

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1950

A critical analysis of an introductory core curriculum program

Sidney Daniel Bachelder
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Bachelder, Sidney Daniel, "A critical analysis of an introductory core curriculum program" (1950). *Graduate Student Theses, Dissertations, & Professional Papers*. 6142.
<https://scholarworks.umt.edu/etd/6142>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

L 14 1976

RET'D JUL 14 '76

DEC 3 1986

A CRITICAL ANALYSIS
of an
INTRODUCTORY
CORE CURRICULUM
PROGRAM

by


Sidney D. Bachelder
B. S., Montana State College, 1929

Presented in partial fulfillment of the
requirements for the degree of
Master of Education

Montana State University

1950

Approved:


Chairman of Board
of Examiners


Dean, Graduate School

UMI Number: EP36943

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP36943

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against
unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

ACKNOWLEDGMENTS

The author wishes to express his appreciation to Mr. Dan Bock, Principal of the Junior High School, Billings, Montana, and to the faculty of the School of Education of the University of Montana for their many helpful suggestions and criticisms.

TABLE OF CONTENTS

CHAPTER	PAGE
I. PROBLEM AND DEFINITION OF TERMS USED	1
Statement of the problem	5
Definition of terms used	6
Departmentalization	6
The core curriculum	7
II. HISTORY OF THE CORE MOVEMENT	9
The traditional concept	10
The need for change	11
Trends and changing philosophy	13
The core curriculum movement	15
Summary of trends	17
Core curriculum plan of organization	18
Core in Mississippi	19
Core in Virginia	20
Core in Denver	22
III. DESCRIPTION OF CORE PROGRAM IN THIS STUDY	24
Setting up the core	24
The philosophy	26
Using the Social Studies core	32
Organization of the course	34

TABLE OF CONTENTS (Continued)

CHAPTER	PAGE
IV. EVALUATION OF THE CORE PROGRAM	58
Scholarship	58
Reading	64
Spelling and arithmetic	64
Evaluation by pupils	66
Evaluation by parents	70
Teacher's evaluation	71
Supervisor's evaluation	72
V. CONCLUDING OBSERVATIONS	76
BIBLIOGRAPHY	80
APPENDIX	82

LIST OF TABLES

TABLE	PAGE
I. Core curriculum group ages and intelligence quotients	27
II. Control Group No. 3, Chronological ages and intelligence quotients	28
III. Control Group No. 10, Chronological ages and intelligence quotients	29
IV. Time allotments for departmentalized groups . . .	36
V. Time allotments for core group	37
VI. Means, medians, range, and standard deviation for core and control group	58
VII. Chronological age and grade equivalent, Achievement Core Group	60
VIII. Chronological age and grade equivalent, Control Group No. 3	61
IX. Chronological age and grade equivalent, Control Group No. 10	62

LIST OF FIGURES

FIGURE	PAGE
I. Distribution of intelligent quotients of core and control groups	30
II. Distribution of grade-equivalents of core and control groups	63

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

With the organization of the junior high school came the program of departmentalization which, it was thought, would improve instruction, would command the services of teachers with specialized training in subjects to which they were assigned, and would bring about better articulation between the elementary and the high school. About thirty years ago, Professor Thomas H. Briggs prepared a list of arguments pro and con on the subject of departmentalization in which the arguments 'for' very easily outweighed the ones 'against'.

As Gruhn and Douglass point out, however, "With the trend in recent years toward 'integrated courses' which cut across traditional subject matter lines, there has been a reaction against departmentalized teaching, particularly in the junior high school. This trend has been especially pronounced in the seventh and eighth grades. For instance, in many schools today seventh and eighth-grade pupils have the same teacher for two or three different subjects, such as English and social studies or mathematics and science. In a few junior high schools this practice has been carried even further, all subjects being taught by one teacher, except for the 'special' subjects--physical education, art, music, home economics, and industrial arts. A great deal can be said in favor of this trend away from extreme department-

alization, especially in the seventh and eighth grades."¹

In order that any program centering on the theme of fusion should not be caught by the educational pendulum swinging too sharply toward integration as a by-product of the modern treatment of social studies, the sage advice of Robert Hill Lane should be considered.²

"If all subject-matter divisions disappeared entirely from the daily program--(a unit) was studied through a series of problems throughout the entire school day, and if these problems cut sharply across all subject-matter lines, the materials of instruction were said to be 'fused'.

Experience in recent years has taught us that a unit of work is a faithful steed and will carry us far, but it does have some limitations. To maintain that, one can squeeze needed specific skills--learning to write a decent hand, learning to spell the 'demons', learning to read a paragraph to get the central thought, learning how to multiply a fraction by a fraction--out of a single unit of work, say 'Life on the Western Plains'--is pure poppycock. There are certain school subjects which are best taught in and for themselves, and to teach them thus is to teach them economically, with least effort and most success."

The trend toward integration raised the question whether or not a pupil who has had the same teacher for a full school year in each of his elementary grades should, upon entering the seventh grade, be thrown abruptly into a subject-minded school, fully departmentalized, where he would have as many different teachers as he has subjects.

¹ Gruhn, Wm. T. and Douglass, Harl R., The Modern Junior High School (New York: The Ronald Press Co., 1947) p. 436

² Lane, Robert Hill, The Principal in the Modern Elementary School (Chicago: Houghton Mifflin Company, 1944), p. 232.

Is the change too abrupt? Many educators are in agreement that an important function of the junior high school is to provide a gradual transition from pre-adolescent education to an educational program suited to the needs and interests of adolescent boys and girls. This transition should be made so as to create as little emotional disturbance as possible.

Most of the emphasis in experimenting with modified curricula has been at the elementary and senior high school levels. It has been only within the last two decades that the junior high school has received considerable attention. A recent report shows that over ten percent of the secondary schools are working with the core or integrated program.¹ Many of these studies include the seventh and eighth grade of the junior high school.

If the core program offers a better solution to the problem of integration, exploration, articulation, and guidance for the students on the junior high level, then it should be tried. An attempt to evaluate an introductory core program becomes the problem upon which this professional paper is based. Does the core curriculum have more advantages than full departmentalization when judged in

¹ Harvill, Harris, "The Core Curriculum", Social Education, Vol. XIV, April 1950, pp. 158-160

terms of both the needs and interests of the individual pupil and the demands, interests, and welfare of our complex society?

STATEMENT OF THE PROBLEM

It was the purpose of this study to: (1) inaugurate a core program and run it parallel with the departmental program, using roughly comparable groups of eighth grade pupils in the Paris Gibson Junior High School at Great Falls, Montana, for one school year; (2) observe the outcomes of the core group on the basis of observations of teachers, supervisors, pupils involved, and parents; and make simple comparisons of school achievement using a standardized achievement test.

It was recognized that many outcomes of either program are difficult to measure objectively, such as: personality growth, social adjustment, emotional and mental stability. Other socializing outcomes can only be observed and rated by observers in general terms, but it is these overall outcomes that give the core curriculum its unique importance.

Precautions were necessary with regard to the procedure in order that the pupils in the core group would not be considered as "guinea pigs" and as such suffer in their normal school work because of the experimental work or study.

DEFINITION OF TERMS

Departmentalization. A strong argument for the establishment of the junior high school was that it would lead to improved instruction through departmentalized teaching. The basis for this argument was that teachers in a departmentalized organization could concentrate on one or possibly two subject fields, while in a non-departmentalized school they would spread their energies over a wide range of subjects and would have to be prepared to teach them all, a sort of "jack-of-all-trades and master of none" theory.

It was further believed that in a departmentalized school more highly trained and specialized teachers would be employed as they would be secured to teach only one or possibly two subjects in which they were trained. It was believed that this would produce greater mastery of subject matter.

A departmentalized program may be defined as a system or program of studies in schools whereby each teacher is a specialist in one (or possibly two) subjects, and in which the pupils pass to the different teachers in different rooms for the subjects that are listed on the pupils' courses of study.

The core curriculum. The term "core" is not new in education. In some of the earliest elementary and secondary schools in America, this term was introduced and simply meant a required body of subject matter. More recently, however, it has come to mean a variety of things. In this paper, the "core curriculum" will mean the grouping of the social studies and the language arts. The social studies includes the history of the United States from the colonial period through 1876, some world geography, civics, and current events. The language arts includes language, grammar, reading and literature, spelling, and writing. This group of subjects is taught by one teacher to one group of eighth grade students during one portion of the school day which will include four 50-minute periods. Special attention and effort are given to integration of subject matter and the program is designed to include the common knowledges and experiences needed by all pupils. The philosophy of the core program is based on an organization of a common body of knowledge that is desirable for all pupils to experience. The authors M. A. Smith, I. L. Standley, and C. I. Hughes, point out in their book, Junior High School Education:¹

"In current interpretations of the core curriculum, emphasis is being placed upon pupil experiences in

¹ Smith, M. M., Standley, L. L., and Hughes, Cecil I., Junior High School Education (New York: McGraw-Hill Book Co., Inc., 1942), pp. 210-211.

common areas rather than upon an identity of experiential content. The differences among pupil groups in terms of either achievement, abilities, or grades are such as to demand the differentiation of content even within the core curriculum."

A variety of names have been applied to the idea of the core curriculum. Such terms as "fusion courses", "integration courses", and "correlated subjects", are commonly used. The term "core curriculum" or "core program" seems to the writer to be more appropriate. It implies merely an organization of a common body of knowledge that is desirable for all pupils to experience.

CHAPTER II

HISTORY OF THE CORE MOVEMENT

Educators believe that the welfare of society and the welfare of the individual are both important and mutually interdependent, that the primary function of the public school is one of providing general education; namely, "an education capable at once of taking on many different forms and yet of representing in all its forms the common knowledge and the common values on which a free society depends."¹ There can be no compromise in the importance of fundamental skills and knowledge, but many educators believe that educational programs can be provided that will meet the needs, interests, and abilities of youth, will bring about better understandings and attitudes, and will lead to more wholesome and well-integrated behavior. It is known now that all the junior high students will not finish high school and not all the high school graduates will go to college. Therefore, to those teachers who would maintain that mastery of their subject is almost synonymous with success in life, or those teachers who hold that each student must achieve a certain set standard of achievement for success in life -- perhaps a word of warning is in order. The

¹ Harvard University. General Education in a Free Society, A Report by the Harvard Committee on the Objectives of a General Education in a Free Society. Harvard University Press, 1945, 58pp.

weight of evidence in regard to individual differences is so great that it would be unreasonable to maintain that pre-professional training should be given to all students.

The traditional concept. A few decades ago the teaching of subject matter was in most instances considered as a procedure of unquestionable value. The student was not to ask why -- he was compelled to enroll in algebra or Latin. Mastery of the subject was the all-important goal. Advocates of both the traditional and modern concepts of curriculum agree that learning within a school must be developed through organized subject matter. The older concept, however, was that a pre-determined body of material should be presented by the teacher, and that all students should master it with the teacher insisting that mastery be attained. In a general way the teaching process involved (1) the developing of correct attitudes toward the work, (2) providing plenty of exercises, drills, repetition, and the use of skills, habits, etc., to insure mastery, and (3) attaining (supposedly) a pleasing satisfactory reaction from the pupil. The process involved four steps: presentation, assimilation, application, and evaluation. But all too often it simply involved the presentation of isolated facts for student assimilation for the sole purpose of having the student pass an examination on the mastery of these facts. This method has had a tendency to make

teachers so subject-minded that mastery of subject matter has been an end in itself.

The need for change. It was primarily through the efforts of Charles W. Eliot, President of Harvard University, who, as early as 1888, began talking about the weaknesses in the American system of education, that curriculum study and revision was eventually brought about. He observed that the graduates of French secondary schools were materially ahead of the graduates of American high schools. He believed that part of this weakness was due to waste of time in the elementary schools on such things as long drills in arithmetic, grammar, and geography, and to inferior methods of instruction. Dr. Eliot also worked for reorganizing the school system and enriching the curriculum. As a result of his initial work, educational leaders began to give some thought to reorganization and curriculum revision. It was soon after that the National Council on Education¹ organized a committee of ten members to study the curriculum of the secondary schools. The National Education Association formed a committee on college entrance requirements and their recommendations followed along with those of the Committee of Ten. Both committees recommended a 6-6 program

¹ Smith, M. M., Standley, L. L., and Hughes, C. L.,
Op. Cite. p. 13

of grade grouping. Other committees were organized for the purpose of studying various grouping arrangements and curricula. The findings of these committees emphasized a need for including in the curriculum only the most important subjects and topics, and stressed the principle that education could best be accomplished by doing a few essential things well. They pointed out the need for relating subject materials to modern life and to pupil interests and abilities, and, further, emphasized the need for moral training and the preparation for citizenship as a part of elementary school instruction. In 1913 the Committee on Economy of Time of the National Council of Education recommended the organization of the 6-3-3 plan. In all these studies there was still the tendency to hold elementary education to the responsibility of training pupils in skills, tools, and factual information in order to prepare them for further education in high school and college rather than to stress the personal development and welfare of the individual. From the elementary program of the grade-teacher to the impersonal departmentalized-study plan of the high school was an abrupt and extreme change. This brought about a demand for better articulation between schools and was a strong argument for the organization of the junior high school.

