training relevant to contemporary society requires the resources of the total university along with contributions from school systems and state educational agencies. The Michigan State University/Lansing School District TTT project

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<sup>2</sup>Adapted from: TTT Planning and Development Team, "Outline of TTT Pilot Year Activity," East Lansing, Michigan, Summer, 1969, pp. 2-3. (Mimeographed.)

attempts to coordinate the resources of such educational agencies through the vehicle of the "school clinic."

The "school clinic" is defined as a place where representatives of the university, the school and the community can be brought together in the setting of a secondary school complex, to learn by means of a systematic analysis of the school environment. The representatives work on teams to solve specific problems of the schools which are determined in process and cooperatively while developing a procedure for the training of teacher trainers. The "school clinic," then, is the locus of a cooperative, problem-oriented effort. It is expected that there will be significant contributions to the University teacher education programs from local school personnel and community representatives.

The clinic operates by means of teams involving public school personnel, community representatives and university personnel. The project established three such teams for the pilot year: the Humanities Clinic Team, the Natural Science Clinic Team and the Social Science Clinic Team. Each team includes Michigan State University professorial fellows, graduate student fellows, a Lansing teacher, a Lansing consultant and a community representative, associated on a parity basis. The association in parity of community representatives with professional educators from different parts of the

teacher education enterprise is intended to create both a combination of resources and a new climate of cooperation among the school, the university and the community.

Following are the specific goals established for this project during the summer of 1969.<sup>3</sup>

1. Designing, operating and testing a new program for the training of educational specialists by providing an intern experience in the school clinic, at the same time providing a means for the senior professors (T3) to become immersed in the work of teachers and students in local schools.
2. Stimulating graduate and undergraduate programs which encompass educational problems of inner city education that would include diagnosing environmental strengths, producing community-developed materials for teaching and providing on-the-spot consultation when analytical help is needed.
3. Establishing better communication between school and university faculties.
4. Providing in-service experiences for school faculties and school-related experiences for university faculties.
5. Diagnosing priority problems upon which the university and school can act jointly.
6. Exploring with the school staff the ways in which subject-matter courses in the schools can be perceived by students to be responsive to their needs.
7. Exploring with the university faculty the ways in which university programs should be and can be more responsive to the needs of teachers.

#### Discussion of TTT Goals and Objectives

The purpose here is to point out first that the present public school problems, as expressed by the

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<sup>3</sup>From the "Outline of TTT Pilot Year Activity," p. 3.

writers cited in Chapter II, are a central concern of the TTT Project. Secondly, the success of the TTT goals are dependent upon changes in the attitudes, values and beliefs of all those involved in the project,

It is easy to assume that the major thrust of TTT is intended to get the graduate professor into the public school classroom. This informs him of what its "really" like to be a teacher and consequently increases the chances that he will better prepare teachers, or teacher trainers. If the line of reasoning stops at this superficial level however, we can become trapped into something that only entrenches deeper, the present status quo. That is, such a procedure is primarily concerned with doing better what we are already doing. This I think misses the point of the actual intent of the TTT Project.

One of the expressed purposes of TTT, which appeared in the original plan and was used as a criterion in the first years evaluation, was to ". . . make subject-matter courses more responsive to the needs of students."<sup>4</sup> Other purposes, also appearing in the same documents, include diagnosing environmental strengths, producing community-developed materials, on-the-spot consultation,

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<sup>4</sup>TTT Planning and Development Team, "Outline of TTT Pilot Year Activity," pp. 2-3.

providing in-service experiences and diagnosing priority problems.<sup>5</sup>

The kind of activities implied by these goals is indicative of the fact that TTT is very much concerned with the here-and-now problems of today's schools. The expressed need for educational change, expanded upon in Chapter II and the timeliness of the TTT Project further reinforces this idea.

Within the TTT description the "school clinic,"<sup>6</sup> referred to as the primary vehicle, has been charged with the task of working on specific problems of the schools. Further, the fact that a parity basis between the representatives of the university, the school, and the community has received a strong emphasis<sup>7</sup> implies the desire for something that goes beyond the mere exchange of information. All these factors indicate clearly that TTT is directed at significant educational changes not simply the upgrading of what "is." Whether these changes are intended to be immediate or in the future is not crucial to this study. The important factor is that TTT is intended to stimulate changes in public schools.

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<sup>5</sup>Ibid., pp. 2-3.

<sup>6</sup>Ibid., pp. 2-3.

<sup>7</sup>Leadership Training Institute, "A Statement by Leadership Training Institute (TTT) on Community Participation in TTT," New York, 1969. (Mimeographed.)

