

THE UNIVERSITY OF MANITOBA

A JUNIOR HIGH SOCIAL SCIENCE CURRICULUM ALTERNATIVE;
A CASE STUDY OF AN HUMANISTIC INFORMAL
APPROACH TO LEARNING

by

ROBERT CLIVE ARMSTRONG

A Thesis

Presented to the Faculty of Graduate Studies
In Partial Fulfilment of the Requirements for the Degree
of Master of Education

DEPARTMENT OF CURRICULUM AND INSTRUCTION;
HUMANITIES AND SOCIAL SCIENCE

WINNIPEG, MANITOBA

1976



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Abstract

This study was undertaken to determine whether an humanistic informal approach to learning could satisfy the needs, concerns and interests of students, while at the same time improving self and other awareness, values clarification, civic awareness and cognition. In order to test the notion, it was necessary to devise, implement and evaluate a new curriculum based upon an open education philosophy. The resulting program design, learning experiences and classroom organization was explained early in the thesis, while the methods and materials employed to judge the worth of the program, and the subsequent analysis, followed in the form of charts and a textual examination.

While the thesis was not intended to be an intervention study, it did present some relevant findings from two questionnaires which demonstrated that the program was a success.

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CHAPTER I

INTRODUCTION

Over the past few years a recognizable shift in teaching goals, strategies and emphases has ushered in the beginnings of a new curriculum revolution. The result has been an effort 1) to create more satisfying and relevant programs "aimed at helping children with their concerns,"¹ 2) to offer greater opportunities for learning through an open education environment,² 3) to provide students with an active "experience curriculum"³ and 4) to emphasize self awareness and personal growth, or the "effective dimensions of an individual's life."⁴

Among the reasons for this change has been the awareness of some educators that a number of urgent social influences are being ignored. Included among these are 1) the changing values brought about by the post-Sputnik

¹G. Weinstein and M. D. Fantini, Toward Humanistic Education (New York: Praeger Publ., 1971), p. 10.

²Ronald S. Barth "Open Education: Assumptions About Children's Learning," ed. Charles H. Rathbone, Open Education: The Informal Classroom (New York: Citation Press, 1971), p. 116.

³Reginald D. Archambault, "The Philosophical Bases of the Experience Curriculum," Dewey On Education (New York: Random House, 1966), p. 160.

⁴David E. Purpel and Maurice Belanger, Curriculum and Cultural Revolution (Berkeley Calif: McCutchan Publ. Corp., 1972), p. 253.

trends in education, 2) the changing tempo of society itself,¹ 3) the changing concerns of individuals in their quest to become "more effective self-actualizing adults after school,"² and 4) the changing meta-issues, or "crisis in the human image,"³ in authority, in economic values and in pluralism.⁴

Accepting, therefore, that this evidence is strong enough to warrant a change in educational methodology, it would appear that if this change is to occur, there will be an equally strong need for clear, tested teaching models for teachers to implement or modify.

Purpose of Study

The underlying purpose of this thesis, therefore, is:

1. to offer a rationale for developing an alternative social science curriculum which employs an humanistic, informal approach to learning,
2. to review the relevant literature,
3. to outline the methods, techniques and procedures for developing a program aimed at dealing with the needs, concerns, and interests of students, and, at the same time, generating better feelings about self, and toward other

¹Willis W. Harman, "The nature of our changing society: implications for schools," David E. Purpel and Maurice Belanger, op. cit., p. 26.

²Alfred S. Alzchuler, "Psychological Education," Ibid., p. 26.

³Willis W. Harman, Ibid., p. 47.

⁴Ibid., p. 47.

students, teachers, and members of the community,

4. to offer a number of suggestions as to how curricular change may be implemented within a school,¹

5. to describe the problems implementing a program,

6. to report on a student and parent inventory questionnaire, and finally,

7. to suggest a number of implications and conclusions as they relate to the success of the program.

Rationale

In recent years a number of genuine criticisms have been raised concerning the value of the existing Social Science Curriculum in recognizing the needs, interests and capacities of students. Alvin Toffler has warned us that unless our schools begin to organize their goals for the future, students will go elsewhere, or have to confront future shock.² Future shock, said Neil Postman, "occurs when you are confronted by the fact that the world you are educated into or believe in does not exist."³

The problem tends to reach even deeper proportions.

