1950

A critical analysis of an introductory core curriculum program

Sidney Daniel Bachelder

The University of Montana

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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
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.
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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.


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. 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

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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*:\(^1\)

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.
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

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 con­
cept, 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: presenta­
tion, 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 Education 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
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 1915 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:

"For many years the curriculum was regarded as a more

"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: "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, 1910-1956. 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:

From 1910 - 1916

1. Subjects

2. Brief, logical outlines of subject matter to be studied seriatim.

3. Organization by topics in subject matter.

4. No setting or orientation for the teacher.

5. Measurement by paper and pencil tests of the facts learned.

6. No aims and objectives other than those implied in the subject matter or others quite unrelated to the content.

7. Control of what is to be learned external to the pupil and usually to the teacher.

8. The textbook as the source of what is to be learned.

To 1935 - 1936

Larger divisions such as broad fields-units of work, experiences.

Broad flexible manuals for teachers offering source materials from which they may select for the needs of their particular group.

A collection of suggested units appropriate to a given grade.

Statement of broad philosophy of education, general methods of learning, background, information, general point of view.

Suggestions as to appropriate ways of evaluating learning by studying functional situations.

Consciously formulated aims and objectives attainable because they are an outgrowth of the learning experiences of children.

Freedom for teacher and pupils to select in the light of their interest, abilities, and growth needs.

Utilization of a wide variety of materials in various types of media.

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From 1910 - 1916


10. Courses of study prepared by a few people in a central office.

11. Concept of course of study as an outline of subject matter to be taught.

12. Courses of study prepared in advance of classroom use.

13. Emphasis upon sequence in a narrow scope.

14. Uniform minimum essentials for every one.

To 1935 - 1936

A wide variety of activities or challenging things for children to do out of which learning takes place.

Courses of study prepared by a group of teachers working cooperatively.

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.

Courses of study written after classroom teaching and representing a record of what actually happened.

Emphasis upon a wide scope with the interrelated sequence.

Great variability in learning to meet individual differences in ability and needs.

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.

1 Ibid., pp. 300-301.
2 Ibid., pp. 254-255.
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 much opportunity for pupils and teachers to select, plan, organize, and evaluate in relation to their own purposes, required or optional. Some of these
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

2 As quoted by authors Urba and Douglas, 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

<table>
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<th>Grade 6</th>
<th>Grade 7</th>
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<tr>
<td><strong>Center of Interest:</strong></td>
<td><strong>Center of Interest:</strong></td>
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<tr>
<td><strong>Effects of Inventions, Social Provisions</strong></td>
<td><strong>For Cooperative Machine Production Upon Living Our Living</strong></td>
</tr>
<tr>
<td><strong>Discoveries, and Machine Production Upon Living</strong></td>
<td><strong>Our Living</strong></td>
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<thead>
<tr>
<th>Personal Development</th>
<th>How can the individual maintain his personal integrity in a machine age?</th>
<th>How can the individual best discharge his social responsibility?</th>
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<tbody>
<tr>
<td>Protection and Conservations of Life, Property, and Natural Resources</td>
<td>How does machine production lead to the conservation and to the waste of life, property, and natural resources?</td>
<td>How do social and governmental agencies protect and conserve life, property, and natural resources?</td>
</tr>
<tr>
<td>Production, Distribution, and Consumption of Goods and Services</td>
<td>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?</td>
<td>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?</td>
</tr>
<tr>
<td>Communication and Transportation of Goods and People</td>
<td>How does machine production affect transportation and communication?</td>
<td>How do methods of transportation and communication affect cooperative living?</td>
</tr>
<tr>
<td>Recreation</td>
<td>How does machine production influence recreation?</td>
<td>How are social and governmental organisations extending opportunities for the wise use of leisure time?</td>
</tr>
<tr>
<td>Expression of Aesthetic and Religious Impulses</td>
<td>How does machine production modify art, literature, music, and architecture? How is the life of the church affected by technological advances?</td>
<td>How do social organisations provide opportunities for expression of aesthetic impulses? How does the church function as a means of social control?</td>
</tr>
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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. 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