Changes in public schools hinge on the classroom teacher. This has been pointed to in Chapter II. Whether we are interested in future or immediate educational changes it seems logical to assume that the classroom teacher must be involved. The parity emphasis of TTT also suggests this. If we wish to move beyond the upgrading of "what is" and consider alternatives of more magnitude we must be concerned with some basic changes in those people involved in TTT. Combs has aptly pointed out "It is becoming more and more clear that the key to effective behavioral change is an individual's personal discovery of meaning. It is values, beliefs and personal meanings which affect behavior most markedly."<sup>8</sup>

It has been necessary to establish an understanding of the setting for the action part of this study. Chapter IV will explore and examine the attitudes of the teachers in this setting as a first step in bringing about educational change.

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<sup>8</sup>Arthur W. Combs (ed.), Perceiving, Behaving, Becoming (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 119.

## CHAPTER IV

### METHODOLOGY

This chapter will report the design of the study, describe how it was conducted and present the survey findings. The major focus of the investigation is the attitudes of teachers in the TTT setting at Eastern High School.

Frequently educators seem to operate in a project, such as TTT under the assumption that the priorities of the project are seen as priorities by all those affected by the project. Seldom does anyone assess the commonalities or divergencies existent within the group under consideration. These factors might be considered closely linked to teacher attitudes.

My survey instrument focused on three basic questions (although they were not presented in this present form):

1. What are the major educational problems today?
2. Who has a major responsibility in solving these educational problems?
3. What are the major purposes of schools today?

An analysis of the Eastern High School teacher's responses to these basic questions should provide insights into what directions might prove most fruitful for bringing about essential attitudinal changes.

### Objectives

An assumption of this study is that the attitudes of teachers in a given setting must be critically considered if we are attempting realistic educational change. Some commonality of educational purpose and perspective among the members of a teaching staff is essential in visualizing some common goals. Knowing the nature of these commonalities and differences is a necessary step in prescribing an approach to educational change.

The Eastern High School teachers comprise the population surveyed in this study. The objectives are to examine:

1. the diversity of opinion of teachers concerning current educational problems;
2. the diversity of opinion of teachers concerning the purposes of schools;
3. expressions of the teachers concerning their responsibility in the solving of educational problems; and
4. expressions of the teachers concerning the capability of schools in solving educational problems.

### Population

This study focused on the teachers in Eastern High school. Teachers are one important element in any consideration of educational change. For this reason, the population surveyed was restricted to the 96 persons within Eastern High School who are regularly engaged in normal teaching.

### The Construction of the Survey Instrument

Teacher's attitudes are part of the broader aspect--teacher personality. Getzels and Jackson, using 1950 as a starting point, compiled a list of over 800 references related to teacher personality.<sup>1</sup> The Minnesota Teacher Attitude Inventory (MTAI) is probably the most frequently used instrument for measuring teacher attitudes. Cook, Leeds and Callis point out the purpose of this instrument.

It (MTAI) is designed to measure those attitudes of a teacher which predicts how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation.<sup>2</sup>

The MTAI typifies the direction of most of the instrumentation in the study of teacher personality. That

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<sup>1</sup>Getzels and Jackson, "The Teacher's Personality and Characteristics," p. 506.

<sup>2</sup>W. W. Cook, C. H. Leeds and R. Callis, The Minnesota Teacher Attitude Inventory (New York: Psychological Corporation, 1951), p. 3.

is, it is directed at identifying good--as opposed to bad, or effective--as opposed to ineffective teachers or prospective teachers.<sup>3</sup>

Existing instruments seemed inappropriate for the purposes of this study. Consequently, I constructed an instrument compatible with the stated objectives,<sup>4</sup> based upon a preliminary study in which three questions provided the basis upon which the instrument was constructed.

These questions were formulated as follows:

1. What are the major educational problems today?
2. Do teachers feel that they have a major responsibility in solving the educational problems of today?
3. What are the purposes of schools today?

From these questions basic teacher understandings could be elicited concerning educational problems, responsibilities and purposes.

The preliminary work and pilot testing of the instrument was done in Leslie High School, Leslie, Michigan. This school had an enrollment of 450 students and a staff of 30 teachers. These teachers assisted in two ways. One was in the formulation of the first question on

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<sup>3</sup>Getzels and Jackson, "The Teacher's Personality and Characteristics," p. 575.

<sup>4</sup>The survey instrument used in this study is included in Appendix A.

educational problems. Secondly this group responded to the pilot survey instrument.

The first task given to the group of teachers in the pilot setting was the establishment of the categories of educational problems. The teachers were confronted with the open-ended question, "What are the major educational problems today?" The responses were categorized and the frequency distribution which resulted was taken into account in listing the chief educational problems. Using several educators, chosen for their backgrounds in educational psychology and administration as a sounding board, several decisions were made. The most useful format for the purposes of this study seemed to be a rank ordering of a list of statements of educational problems. The use of this format necessitated a limit of seven statements of educational problems to maintain validity in the mid-range of responses. This procedure then was used to formulate the first question in the survey instrument.

The second question in the survey instrument focused on the responsibility for solving the seven educational problems.