¹For a brief discussion of this question see R. H. Howse, "The Micropolitics of Innovation: Nine Propositions," Phi Delta Kappan, January 1976, pp. 337-40.

²Alvin Toffler, "Education in the Future Tense," ed. Richard W. Saxe, Opening The Schools (Berkeley: McCutchan Publ. Co. 1972), p. 3.

³Neil Postman and C. Weingartner, Teaching As A Subversive Activity (New York: Dell Publ. Co. Inc. 1969), p. 14.

Some educators have serious doubts that what is being taught has anything whatsoever to do with determining our chances for survival.¹ More important than gaining the ability to earn a living, said A. B. Hodgetts in, What culture? What heritage?, is the fact that our students

. . . need the self-rewarding satisfaction of developing their intellectual and creative powers to the limits of their natural endowments . . . they need the intellectual skills, the knowledge and the opportunities to play more effective and satisfying roles as citizens in the wider society.²

In summarizing, his argument for a Canadian Studies Curriculum and, in particular, a more effective civics course, Hodgetts remarked:

To deny the value of formal civic education or to claim that young people are incapable of acquiring it, is to deny a fundamental principal of democracy. . .³

Again, while referring to the inefficiency of the present courses in Canadian history, social studies and civics, Hodgetts noted:

Let us frankly recognize that what we are teaching our young people about Canada and its problems is antiquated . . . These courses lack any contemporary meaning. They continue to be narrowly⁴ confined to constitutional and political history.

Moreover, students must be taught the necessary strategies for survival. In the words of Neil Postman:

¹Neil Postman and C. Weingartner, op. cit., p. 15.

²A. B. Hodgetts, What culture? What heritage? (Toronto: The Ontario Institute For Studies in Education, 1969), p. vi.

³Ibid., p. vi.

⁴Ibid., p. 115.

Survival depends almost entirely on the ability to identify which old concepts are relevant¹ to the demands imposed by new threats to survival.

It would appear, therefore, that a more realistic Canadian Studies course might promote a more satisfying understanding of the wider community. In fact A. B. Hodgetts explains, "that what we have been doing in our Canadian studies program is not good enough."²

These criticisms have of late received some empirical support. In a study of the cognitive development of young people, E. A. Peel found that the formal, or explainer, level of reasoning, or an individual's ability to form hypothesis or propositions did not begin until a mental age of 14.7 years.³ Whereas Jean Piaget believed these capacities began to develop at a chronological age of eleven or twelve,⁴ R. N. Hallam concluded that formal thinking, particularly in history, begins at about 16.2 to 16.6 years of age. He says, "that a mental age of 16.5 to 18.2 is required for the beginning of the formal stage."⁵

Parallel with the thinking of Piaget is Joseph

¹Neil Postman and C. Weingartner, op. cit., p. 208.

²A. B. Hodgetts, op. cit., p. 115.

³E. A. Peel "Intellectual Growth During Adolescence," Educational Review 17 (1965), p. 33.

⁴J. Piaget and B. Inhelder, The Growth of Logical Thinking from Childhood to Adolescence (New York: Basic Books, 1958), p. 132.

⁵R. N. Hallam, "Logical Thinking in History," Educational Review, 19 (1967), p. 191.

Adelson, who concluded that the ability to think in political abstractions does not develop until mid-adolescence, somewhere between twelve and sixteen years of age. He concluded that:

By the time this period is at an end, a dramatic change is evident; the youngster's grasp of the political world is now recognizably adult. His mind moves with some agility within the terrain of political concepts; he has achieved abstractness, complexity, and even some delicacy in his sense of political textures . . .

Similar findings were reported by Kenneth Langton of students in the United States. He said of students' understandings of political concepts:

Studies of the relations between social studies courses and political relevant attitudes² report either inconclusive or negative results.

It is, therefore, very possible that what we are teaching in the junior high school social studies courses at present may be beyond the mental capacities of the students, and as such, requires re-evaluation. Further, it would seem that, if one of our goals is citizenship, however defined, our present courses of study do little to achieve it.