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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
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
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 II 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>
<thead>
<tr>
<th>NAME</th>
<th>G. A.</th>
<th>I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack M.</td>
<td>15-3</td>
<td>131</td>
</tr>
<tr>
<td>James H.</td>
<td>15-9</td>
<td>125</td>
</tr>
<tr>
<td>Joyce S.</td>
<td>15-9</td>
<td>121</td>
</tr>
<tr>
<td>Stanley B.</td>
<td>15-4</td>
<td>121</td>
</tr>
<tr>
<td>Robert C.</td>
<td>15-9</td>
<td>117</td>
</tr>
<tr>
<td>William W.</td>
<td>15-9</td>
<td>117</td>
</tr>
<tr>
<td>Shirley E.</td>
<td>15-11</td>
<td>116</td>
</tr>
<tr>
<td>Margaret R.</td>
<td>15-4</td>
<td>116</td>
</tr>
<tr>
<td>Patty C.</td>
<td>15-5</td>
<td>115</td>
</tr>
<tr>
<td>Karen K.</td>
<td>15-7</td>
<td>115</td>
</tr>
<tr>
<td>Karen J.</td>
<td>15-11</td>
<td>115</td>
</tr>
<tr>
<td>Ronald H.</td>
<td>15-11</td>
<td>113</td>
</tr>
<tr>
<td>Glen A.</td>
<td>14-8</td>
<td>111</td>
</tr>
<tr>
<td>John H.</td>
<td>14-9</td>
<td>111</td>
</tr>
<tr>
<td>James L.</td>
<td>14-7</td>
<td>110</td>
</tr>
<tr>
<td>Patricia H.</td>
<td>15-11</td>
<td>107</td>
</tr>
<tr>
<td>Betty G.</td>
<td>15-10</td>
<td>106</td>
</tr>
<tr>
<td>Clara T.</td>
<td>15-5</td>
<td>105</td>
</tr>
<tr>
<td>Jack R.</td>
<td>14-8</td>
<td>105</td>
</tr>
<tr>
<td>Ira K.</td>
<td>15-5</td>
<td>104</td>
</tr>
<tr>
<td>Sheila S.</td>
<td>15-5</td>
<td>101</td>
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<tr>
<td>Jeanne W.</td>
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<td>102</td>
</tr>
<tr>
<td>Kenneth L.</td>
<td>14-2</td>
<td>99</td>
</tr>
<tr>
<td>Jerry S.</td>
<td>14-2</td>
<td>97</td>
</tr>
<tr>
<td>Robert M.</td>
<td>15-8</td>
<td>97</td>
</tr>
<tr>
<td>Ronald H.</td>
<td>15-5</td>
<td>96</td>
</tr>
<tr>
<td>Betty Lou C.</td>
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<td>95</td>
</tr>
<tr>
<td>Joanne W.</td>
<td>15-9</td>
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<td>Sharonlee B.</td>
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<tr>
<td>Zelma H.</td>
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<td>88</td>
</tr>
</tbody>
</table>

Range 45 (68-131)