Six possible alternatives were provided. The list included:

1. Students
2. Teachers
3. School Administrators
4. Local Community
5. College or University
6. Federal or State Government

The last question to be dealt with in the survey instrument was the purposes of schools. In the first form of the instrument, seven educational purposes were selected from the contemporary literature. An effort was made to have these statements provide a diversity of viewpoints about today's schools. The seven statements of purpose were organized in a form similar to the educational problems, i.e., they were to be rank ordered by the respondents.

The second major task given the teachers in the pilot setting was the pretesting of the survey instrument. The first form was administered to the thirty teachers. Ample space was provided and the request was made for respondents to make comments and suggestions. From these comments, and the analysis of the responses, the following revisions were incorporated into the final survey form.

1. The instructions for completing the questionnaire were expanded and clarified.
2. The actual layout of the form was modified for more clarification.
3. The statements of educational problems were changed from complete sentences to sentence fragments to simplify the respondents' task.
4. The responses on the pretest instrument indicated that rank ordering the list of

"purposes of schools" was not appropriate.

The decision was made to have the respondents mark each purpose on a one to three scale. The instructions state:

Using the space provided to the left of each statement of purpose place:

#1 by all those items that you think should be a major purpose of schools today.

#2 by all the items that are a concern of schools but not a major purpose.

#3 by all those items that may or may not be important but that schools are not responsible for.

In this new context there was no need to limit the possible responses to seven. Two additional statements were added.

#### Administration of the Survey Instrument

To facilitate any necessary follow-up procedures, each name on the list of Eastern High School teachers was arbitrarily assigned a number. These identification numbers were used on the survey materials distributed to teachers.

A cover letter was developed which briefly explained the nature and need for the survey and requested the teachers' cooperation. Mr. Joseph Vellanti, Co-director of the TTT project, endorsed the letter with his signature.

The cover letter, survey instrument and addressed return envelope were distributed to each of the 96

Eastern High School teachers. A response was requested to be returned within seven days.

Two weeks from the initial distribution, approximately 50 percent of the questionnaires had been returned to the TTT office. At this time, the non-responding teachers were sent additional materials. This included another letter, again signed by Mr. Vellanti, a new questionnaire form and a return envelope. The initial and follow-up request yielded 74 completed questionnaires for a 76 percent return.

#### Analysis of the Survey Responses

The purpose here is to first show how the data was coded for analysis. It should be noted that certain interpretations were essential to the analysis and these will be clarified. The second purpose is to present the findings of the data and the third purpose is to discuss these findings.

The coding of two of the demographic items is provided in Table 1. For these two items, "years of experience" and "degree and credits beyond degree," the categories for each item were developed so that each represented approximately 25 percent of the sample. Division into more categories (total sample 74) would have reduced each group to such a small size that an examination of relationships between groups would be questionable.

TABLE 1.--Categories for Two Demographic Items

Demographic Item	Number Code	Description of Category
Years of Teaching Experience	#1	1-4 years
	#2	5-8 years
	#3	9-17 years
	#4	17 years and beyond
Degree and Credits beyond degree	#1	up to Bachelors + 15 credits
	#2	from Bachelors + 15 credits to Masters
	#3	from Masters degree to Masters + 15
	#4	beyond Masters + 15

The remaining demographic data did not lend itself to such categorization. Consequently identification numbers were arbitrarily assigned without application of the criteria used to construct the categories in Table 1.

#### 1. Educational Problems

The seven items comprising educational problems were to be rank ordered by the respondents. A space was provided for teachers to add any items they felt were omitted from the list. The respondents' limited use of this option made the development of additional categories impractical. These additions are, however, quoted in the presentation of the findings.

Some respondents failed to use the complete range of numbers (1-7) in rank ordering the educational problems. Upon advice from our research consultation service the average of the unused rank numbers were assigned to the unmarked items. For instance, if a respondent ranked three items with the numbers 1 through 3, the unused rankings 4, 5, 6 and 7 were added and averaged. In this instance a weight of 5.5 was assigned to each unmarked item.

## 2. Educational Responsibility

The respondents were directed to check one area of responsibility for each educational problem. Many teachers, however, checked more than one area of responsibility for a single educational problem. Based on the fact that my concern focused on whether teachers felt they play a major role in solving educational problems, several interpretations in coding were made.

For analysis, the responses were coded as a teacher responsibility when:

1. The item was marked as a teacher responsibility.
2. There was more than one area checked, but one of the areas marked was teacher responsibility.

An additional category was also developed to include multiple responses that did not include teacher responsibility.

### 3. Purposes of Schools

Any items listed under purposes of schools that were left unmarked were assigned a three weight, i.e., not a concern of schools.

Two separate computer processes were used in analyzing the data. The information was first subjected to the basic statistics program. A resume' of the significant figures from this process are provided in Table 2 and Table 3. From these figures, certain of the variables were selected for further comparative analysis. The second process involved the development of an analysis of contingency tables for selected variables.