If improvements are to be made, therefore, it will be necessary to develop a curriculum which will communicate its essential principles and features in such a form that they are open to critical scrutiny and are capable of

¹J. Adelson, "The Political Imagination of the Young Adolescent," Daedalus, 100 (4) Fall, 1971, p. 106.

²Kenneth P. Langton, Political Socialization, (New York: Oxford University Press, 1969), p. 88.

effective translation into practice.¹ This thesis, therefore, questions our conventional assumptions about how learning occurs, and attitudes change. Consequently, this study disputes:

1. that knowledge is best presented and understood when organized in disciplines or subjects,
2. that content is more important than process,
3. that subject matter is unaffected by change,
4. that teachers are hired to transmit the ideas, precepts and conclusions of this content,
5. that the four walls of the school are the most logical place for this content to be learned,
6. that structured forty minute periods, three or six times per cycle are the most realistic scheme for learning,
7. that students learn by listening to their teacher or by answering teacher-directed questions, and,
8. that the above are a preparation for life.²

Further, these assumptions contradict, what we know about early adolescence. J. J. Mitchell characterizes this stage, the years between ten and sixteen years of age, as a period when:

Boundaries are not clear, definitions are not crisp, body impulses are not precise and social

¹L. Stenhouse, An Introduction To Curriculum Research and Development (London: Heinemann, 1975), p. 4.

²Neil Postman, and C. Weingartner, A Soft Revolution (New York: Dell Publ. Co., 1971), p. 9.

patterns are not constant.¹

As expressed by Peel and others, this is a period when formal systematic thought develops; a period when according to Michell:

Mental growth brings about significant transformation in the social, moral and psychological life of the adolescent . . . adolescents question the source of knowledge and disagree openly with parents and other authoritarian figures.²

He continues:

The thought process of the adolescent probe into the inner personality more persistently . . . as a result periods of³ pensive introspection characterize his life.

Recognizing, therefore, that:

1. Freedom from parental bonds is the single most important social event in the early adolescent cycle,⁴

2. Learning to interact with members of the opposite sex becomes one of the major developmental tasks of early adolescence,⁵

3. Justice is the dominant moral impulse of the adolescence years,⁶

4. Adolescence is the first stage in the life cycle when moral issues become existentially as well as intellectually expensive,⁷ and,

¹John J. Mitchell, Human Life: The Early Adolescent Years (Toronto: Holt Reinhart and Winston, 1974). p. 1.

²Ibid., p. 5.

³Ibid., p. 5.

⁴Ibid., p. 3.

⁵Ibid., p. 4.

⁶Ibid., p. 6.

⁷Ibid., p. 6.

5. Each person must formulate his own viewpoints on moral questions,¹

it would seem that a totally new set of assumptions must be considered.

Since kinds of thought are changing during this early period of adolescence, and since this mental growth is bringing about significant transformation in the social, moral and psychological life of the adolescent,² this thesis offers a completely different set of educational assumptions:

1. that learning takes place best when it occurs in an open environment in the context of real, concrete, daily life experiences, as opposed to the abstract imitating experiences of the classroom,

2. that each learner ultimately, must organize his own learning in his own way and subsequently is the best judge of the worth of his learning experiences,

3. that a problem-oriented approach to learning is more realistic especially when it is based on needs and interests and not on subjects,

4. that students are capable of directly and authentically participating in the intellectual and social life of their community,

5. that the community badly needs them in this capacity,³

¹Ibid., p. 6.

²Ibid., p. 5.

³Ibid., pp. 9-10.

6. that improved student satisfaction will result in better motivation for achievement,¹ and,

7. that education in a free society should have a broad human focus and be based upon students' personal problems and concerns.²

Program Objectives

In the most general terms, the objectives, or principles of procedure of the course, to be described and analyzed in this thesis, are those outlined by Hanley and associates in Man: A Course of Study.³ They are:

1. To initiate and develop in youngsters a process of question-posing (the inquiry method);

2. To teach a research methodology where children can look for information to answer questions they have raised and use the framework developed in the course (e.g. the concept of the life cycle) and apply it to new areas;

3. To help youngsters to develop the ability to use a variety of first-hand sources as evidence from which to develop hypotheses and draw conclusions;

4. To conduct class discussions in which youngsters learn to listen to others as well as express their own views;

5. To legitimize the search; that is to give sanction and support to open-ended discussions where definite answers to many questions are not found;

6. To encourage children to reflect on their own experiences; and,

7. To create a new role for the teacher, in which he becomes a resource rather than an authority.⁴

While the above aims suggest the broader aspects of the program, the following goals are expressed as specific

¹M. Fantini and G. Weinstein, op. cit., p. 32.