As population increased and school population grew, the housing problem for school children became acute. Contributing to the school growth was the movement toward

urbanization and the growing attitude of the public toward universal high school educational opportunities. In towns and cities affected by this increased growth, a natural solution to the school housing problem came by organizing the plan of grades around the 6-6, 6-3-3, 6-2-4, plans. New buildings were built according to community needs and often the grades 7 to 9 inherited the old high school when the new high school building was constructed. This contributed to the growth of the junior high school movement.

Trends. As the junior high school movement grew, following its initial start about 1910 in California, the emphasis on departmentalization grew until in the latter part of the twenties a tendency developed to question the value of wholly departmentalized teaching. With this evolved a change in its objectives, aims, and functions. These are somewhat different from those set down at the inception of the junior high school movement forty years ago.

The changing philosophy. This change in philosophy can best be explained by quoting from the authors, Gruhn and Douglass, who state:¹

"For many years the curriculum was regarded as a more

1 Gruhn, Wm. T. and Douglass, Harl R., Op. Cite. p.89.

or less fixed body of subject matter, a portion of which was to be mastered each year by the pupils as they passed from grade to grade through the educational program of the elementary and secondary school. During the years when this point of view was generally accepted, educational psychologists were concerned primarily with finding means for increasing the efficiency and the thoroughness with which that mastery of subject matter might be attained.

"In recent years, that point of view with respect to the curriculum has undergone a great deal of modification. It is not believed today that the curriculum is even relatively fixed and static, nor that it is confined to what we have thought of in the past as 'subject matter'. Rather, today, the curriculum is thought to consist of the total controlled environment created under the direction of the school for the purpose of stimulating, influencing, and contributing to the wholesome growth and development of boys and girls."

This new concept takes in a realm of new material previously considered irrelevant to the curriculum. This change recognizes the continuous process of development in a growing child. It recognizes the influence of heredity and environment in the child's development and that these set limits within which the school curriculum can function effectively. It has then become the function of the school to provide a properly controlled environment to meet the

educational needs of the child.

The discussion above lends itself to the formulation of the following basic principle:¹ "The selection for the curriculum of any learning activity, subject content, or instructional technique should be determined primarily by its contribution to the growth and development of the child toward accepted educational goals."

To set up, in the light of this broad principle, specific criteria for determining the inclusion or exclusion of any part of the curriculum is obviously difficult. Nevertheless, if the curriculum of today is to meet with reasonable effectiveness the needs of boys and girls, it becomes mandatory that such an attempt be made.

The core curriculum movement. Many educators today are of the opinion that the isolation of one subject from another, each taught separately and by different teachers, is not desirable. The lack of correlation between various subjects has been observed and studied over a period of some twenty years. This has brought about a study of the reorganization of curriculum so that pupils may see the natural relationship that exists between the skills, knowledge, and understandings which are taught in the various subjects. For example, all teachers assume some

1 Ibid., pp. 90.

responsibility for helping pupils improve in their English skills, whether it be spelling, writing, reading or oral recitation. The tendency of the courses of study is now being directed to the interests, experiences, and problems of children, and to the problems of the adults around them, instead of toward the accumulation of a large number of isolated facts.

Some schools have gone to extremes in developing various curricula which are designed to meet the needs and interests of the growing child. Such experiments deal with the "experience curriculum", "the life adjustment program", and "the pupil planned curriculum", all of which will no doubt have their contribution to make in the final development of the junior high school curriculum.

As far back as the latter part of the nineteenth century, Herbart taught that the subjects in the curriculum should be so interrelated that they form a unified conception of the world to be presented to students as a unity. This concept rose in favor, then faded, and now seems to be on the return.

Summary of Curriculum Trends, 1910-1936. A summary of curriculum changes, covering the period from 1910 to 1936, was prepared in 1937 by a committee of the Society for Curriculum Study. These changes are as follows:¹

From 1910 - 1915	To 1935 - 1936
1. Subjects	Larger divisions such as broad fields-units of work, experiences.
2. Brief, logical outlines of subject matter to be studied <u>seriatim</u> .	Broad flexible manuals for teachers offering source materials from which they may select for the needs of their particular group.
3. Organization by topics in subject matter.	A collection of suggested units appropriate to a given grade.
4. No setting or orientation for the teacher.	Statement of broad philosophy of education, general methods of learning, background, information, general point of view.
5. Measurement by paper and pencil tests of the facts learned.	Suggestions as to appropriate ways of evaluating learning by studying functional situations.
6. No aims and objectives other than those implied in the subject matter or others quite unrelated to the content.	Consciously formulated aims and objectives attainable because they are an outgrowth of the learning experiences of children.
7. Control of what is to be learned external to the pupil and usually to the teacher.	Freedom for teacher and pupils to select in the light of their interest, abilities, and growth needs.
8. The textbook as the source of what is to be learned.	Utilization of a wide variety of materials in various types of media.

¹ Hopkins, Thomas L., et al, Integration: Its Meaning and Application, New York: D. Appleton-Century Co., Inc., 1937, pp. 300-301.

From 1910 - 1915	To 1935 - 1936
9. Emphasis upon intellectual activity.	A wide variety of activities or challenging things for children to do out of which learning takes place.
10. Courses of study prepared by a few people in a central office.	Courses of study prepared by a group of teachers working cooperatively.
11. Concept of course of study as an outline of subject matter to be taught.	Concept of a course of study as a rich source of raw materials upon which a teacher may draw and select materials for her particular group.
12. Courses of study prepared in advance of classroom use.	Courses of study written after classroom teaching and representing a record of what actually happened.
13. Emphasis upon sequence in a narrow scope.	Emphasis upon a wide scope with the interrelated sequence.
14. Uniform minimum essentials for every one.	Great variability in learning to meet individual differences in ability and needs. ¹

Core curriculum plan of organization. As has been stated previously the core plan of organization is not new, it was adopted in the early American schools as a means of denoting a required body of subject matter. In order to establish a clearer picture of the intent of the study as conducted at the junior high school at Great Falls, Montana, a list of six types of core curriculum is given below, they show one common characteristic; namely, focal points or cores around which all learning experience are developed. L. Thomas Hopkins pointed this out.²

¹ Ibid., pp. 300-301.

² Ibid., pp. 234-253.

1. A fixed, prescribed body of subject matter or courses required of every pupil.
2. A prescribed body of subject matter or required courses with variability of content and methods within courses to meet the varying needs of individuals.
3. The correlation or integration of the content of the curriculum into a number of broad fields, the unification being made around (a) certain generalizations or understandings, (b) formulated ultimate goals of education, or (c) goals arising from the child's needs, both immediate and future.
4. Organization of the curriculum around one broad subject field, such as social studies, which is set out as superior to any other broad field and which operates as a center around which the other broad fields revolve.
5. A unitary group of activities planned in advance in accordance with some general objectives but with such opportunity for pupils and teachers to select, plan, organize and evaluate in relation to their own purposes.
6. A unitary group of activities planned by each pupil in his emerging experiences in cooperation with other pupils and under the supervision and stimulation of the teaching staff.

In order to bring out additional considerations which are pertinent, the core programs of Mississippi, Virginia, and of Denver are presented in the following two sections.

The core curriculum in Mississippi.¹ In the State of Mississippi, a core curriculum has been developed which is divided into three broad areas: (1) problems of environment and social living, (2) fundamental skills, and (3) recreation and aesthetic expression. The Mississippi plan may be summarized as follows:²

1 Gruhn and Douglass, Op. Cite. pp. 111-112.

2 As quoted by authors Gruhn and Douglass, from the Mississippi State Department of Education, Mississippi Program for the Improvement of Instruction, Bulletin No. 3.

Required Study

- One-half: Units of work on problems of physical environment and social living. Utilizes activities and information from various fields of knowledge which will help solve the problem or attain the goal. In grades 7-12, the core may include the literature required of all pupils.
- One-fourth: Skill aspects of reading, writing, English, mathematics, etc., needing special attention in order to provide adequate mastery for effective use in units of work and in life outside the school.
- One-fourth: Recreation and aesthetic expression including games and sports, art, music, literature, etc., in addition to such expression in units of work in the core curriculum.

Elective Study: Courses, clubs, and sports provide for the special interests, aptitudes and needs of pupils. They are not required of all pupils. Some of these courses may be required for a certain curriculum such as college preparatory, vocational, or general.

The core curriculum in Virginia. In Virginia the entire program for both the elementary and secondary schools is built around six major functions of social life. The six major functions with the centers of interest for grades 6 and 7 are as follows:¹

	Grade 6	Grade 7
Major Functions of Social Life	Center of Interest: Effects of Inventions, Discoveries, and Ma- chine Production Upon Our Living	Center of Interest: Social Provisions for Cooperative Living

¹ Virginia State Board of Education, Course of Study for Virginia Elementary Schools, Grades I-VII, Richmond: State Board of Education, 1943, pp. 523-531.

Grade 6

Grade 7

Personal Development	How can the individual maintain his personal integrity in a machine age?	How can the individual best discharge his social responsibility?
Protection and Conservation of Life, Property, and Natural Resources	How does machine production lead to the conservation and to the waste of life, property, and natural resources?	How do social and governmental agencies protect and conserve life, property, and natural resources?
Production, Distribution, and Consumption of Goods and Services	How does machine production increase the quantity and variety and change the quality of goods? How does machine production of standardized goods influence the choice and use of goods?	Why are governmental monopolies established for the provision of certain services? How do social agencies influence the consumer in his choice and use of goods?
Communication and Transportation of Goods and People	How does machine production affect transportation and communication?	How do methods of transportation and communication affect cooperative living?
Recreation	How does machine production influence recreation?	How are social and governmental organizations extending opportunities for the wise use of leisure time?
Expression of Aesthetic and Religious Impulses	How does machine production modify art, literature, music, and architecture? How is the life of the church affected by technological advances?	How do social organizations provide opportunities for expression of aesthetic impulses? How does the church function as a means of social control?

The school system in Virginia is organized on the eleven-year plan, grades 6 and 7 correspond to grades 7 and 8 in states with the twelve-year plan.

The core curriculum in Denver. "Renewed emphasis upon the social responsibility of the school and its place in a democratic society influenced the teachers and administrators concerned with the Eight-Year Study in Denver to recognize the importance of including in the curriculum experiences which have as their chief purpose helping pupils:"¹

1. To become socially acceptable and adequate in the home and in social groups.
2. To develop rich living through a broad range of interests and appreciations.
3. To become oriented to the social scene about them and to develop increasing understandings of the democratic way of life.
4. To assume an increasing share in civic action.
5. To become oriented to the economic world, both as producers and as consumers.
6. To have the opportunity of expressing their ideas and feelings verbally and in other media.
7. To develop increasing ability to make choices in the light of consequences.
8. To practice living in a democratic way.

In the judgment of the writer, these typical programs in core work from the different sections of the United States seem to have the following in common: a break away from the traditional subject matter into broad areas of learning; flexibility of materials selected according to needs of

¹ Thirty Schools Tell Their Story, 1943, Harper & Bros., New York, pp. 166-168. Adventures in American Education Series, Vol. V, Progressive Education Association Publications, Commission on the Relation of School and College.

group; emphasis on concepts that have meaning and understanding; closer working relationship between student and teacher; variability in program to meet individual differences; emphasis upon a wide scope with interrelated sequence.

A core program in order to be called such, should include as many of these features as possible.

CHAPTER III

DESCRIPTION OF CORE PROGRAM IN THIS STUDY

Setting up the core. In order to set up the core, it was first necessary to establish a philosophy around which to center the work. Next, it was necessary to establish aims and purposes and then to develop the curriculum. This was a real task since no such previous studies in core work had been conducted at this school, and time did not permit the proper laying of groundwork to stimulate interest in the study on the part of the faculty.

Since this study was to be inaugurated for the first time in the school, and since certain traditional complications were encountered, such as the marking system, recording of marks, the reports to parents, insufficient preparation of students for core work, etc., it was deemed advisable to compromise on procedure and follow a pattern of correlation around the social studies curriculum and the language arts. It was further decided that in fusing the two broad fields, a reasonable attempt would be made to integrate the content of both around certain generalizations or understandings and the newly-formulated goals of education arising from the pupil's needs, both immediate and future.

A word of explanation is in order at this point to clarify the method employed in the arrangement or formation of groups in the school. Due to the size of the enrollment it is impossible to use pure random selection. However, the

plan used should give no reason to suspect bias of sufficient magnitude to influence the results. This is how the groups are formed. The students' names are typed on cards, the cards are then separated into two stacks with the boys in one and the girls in the other. The stacks are then alphabetized. Say the enrollment is such that fifteen groups are required with thirty students to a group. The cards are dealt with the typed name down into fifteen stacks, the dealing goes from one to fifteen and then starts over again until all the cards are dealt. At no time are the names seen until the groups are completed.