### Analysis of the Objectives

#### Objective One

The first objective was to examine the diversity of opinion of Eastern High School teachers concerning current educational problems. Referring to Table 2, it might first be noted that each of the seven educational problems had a range of responses from 1-7. The mean of the score for each problem did not indicate strong tendencies that would clearly identify any one problem as being more crucial than the others. The mathematical mean of the 7 point scale is 4. The means as computed from the responses, ranged from .74 above this mid-point of 4 to .38 below it. Examination of the contingency

TABLE 2.--Educational Problems as Ranked by Eastern High School Teachers.

Educational Problems	Range of the rank numbers for each problem	Mean of responses	Standard Deviation	Percent of teachers that design- ated the educational problem as a teacher responsibility
inadequate communication between the various levels of the public schools	1-7	3.26	15.97	28%
too much emphasis on tra- ditional role learning and not enough emphasis on students attitudes, values, and beliefs	1-7	3.55	20.96	54%
lack of educational planning	1-7	3.90	16.73	00%
course content has not kept pace with the accumulation of scienti- fic knowledge	1-7	4.19	17.84	36%
need for more discipline of students	1-7	4.32	21.21	27%
new teachers are not adequately prepared	1-7	4.32	17.19	05%
lack of funds	1-7	4.38	17.55	00%

tables further supports the random appearance of the responses on the educational problems.

As pointed out previously some commonality of perspective within a teaching staff would seem essential to implementing common efforts at educational change. To the extent that this instrument could ascertain, little commonality was evidenced within this staff. In no case was there a majority agreement on any of the educational problems. Yet approaches to educational change are frequently based on the assumption that specific priorities are seen as such by all those affected by the changes.

The preparation of teachers was a major item in the TTT public relations efforts with Eastern High School teachers. Any significant impact of these efforts should evidence itself in the survey responses. In light of this, the educational problem "new teachers are not adequately prepared," was critically examined. This problem was ranked sixth in importance by the mean of the responses. The range of these means, however, is not spread far enough to lend itself to meaningful interpretation of such rankings. Examination of the contingency tables did not reveal any tendencies of a polarization of responses which might have been anticipated. Apparently these public relations efforts had little impact of either a positive or negative nature.

If closeness of association can be linked with shared values, as Klein<sup>5</sup> seems to think, it might safely be stated that teachers within this setting do not benefit from such sharing. The further implication is that this group does not work together very closely.

### Objective Two

The second objective was to examine the diversity of opinion of Eastern High School teachers concerning the purposes of schools. The tabulation of these responses is presented in Table 3. The nine items of purposes of schools were to be numbered by the following scale:

- #1 by all those items that you think should be a major purpose of the schools today.
- #2 by all those items that are a concern of schools but not a major purpose.
- #3 by all those items that may or may not be important but that schools are not responsible for.

It should be noted that there was a range of 1-3 responses for each of the nine items. Within this group, one item is clearly identified as a major purpose of schools. This purpose is, "learn the basic skills of

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<sup>5</sup>Klein, The Study of Groups, p. 106.

TABLE 3.--Educational Purposes as Placed in Descending Order of Importance by Eastern High School Teachers.

Educational Purpose	Mean	Standard Deviation
learn the basic skills of reading, writing, and computation.	1.05	2.81
become critical thinkers.	1.26	5.50
learn to be competent citizens in a democracy.	1.28	5.11
adjust socially and emotionally: understand themselves.	1.37	5.66
reach their creative potential.	1.37	5.66
achieve occupational competence.	1.58	6.62
identify and clarify the major issues of today.	1.62	6.76
learn discipline.	1.85	6.76
learn cultural orientation.	1.90	6.86

reading, writing and computation." The mean of the responses for this item is 1.05 with a standard deviation of only 2.81. With a range of means from 1.05 to 1.90 it can be stated that these teachers, as a group, see all nine items as appropriate purposes of schools today.

The variance in the range of means does not indicate extreme diversity on the purposes of schools. Despite this lack of variance several interesting questions and speculations can be made.

It is interesting to note, during a period when student unrest appears to be a national concern, that "learning discipline" is ranked eighth in a listing of nine purposes of schools. Perhaps teachers basically do not see a direct connection between student unrest and learning discipline. One can only speculate from this data that teachers see student unrest as related to more basic problems with today's schools.

A discrepancy seems to exist in the rankings between "critical thinking," ranked as the second important purpose, and "identifying and clarifying the major issues of today," which was ranked seventh. The question might be raised, "What are critical thinkers supposed to think critically about?"

The first three purposes, by virtue of the mean rankings of 1.05 to 1.28, could legitimately be said to be considered major purposes of schools by this group of teachers. The inconsistencies as evidenced by the examples in the preceeding paragraph, raises some doubt as to the understanding with which the teachers have perceived these purposes.