²Ibid., p. 18.

³Hanley, et al, "Man: A Course of Study," cited in, L. Stenhouse, An Introduction To Curriculum Research and Development (London: Heinemann, 1975), p. 38.

⁴Ibid., p. 5.

learning outcomes.

Specific Learning Outcomes

As a result of students structuring, evaluating and supervising their own learning experiences around contemporary social problems, it is intended that students will:

1. demonstrate a greater sense of self-awareness; that is, they will develop an improved feeling of adequacy, competence and confidence. In short, the intention is "to make children feel good about themselves"¹;
2. reveal a greater awareness of others; that is, the ability to understand the relationship of individual to individual, and among individuals in a group²; in total, improved inter-personal growth;
3. improve in their ability to clarify values; that is, they will develop a value system freely, by their own choice, which, in general, is pervasive, consistent and predictable, characterizing a life style;
4. indicate an improved sense of civic responsibility; that is, an understanding and appreciation of service, co-operation, open mindedness and respect for the democratic way of life; and,
5. acquire new knowledge while developing improved learning skills including the ability to analyze, synthesize and evaluate new information; that is, to develop processes

¹Neil Postman, The School Book (New York: Delacorte Press, 1973), p. 119.

²Ibid., p. 121.

for predicting and explaining the principal problems involved in the social, political and economic spheres of the community.

CHAPTER II

Review of Literature

The programme described in this thesis, entitled A Community Studies Course for Urban Living, incorporates elements of a variety of educational approaches, including open education; experience education; effective-psychological education; or, together, humanistic education. Since there is an abundance of literature on these approaches, this chapter, for reasons of practicality, will review only the fundamental works.

Open Education: Its Nature and Content

The term open education can be best expressed simply as an informal approach to learning whereby students through their "own volition cause things to happen."¹ This informal approach has also been referred to by Roland S. Barth, as the "free day, integrated day, integrated classroom, informal classroom, developmental classroom, and child-centered classroom."² It is the kind of education according to the Saturday Review that discards "the traditional stylized roles of the teacher and pupils for a much freer, more informal, highly individualized child-centered

¹Charles H. Rathbone, "The Implicit Rationale of the Open Education Classroom," Charles H. Rathbone, ed., Open Education (New York: Citation Press, 1971), p. 100.

²Ronald S. Barth, "Open Education: assumptions about children, learning and knowledge," Ibid., p. 116.

learning experience."¹ More succinctly stated:

Students' feelings, interests, and needs are given priority over lesson plans, organizational patterns, rigid time schedules and no-option structures.²

In fact, open education is much more. It is also a physical arrangement, free from walls or, where walls exist, involving free movement to the corridors, the administrative offices, staff rooms, and the outdoors. In writing on the maximum and imaginative use of space, Ruth Flurry notes that:

Space is viewed as a commodity on which the child has first option. When his needs are met as nearly adequately as possible, then adult members of the school community can be considered.³

Open education also allows for flexibility of staffing, individual development, scheduling, planning, student-initiated curriculum, student-staff needs, self/group evaluation, and a wide variety of curricular materials including the community itself.⁴

In her attempt to define Open Education, Barbara Blitz has listed a number of philosophical premises upon which the theory is based. She says:

¹Ewald B. Nyquist, "Open Education: Its Philosophy, Historical Perspectives and Implications," ed., Ewald B. Nyquist, Open Education (New York: Bantam Books, 1972), p. 85.

²Ibid., p. 84.

³Ruth C. Flurry, "Open Education: What Is It?", Ibid., p. 104.

⁴Ibid., pp. 104-108.