Median 108.5

Mean I. Q. 108.2

Standard Deviation 10.6

Number 30
### TABLE II

#### CONTROL GROUP 5

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<thead>
<tr>
<th>NAME</th>
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<th>I. Q.</th>
</tr>
</thead>
<tbody>
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<td>Charles P.</td>
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<td>151</td>
</tr>
<tr>
<td>Barbara F.</td>
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<td>150</td>
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<tr>
<td>Beverly G.</td>
<td>13-9</td>
<td>128</td>
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<tr>
<td>Greg H.</td>
<td>13-2</td>
<td>126</td>
</tr>
<tr>
<td>Barbara P.</td>
<td>13-2</td>
<td>125</td>
</tr>
<tr>
<td>Edward G.</td>
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<td>122</td>
</tr>
<tr>
<td>Jacqueline B.</td>
<td>14-0</td>
<td>120</td>
</tr>
<tr>
<td>Nancy G.</td>
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<td>118</td>
</tr>
<tr>
<td>Philip G.</td>
<td>14-4</td>
<td>119</td>
</tr>
<tr>
<td>Leland V.</td>
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<td>118</td>
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<tr>
<td>Bruce G.</td>
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<td>Lyle G.</td>
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<td>115</td>
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<tr>
<td>John P.</td>
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</tr>
<tr>
<td>Shirley S.</td>
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<td>Betty G.</td>
<td>13-5</td>
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<td>Oliver G.</td>
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<td>Marlene E.</td>
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<tr>
<td>Roy B.</td>
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<tr>
<td>Evelyn F.</td>
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<tr>
<td>Lorraine D.</td>
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<td>94</td>
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<td>Tom H.</td>
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<td>Lyle G.</td>
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<td>Rosie L.</td>
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<td>89</td>
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<td>Florence R.</td>
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<td>Ray W.</td>
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- **Range**: 51 (85-136)
- **Median**: 109.5
- **Mean**: 109.5
- **Standard Deviation**: 14.4
- **Number**: 20
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<td>George T.</td>
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<tr>
<td>Corinne C.</td>
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<td>129</td>
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<td>Nancy R.</td>
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<tr>
<td>Beatrice R.</td>
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<td>Robert C.</td>
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<tr>
<td>Dolores T.</td>
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<tr>
<td>Michael Z.</td>
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<td>Shirley W.</td>
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<td>120</td>
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<tr>
<td>Gertrude G.</td>
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<td>Bill T.</td>
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<tr>
<td>Patricia T.</td>
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<td>117</td>
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<td>Ronald W.</td>
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<td>Nancy R.</td>
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<td>112</td>
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<td>Ted W.</td>
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<td>Nick L.</td>
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</tr>
<tr>
<td>Margy K.</td>
<td>13-4</td>
<td>101</td>
</tr>
<tr>
<td>Marie W.</td>
<td>13-0</td>
<td>101</td>
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<tr>
<td>Phil T.</td>
<td>13-11</td>
<td>101</td>
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<td>Lois W.</td>
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<td>Marjorie T.</td>
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<td>Ida D.</td>
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<tr>
<td>Boyd W.</td>
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<td>Charles S.</td>
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<td>73</td>
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<tr>
<td>Gordon W.</td>
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<td>72</td>
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<p>| | | |</p>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Range</td>
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<td>Mean</td>
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<td>Standard Deviation</td>
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<td></td>
</tr>
<tr>
<td>Number</td>
<td>30</td>
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</table>
Figure 1: Distribution of Intelligence Quotients of the Core and Control Groups

- Group 11 - Core
- Group 5 - Control
- Group 10 - Control
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.
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.  

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. 

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

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.

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

(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.

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

(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?  

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?
   (c) How would you feel under the same circumstances?
   (d) Who were some of the people that took the initia-
       tive in directing the thinking of the colonists?
       Do you agree with them?
   (e) If these events were redramatized today and placed
       in modern settings and you were asked to take a
       stand, what would you do?
   (f) 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 destroy-
       ing 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 his-
       tory 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 con-
    sequences. Draw class out on this and have them en-
    large 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 J. 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 (Manassas)
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
Bellé 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 Railread
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, Scalawags, and Copperheads.

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
0 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 Rush
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
Sunsto and Pepper
Glory Hallelujah
Look Away Dixie Land
Victorian Cinderella (H. B. Stowe) - Jackson
The Graysoms
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 Appomattox 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 classroom in sufficient number to allow every member of the class access to a copy:


2. The American Nation Yesterday and Today - Tyron, Lingley and Morehouse.

3. The United States of America - McClure and Yarbrough.


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
3. Fugitive Slave 15. James Buchanan
5. John C. Calhoun 17. Lincoln-Douglas Debates
11. Republican Party 23. Confederate States
12. Kansas-Nebraska Act 1850
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------Mamitable