### Objective Three

The third objective is to examine the expressions of the Eastern High School teachers concerning the responsibility in the solving of educational problems. As specified on the survey instrument, the respondents

were to check the one area in which they felt the major responsibility resided for each of the seven educational problems. These figures are presented in Table 2 on page 72.

The results indicate a logical division into three categories. One category, encompassing a range of 0%-5% teacher responsibility, indicated that teachers feel they have a limited range of influence in these areas which include: educational planning, preparation of teachers, and school funds.

A second category, with a range of 27%-36%, teacher responsibility included: the communication between various levels of the public schools, course content and the discipline of students.

The second ranked educational problem is a third category. Fifty-four percent of the respondents marked this as a teacher responsibility. The problem was stated, "too much emphasis is on traditional rote learning and not enough emphasis on students attitudes, values, and beliefs." One interpretation is that the teachers feel this to be one educational problem that is dealt with quite exclusively in each individual room. The majority of Eastern High School teachers feel they do not play a major role in solving the other educational problems.

The findings support the notion that teachers feel they do not exercise much control in the destiny of schools. In terms of educational planning and the financing of schools not one teacher felt they played a major role. These survey findings do not flatter the present educational association efforts to gain professional recognition for teachers.

If we look to some of the previously cited literature, Coch and French,<sup>6</sup> Argyle,<sup>7</sup> Klein<sup>8</sup> and Lewin,<sup>9</sup> the situation revealed by this research in Eastern High School is not one conducive to change.

#### Objective Four

The fourth objective was to examine expressions of Eastern High School teachers concerning the capability of schools in solving educational problems. This entails examination of the relationship between the purposes the teachers have identified for schools and the problems they have identified for schools. The relatively high ratings that the teachers gave to all nine purposes of schools

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<sup>6</sup> Coch and French, "Overcoming Resistance to Change."

<sup>7</sup> Argyle, The Scientific Study of Social Behavior.

<sup>8</sup> Klein, The Study of Groups.

<sup>9</sup> Lewin, Resolving Social Conflicts.

makes any comparative analysis between the educational problems and the purposes of schools impractical.

#### Analysis of Demographic Data

The educational problem, "new teachers not adequately prepared," is so directly related to the TTT project that a resume' of certain of the contingency tables seems in order. Table 4 shows the distribution of rankings by the Eastern High School teachers.

TABLE 4.--Distribution of Rankings for the Educational Problem "New Teachers are not Adequately Prepared."

Rank Number	1	2	3	4	5	6	7
Number of Teacher Responses	3	14	5	15	19	12	6

The relationship between the responses to the preparation of new teachers and the degree and credits of the respondents is provided in Table 5.

It should be noted that in the #3 category, Masters to Masters plus 15 credits, 62 percent of the group listed this educational problem as less important (ranked 5, 6 and 7). Whereas 50 percent of #1, up to Bachelors plus 15 credits, ranked it as an important item (ranked 2).

TABLE 5.--Variable "Preparation of New Teachers" by  
Variable Degree and Credits.

Degree and Credits	Numeral Ranking for "new teachers not adequately prepared"						
	1	2	3	4	5	6	7
#1 up to Bachelors + 15 credits	0	7	0	4	2	1	0
#2 Bachelors + 15 to Masters	2	1	1	5	5	0	2
#3 Masters to Masters + 15 credits	0	4	3	4	8	8	2
#4 beyond Masters + 15 credits	1	2	1	2	4	3	2

The most significant fact would seem to be the actual diversity between these two groups. A fact which implies, as did the results in Objectives 1 and 3, that there exists a real need to stimulate more meaningful interaction within this staff.

That a pattern does develop, however, raises certain questions. That the teachers with the least amount of academic training, group one, feel that new teachers are not adequately prepared could imply a lack of confidence on their part. From such a perspective teaching competence might be equated with academic training.

The lack of importance of this item for the group with the most academic preparation, group four, could denote the attitude that: 1) the present system of

public schooling does not need to be modified; 2) new teachers are already adequately prepared; or 3) other educational problems are more acute than the preparation of teachers.

These findings should be of particular interest for the future involvement of teachers in the TTT project. Emphasis of teacher preparation to that group of teachers that are beyond a Masters degree plus 15 credits, group four, is probably not the best procedure in encouraging their involvement. However, the group of teachers with less than a Bachelors degree plus 15 hours of credit, group one, is probably the group that could be most readily involved in the TTT project.

A pattern is also evidenced when we relate the same educational problem to the years of teaching experience. This breakdown of responses is provided in Table 6.

TABLE 6.--Variable "Preparation of New Teachers" by Variable Years of Experience.