Most would agree that 1. children should have the right to pursue individual interests; 2. that they need to be actively engaged with their environment and other people in order for meaningful learning to occur; 3. that the environment is of major importance in structuring the learning of the child; 4. that children learn at their own pace and with their own particular learning styles; 5. that learning should be exciting and enjoyable; and 6. that the teacher's role should be that of diagnostician, guide and stimulator. With these building blocks other ingredients may be quite variable, depending upon the philosophy and personality¹ of the teacher and upon the available facilities.

Blitz continues:

Because I believe the form should remain flexible and open to change at all times, I will refer to a general form of teaching which embodies the above principles as the open classroom.²

The goal of open education is, therefore, to provide places where students can

. . . move out into the world of human experience around them and in their own way learn to act in it, cope with it, and make sense of it.³

In learning how to interact with others in an open classroom environment, students further learn:

1. to develop a feeling of self-esteem, or to say it more strongly, as Barth observes

. . . a strong self concept on the part of the child is the sine qua non of open education; if, and only if the child respects himself will he be able to be responsible for his own learning.⁴

¹Barbara Blitz, The Open Classroom: Making It Work (Boston: Allyn and Bacon Inc., 1973), pp. 3-4.

²Ibid., p. 4.

³John Holt, "Introduction", Charles H. Rathbone, ed., Open Education, op. cit., p. 1.

⁴Ronald S. Barth "Open Education; Assumptions About Children's Learning," ed., H. Rathbone, Open Education, op. cit., p. 121.

2. to develop skills for a purpose; above all to be adaptable and capable of adjusting to their changing environments,¹

3. to develop a "personal philosophy, a basic set of values,"² and,

4. to develop a feeling for citizenship, democracy and a concern about others, including family.³

Experience Education: Its Nature and Content

The assumption that learning takes place best when it occurs in the context of real daily life is not wholly new. In 1938, John Dewey spoke of life's activities as being "essential to the process of life adjustment."⁴ He says:

Since experience itself is a process of adjustment to a changing environment, knowledge is defined in terms of the interaction of the individual with a problematic situation. . . .⁵

Learning, therefore, which is derived from an experience curriculum, is "experience education." Learnings, consequently, are the changes that result from a series of

¹"The Plowden Report," in Charles E. Silberman's, The Open Classroom Reader (New York: Random House, 1973), p. 85.

²"The Vermont Design for Education," in Charles E. Silberman's, The Open Classroom Reader, Ibid., p. 106.

³James S. Coleman, "How Do The Young Become Adults," Review of Educational Research (Vol. 42, No. 4.), p. 432.

⁴Reginald D. Archambault, "The Philosophical Bases of the Experience Curriculum," Dewey on Education, Appraisals (New York: Random House, 1966), p. 161.

⁵Ibid., p. 161.

experiences. In Experience and Education, John Dewey remarked "that every experience lives on in further experience,"¹ one building upon another. It was his belief that the fullest, most direct learning comes from a continual immersion in life.

Other practitioners who centred education upon "persistent life-situations"² maintained that man's life activities should constitute the central learnings. It has further been argued by some educational psychologists, that generalized needs, concerns and interests of youth should be an appropriate organizing center for learning experiences. In fact, many would argue that socialization is best realized through a "Social Role" situation. This can best be learned by involvement with society, says Elkin, through co-operation with others.³ In order that students may develop into self-actualizing adults, students must learn the many statuses and roles of society, as well as their own, to be properly functioning citizens.⁴

It can be argued, therefore, that experience education is a method which provides students with face-to-

¹John Dewey, Experience and Education (New York: Macmillan Co., 1938), p. 16.

²Florence B. Stratemeyer and Associates, Developing a Curriculum for Modern Living, 2nd ed., (New York: Bureau of Publications, Teachers College Columbia University, 1957), p. 12.

³Frederick Elkin, The Child and Society (New York: Random House, 1960), pp. 19-20.

⁴Ibid., p. 20.

face contact with life and life spaces. This concept is best expressed by John Bremer, former director of the Philadelphia Parkway Program. He writes:

Learning is not something that goes on only in special places called classrooms, or in special buildings called schools, rather, it is a quality of life appropriate to any and every phase of human existence, or, more strictly, it is human life itself . . . the special boundaries of the educational process in the Parkway Program are co-terminous with the life space of the student himself.¹

The program is designed, he says, to

. . . help the student to live learningly within his present² life space [and] to help him expand that space.