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; Captaine Courageous; The Jungle Book
Knox--------The Boys and Sally Down on a Plantation; Footlights Afloat
Lewis-------He-Ming, Girl of New China
London------Call of the Wild; White Fang
Meader------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 Rookies
Singmaster--A Boy at Gettysburg; Swords of Steel
Skinner-----Andy Breaks Trail; Frontier Warrior; Rob Roy; The Frontier Twins; The White Leader
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-------Nickerbocker'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
Milner-------Overland in a Covered Wagon
Nordhoff-------Mutiny on the Bounty; Men Against the Sea; Pitcairn'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
Floeherty-----Men Against Crime
Gaujde-------Little White Horse
Hatch-------Woodrow Wilson
Holt--------Praire 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 Grizzley
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
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 preceding 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
2. Democracy
3. Inside the White House
4. Preamble
5. We, the People
Economics

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

<table>
<thead>
<tr>
<th></th>
<th>Core Group No. 11</th>
<th>Control Group No. 3</th>
<th>Control Group No. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Median (G.E.)</td>
<td>10.0</td>
<td>9.85</td>
<td>9.95</td>
</tr>
<tr>
<td>Mean (G.E.)</td>
<td>10.03</td>
<td>9.72</td>
<td>9.36</td>
</tr>
<tr>
<td>Range</td>
<td>2.8(8.3-11.1)</td>
<td>3.6(7.5-11.1)</td>
<td>6.1(5.0-11.1)</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>.655</td>
<td>1.127</td>
<td>1.48</td>
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</table>
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**

<table>
<thead>
<tr>
<th>Name</th>
<th>IQ</th>
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<tbody>
<tr>
<td>Ronald H.</td>
<td>113</td>
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<tr>
<td>William W.</td>
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</tr>
<tr>
<td>Jack M.</td>
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</tr>
<tr>
<td>James E.</td>
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<td>John H.</td>
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<td>Ira K.</td>
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</tr>
<tr>
<td>Ronald H.</td>
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<td>Joyce S.</td>
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<td>Stanley D.</td>
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<td>Glen A.</td>
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</tr>
<tr>
<td>Jack R.</td>
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<tr>
<td>Karen J.</td>
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<td>Patricia H.</td>
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<td>Karen K.</td>
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<td>Zelma H.</td>
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<td>Robert M.</td>
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<td>Margaret R.</td>
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<td>James L.</td>
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<td>Clara T.</td>
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<tr>
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<td>Sharonlee B.</td>
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</tr>
<tr>
<td>Jerry S.</td>
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<tr>
<td>Betty Lou C.</td>
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**Summary**

- **Range**: 2.8 (8.3–11.1)
- **Median G. E.**: 10.0
- **Mean G. E.**: 10.03
- **Standard Deviation**: .655
<table>
<thead>
<tr>
<th>NAME</th>
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<th>GE</th>
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</thead>
<tbody>
<tr>
<td>Barbara F.</td>
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<tr>
<td>Charles P.</td>
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<tr>
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<td>Bruce G.</td>
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<tr>
<td>Wayne E.</td>
<td>136</td>
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<tr>
<td>Lyle G.</td>
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<tr>
<td>Barbara P.</td>
<td>125</td>
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</tr>
<tr>
<td>Edward G.</td>
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<tr>
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<td>10.3</td>
</tr>
<tr>
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<td>9.8</td>
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<tr>
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<td>113</td>
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<td>118</td>
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<tr>
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<tr>
<td>Florence R.</td>
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<td>7.5</td>
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Range 3.6 (7.5-11.1)