Years of Teaching Experience		Numerical rankings for "new teachers are not adequately prepared"						
		1	2	3	4	5	6	7
#1	1-4 years	1	7	1	4	3	2	0
#2	5-8 years	1	2	1	3	4	5	2
#3	9-17 years	0	1	1	3	9	2	1
#4	17 years and beyond	1	4	2	5	3	3	3

Fifty percent of group #1 (1-4 years experience) see teacher preparation as important (ranked 1-3); whereas, 61 percent of group #2 (5-8 years experience) see it as less important (ranked 5, 6 and 7). Seventy percent of group #3 (9-17 years experience) also see it as less important (ranked 5, 6 and 7). Group #4 shows no significant tendencies.

Certainly group #1, 1-4 years teaching experience, have some concerns about this educational problem. It is conceivable that this concern parallels some feelings of uncertainty about their teaching abilities.

Group #2, 5-8 years experience, and group #3, 9-17 years experience, show a decreasing concern for this educational problem. These groups have possibly developed certain skills and accepted certain conditions that have minimized initial uncertainties in their individual teaching abilities, i.e., they see certain experiences more crucial to teaching competency than formal academic preparation.

Group #4, beyond 17 years of teaching experience, respond more as individuals than in any group pattern. The demographic data elicited with this survey instrument is not sufficient for the further interpretation of the group #4 responses.

A number of comments were written on the survey forms by the teacher respondents. It is questionable,

in many instances, how the respondent intended his comment to be used, i.e., as an educational problem, purpose or merely as a commentary. I have nevertheless, listed them under the heading of the category in which they were written. These are listed complete and unedited. Each numbered comment represents the total statements of an individual respondent under that heading.

#### Educational Problems

1. Students are not taught basic subject matter as reading and English in grade schools, can't read and comprehend in High School.
2. Children are rigid by "forced" education, they don't have any ideas on how to think. Teachers are rigid--I think we have a real mess!
3. Lack of curricula for non college students who are very poorly prepared for the present high school program. (non-achievers)
4. The average student has become the forgotten man and I firmly believe that he holds the fate of our country--not the so called superior intellect.
5. More emphasis on vocational education.
6. Preparation load too heavy when lab classes are involved, not enough preparation time, no teacher aid assistance.
7. Minimum quotas of students/class is often harmful.
8. Too much planning and filing, (also) there should be enough materials accumulated from the hundreds of projects conducted over the past 10 years to satisfy educational needs for the next 10,000 years if it were used.

9. Wasted research effort.
10. Lets have federal government money spent for worthwhile projects, and see some concrete results. Too many pork barrel projects in the colleges today.
11. Poor materials.
12. Textbook publishers mainly responsible for course content.
13. Teachers actually implementing what they know they should.
14. Degenerating image of teacher.
15. Indifferent parents.

#### Purposes of Schools

1. Prepare students to fulfill leadership roles in helping to bring about social change.
2. Develop characteristics of responsibility and dedication toward self, others, nation, and mankind.
3. Provide a liveable education for all students.
4. Spend our tax dollars on necessary programs and forget the big grants to programs just to provide salaries to a group of non-contributing people.
5. Identify and clarify why only part of the world is "free world."

The purpose of this study was to examine some of the attitudes of the Eastern High School Teachers as a first step in the process of curricular change. These free comments represent some attitudes which are extremely important and should not be overlooked. First, these expressions must represent strong opinions to have been volunteered. Secondly, any assumption that these

expressions represent a small minority is a dangerous conclusion for the issues represented by the comments have a very direct bearing on the TTT project. Had the teachers been confronted with these particular issues we have no basis to conclude that there would not have been majority agreements.

Reading was not listed when the teachers in the pilot study were asked to identify the major educational problems today. Consequently, reading was not included as one of the options in the Eastern High School survey of educational problems. As evidenced from the list of comments by the Eastern High School Teachers, there was only one mention of reading skills being an educational problem.

1. Students are not taught basic subject matter as reading and English in grade schools, can't read and comprehend in High School.

This is interesting at a time when reading is gaining increased recognition as a major educational problem.

In comment one again, and in comments two through five, the teachers are referring to students in relation to the school program. These teachers are noting that the curriculum is not suited to the students.

2. Children are rigid by "forced education, they don't have any ideas on how to think. Teachers are rigid--I think we have a real mess.
3. Lack of curricula for non college students who are very poorly prepared for the present high school program. (non-achievers)

4. The average student has become the forgotten man and I firmly believe that he holds the fate of our country--not the so called superior intellect.

5. More emphasis on vocational education.

Comments six, seven and partly in eight point out that teachers are doing the best they can, yet nobody is changing anything. Teachers do not get any more time for planning.

6. Preparation load too heavy when lab classes are involved, not enough preparation time, no teacher aid assistance.

7. Minimum quotas of students/class is often harmful.

8. Too much planning and filing, (also) there should be enough materials accumulated from the hundreds of projects conducted over the past 10 years to satisfy educational needs for the next 10,000 years if it were used.