Only one teacher expressed an interest in the core program and to this one fell the task of teaching one group in the social studies and language arts. No time allotment was set for the various studies. One group was chosen to be placed in the core, and two other groups were selected as "controls". It is pertinent to clarify the use and interpretation of the word "control" throughout this study. It is not meant in the sense that controls are usually used in making a critical analysis of an experiment involving statistical measurement. In this study the term designates two of the groups that were placed in the departmentalized program. The general comparisons of these groups with the core group will be used only as indicative evidence, not as statistical proof. The two control groups had entirely different sets of teachers. The three groups were chosen as ones

most nearly comparable without building up each group roster by selection of individuals based upon group intelligence test scores.

In order to compare the two programs in different ways, it was decided that a standardized achievement test could best measure the groups in scholastic achievement, while other comparisons of less objective nature based on certain criteria, involving interview, observation, and survey methods would be used.

In Tables I, II, and III on pages 27, 28 and 29, are found the groups that were chosen for this study, with the range, median, and mean computed, including the standard deviation of the intelligence quotients. Group 11 was selected for the core program, while groups number 3 and 10 were selected for comparison. It will be noted that the average I.Q. for group 11 falls between that of groups 3 and 10.

The graph on page 30 shows the relative comparison of the groups in the distribution of intelligence. The groups could have been brought more closely together by the selection of individuals, but this was deemed inadvisable as it would place too much emphasis on the significance of the intelligence quotient as determined by a group intelligence test.

The philosophy. It was found that many junior high school in the United States had conducted core curriculum studies. Since this was an initial start in the junior high

TABLE I

CORE CURRICULUM GROUP 11

<u>NAME</u>	<u>C. A.</u>	<u>I. Q.</u>
Jack M.	13-5	131
James K.	13-9	125
Joyce S.	13-9	121
Stanley B.	13-4	121
Robert C.	13-9	121
William W.	13-9	117
Shirley E.	13-11	117
Margaret R.	13-4	116
Patty C.	13-5	116
Karen K.	13-7	115
Karen J.	13-11	115
Ronald H.	13-11	113
Glen A.	14-5	113
John H.	14-9	111
James L.	14-7	110
Patricia H.	13-11	107
Betty G.	13-10	106
Clara T.	13-5	105
Jack R.	14-3	105
Ira K.	13-5	105
Sheila S.	13-5	104
Jeanne W.	14-3	103
Kenneth L.	14-2	99
Jerry S.	14-2	97
Robert M.	13-3	97
Ronald H.	13-5	96
Betty Lou C.	14-0	95
Jeanne W.	13-0	93
Sharonlee B.	13-9	89
Zelma H.	13-6	88

Range 45(88-131)

Median 108.5

Mean I. Q. 108.2

Standard Deviation 10.6

Number 30

TABLE II

CONTROL GROUP 3

<u>NAME</u>	<u>C. A.</u>	<u>I. Q.</u>
Wayne E.	13-5	136
Charles P.	13-10	131
Barbara F.	14-1	130
Beverly G.	13-9	128
Greg H.	13-2	126
Barbara P.	13-2	125
Edward G.	13-4	122
Jacqueline B.	14-0	120
Nancy G.	13-8	118
Philip G.	14-4	118
Leland V.	13-10	118
Bruce G.	13-8	117
Lyle G.	13-5	115
Patricia M.	13-1	113
John P.	13-5	110
Shirley S.	13-9	109
Betty G.	13-5	107
Oliver G.	14-10	105
Marlene B.	13-2	104
Ray B.	14-3	103
Kenneth J.	14-3	102
Joyce F.	13-7	100
Ronald G.	13-1	96
Evelyn F.	14-5	95
Lorraine D.	13-9	94
Tom E.	14-4	93
Lyle G.	13-9	90
Rosie L.	13-11	89
Florence R.	14-5	87
Ray W.	14-5	85

Range	51 (85-136)
Median	109.5
Mean	109.5
Standard Deviation	14.4
Number	30

TABLE III

CONTROL GROUP 10

<u>NAME</u>	<u>C. A.</u>	<u>I. Q.</u>
George T.	13-9	132
Carol O.	13-6	129
Corinne C.	13-9	129
Nancy R.	13-6	128
Beatrice R.	13-10	125
Robert C.	13-11	120
Dolores T.	13-7	120
Michael Z.	13-3	120
Shirley W.	13-5	120
Gertrude G.	13-10	117
Bill T.	13-11	117
Patricia T.	13-1	117
Ronald W.	13-1	112
Nancy R.	13-11	112
Ted W.	13-7	105
Nick L.	13-11	101
Margy K.	13-4	101
Marie W.	13-0	101
Phil T.	13-11	101
Loren G.	14-2	100
William T.	14-7	96
Mary P.	15-6	95
Lois W.	14-0	94
Daniel W.	14-2	91
Marjorie T.	13-3	90
Florence W.	13-8	86
Ida D.	14-3	83
Boyd W.	14-4	74
Charles S.	15-5	73
Gordon W.	15-2	72

Range	60(72-132)
Median	103
Mean	105.3
Standard Deviation	17.7
Number	30

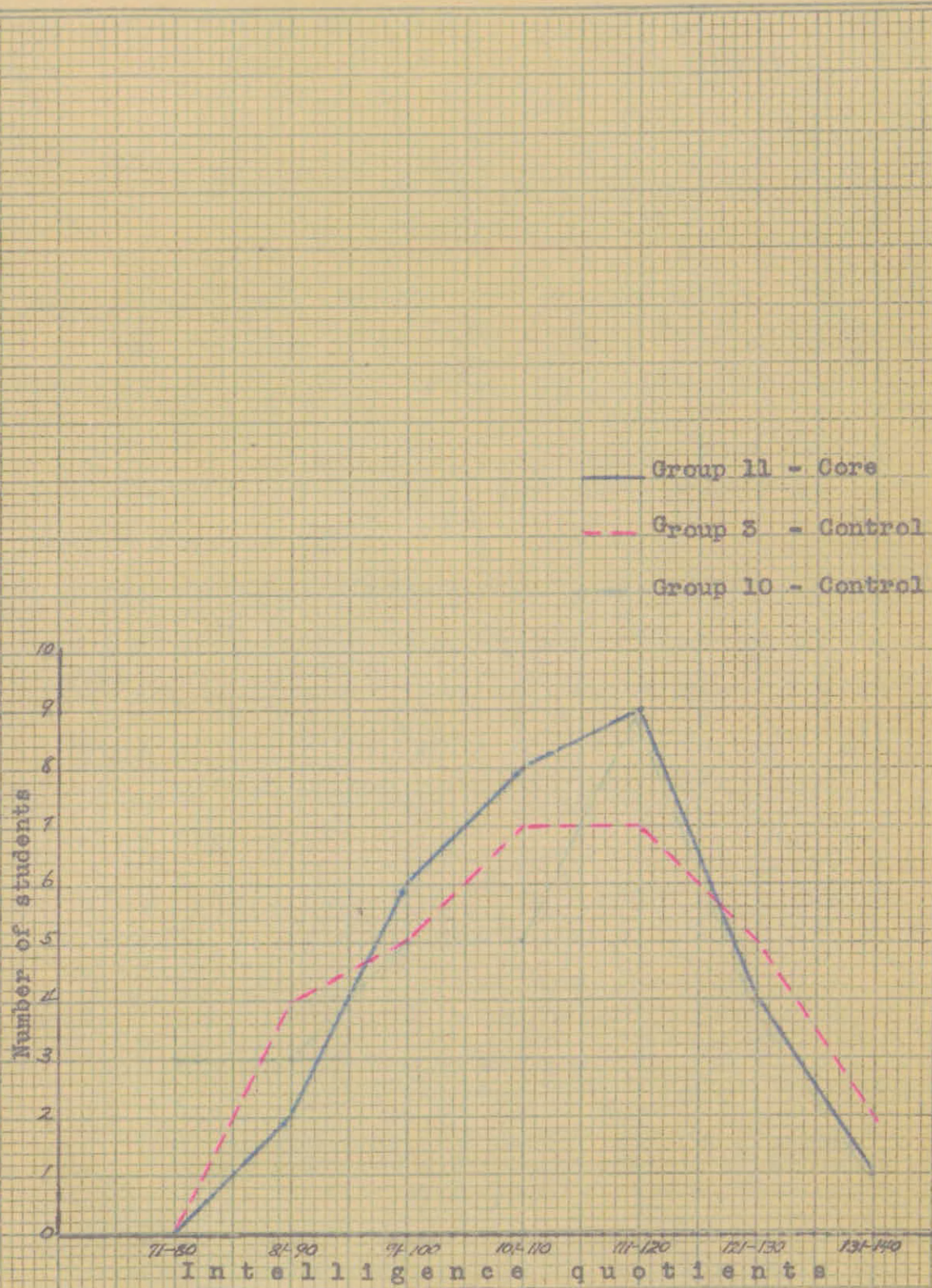


FIGURE 1

DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF THE CORE AND CONTROL GROUPS

school at Great Falls, it was thought advisable to use a modified version of previous work, developing a simplified philosophy, with aims, objectives, and procedures to match.

Since the concept of the curriculum is that it is not fixed nor confined to traditional "subject matter", but consists of all the controlled environment created under the direction of the school for the purpose of stimulation, influencing, and contributing to the wholesome growth and development of boys and girls, the broad areas of the curriculum had to be selected.

The selection of the curriculum of the core program should be determined primarily by its contribution to the growth and development of the child toward accepted educational goals. These goals were summed up briefly as follows:

1. To use and further develop fundamental skills as applied to the social studies and the language arts program.
2. To develop broad concepts and understandings which will bring about a sense of appreciation for the things that will perpetuate and improve our society.
3. To discover, and lead pupils to develop, their interests and abilities.
4. To stimulate pupils in becoming interested in their educational and vocational opportunities.
5. To have pupils realize the ultimate aims of education according to their abilities.
6. To bring about the highest degree of socialization for each individual.
7. To provide a gradual transition from pre-adolescent education to an educational program suited to the needs and interests of adolescent boys and girls.

USING THE SOCIAL STUDIES CORE

General procedure. With the goals of the core program set up, the next step was to draft a working procedure using the social studies as the core, keeping in mind the objectives and selecting materials and content compatible with the present curriculum and yet broadened to meet the new aims. Following the Report of the Committee on American History in Schools and Colleges of the American Historical Association, the Mississippi Valley Association, and National Council for the Social Studies, the units were selected around recommended content.¹

Proposed Major Theme:

Junior High School---The Building of the Nation

Proposed Chronological Emphasis:

Review colonization 1492-1789

Expand on period 1776-1876

General Topics:

1. **The American Revolution:** As the outgrowth of colonial development with attention to outstanding military events, the government during the war, the Articles of Confederation, and the Constitution.
2. **The Rise of Industrial Northeast, Plantation South, and Free-farm West:** With attention to the geographic and economic factors which promoted sectionalism; sectionalism versus national interests.
3. **Territorial Development, the Struggle Over New States, and the Civil War:** With attention to the use and influence of public lands, and the strengthening of national unity.

¹ Wesley, Edgar B., American History in Schools and Colleges, Report of the Committee on American History in Schools and Colleges of the American Historical Association, (New York: The Macmillan Co., 1944), 148 pp.

4. The Development of Waterways, Highways, Railways, and Airways, and of Domestic and International Trade: With attention to pertinent inventions, trade routes, and the social effects of cargoes carried.
5. Recreation, Sport, and Social Life: The rise of typical American games, and of resorts and vacation trips, of social clubs and organizations, of theaters, music, movies, and other commercialized amusements.
6. The Rise and Influence of Major Communication Industries: Postal service, press, telegraph, telephone, and radio; with attention to pertinent inventions, the industrial organization of these agencies, and their cultural power.

Representative dates for emphasis:

Beginning of the Revolutionary War, 1775
 Declaration of Independence, 1776
 Surrender of Cornwallis, 1781
 The Drafting of the Constitution, 1787
 Inauguration of Washington, 1789
 Invention of Cotton Gin, 1793
 Fulton's Steamboat, 1807
 War with England, 1812
 Missouri Compromise, 1820
 Invention of Telegraph, 1844
 Civil War, 1861-1865
 Transcontinental Railroad, 1869

Representative persons for emphasis:

Samuel Adams	Elias Howe
John Jacob Astor	Andrew Jackson
Alexander Graham Bell	Thomas Jefferson
Jefferson Davis	John Paul Jones
Thomas A. Edison	Robert E. Lee
Cyrus W. Field	Abraham Lincoln
Henry Ford	Henry W. Longfellow
Robert Fulton	Cyrus McCormick
Charles Goodyear	Samuel F. B. Morse
Ulysses S. Grant	Thomas Paine
Nathan Hale	Samuel Slater
Alexander Hamilton	George Washington
Patrick Henry	Eli Whitney
James J. Hill	Orville Wright
Clara Barton	Wilbur Wright

Study skills for emphasis:

1. Ability to interpret pictures, charts, diagrams, and cartoons.
2. Study of more maps and of more complex maps (than in the elementary school).