Affective - Psychological Education: Its Nature and Content

Succinctly defined, psychological education is an approach to learning which "attempts to intervene directly and consciously in the personal, affective dimensions of an individual's life."³

The concept, although not totally new, has gained greater significance in education of late, because of the riots of the sixties and a need for enhancing individual worth, self-awareness and self-actualization. The result has been a variety of courses designed to increase

¹Charles Silberman, Crisis In The Classroom (New York: Random House, 1970), p. 350.

²Ibid., p. 350.

³David E. Purpel and M. F. Belanger, Curriculum and the Cultural Revolution (Berkeley: McCutchan Publ. Co., 1972), p. 253.

. . . achievement motivation, awareness and excitement, creative thinking, inter-personal sensitivity, joy, self reliance, self-esteem, self understanding, self actualization, moral development, identity, non-verbal communication, body awareness, value clarity, meditative processes and other aspects of ideal adult functioning.¹

Although concerned primarily with the affective behavior of students, there is not total agreement as to the degree of emphasis in an overall program having both cognitive and affective elements; or whether, in fact, the development of awareness techniques are ends in themselves or are springboards for further cognitive development. Barth, a proponent of open education, appears to favour a middle of the road view. He believes that open education is really a blending of self-awareness and understanding of the world.² At present, however, there is insufficient evidence to reject or accept either or both totally.

In general, the psychological curriculum is designed to help adolescents develop as people. This is a paraphrased form of what a group of counseling psychologists and teachers wrote as their central goal in producing an affective curriculum for developing educational experiences designed to help students grow emotionally. They said, "Our

¹Alfred S. Alschuler, "Psychological Education," Ibid., p. 256.

²Ronald S. Barth, "Open Education: Assumptions About Children's Learnings," Charles H. Rathbone, op. cit., p. 116.

objective is to make personal development a central focus of education."¹

What appears clear to these authors does not seem clear to Alschuler. He writes:

The goals of psychological education courses sound vague, varied, overlapping, universal and highly desirable: creativity, joy, awareness, sensitivity.²

What is more clear, he suggests, is the "operational"³ definition of such goals. He concludes:

In psychological education the course procedures are the best clues to the course goals since it is through these procedures that the desired psychological states are fostered in the course.⁴

He is saying, therefore, that through the mastery of an experience, a task, or a challenge, the goal is itself clarified by the procedure.

Humanistic Education: Its Nature and Content

What has been written thus far about open education, experience education, and psychological-affective education, if collected into one theory, could by itself, constitute a philosophy of humanistic education. In fact, Neil Postman believes

¹Ralph L. Mosher, et al., "Psychological Education: A means to promote personal development during adolescence," ed., David E. Purpel and M. Belanger, Curriculum and the Cultural Revolution, op. cit., p. 284.

²Alfred S. Alschuler, "Psychological Education," op. cit., p. 261.

³Ibid., p. 261.

⁴Ibid., p. 261.

. . . that helping children be more human (as opposed, say, to being better spellers) is the main function of schooling. . . . many humanists have abandoned conventional schools altogether and have become involved in free schools.¹

John Zohorik defines humanistic education in these terms:

Humanistic behavior reflects a pragmatic, problem-solving orientation. By this we mean that humanists are committed to solving practical problems. . . . The proper focus for a humanistic curriculum is the tackling of contemporary problems facing our nation and peoples throughout the world. . . . Humanism that is relevant to our times must squarely face values in conflict . . . [and] must come to grips with the relationship between power and morality, idealism and reality . . .

He continues:

In the process of dealing with the concept of power, a relevant humanism must treat the relationship between the individual and the group. Humanists assert that one's self concept is enhanced by asking "Who am I?" . . . Emphasis on the individual and self concept indicates the humanists interest in man's psychological and emotional life.³

Gerald Weinstein and Mario Fantini have suggested a similar philosophy. They say:

Education in a free society should have a broad human focus, which is best served by educational objectives resting on a personal and interpersonal base and dealing with students concerns.⁴

¹Neil Postman and C. Weingartner, The School Book (New York: Delacorte Press, 1973), p. 164.

²John A. Zohorik, Toward More Humanistic Instruction (Dubuque: Iowa: Wm. C. Brown Co. Publ., 1972), pp. 7-8.