In comment eight again, and in comments nine and ten, the question is raised, "are colleges and projects such as TTT being helpful to teachers?" Teachers are asked to do things but do not have a part in making things better.

9. Wasted research effort.

10. Lets have Federal government money spent for worthwhile projects, and see some concrete results. Too many pork barrel projects in the colleges today.

Some comments that are stated under both problems and purposes reflect a real antagonism toward projects such as TTT. This has been evidenced in problems eight, nine and ten and is also reflected in purpose four.

4. Spend our tax dollars on necessary programs and forget the big grants to programs just to provide salaries to a group of non-contributing people.

Quite basic to these comments is that teachers don't have much opportunity to bring about change. That is, their comments seem to reflect things that are superimposed on teachers. This fact would seem to reinforce the findings of objective three which related to the teachers' feelings of lack of involvement in the solving of educational problems.

Chapter IV has been concerned with the development, administration and analysis of the survey instrument. Chapter V focuses on the Summary, Implications and Recommendations.

## CHAPTER V

### SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Much of our idealism about America, democracy and public schools is grounded in diversity; yet, there comes a point at which extreme diversity in perceptions and attitudes stifles change and consequently operates to maintain the status quo. It would be neither desirable nor realistic to expect teachers to agree to the letter on the seven educational problems posed in the survey.

#### Summary

In the examination of the first objective, "the diversity of opinion of Eastern High School teachers concerning current educational problems," the responses were dispersed quite evenly over the range of possibilities. One alternate explanation is that none of the items was very important to this group of teachers, yet, all the educational problems listed on the survey were developed from open ended responses given by a group of secondary teachers from another setting. Secondly, the

attention these topics have received in professional journals and popular magazines should have brought these issues into focus as major problems.

Certainly some commonalities must exist. This is basic to the contention that the school personnel, to a large extent, perpetuates the structure of schools. It would be a logical step to conclude that it is an all encompassing commonality that keeps schools from changing. However, the inability of a group to visualize common goals or ideals to be strived for can also be a limiting factor in bringing about the change. To the extent that the instrument could ascertain slight commonality on educational problems was evident within the Eastern High School teaching staff. This diversity poses one problem to be confronted by anyone attempting to bring about change in this setting.

In examining the third objective, "expressions of the Eastern High School teachers concerning their responsibility in the solving of educational problems," it becomes clear that the teachers do not feel they play a major role in solving these problems. This idea is extended when one reviews the comments which teachers wrote on the surveys they returned. These comments seem to basically reflect things that are superimposed on teachers. Further, the teachers seem to be saying that they do not have much opportunity to bring about change themselves.

### Implications

Attitudinal changes are assumed to be a requirement for significant educational change. Some of the basics to such change<sup>1</sup> seems to be lacking in the Eastern High School setting. These findings imply that teachers do not work together toward common goals nor do they feel that they as individuals can be a part of improving the existing situation.

From a review of the literature<sup>2</sup> some basics for the creation of a model for educational change can be outlined to include:

1. Provision for interaction of school personnel to consider values, attitudes and beliefs and the compatability of these to education.
2. The development of group goals and objectives that can realistically be strived for.
3. Procedures for supporting colleagues as fellow professionals in the educational endeavor.

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<sup>1</sup>Combs, Perceiving, Behaving, Becoming; Coch and French, "Overcoming Resistance to Change; Argyle, The Scientific Study of Social Behavior; Klein, The Study of Groups; and Lewin, Resolving Social Conflict.

<sup>2</sup>Lewin, Resolving Social Conflicts; King, "Curriculum Projects: A Perspective"; Broudy, "Can We Define Good Teaching"; Berelson and Steiner, Human Behavior; Pearl, Burns and Foster, Teachers for the Real World; May, Man's Search for Himself; and Rogers, On Becoming a Person.

To suppose that a general model for change can be rigidly defined or outlined would defy some of the basic tenets of this dissertation. What is needed is some conception of where to begin. In making a recommendation for the TTT project a review of one facet of structure might illustrate a beginning point. The federal guidelines for TTT projects establish the first broad area within which decisions can be made. In the process of submitting proposals for specific projects this area of decision making is further reduced. This process continues through established channels until eventually the project is operational and in process. If we are to work within the existing structure much of this reality must be accepted. Despite these restrictions there still exists an area where decisions must be made. Traditionally it has been the practice on the local level to further structure this last area and approach the teaching staff with a paternal attitude of what is best for them. This, in my opinion, is what has happened at Eastern High School this year. The teachers have been told what TTT is going to do for them.

#### Recommendations for TTT

An alternative to this is to provide a "real" opportunity for teachers to be a part of the decision making within the realm of possible decisions. Informing

the teachers of what the built-in possibilities and limitations of the project are would seem to be step number one.