3. Ability to make simple outlines.
4. Locating library materials and using supplementary volumes efficiently.
5. Training in making and criticizing generalizations.
6. Ability to summarize.
7. Expansion of the vocabulary of American History.

Organization of course. Since the eighth grade was selected as the level for the introduction of the core program because of an interest expressed by one teacher at this level, it offered a problem in developing a continuous process curriculum. The only solution was to follow the units of the social studies course and enlarge the units as the class and teacher saw fit to modify and develop. Until the curriculum can be worked out by more teachers on all grade levels, the core program at the Paris Gibson Junior High School will have to be developed by expanding the units that are delegated to the seventh and eighth grade program in social studies.

The plan was to use the past for the purpose of furthering an understanding of the problems of our own contemporary culture. In other words, with an understanding of the past, emphasis was shifted to the contemporary scene. Art, music, literature of the period in history were integrated with the social studies; grammar, language, spelling, and writing entered into the program, not as specific subjects, but as oral and written work on topics developed from class discussion and planning. In correcting written work, which was always the outgrowth of activity, common errors

were noted and used as a basis for learning and improvement.

Definite provisions were made for student-teacher planning; methods of approaching a unit; noting of the things that might be worth investigating and the value of such investigations; and the linking together of the past and the present. Out of this grew opportunities for pupil interest to have its outlet in various activities.

The core group was assigned about half its time to the core program, and would be called from the room for the various activity subjects, such as: physical education, shop or manual arts, homemaking, music, art, library, mathematics, and science.

The core teacher was also the home room teacher; this was to give the opportunity to that teacher to become better acquainted with each individual in the group. It also gave the teacher an opportunity for individual guidance that hitherto, because of insufficient time, had always been inadequate.

In the Tables numbered IV and V, on pages 36 and 37 are the time allotments for the classes for both programs. In Table No. IV is shown the number of 50-minute periods per week for the full departmentalized groups.

In the Table numbered V is the number of 50-minute periods per week for the group in the core program.

TABLE IV

The number of 50-minute periods per week for the regular classes following a full departmentalized program of the Paris Gibson Junior High School, Great Falls, Montana.

Course of Study	Grades	
	Seven	Eight
English includes language, grammar, reading, and spelling.	7	7
Arithmetic	5	5
Social Studies	5	5
Science	3	3
Art	2	2
Music (vocal)	2	2
Physical Education	2	2
Manual Arts or Homemaking	2	2
Library and Library Science	1	1
Study Hall	1	1

(Not listed is a total of 175 minutes per week for homeroom work, guidance, activities, and club work.)

TABLE V

The number of 50-minute periods per week for the core curriculum program and the periods for the other subjects as introduced at the Paris Gibson Junior High School, Great Falls, Montana.

Course of Study	Grade 8 Core Program Group No. 11	Rooms to Which Assigned for Subjects
Core curriculum, social studies and language arts	13	305
Arithmetic	5	23
Science	3	207
Art	2	209
Music (Vocal)	2	208
Physical Education	2	Gym
Manual Arts and Homemaking	2	B13 301
Library and Library Science	1	109

(Not listed is a total of 175 minutes per week for homeroom work, guidance, activities, and club work.)

In order to enlarge the program, some understanding of the phrase "meeting the needs of the pupils", had to be reached. Are "needs" what might be termed the requirements, demands, or standards of society? Are they the "lacks" or "shortcomings" that ought to be eliminated if the adolescent is to become the sort of adult that is held to be desirable?¹ Another concept is the one in which the adolescent is studied by various means to find out his expressed wishes, problems, and interests. One develops an approach from the viewpoint of the individual; the other from the viewpoint of society.

Both viewpoints were accepted and activities to implement each were selected in some degree, emphasizing the pupil's need for personal health, self-assurance, a satisfying concept of the world, a philosophy of life, and a range of personal interests and aesthetic satisfactions; mature relationships in home, family, and school life, social relationships with the opposite sex, participation in social activities, social recognition; and generally the need for educational and vocational guidance as the student's interests developed.

Interest in the personality development of each child was to be increased. Some possible procedures were planned

¹ Considerable assistance in this development was found in the reading of Alberty's Reorganizing the High-School Curriculum, (New York: The Macmillan Company, 1947)

whereby individual and group responsibility might be developed in the promotion of common interests. More free play of intelligence, the stimulation of the inquiring mind, the deliberate promotion of the question "why?" on the part of the student, were definitely desired and encouraged.

The sequence of units for the core program with time element suggested as a starting pattern were as follows:

The New World

- Unit I-----Basic Concept of World Geography (1 week)
- Unit II-----The New World (2 weeks)
(a) explorers, (b) colonial life
- Unit III-----Growth of Colonies (3 weeks)
(a) explorers, (b) colonial life
- Unit IV-----The Struggle for Independence (9 weeks)

A New Nation

- Unit V-----The New Government (9 weeks)
(a) study of the constitution
(b) rights and duties of citizens
- Unit VI-----The American Frontier (3 weeks)
(a) Pioneer Life
(b) Territorial Expansion by regions
- Unit VII-----The Industrial Revolution (3 weeks)
(a) men and machines
(b) social effects
- Unit VIII----The Civil War (6 weeks)

The following unit on the American Revolution might be taken as typical of the first planning in developing the unit. It shows to some extent how leading questions aided in the procedure of drawing out the class toward group participation. It is not complete in every detail, it consists

primarily of a sampling of material to illustrate the pre-planning.

DEVELOPMENT OF UNIT ON THE AMERICAN REVOLUTION

What are some of the important things to know regarding the Revolutionary War?

- I. Events and acts leading up to the act of separation.
 - (a) How did people think regarding certain matters?
 - (b) How did England think of the colonies?
Was she justified in thinking so?
Were the colonists justified in thinking the way they did? Were they in agreement?
How would you feel under the same circumstances?
 - (c) Who were some of the people that took the initiative in directing the thinking of the colonists?
Do you agree with them?
 - (d) If these events were redramatized today and placed in modern settings and you were asked to take a stand, what would you do?
 - (e) Write an eye-witness account of the Boston Tea Party either as an observer, or as a member of the boarding party. Keep in mind that you are destroying property.

- II. The Final Break
 - (a) What event seemed to be the final spark?
 - (b) What do you suppose was the attitude of many of the colonists regarding the event?
 - (c) Suppose you were an eye-witness to this event--try to describe it as though you were a radio announcer, or write it as though you were a news reporter for a paper. Try to picture the facts from your reading and references--try not to be prejudiced in your reactions as you recount the event.

- III. The Struggle For Independence
 - (a) Study the general events of the whole war.
 - (b) Picture some of the scenes that stand out in history as memorable heroic occasions.

- IV. What kind of men does it take to sit down and draft the opening sentence of the Declaration of Independence? What a large, portentous decision to make, knowing that in making the decision it might mean terrific consequences. Draw class out on this and have them enlarge on it as they can.

In enriching the program, integration across subject matter lines, activities arising from pupil interests, were planned along the pattern of the following outline:

- I. Integration
 - (a) Read stories about the unit of study.
 - (1) Historical fiction
 - (2) Biographies
 - (b) Study the popular music of the period.
 - (1) Its influence then and now
 - (c) Study of the art of the times.
 - (1) Buildings, furniture, clothing.
- II. Student voice in selection of Audio-Visual Aids.
- III. Activities
 - (a) Model period furniture.
 - (b) Model a bedroom or living room.
 - (c) Make collection of pictures that depict one central theme, as clothing, transportation, etc.
 - (d) Design costumes, by sketches, later in color.
 - (e) Design models of spinning wheels, churns, etc.
- IV. Dramatizations
 - (a) Plays, skits, readings, etc.
- V. Student evaluation
 - (a) What would have happened had we lost the war?
 - (b) How can you justify the Boston Tea Party episode?
 - (c) When is a violation of generally accepted actions of behavior right? or wrong?
 - (d) General concepts
 - (e) Appreciations
 - (f) Parallels in modern times
 - (g) Local situations that may tie in.

In the Civil War Unit, the following outline illustrates the attempts at developing the art of communication through various activities. It includes oral and written work, suggested reading material and book lists, projects and other activities.

I. Subjects for Oral Talks. (Unit on the Civil War)

Robert E. Lee
 Ulysses S. Grant
 Admiral Farragut
 "Stonewall" Thomas E. Jackson
 William T. Sherman
 Abraham Lincoln
 J. E. B. Stuart
 Jefferson Davis
 The Confederacy
 Monitor and the Merrimac
 John Brown and Harpers Ferry Raid
 Bull Run (Monasas)
 Gettysburg
 John Wilkes Booth
 Libby and Andersonville Prisons
 The Trent Affair
 Mary Todd Lincoln
 Julia Ward Howe and Battle Hymn of Republic
 Harriet Beecher Stowe and Uncle Tom's Cabin
 Clara Barton - Nurse
 Walt Whitman - War years in Washington
 Belle Boyd - Confederate Scout and Spy
 William H. Seward - Lincoln's Cabinet
 Edwin M. Stanton - Lincoln's Cabinet
 Dred Scott and the Dred Scott Decision
 Roger B. Taney - Chief Justice
 Harriet Tiebman and Underground Railroad
 The Alabama and Blockade Runners
 Morgan and his Raiders
 Thirteenth, Fourteenth, and Fifteenth Amendments
 Andrew Johnson
 Ku Klux Klan
 Reconstruction Acts
 Alexander A. Stephens - Vice President of Confederacy
 Carpetbaggers, Seallawags, and Cepperheads.

II. Other forms for oral expression.

Memorize the Gettysburg Address--Read it first for meaning, explanation of terms.
 Read in class "Abraham Lincoln's Gettysburg Address--an Evaluation". (School library--call no. 973.7)
 Paraphrase the address in students own words.
 Application today.

III. Literature (Poetry)

Barbara Fritchie-----Whittier
 John Brown's Body-----Benet
 O Captain, My Captain-----Whitman
 Abraham Lincoln Walks at Midnight-----Sandburg
 Letter to Mrs. Bixby-----Lincoln

Blue and the Grey-----Trench
 Ann Rutledge-----Benet
 Lincoln, The Man of the People-----Markham
 Kentucky Belle-----Woolson
 Sheridan's Ride-----Read

IV. Music of the Period. (Civil War Unit)

Maryland, My Maryland
 Stephen Foster Medley
 When Johnny Comes Marching Home Again
 Lorena
 Just Before the Battle, Mother
 Tenting Tonight
 Battle Hymn of the Republic
 The Bonnie Blue Flag
 Dixie
 Spirituals
 We're Coming Father Abraham
 The Battle Cry of Freedom
 The Year of Jubilee

V. Book Reports (Civil War Unit)

Uncle Toms Cabin
 The Perfect Tribute
 Two Little Confederates
 A Man Named Grant
 Son of Light Horse Harry
 Gray Knight
 Mike Maroney Raider
 Without Valour
 Boy at Gettysburg
 Swords of Steel
 White Feather
 Mary Montgomery, Rebel
 That Country Called Virginia
 Gentlemen Hush
 Tad Lincoln
 Mrs. Robert E. Lee
 Abe Lincoln Grows Up
 Red Badge of Courage
 John Brown's Body
 Abraham Lincoln's World
 Abraham Lincoln - Dougherty
 Longshanks
 Secret Passage
 Side Lights on American History
 Romance of the Civil War
 The Star of Gettysburg
 Stonewall - Adams
 The Little Giant (Stephen Douglas) - Nolan
 The True Story of U. S. Grant

In Calico and Crinoline
 Bittersweet
 Gray Canaan - Garth
 College in Crinoline
 No Surrender
 Little Shepherds of Kingdom Come
 Scouts of Stonewall Jackson
 Sunstoe and Pepper
 Glory Hallelujah
 Look Away Dixie Land
 Victorian Cinderella (H. B. Stowe) - Jackson
 The Graysons
 Railroad to Freedom
 The Crisis
 John of the Albany Belle
 Lodging at the St. Cloud
 No Bugles Tonight.

VI. Projects and activities developed and special credit given to students for extra work.

1. Booklet on the Civil War
2. Models of Monitor and Merrimac
3. Mural of a Southern Plantation Scene
4. Drawings of the Confederate and Union Flags
5. Drawings of the Confederate and Union Uniforms
6. Model of a Plantation Mansion
7. Maps of any Campaigns or Battles
8. Collections of Civil War Poetry or Songs
9. Women and children's costumes of the 1860's
10. Map of the U. S. showing division of Slave and Free States
11. A scrapbook on Lincoln
12. Robert E. Lee
13. Cartoons
14. Write imaginary letters or news articles dealing with the Civil War.
15. Dress dolls for the period 1856-1865
16. Mural of Civil War Period

VII. Articles to be written on one of the following topics:

1. You were at the dedication ceremony of the Gettysburg Cemetery.
2. You were present at the surrender of Lee to Grant at Appomatox Court House.
3. You were aboard either the Monitor or the Merrimac during their engagement.
4. You were present at Ford's Theater when Lincoln was shot.