Median G. E. 9.85

Mean G. E. 9.72

Standard Deviation 1.127
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<thead>
<tr>
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<th>GE</th>
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<td>Corinne C.</td>
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</tr>
<tr>
<td>Beatrice T.</td>
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<td>10.8</td>
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<tr>
<td>Carol O.</td>
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<td>10.8</td>
</tr>
<tr>
<td>Robert C.</td>
<td>120</td>
<td>10.8</td>
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<tr>
<td>Gertrude G.</td>
<td>117</td>
<td>10.7</td>
</tr>
<tr>
<td>Nancy R.</td>
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<td>10.7</td>
</tr>
<tr>
<td>Dolores T.</td>
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</tr>
<tr>
<td>Michael Z.</td>
<td>120</td>
<td>10.5</td>
</tr>
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<td>Nick L.</td>
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<td>Bill T.</td>
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<td>10.4</td>
</tr>
<tr>
<td>Ronald W.</td>
<td>112</td>
<td>10.3</td>
</tr>
<tr>
<td>Margy K.</td>
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<td>10.3</td>
</tr>
<tr>
<td>George T.</td>
<td>132</td>
<td>10.1</td>
</tr>
<tr>
<td>Patricia T.</td>
<td>117</td>
<td>10.1</td>
</tr>
<tr>
<td>Marie W.</td>
<td>101</td>
<td>10.0</td>
</tr>
<tr>
<td>Nancy R.</td>
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<tr>
<td>Shirley W.</td>
<td>120</td>
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<tr>
<td>Ted W.</td>
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<td>9.5</td>
</tr>
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<td>Phil T.</td>
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<td>Florence W.</td>
<td>86</td>
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</tr>
<tr>
<td>Ida Colleen D.</td>
<td>83</td>
<td>7.6</td>
</tr>
<tr>
<td>Boyd W.</td>
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<tr>
<td>Marjorie T.</td>
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</tr>
<tr>
<td>Mary P.</td>
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<td>7.1</td>
</tr>
<tr>
<td>Charles S.</td>
<td>73</td>
<td>6.7</td>
</tr>
<tr>
<td>Gordon W.</td>
<td>72</td>
<td>5.0</td>
</tr>
</tbody>
</table>

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 misspellings and improper punctuation; the only decision on all subjects because it gets too boring sitting in one 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:

<table>
<thead>
<tr>
<th>Idea expressed</th>
<th>Number expressing the idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liked the program in some way</td>
<td>22</td>
</tr>
<tr>
<td>Liked the program as a whole</td>
<td>18</td>
</tr>
<tr>
<td>Found the program more interesting</td>
<td>17</td>
</tr>
<tr>
<td>It was something that they needed</td>
<td>13</td>
</tr>
<tr>
<td>Recognized the value of correlation</td>
<td>16</td>
</tr>
<tr>
<td>A better attitude toward school</td>
<td>14</td>
</tr>
</tbody>
</table>
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 incident 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 lesson 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:

<table>
<thead>
<tr>
<th>Idea Expressed (Numbers)</th>
<th>Number expressing the idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought their child liked school better this year.</td>
<td>24</td>
</tr>
<tr>
<td>Liked their child's teacher this year account a matter to be pursued.</td>
<td>1</td>
</tr>
<tr>
<td>Dissent amongst faculty.</td>
<td>7</td>
</tr>
<tr>
<td>Thought the school was changing for the better</td>
<td>9</td>
</tr>
<tr>
<td>Thought it was due to the new program.</td>
<td>2</td>
</tr>
<tr>
<td>Thought it was due to teacher child growing up and thinking.</td>
<td>1</td>
</tr>
<tr>
<td>Thought the new program was a bunch of foolishness-lowing the children talk out of turn.</td>
<td>1</td>
</tr>
</tbody>
</table>

Some 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. Moreover, the evaluation the children made of the new
program was: 

The teacher's evaluation. In evaluating the program,
the teacher was asked to brief his reactions to the core.

His comments are summed up as follows:

More time with group brought about better understanding
of each individual. Good evidence of a broad
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 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 certain occasions tried to capitalize 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


Barnes, Jarvis. "Future of the Junior High School." *School Executive* 64: 45-45; February 1945.


APPENDIX

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


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 Duquesne.

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 Threact Paine wrote "Common Sense". ___
10. Fort Ticonderoga was defended by Ethan Allen. ___

MATCHING

1. Cornwallis a. last battle of the Revolution.
7. John Paul Jones g. French general who aided colonists.
8. Yorktown h. Hanged by the British.
12. Burgoyne l. Naval commander
13. John Jay m. one faithful to Britain.
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, Knox, 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 Jefferson's 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 Jefferson's 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 Ralgh 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 Tordesillas 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. Intollerable 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."