A review of the comments which teachers wrote on the returned surveys raises some additional questions. While these comments do not lend themselves to rigid evaluative measures they do represent some attitudes which are extremely important and should not be overlooked. In the staffing for next years' TTT project a great deal of emphasis was placed on securing a reading specialist. Yet, there seems to be little indication by the teachers that reading is a major problem. While these particular findings might be too limited to draw such specific conclusions they do indicate that more research about TTT staffing needs are in order. Does this represent the kind of paternal attitude that alienates teachers?

The alienation by some teachers toward projects, such as TTT, is another item that should not be overlooked. Had the teachers been confronted with this issue as an educational problem we have no basis to conclude that there would not have been a majority agreement. These comments then open up some important areas for further questioning. Based on the assumption that educational change requires changes in teachers attitudes, facilitating educational change in this setting requires more direct involvement of the teachers. As previously

discussed, the success of the TTT project is dependent upon identifying and working toward solutions to many of our current public school problems. Certain of the survey findings give some insights into where to begin this involvement. It was found when relating the variable "new teachers are not adequately prepared," to the variable degree and credits, that those teachers having less than a Bachelors degree plus 15 credits felt this to be an important item. Given the present focus of the TTT project this group should be the most easily involved group. The lesser concern for this problem by the teachers with more credits and higher degrees would imply the need for using a different focus with these latter groups.

This study has pointed to the need for greater involvement of teachers in the TTT project if the major concern is bringing about significant educational change. Several questions have been raised that deserve further investigation. (The findings have also indicated some direction to be taken in involving more teachers in this particular project.)

#### Recommendations for Further Study

The findings of this study have raised some questions about prior assumptions concerning teachers. Perhaps some existing assumptions about the other TTT

components, community, professorial fellows and graduate fellows, are also unfounded. It is suggested that the attitudes of these groups should also be assessed in an effort to gain more insights into this attempt to bring about educational change. It should also be noted that the whole area of community involvement is relatively unexamined.

## **APPENDICES**

## **APPENDIX A**

## SURVEY OF TEACHER PERCEPTIONS ON EDUCATION

As part of the TTT Project at Eastern High School, I am attempting to collect the views of teachers about educational problems the schools of today face. Your early response to this brief questionnaire will be appreciated. Please use the enclosed envelope and return to the TTT box in the mail room.

Lou Golob

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### GENERAL INFORMATION

1. Years of teaching including this academic year? \_\_\_\_\_
2. What degree do you hold? \_\_\_\_\_
3. How many additional hours of college credit do you have beyond your degree? (designate, semester or term) \_\_\_\_\_
4. In what organizations do you have an active role? \_\_\_\_\_  
\_\_\_\_\_
5. With what subject area department do you feel most closely associated?  
\_\_\_\_\_
6. How often does your department meet? \_\_\_\_\_
7. What would you say are the primary concerns of most of these meetings?  
\_\_\_\_\_  
\_\_\_\_\_

PART (A) focuses on the major educational problems today. The list of seven problems was selected from the most frequent responses given by a group of secondary teachers.

Please rank the items in part (A) in order of their importance as educational problems today. Place #1 by the most important item, a #2 by the second most important item, and so on. Do not number the items that you feel ARE NOT educational problems today.

PART (B) is aimed at finding where the major responsibility exists for correcting each of the educational problems listed in part (A). In part (B), please check the ONE area in which you think the major responsibility exists for the corresponding educational problem.

PART (A) EDUCATIONAL PROBLEMS

PART (B) RESPONSIBILITY  
(check one for each problem)

STUDENTS  
TEACHERS  
SCHOOL ADMINISTRATORS  
LOCAL COMMUNITY  
COLLEGE AND UNIVERSITY  
FEDERAL OR STATE GOV'T

other, fill in  
if necessary

need for more discipline of students							
course content has not kept pace with the accumulation of scientific knowledge							
lack of funds							
new teachers not adequately prepared							
too much emphasis on traditional rote learning and not enough emphasis on students attitudes, values and beliefs							
inadequate communication between the various levels of the public schools							
lack of educational planning							
(other)							

Below is a list of nine purposes of schools today. All of these have been advocated as purposes of schools in the educational literature within recent years.

Using the space provided to the left of each statement of purpose place:

#1 by all those items that you think should be a major purpose of the schools today.

#2 by all those items that are a concern of schools but not a major purpose.

#3 by all those items that may or may not be important but that schools are not responsible for.

Space is provided for any additional items that you feel have been omitted.

THE PURPOSES OF SCHOOLS ARE TO HELP STUDENTS:

\_\_\_ identify and clarify the major issues of today.

\_\_\_ learn cultural orientation.

\_\_\_ learn the basic skills of reading, writing, and computation.

\_\_\_ learn discipline.

\_\_\_ reach their creative potential.

\_\_\_ adjust socially and emotionally; understand themselves.

\_\_\_ become critical thinkers.

\_\_\_ achieve occupational competence.

\_\_\_ learn to be competent citizens in a democracy.

\_\_\_ (other)

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