The following supplementary history books were made available in the class room in sufficient number to allow every member of the class access to a copy:

1. The Story of American Democracy - Cosner and Gabriel.
2. The American Nation Yesterday and Today - Tyron, Lingley and Morehouse.
3. The United States of America - McClure and Yarbrough.
4. American History - Wilson and Lamb.
5. This is America's Story - Wilder, Ludlaem, Brown.

Language and grammar. After oral discussions and adequate preparation for understanding of a unit, written expression was included as a secondary function. In the following list, a number of items were selected and the students were requested to identify, in a sentence or two, each of the items in their relationship to the Civil War Period. The results of the written work were used as a basis for further sentence structure study based on common errors or weaknesses.

- | | |
|------------------------------|-----------------------------|
| 1. Wm. Lloyd Garrison | 13. Dred Scott Decision |
| 2. William G. Yancey | 14. John C. Fremont |
| 3. Fugitive Slave | 15. James Buchanan |
| 4. Underground Railroad | 16. Stephen A. Douglas |
| 5. John C. Calhoun | 17. Lincoln-Douglas Debates |
| 6. Missouri Compromise | 18. John Brown |
| 7. Daniel Webster | 19. Harper's Ferry |
| 8. Compromise of 1850 | 20. John C. Breckenridge |
| 9. Personal Liberty Laws | 21. Fugitive Slave Law |
| 10. Harriet Beecher Stowe | 22. Secession |
| 11. Republican Party | 23. Confederate States |
| 12. Kansas-Nebraska Act 1850 | |

- | | |
|---------------------------|-------------------------------|
| 24. Jefferson Davis | 28. Fort Sumpter |
| 25. Alexander H. Stephens | 29. Horace Greeley |
| 26. Montgomery, Alabama | 30. Emancipation Proclamation |
| 27. Richmond, Virginia | |

Book lists. Book lists were prepared for every unit with the cooperation of the librarian. On the following pages will be found suggested reading lists as prepared by the Librarian. Some lists were prepared on the basis of level of reading ability and some for interest appeal only. The final lists show the books that were most popular with the core group.

BOOK LISTS (Selected)

- Adams-----Mehitable
- Alcott-----Eight Cousins; The Aunt-Hill; Little Women; Little Men; Old-Fashioned Girl
- Aldrich-----The Story of a Bad Boy
- Atkinson----Johnny Appleseed
- Bennett-----Master Skylark
- Blackmore---Lorna Doone
- Brink-----Anything Can Happen on the River
- Calahan-----Back to Treasure Island
- Clemens-----Adventures of Huckleberry Finn; Adventures of Tom Sawyer; The Prince and the Pauper
- Cooper-----Last of the Mohicans
- Cormack-----Wind of the Vikings
- Daniel-----Head Wind; Shuttle and Sword
- Dodge-----Hans Brinker, The Silver Skates
- Duncan-----Adventures of Billy Topsail

- Ewing-----Jackanapes, and Other Tales
- Fernald-----Smoke Blows West
- Hale-----The Man Without a Country
- Hawthorne---On the Golden Trail; Lone Rider; Open Range
- Hughes-----Tom Brown's School Days
- James-----Smoky, the Cowhorse
- Kelly-----Three Sides of Agiochook; Treasure Mountain
- Kipling-----All the Mowgli; Captains Courageous; The Jungle Book
- Knex-----The Boys and Sally Down on a Plantation; Footlights Afloat
- Lewis-----Ho-Ming, Girl of New China
- London-----Call of the Wild; White Fang
- Meador-----Who Rides in the Dark?
- Means-----Penny for Luck
- Medary-----Prairie Anchorage
- Meigs-----As the Crow Flies; The New Moon; Swift Rivers
- Nordhoff----Mutiny on the Bounty
- Rice-----Mrs. Wiggs of the Cabbage Patch
- Salten-----Bambi: The Life Story of a Deer
- Schultz-----Running Eagle; With the Indians in the Rockies
- Singmaster--A Boy at Gettysburg; Swords of Steel
- Skinner-----Andy Breaks Trail; Frontier Warrior; Rob Roy; The Frontier Twins; The White Leader

Stevenson---Kidnapped; Treasure Island
 Tarkington--Little Orvie; Penrod: His Complete Story
 Verne-----Twenty Thousand Leagues Under the Sea
 White-----The Blazed Trail
 Wyss-----Swiss Family Robinson

Selected Reading

Lists prepared for biography, travel and adventure,
 informational and special interests, plays, special days,
 and special activities.

Other Reading List as Prepared by
 The American Library Association
 and Recommended for the Core Program
 and of 7 - 9 level.

Auslander---The Winged Horse
 Baldwin-----Conquest of the Old Northwest; the Discovery of the Old Northwest.
 Beebe-----Beneath Tropic Seas; The Arcturus Adventure; Jungle Days
 Benet-----A Book of Americans
 Byrd-----Skyward; Little America
 Cervantes---Don Quixote of the Mancha
 Chapin-----The Adventures of Johnny Appleseed
 Chrisman----The Wind that Wouldn't Blow
 Coatsworth--The Sword of the Wilderness
 Cooper-----The Deerslayer; The Last of the Mohicans; The Pathfinder; The Pioneers; The Prairie; The Spy
 Dana-----Two Years Before the Mast
 De Kruif----Microbe Hunters

- Depew-----Here Are Dogs
- Dickens-----David Copperfield; Oliver Twist; Great Expectations; A Christmas Carol
- Dodge-----Hans Brinker
- Dumas-----The Three Musketeers
- Eggleston---The Hoosier School Boy
- Fabre-----Stories and Writings in Science
- Franklin---Autobiography
- Garland-----Boy Life on the Prairie
- Hale-----The Man Without a Country
- Hawes-----The Mutineers
- Hughes-----Tom Brown's School Days
- Irving-----Knickerbocker's History of New York; The Legend of Sleepy Hollow; Rip Van Winkle
- James-----Smoky, The Cowhorse; Young Cowboy
- Kipling-----Captains Courageous
- Masefield---Jim Davis
- Meigs-----The Trade Wind
- Miller-----Overland in a Covered Wagon
- Nordhoff---Mutiny on the Bounty; Men Against the Sea; Piteairn's Island
- O'Brien-----Valiant, Dog of the Timberline
- Ollivant----Bob, Son of Battle
- Perkins-----Robin Hood
- Pyle-----Men of Iron; and others
- Seredy-----The White Stag
- Seton-----Wild Animals I Have Known; and others

Stevenson---Treasure Island; Kidnapped; The Black Arrow

Tarkington--Penrod; Penrod and Sam; Seventeen

Twain-----Life on the Mississippi; and others

The following book list was suggested on the basis of interest or setting:

Allan-----Red Heritage; Spirit of the Eagle; Battle Lanterns

Bell-----Watch for a Tall White Sail

Betz-----Your Manners are Showing

Casner and
Gabriel---Story of American Democracy

Clemens-----Adventures of Tom Sawyer

Cavanna-----A Girl Can Dream; Going on Sixteen

Criss, M.---Jefferson's Daughter

Davis-----Partners of Powder Hole

Farley-----Son of the Black Stallion

Felton-----Legends of Paul Bunyan

Fisher-----You and the United Nations

Floherty----Men Against Crime

Gauge-----Little White Horse

Hatch-----Woodrow Wilson

Holt-----Prairie Colt

Jackson----Anchor Man

Kerr-----The Girl Who Ran for President

Stevens-----Paul Bunyan

Stevenson---Kidnapped

Shippen-----Great Heritage

White-----Secret Sea

The following books were very popular in the core
group:

Tom Sawyer

Huckleberry Finn

The Call of the Wild

Rebecca of Sunnybrook Farm

Penrod

Anne of Green Gables

Treasure Island

White Fang

Hans Brinker

The Secret Garden

Robinson Crusoe

Captains Courageous

Kidnapped

The Last of the Mohicans

The Man Without A Country

The Gold Bug

Boys' Life of Theodore Roosevelt

Two Years Before the Mast

Autobiography of a Grizzly

Emmy Lou

Bob, Son of Battle

Rip Van Winkle

Boy's Life of Twain

Boy's Life of Lincoln

Up from Slavery

The Spy

The following selections were suggested for memorizing but not required of all:

Lincoln-----The Gettysburg Address

Bryant-----To a Waterfowl

Holmes-----The Chambered Nautilus

Whitman-----O Captain, My Captain

Sill-----Opportunity

Key-----The Star Spangled Banner

Tennyson----Crossing the Bar; The Charge of the Light Brigade

In having a recommended list for memory work, it was thought that if proper motivation and interest developed, some plan should be ready from which the teacher could make suggestions or guide the group.

Literature. With the assistance of the librarian and the preparation of recommended reading material, books were selected which were closely associated with the period of history in the unit: stories of the times as told from opposing or different points of view, biographies were offered involving the personalities of the leading characters of the period in study, and other stories were read as

a result of pupil interest and activity.

As an outgrowth of some of the reading, discussions were conducted on the influence of literature as it affected public opinion; this expanded into the types of literature and involved the use of funnies, comics, and similar materials.

Grammar and usage. Instead of presenting the rules of grammar and following these with drills, it was planned to correct errors as they developed in the written and oral expression that pupils used in expressing themselves. This simply involved the repetition of accepted forms of English construction, rather than application of grammatical rules.

Oral expression. The plan involved the use of some oral reports, particularly from a host of selected topics and from the current events paper. Some of these reports were made on the pupil's extra reading which was associated with some phase of the history in the unit under study. At all times the attempt was to create an atmosphere of ease, whereby the pupils would feel free to discuss orally topics of current and historical interest in somewhat the way they converse every day.

Written work. The written work was to be an outgrowth of oral activities. After sufficient preparation in reading followed by oral discussion, the need arose to make a record of the conclusions; this later expanded into the

desire to have student expression on modern ideas but based on historical fact. A typical example of such activity was an eye witness account of the Boston Tea Party, another the Battle of the Monitor and the Merrimac.

Reading. In the preceeding year, a silent reading test had been administered to the entire school; this aided in determining the reading ability of all the students. The lists of groups with their average reading grade level marked after each pupil's name were given to the librarian. With this as an aid she was able to help the individual pupils in the selection of reading material geared to each one's level. As the core group approached a new unit, appropriate reading material was placed at its disposal.

Spelling. A basic word list was made available to the teacher as a guide for selecting words on the basis of studies regarding their frequency of use. But in addition, word lists were developed from the misspelled words observed in the written work. In all written composition, the pupils were encouraged to use the vocabulary that was developed in their oral discussions. The teacher selected misspelled words from this written work, choosing words on the frequency of misspelling and on the frequency of use.

Visual-aids in the core. It was thought that an extended use of the audio-visual aids program would help

in integrating the subject fields and in arriving at some of the objectives set up in the program. The films that were found to be particularly helpful in this are listed as follows:

Historical

1. Americans All
2. Colonial Children
3. Colonial Expansion
4. Abraham Lincoln-----The Perfect Tribute
5. Alexander Hamilton
6. Declaration of Independence
7. Eve of the Revolution
8. Industrial Revolution
9. Kentucky Pioneers
10. Louisiana Purchase
11. Our Constitution
12. Our Monroe Doctrine
13. Planters of Colonial Virginia
14. Territorial Expansion of the U. S.
15. Westward Movement
16. Yorktown

Civics

- | | |
|---------------------------|-------------------|
| 1. Bill of Rights | 4. Preamble |
| 2. Democracy | 5. We, the People |
| 3. Inside the White House | |

Economics

1. Lifeline of the Nation
2. Our Shrinking World
3. Story of Coal
4. Story of Steel

The integration that took place was unexpected and more by accident than design. The activities that included art and music appreciation grew out of a desire on the part of many members of the core group to study the art and music of the period in history. The core teacher had an excellent collection of recordings from which to supply appropriate music; also, the teacher had made it a point to collect rare and valuable items related to American History in his travels and training. He filled the room with illustrative material gathered from Europe, England, and the eastern states.

Some of the projects which developed out of pupil interest were model stocks, whipping posts, colonial furniture bedrooms, costumes; scrapbooks of picture collections involving people, places, customs; drawings of action scenes as they were imagined, collections of articles, some of which were almost invaluable, were brought to school for exhibit; included in this latter item were pottery, tea cups, linens, fancy work.

The core group worked very well in organizing a dance by forming committees with certain responsibilities delegated to each. The students, through their committee work, made

all the arrangements, including decorating, preparing invitations for parents and faculty, securing music, arranging the program, and managing the clean-up afterwards.

Other activities of a socializing nature were also arranged. The core group, as well as some of the other groups, took several field trips. These trips included a visit to the Air Base, weather bureau, a printing company, and the city water works.

Movies came up for discussion and, after weighing their merits, recommendations were made regarding their influence and ratings. The evaluation of the movies by this group was rated as wholesome and very worthwhile.

CHAPTER IV

EVALUATION OF THE CORE CURRICULUM

Scholarship. Although observers were interested in the overall outcomes of the core group, the simplest to evaluate was scholastic achievement. The Metropolitan Achievement Test (Form S) was administered to all groups at the same sitting. Unfortunately the test was given three months before the school term was completed; the results might have shown greater obtained differences had the test been administered near the close of the term. For convenience in tabulating and in making quick comparison the scores were converted into grade-equivalents. The scores for all three groups are listed in tables VII, VIII, and IX. The average or mean grade-equivalent was found for each group and was used as the central measure upon which to make general comparisons. In the table VI will be found the medians, means, ranges and standard deviations.

Table VI

Medians, means, range and standard deviations of the core and control groups using grade-equivalent scores.

	Core Group No. 11	Control Group No. 3	Control Group No. 10
Number	30	30	30
Median (G.E.)	10.0	9.85	9.95
Mean (G.E.)	10.03	9.72	9.36
Range	2.8(8.3-11.1)	3.6(7.5-11.1)	6.1(5.0-11.1)
Standard Deviation	.655	1.127	1.48

If we assume that the groups were approximately equal in general achievement at the beginning (and we have no reason to believe otherwise, since students were originally assigned to their groups simply on an alphabetical basis), then we may conclude that in this study the core experience did not materially influence average scholastic achievement when measured by a standardized achievement test designed primarily to measure mastery of subject matter.

TABLE NO. VII
CORE CURRICULUM GROUP 11

<u>NAME</u>	<u>IQ</u>	<u>GE</u>
Ronald H.	113	11.1
William W.	117	10.9
Jack M.	129	10.8
James E.	123	10.8
Kenneth L.	99	10.7
John H.	111	10.7
Ira K.	105	10.6
Ronald H.	96	10.6
Joyce S.	121	10.5
Stanley D.	121	10.5
Glen A.	111	10.5
Sheila S.	104	10.3
Shirley E.	117	10.2
Robert C.	121	10.1
Jack R.	105	10.0
Karen J.	115	10.0
Patricia H.	107	10.0
Karen K.	115	9.9
Zelma H.	89	9.9
Robert M.	97	9.8
Margaret R.	116	9.8
James L.	110	9.7
Clara T.	105	9.7
Joanne W.	93	9.7
Betty G.	106	9.4
Joanne W.	102	9.3
Patty C.	116	9.1
Sharonlee B.	89	9.1
Jerry S.	97	8.9
Betty Lou C.	95	8.3

Range 2.8(8.3-11.1)

Median G. E. 10.0

Mean G. E. 10.03

Standard Deviation .655

TABLE NO. VIII
CONTROL GROUP NO. 3

<u>NAME</u>	<u>IQ</u>	<u>GE</u>
Barbara F.	131	11.1
Beverly G.	128	11.1
Charles P.	131	11.1
Greg H.	126	11.0
Jacqueline B.	120	10.9
Bruce G.	117	10.8
Wayne E.	136	10.8
Lyle G.	115	10.6
Barbara P.	125	10.5
Edward G.	122	10.3
Lyle G.	90	10.3
Ray B.	103	10.3
Leland V.	118	10.3
Betty G.	107	10.1
John P.	110	9.9
Marlene B.	104	9.8
Shirley S.	109	9.8
Joyce F.	100	9.5
Patricia M.	113	9.4
Philip G.	118	9.4
Kenneth J.	102	9.4
Nancy G.	118	9.3
Oliver G.	105	9.0
Evelyn F.	95	8.9
Ronald G.	96	8.8
Tom E.	93	8.6
Rosie L.	89	7.9
Lorraine D.	94	7.8
Ray W.	85	7.6
Florence R.	87	7.5

Range 3.6(7.5-11.1)

Median G. E. 9.85

Mean G. E. 9.72

Standard Deviation 1.127

TABLE NO. IX
CONTROL GROUP 10

<u>NAME</u>	<u>IQ</u>	<u>GE</u>
Corinne C.	129	11.1
Beatrice T.	125	10.8
Carol O.	129	10.8
Robert C.	120	10.8
Gertrude G.	117	10.7
Nancy R.	128	10.7
Dolores T.	120	10.5
Michael Z.	120	10.5
Nick L.	101	10.4
Bill T.	117	10.4
Ronald W.	112	10.3
Margy K.	101	10.3
George T.	132	10.1
Patricia T.	117	10.1
Marie W.	101	10.0
Nancy R.	112	9.9
Shirley W.	120	9.8
Daniel W.	91	9.5
Ted W.	105	9.5
Phil T.	101	9.4
Lois W.	94	8.8
Loren G.	100	8.7
William T.	96	8.3
Florence W.	86	8.0
Ida Colleen D.	83	7.6
Boyd W.	74	7.6
Marjorie T.	90	7.4
Mary P.	95	7.1
Charles S.	73	6.7
Gordon W.	72	5.0

Range 6.1(11.1-50)

Median G. E. 9.95

Mean G. E. 9.36

Standard Deviation 1.48

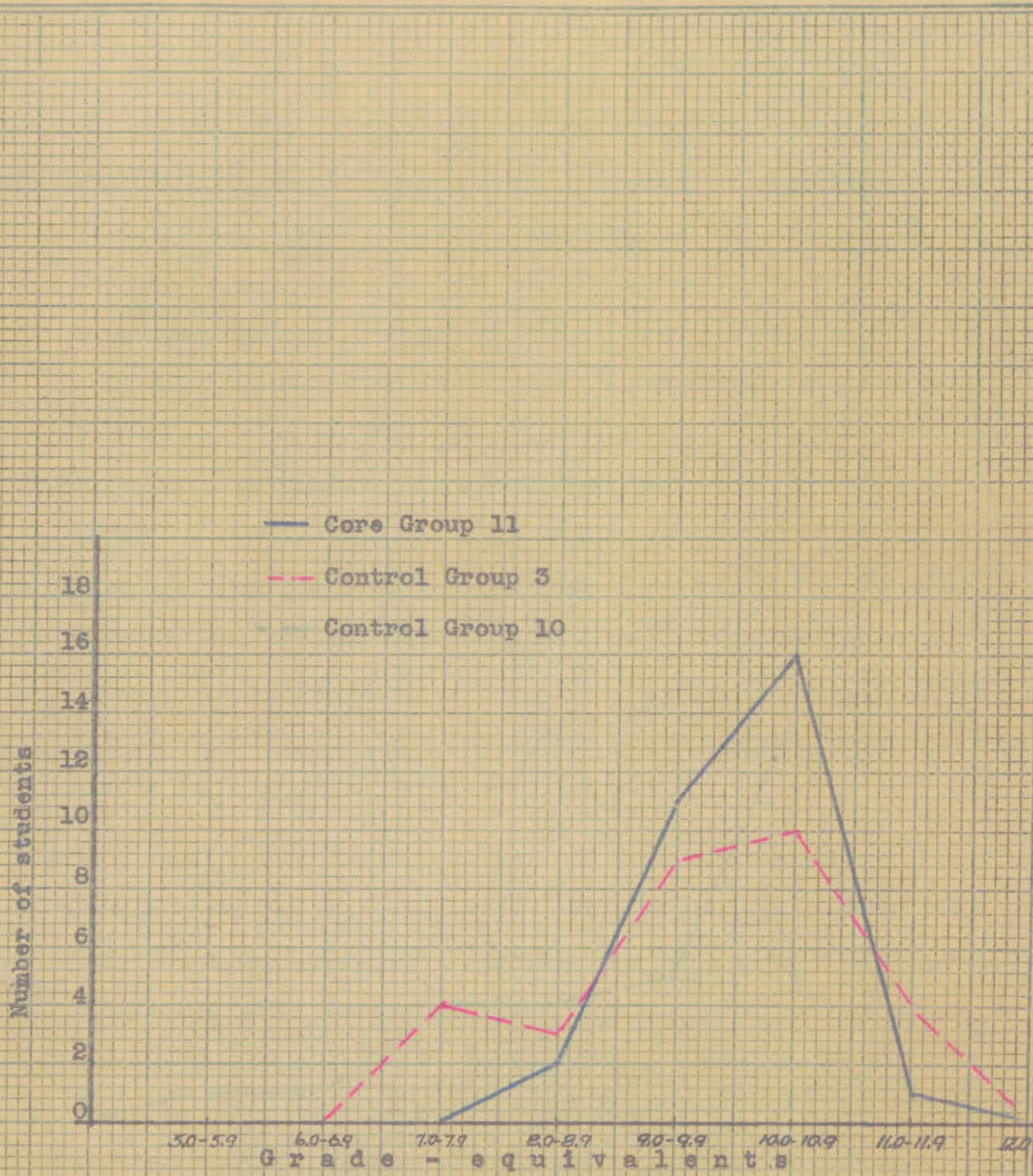


FIGURE 2

DISTRIBUTION OF GRADE - EQUIVALENT SCORES OF THE CORE AND CONTROL GROUPS

Reading. In further evaluation of the program a record was kept of the amount of library reading done by all groups. It was found that the core group averaged more books read per pupil than any other group in school. This might indicate that interest in reading was created and developed from pupil interest and proper motivation on the part of the core teacher. It was of interest also that the core group scored higher on the average in literature (on the standardized test) than any other group in school. The librarian reported that the average number of books read per pupil in the core program was 9 books or a total of 270 for the year, as compared to the next highest of 6 books per pupil for a total of 180 books for the year. The core group, having read more widely, had a better chance for scoring higher in literature than other groups.

Spelling and arithmetic. On all other sub-test scores the core group maintained strong averages. They fell a little below average in spelling and arithmetic. It was recognized that the standardized test is an important measure for spelling since it is based upon a standard word list; but, in the case of the core group particularly, this test failed to measure one important aspect of spelling. The core group built up word lists from oral and written work; the intention was to build speaking vocabulary first, followed by written expression, writing as the group talked. It follows that the group developed and studied lists which

were somewhat different from recognized standard word lists. Hence we have only a partial measure of spelling effectiveness. The writer believes, however, that care must be used by the core group in developing word lists based on recommended standard word lists along with the group's own list developed in oral work.

The arithmetic was taught by a separate teacher and it is very difficult to evaluate achievement in this subject in reference to the core program. The influence of the core teaching technique in developing a freer attitude for the purpose of arousing and stimulating class participation in discussion might have had a negative influence on the achievement of the core group in arithmetic. This phase of the study of the core program would bear further investigation.

In comparing the oral and written expression of the group, it was observed by supervisors that there was an attitude in the core group which did lend itself to wholesome, open, and frank comment, often leaning toward the vernacular for the purpose of expressiveness, but certainly showing evidence of little restraint. The group would discuss with considerable frankness, such topics as the influence of the movies, the comics, and the radio. Sometimes the discussions would cause strong disagreement among the students. These disagreements were resolved by further research and excellent direction on the part of the teacher. Committee

work grew naturally under the core program.

It was believed that the group definitely improved in the art of self-expression -- both written and oral. Examples of their self-expression in written form are given on pages 67, 68, and 69. In these exercises students were asked to express their own opinions regarding the core program. They were not given time to consider or prepare anything in advance. The total time allowed was fifteen minutes. The examples are copied verbatim, including the misspelling and improper punctuation; the only exceptions are references to persons or personalities.

Evaluation by pupils. An analysis of the comments made by the members of the core program is tabulated below. In asking the students to describe the advantages and disadvantages as they thought of them, the instructor urged

them to be frank and honest. Their comments may be summarized as follows:

Idea Expressed	Number expressing the idea
Liked the program in some way	29
Liked the program as a whole	15
Found the program more interesting	17
It was something that they needed	13
Recognized the value of correlation	18
A better attitude toward school	16

Idea Expressed	Number expressing the idea
Didn't worry as much as before	9
Some one phase of disapproval or dislike	11
Dislike in all respects	0

The following are excerpts from their written comments:

"I think the idea of having one teacher teach most of the subjects is a very good idea. This year I think I have learned a lot more than I would have with one of the other teachers. I don't think one teacher should teach all subjects because it gets too boring sitting in one room all the time. I think we should have about three different teachers.

"When literature and social studies are combined you get a better setting and picture of the story, because you have studied in history about the time and what they wore. Then having sentences in English that fit in with the history your studying. I think putting children in rooms like --- is good. This whole system of teaching is a very good idea I believe."

K. K.

"I enjoyed the teaching in this way because everything isn't put on an exact schedule. But in another way I prefer going around and changing classes but I enjoy staying with one teacher because you get more acquainted with him and your subjects are combined in a way that you can be taught much easier, and get more time to do it. The subjects of history and Literature are combined together to make studying easier and still learning and being taught by the excellent method of teaching that is performed. More people prefer changing classes but I enjoy staying in one class for a longer period of time."

C. T.

"I like this kind of teaching because I think it is sort of different from school. I think that if you teach like this you learn more and you don't have to keep quiet all the time being that we're in one room most of the time. The studies, if they are taught for more than one period

"sink in better than if you start something one day and then you go back a few days later. Some kids don't remember what was being taught and so they don't do as well as if they would have gotten the whole lesson at the same time. If students are taught this way I think the teacher gets to know them better than he would otherwise and he would know more about what to expect from the student.

"I think the teacher should be kind of young because if she isn't the kids will get on her nerves and the kids would act nicer to the teacher if she didn't crab at them all the time."

B. G.

"I think this method of teaching is a little better than the other method although it is much harder. I think they should do it all over the school. If we were studying about Marco Polo I wouldn't want to read about something else. Although the history part isn't too interesting but the reading is. When we were studying Abe Lincoln we read a much more completed story in Reading than in our history books. If you don't understand something in history you can read it in Reading. This method is good because sooner or later we are going to have to read on history people as we come to them in the book."

J. S.

"The only thing that I dislike is having test's on a Chapter of History without an outline on what we're having it on. I like this group and having one teacher more gets you acquainted but it all depends on what the teacher is like. "----- I will say that I have learned more this year because the class seems more interesting and I'm getting to like my subjects more. To put it all together I think we need these kind of classes so it will help us out more in high school on how to study."

B. L. C.

"I like this better-----this way you get to know your teacher better because you have more than the others. You have a better chance to discuss the class assignment. The teacher will know you better and will be able to give you more indivigle help. -----you can read in the Literature book about the insident that happened in the History book, and get more details about the lesson."

J. L.

"I like this way of teaching because of the way Literature and History are being taught together. The way you read books about History you get history and Literature out of it instead of just reading a book that doesn't pertain to history.

"I think the way English is taught in sentences that pertain to history do better than the other way because you learn things about sentences as well as what the sentence says about some part of history."

B. W.

"-----I don't think a teacher that has strict rules should be teaching this way. I myself have had fun with this kind of teaching. Sometimes your classes get a little tiresome. I think that History, Literature, and Music would go good together. We have learned a lot more about history by correlating literature in with your history."

R. H.

"Frankly I think this kind of teaching is an improvement over the way we did last year. It seems easier to learn the things we need to promote. I think having one teacher for most the time is better because you get to know him better and he can understand you and your ways better. I think having your literature and English tied in with your History helps drive in the more important things so that you can remember them."

G. A.

"I liked the way we did this year. It seems like it don't hold you back. There isn't so much running around from different rooms. I don't really know whether it is the teacher we have or the way we do it. I seemed to learn more than I ever did from-----last year in English.

"It seems like I liked school better this year than I did last year."

"I can not think of any reason why I didn't like the way we did this year right now."

"I can not very easily tell the difference if it is the rooms, the teachers, students, grade and I don't seem to worry as much this year as I did last year on my studies. It seems like this year went by very fast because it wasn't as tiresome and didn't dread coming to school. It was probably the way we did it this year."

R. M.

" I think it is a very good idea to have that kind of a class. If you can mix your subjects in together it is easier to learn. And another thing you don't have to carry your bookbag up and down stairs as much. You get to know the teacher and what he expects you to do, and the teacher knows you better."

P. H.

"-----you have more freedom and can feel free to express your own opinions. It is quite hard on the teacher but teachers are more lenient nowadays than they were before and thereby they lessen their own strains somewhat."

J. H.

These papers have been selected at random; no attempt was made to correct the spelling or thought. The punctuation was kept just as it was written. The only thing omitted was references to persons or personalities. In the judgment of the writer these papers give a fair picture of the type of self-expression obtained.

Evaluation by parents. This evaluation was obtained through interviews with parents. During the interview such questions as the following were asked:

1. How does your youngster like school this year?
2. How does he react to the new program at school?
3. What do you think of the core program as it reflects on your child's attitude toward school and toward his general behavior?

Although an attempt was made to interview all parents it was only possible to contact twenty-one directly. Those contacted, in the opinion of the writer, were fairly representative of the group. Interviews were made at "open-house" sessions when parents were invited to visit the school; some parents were contacted while shopping; some

were interviewed in their place of business; while four were contacted by a visit to the home. The summary of their reactions is as follows:

Idea Expressed	Number expressing the idea
Thought their child liked school better this year.	20
Liked their child's teacher this year because subject matter to be measured.	
Didn't know, attributed it to the teacher's change.	7
Thought the school was changing for the better	9
Thought it was due to the new program	2
Thought it was due teacher child growing up	
Thought the new program was "a bunch of foolishness letting the children talk out of turn".	1

of the goals, the following observations were made: (The answers to questions number 2 and 3 are varied, showing a lack of understanding of the program.) In general, the evaluation by parents was considered favorable. They did describe undesirable pupil behavior. There were times when the activities were hindered on confusion rather than organized noise, and the final outcome of the frankness, mental attitude, and The teacher's evaluation. In evaluating the program to overlook what seemed to be, at times, utterance the teacher was asked to brief his reactions to the core.

His comments are summed up as follows: Advantages: More time with group brought about better understanding of each individual. Group and individual guidance was made more functional. Class was an interesting experience.

Personal enjoyment in response of individuals.
 Socializing factor very good.
 Students enjoyed group experiences together.
 They did more outside reading.
 Group discussions were challenging and interesting.

Disadvantages

Lack of preparation in setting up the program.
 Too much hard work involved in fusing the subjects.
 Insufficient material available from authoritative sources.
 Had to teach with a testing program in mind that was not adapted to core program on account of subject matter to be measured.
 Resentment amongst faculty.
 Need for faculty planning and organizing.
 Need for understanding on part of faculty on core program work.

Supervisor evaluation. The supervisor had the task of watching the overall development of the core group, keeping in mind the goals that were set up and offering suggestions that might improve the procedure.

In weighing the progress of the group toward attainment of the goals, the following observations were made:

1. There was evidence in the written and oral expressions of the group to indicate that the learning experiences were integrated to the extent that they did develop wholesome pupil behavior. There were times when the committee work bordered on confusion rather than organized noise, but the final outcome of the frankness, mental attitude, and social behavior were rewards that made it possible to overlook what seemed to be, at times, utter confusion.
2. Broad concepts and understandings were reached regarding various phases of American History. These were brought out when the group was questioned about events in history. The group was baited by asking leading questions but inevitably they could cite situations that gave good evidence of a broad concept of the period. It was evident when the

subject of "Toleration" was brought into the discussion.

3. No great attempt was made to lead pupils in channels in which they expressed interest other than the subject relating to period history. Students with special abilities made projects and art designs. But in the main, this area could have been enlarged to a great extent.
4. In the homeroom considerable time was spent with each student on planning his high school program. Such conferences dealt with individual ability and educational planning. At the close of the year, each student had mapped out a course of study to follow through high school, with a definite objective in mind. How well these patterns are followed and how closely they adhere to their plans will depend largely upon their experiences in high school.
5. How well the core program was able to assist the pupils in the group to understand the ultimate aims of education, it is difficult to say, as no attempt was made to measure this. It was believed that the students gained an insight into the purpose of education as the program endeavored to develop each student according to his abilities. This conclusion is based on the comments of the students as they were engaged in conversation with the supervisor at odd moments. Some attempt to bring about the realization of the aims of education was made at every opportunity when discussing modern social problems. It is believed that some progress was made toward the achievements of this goal.
6. There was little doubt in the mind of the supervisor about the socialization of each member within the group. The group was willing to sponsor school dances (and did a very fine job of sponsoring one); committees worked well together on different responsibilities. There were times when the supervisor was concerned about too much socialization. There were no "isolates" or "neglectees"; the group was one in many meanings of the word.¹

¹ Sociograms were made of nearly all groups. Considerable variation was found. The sociograms are not reproduced here due to the complex manner in which they are charted.

7. As far as offering a gradual transition from the pre-adolescent program to one suited to the needs and interests of adolescent boys and girls, the evaluation made by the pupils regarding the core program is self-explanatory. There was a decided interest in the program and the pupils in general were wholehearted about its endorsement.

In general. The program was in many ways successful, but to a large extent this may be attributed to the work of a superior teacher. It is doubtful that all teachers would achieve the same or similar results. Also, the group was one of normal intelligence, with a small range, and actually no extreme deviates. The range of I.Q.'s was less than in either of the two control groups; this had a tendency to make the group rather homogeneous, a fact which might also contribute to its success. A subnormal group, or one selected to form a group of dull-normals, might make this program very difficult to handle. In the opinion of the supervisor, the success of the core program depends largely upon a superior teacher and a selected group of students that averages above normal in intelligence.

It became quite obvious that the teacher learned to know individuals in the core group better than in the usual class, and to understand their needs and interests. The teacher became aware of their individual differences, their strengths and weaknesses in various activities and fundamental skills. Guidance of an individual and group nature was more effective in the core group than in the other groups. It was not uncommon to have the core teacher go to the other teachers

to secure their cooperation in an endeavor to help individuals in the group. Often he spent extra time during the noon hour and after school working with individuals in the group, trying to improve their scholastic standing in subjects not covered within the core.

Proponents of the modern philosophy of education are convinced that learning proceeds best when done meaningfully and with purpose, or when linked to meaningful problem solving. This was evidenced in the reading achieved by the core group. Their development in the art of communication was due, to a large extent, to the fact that it was made purposeful to them.

One very unfavorable situation arose over the fact that the group knew it was doing something new, and on certain occasions tried to capitalise on the situation with other teachers. This created strong resentment against the core group by some teachers and students. In continuing this study, more groups must be brought into the program, especially on the seventh grade level.

CHAPTER V

CONCLUDING OBSERVATIONS

To assure optimum development, a core program must be the outgrowth of a cooperative effort by the entire faculty, of committee and group study. The members of the faculty, with the assistance of the administration, supervisors, and specialists in the field, need to work together on the entire program.

The logical order would be first to develop a general philosophy for the school, based on the functions of the junior high school in this modern age; next, to develop a statement of aims and objectives in line with this modern philosophy. After these steps have been taken, the next process is to organize committees that will work together in the development of course of study units for the core program. The junior high school people cannot do this alone. It also requires the cooperation of the high school and elementary teachers, for the program must be continuous in many respects from grade one through twelve.

Teachers must be made to realize that there is a trend away from sole emphasis on subject matter as such, and that the teaching of subjects is not an end in itself. This realization can be brought about through teacher study groups, with a considerable amount of research carried on by them in their study.

The greatest problem is that of overcoming teacher resistance. They are afraid to see a change come; they read into it the discarding of subjects as such and this creates a feeling of insecurity on the part of the teacher. Actually this should not be feared as the core program is primarily a change in the philosophy of teaching; it involves change in method, procedure, and technique, but it does not lessen the importance of the teacher nor reduce the number of teachers needed in a given school.

The study made at the Great Falls Junior High School was done under many unfavorable conditions, such as insufficient preparation, planning and arranging. Failure to prepare properly the entire faculty for the experimental study developed many misconceptions and created in some instances poor personnel relations. However, one favorable condition did prevail, and that was in the selection of the teacher. The teacher did a masterful job under the circumstances. He was willing, interested, desirous of producing good results. The extra time and effort that the teacher put in speaks highly of his professional attitude. The study fails to show what the outcomes might have been, had the core group been composed primarily of superior or inferior students. It raises the question of how successful the core program might be in groups with inferior reading ability, less than average intelligence, or a relatively high incidence of social adjustment problems.

A careful study of previous research and writing in this field should be part of the background of every teacher in the junior high school. Taking cognisance of the movement, they no doubt would have a tendency to change some of their preconceptions, with resultant improvement in their teaching procedures and techniques. This alone would be advantageous.

It is evident that the process of planning must be a continuous one which extends from the beginning of the unit to the close. The process must include the application of good, sound judgment at all times. This presumes that the teachers of the program are, in the judgment of all concerned, the best that can be secured.

It is not enough that the pupils learn to plan together in working with their fellows on common problems. They must also come to the realization that what they are practicing is the essence of democratic living, not mere play, and not "playing" at the expense of learning. They must be made to see that what they actually are doing is using the same procedures that are applied in adult life to the solutions of community and national problems.

In some places the core program has failed because the administration has developed the philosophy and theory of the core, imposing it on the teachers, and leaving the teachers alone to carry it through. This study, in a way, was guilty of imposing too many ideas upon the teacher, at

the start, instead of gradually building up to the operation of the plan. It will be necessary to start all over this next year, first securing the cooperation of the teachers in developing a working philosophy, and perhaps then progress can be made.

Although approximately ten percent of the secondary schools of the nation are working with core programs, it will not be readily accepted by the secondary school people until the purpose and place of the core program in the total school program is more clearly defined and limited, until superintendents, leaders from the universities, and staff of state departments of education offer to teachers and principals, who are attempting to develop core programs, more practical assistance in the form of helpful supervision, time for planning, and aid in developing resource units and guides.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Alberty, Harold. Reorganizing the High School Curriculum. New York: Macmillan Company, 1947.
- Alberty, Harold. "Developing a Curriculum that Meets the Needs of Junior High School Youth." Bulletin of the National Association of Secondary-School Principals 31: 69-81; April 1947.
- Babson, Helen C. "Place of the Core in the Curriculum." Curriculum Journal 11: 317-30; November 1940.
- Barnes, Jarvis. "Future of the Junior High School." School Executive 64: 43-45; February 1945.
- Canan, A. Gwin. "Junior Grows Up." Journal of Education 126: 108-109; April 1943.
- Devilbiss, Wilbur. "Working with an Evolving Junior High School Program - on the State Level." Bulletin of the National Association of Secondary-School Principals 31: 82-88; April 1947.
- Elicker, Paul E., editor. "The Modern Junior High School." Bulletin of the National Association of Secondary-School Principals 29: 1-161; April 1945.
- Faunce, Rollin C., editor. "Core and Unified Studies Program." Bulletin of the National Association of Secondary-School Principals 31: 38-52; December 1947.
- Gwynn, J. Minor. Curriculum Principles and Social Trends. New York: Macmillan Company, 1943.
- Gruhn, William T.; Douglass, Harl R. The Modern Junior High School. New York: The Ronald Press Company, 1947.
- Hardesty, R. Bowen. "Working with an Evolving Junior High School Program in a Local Unit." Bulletin of the National Association of Secondary-School Principals 31: 88-95; April 1946.
- Harvill, Harris. "The Core Curriculum." Social Education 14: 158-160; April 1950.
- Harvard University. General Education in a Free Society, a Report by the Harvard Committee on the Objectives of a General Education in a Free Society. Harvard University Press, 1945.

- Hopkins, L. Thomas. Integration: Its Meaning and Application. New York: D. Appleton-Century Co., Inc., 1937.
- Jones, Arthur J. "The Junior High School; Past, Present, and Future." Bulletin of the National Association of Secondary-School Principals 28: 8-14; March 1944.
- Koos, Leonard V. "Superiority of the Four-Year Junior High School." School Review 51: 397-407; September 1943.
- Lane, Robert Hill. The Principal in the Modern Elementary School. Chicago: Houghton Mifflin Company, 1944.
- Lieberman, Elias. "A Cooperative Enterprise: The Junior High Schools in New York City." Journal of Educational Sociology 20: 409-16; March 1947.
- McFarland, W. H. "More Team Play among Teachers." Nation's Schools 39: 53-54; May 1947.
- Miel, Alice. Changing the Curriculum. New York: D. Appleton-Century, 1946.
- Pringle, Ralph W. Junior High School: a Psychological Approach. New York: Mc Graw-Hill Book Company, 1937.
- Reusser, Walter C. "The Internal Organization of the School System: The Secondary School." Review of Educational Research 13: 350-55; October 1943.
- Saur, Gladys G., and others. "A Unified Program That Works." School Executive 66: 44-45; April 1947.
- Smith, Maurice M.; Standley, L. L.; and Hughes, C. L. Junior High School Education. New York: McGraw-Hill Book Co., 1942.
- Speer, James B. "Recent Trends in Articulation with Opinions of Pupils, Parents and Teachers." Educational Administration and Supervision 33: 65-74; February 1947.
- Spitznas, James E. "The Core Curriculum: Form or Process." School Review 55: 516-22; November, 1947.
- Taylor, Robert B. "Full Time Subjects in the Junior High School Curriculum." Bulletin of the National Association of Secondary-School Principals 31: 48-54; Feb. 1947.
- Thirty Schools Tell Their Story New York: Harper and Brothers, 1945. Progressive Education Series, Vol. V.

APPENDIX

(This section contains some samples of work and
and test material as used in the cere program at the
Paris Gibson Junior High School, Great Falls, Montana.)

SUBJECTS AND VERBS

1. Spain, France, England and Holland were all interested in establishing colonies in America.
2. DeSoto, Coronado, Pizarro and Cortes were explorers sent out by Spain.
3. Her colonies were, for the most part, in Central and South America.
4. A claim was established on Florida through the expedition of Ponce de Leon.
5. For the most part, Spain took much wealth away from her colonies, and contributed little to their permanent growth.
6. LaSalle was one of the greatest of French explorers.
7. To him the credit goes for exploring the Mississippi valley.
8. He was killed by his own men before he had accomplished his full aim.
9. Cortes founded the cities of Quebec and Montreal.
10. Canada was then called New France.
11. Sir Walter Raleigh established the first colony of Englishmen in America.
12. This was the famous "Lost Colony of Roanoke".
13. The Italian adventurers, John and Sebastian Cabot sailed for Henry VII of England.
14. It was through their findings that England claimed Newfoundland and later Canada.
15. Sir Francis Drake, another English explorer, was the second man to circumnavigate the globe.
16. Henry Hudson was Dutch though he sailed for the English.
17. Holland, or the Netherlands, a small European country had a vast colonial empire.
18. Their colony in North America was named New Amsterdam.
19. Peter Minuit bought Manhattan Island from the Indians.

Make compound sentences out of the following groups of simple sentences:

1. George Washington was born in Virginia. He was of English descent.
2. Mount Vernon belonged to his brother Lawrence. The house was named for Admiral Vernon of the British navy.
3. Washington was a surveyor. He surveyed land for Lord Fairfax.
4. Lord Dunwiddie sent young Washington with a message to the French. The French were at Fort Duquense.
5. A Virginia company under Washington was with General Braddock. General Braddock's troops were massacred by the French and Indians.
6. General Braddock wouldn't listen to Washington. George Washington was an excellent frontier fighter.

Underline the dependent clause in the following complex sentences:

1. The British regulars who were bright red uniforms fought in the open.
2. When he talked to Braddock, Washington urged him to fight Indian fashion.
3. When the French and Indians attacked, Washington and his men used the trees for protection and cover.
4. The British army that brave body of men formed a straight line of defense in the open.
5. As Washington had foreseen, the British troopers fell by the score.
6. Washington led his men in retreat where they would be safe.
7. General Braddock was killed if you recall your history lesson.
8. The retreat which saved the lives of the colonials was brilliantly led by the young Virginian.
9. This is a story of the early life of Washington whom you all have read about.

TRUE AND FALSE

1. The Canadian campaign was an unsuccessful venture. _____
2. Both commanders were killed in this campaign. _____
3. Bunker Hill was the first battle of the Revolution. _____
4. Cornwallis surrendered at Yorktown. _____
5. Hale was hanged for espionage. _____
6. Vincennes was taken from the French. _____
7. de Grosse was a French Admiral. _____
8. Hessians were mercenary soldiers. _____
9. John Thre^et Paine wrote "Common Sense". _____
10. Fort Ticonderoga was defended by Ethan Allen. _____

MATCHING

- | | |
|----------------------|---|
| 1. Cornwallis | a. last battle of the Revolution. |
| 2. Nathan Hale | b. Captured by George Rogers Clark. |
| 3. Major Andre | c. Pamphlet by Paine. |
| 4. Vincennes | d. British General who surrendered to Washington. |
| 5. Benedict Arnold | e. Famous Colonial fort. |
| 6. Saratoga | f. Signer of Treaty of Paris. |
| 7. John Paul Jones | g. French general who aided colonists. |
| 8. Yorktown | h. Hanged by the British. |
| 9. Ticonderoga | i. Turning point of the Revolution. |
| 10. Loyalist | j. American vessel. |
| 11. Rochambeau | k. Colonial traitor. |
| 12. Burgoyne | l. Naval commander |
| 13. John Jay | m. one faithful to Britain. |
| 14. Bonhomme Richart | n. defeated at Saratoga. |
| 15. Common Sense | o. A British spy. |

A TEST

I

Punctuate the following sentences:

1. washington was inaugurated president in new york april 30 1789
2. john jay the first chief justice administered the oath of office
3. when the ceremony was finished robert livingston the governor of new york leaned over the balcony and said long live george washington the first president of the united states.
4. washington chose as his first cabinet such men as jefferson hamilton know randolph and osgood
5. the new nation had a difficult time establishing herself in the world for the other countries expected the united states to collapse at any time
6. france using one of the typical methods of the time expected a bribe from our representative there pinkney however exclaimed millions for defense but not one cent for tribute

II

From the above sentences write a list of ten proper nouns and ten common nouns.

III

After each sentence write the kind of sentence it is and punctuate it correctly.

1. Thomas Jefferson was a well-to-do Virginian
2. What position did Thomas Jefferson hold in the first cabinet
3. Read about Jeffersons home Monticello
4. You will remember that he wrote the Declaration of Independence
5. Did you know that he also designed the buildings for the University of Virginia
6. Get all the information you can about Jeffersons mission to France

IV

Underline the dependent clauses.

1. Alexander Hamilton, who was born in the West Indies, won his success by his own efforts.
2. When he was a soldier in the Revolution, Washington learned to love and respect him, and they formed a friendship which lasted to the end of Washington's life.
3. When he became Washington's Secretary of Treasury, he eagerly set to work to straighten out the confusion in the financial arrangements of the country.
4. By his eloquence and the force of his arguments, and by compromising with the men who opposed him, Hamilton succeeded in having every one of his plans adopted and put into operation.
5. Hamilton, who incurred many enemies in this manner, was killed in a duel with Aaron Burr.

V

Underline direct objects once, and indirect objects twice.

1. Alfred lent Jack a copy of Tom Sawyer.
2. Our music teacher taught us the notes of the scale.
3. Mother brought Betsy a plaid dress.
4. Shall we give the twins their birthday presents now?
5. After lunch I shall show Jane and him our calf.

VI

1. Write a sentence with two adjectives in it. Underline the adjectives.
2. Write a sentence with an adverb in it and underline the adverb.
3. Use a conjunction in a sentence and underline it.
4. Use a prepositional phrase in a sentence and underline it.
5. Use two pronouns in a sentence. Underline them.

VII

Write a simple, a complex, and a compound sentence and state why each is what you say it to be.

VIII

1. Direct and indirect objects always have to be _____.
2. The predicate of a sentence has to be _____.
3. The object of prepositions has to be _____.
4. Adverbs usually end in _____.
5. A word pronounced the same as another word but spelled differently is _____.
6. A word meaning the same as another word is _____.
7. A word meaning the opposite of another word is _____.

A TEST

I

In front of each number put the letter which corresponds.

- | | |
|-----------------------------|---|
| 1. Cortes | a. Indians of Mexico |
| 2. Cartier | b. Founded Quebec |
| 3. DeSoto | c. Claimed Newfoundland for England |
| 4. Cabot | d. Landed at San Salvador |
| 5. Columbus | e. Discovered Mississippi River |
| 6. Sir Frances Drake | f. First to sail around the world |
| 7. LaSalle | g. Discovered Florida |
| 8. Magellan | h. Conqueror of Mexico |
| 9. Conquistador | i. Explorers - conquerors |
| 10. Incas | j. Indians of Peru |
| 11. Sir Walter Raeigh | k. Founded Roanoke Colony |
| 12. Ponce de Leon | l. Divided world between Spain and Portugal |
| 13. Aztec | m. First Englishman to sail around globe |
| 14. Treaty of Tardesielleas | n. Conqueror of Peru |
| 15. Pizarro | o. Explored Mississippi for France |

II

Fill in the blanks.

1. Jamestown was founded in _____.
2. Virginia was named for _____.
3. Pennsylvania was founded by _____.
4. A religious group called _____ settled in Pennsylvania.
5. Maryland was founded for persecuted _____ by _____.
6. The Pilgrims landed at _____ in _____.
7. _____ founded the colony of Rhode Island.
8. The last colony to be founded was _____ started by Oglethorpe for _____.
9. The _____ were driven from New Amsterdam by the English and it was renamed _____.
10. The document which helped to govern the Pilgrims was the _____.

III

List the terms of the Treaty of Paris of 1763 that ended the French and Indian War.

IV

Identify briefly but specifically the following men, places or things.

1. Hessians
2. Common Sense
3. Major Andre
4. George Rogers Clark
5. Yorktown
6. Paul Revere
7. George III
8. Nathan Hale
9. Saratoga
10. Lord Cornwallis
11. Vincennes
12. Valley Forge
13. Benedict Arnold
14. Marquis de Lafayette
15. Loyalists
16. Parliament
17. John Paul Jones
18. House of Burgesses
19. Intolterable Acts
20. Patrick Henry

V

1. What does taxation without representation mean, and how does it apply to the colonies?
2. Discuss the steps which led to the Revolution, mentioning acts passed by Parliament and showing their influence in the colonies.
3. Give the terms of the Treaty of Paris of 1783 which ended the Revolutionary War.

VI

1. Discuss the weakness of the Articles of Confederation.
2. What compromise was arranged for concerning representation in Congress. Mention the slave count.
3. State the three branches of our government and what each includes.
4. What is the "checks and balances" system?

VII

What were Hamilton's plans for establishing the credit and stability of the United States?

VIII

List the five men and their offices who made up Washington's cabinet.

IX

Discuss the two political parties of Washington's times, the leaders, and the way each interpreted the Constitution.

X

Who said the following:

"I regret that I have but one life to give for my country."

"As for me, give me liberty or give me death!"

"Don't fire till you see the whites of their eyes."