³Ibid., p. 9.

⁴Gerald Weinstein and M. Fantini, op. cit., p. 18.

They continue:

The humanistic school will be concerned with knowledge, inter-personal relations, human potentialities and social problems. Students will have an opportunity to be involved with all parts of their humanity in effecting change within the school and within society. . . . The humanistic school will be one where students and teachers together will deal with questions of relevance.¹

The humanists, therefore, view content in terms of its potential for facilitating human growth. Weinstein notes:

Students in the humanistic school will learn to question educational content from the perspective of developing aesthetic growth. . . . students will seek relevance by applying both knowledge and effective experience to the problem of self-awareness, and self-fulfillment, and to the solution of social problems.²

Carl Rogers, of the humanistic school of psychologists, believes that curricula should be

. . . tailored so far as possible to meet the needs of the individual rather than pushing him into some set or pattern.³

Significant learning, he says, should have the following elements:

1. It has a quality of personal involvement,
2. It is self initiated,
3. It is pervasive,
4. It is evaluated by the learner,⁴
5. Its essence is meaning.

¹Ibid., p. 16.

²Ibid., p. 17.

³Carl Rogers, Freedom To Learn (Columbus, Ohio: A Bell & Howell Co., 1969), p. 58.

⁴Ibid., p. 5.

This practical, pragmatic method of learning he refers to as, "experiential learning"¹; a term synonymous with humanistic learning.²

One of the best reviews of educational goals associated with humanistic education is the summary by C. H. Patterson. He begins by quoting Carl Rogers:

In the world which is already upon us, the aim of education must be to develop individuals who are open to change.³

Patterson, therefore, believes that:

Learning is a natural state of the normal organism. . . . It is more important, then, that we provide the conditions which preserve the natural process of learning in individuals. Or, put another way, that we develop people who continue to learn, who are open to change.⁴

Those who can continue to learn, says Patterson, are those who are capable of self enhancement, self-realization, self-actualization⁵: fully functioning persons, people, therefore, hopefully who would be sensitive, autonomous, thinking human beings. To paraphrase Charles Silberman and Carl Rogers:

The goal of education, then, is to produce human, or humane, beings, whole beings, not automatons, or intellects, but thinking feeling,

¹Ibid., p. 5.

²Zahorik, op. cit., p. 10.

³C. H. Patterson, Humanistic Education (Englewood Cliffs N.J.: Prentice-Hall, 1973), p. 20.

⁴Ibid., p. 21.

⁵Ibid., p. 22.

living - or acting - persons, persons who can love, feel deeply, expand their inner selves, create, and who continue the process of self-education.¹

It follows, therefore, that "the purpose of education is to develop," says Patterson, "self-actualizing persons."²

Self-actualization has been viewed and studied by a number of psychologists. However, because of its thoroughness, only that of Abraham Maslow will be reviewed. In a study of a select group of living and dead persons, Maslow found fourteen common characteristics which he defined as self-actualizing. They are:

More efficient perception of reality and more comfortable relations with it,

Acceptance of self, others and nature,

Spontaneity,

Problem-centering,

The quality of detachment; the need for privacy,

Autonomy, independence of culture and environment,

Continued freshness of appreciation,

The 'mystic experience,' the oceanic feeling,

Gemeinschaftsgefühl; empathy, sympathy,

Interpersonal relations,

The Democratic Character Structure,

¹Ibid., p. 22.

²Ibid., p. 22.

Means and Ends,
Philosophical, unhostile, sense of humor,
Creativeness.¹

Persons, therefore, possessing high levels of the above characteristics would be self functioning. Patterson warns us, however, that if too few of these characteristics are found among individuals of our future societies, society cannot survive.²

If, says Patterson, self-actualization is the ultimate goal, then the means (a second level of goals) must serve the end. He refers to this secondary level of goals as "mediate goals, or sub-goals."³ They would include the ability "to read, and write and to handle simple mathematics."⁴ The method and degree of inter-relatedness of the two goals will vary widely from person to person, but the emphasis must be how the sub-goals might serve the ultimate goal, that is, they should not be ends in themselves.⁵ The argument, however, is circular; what is important is self-actualization.

There are, however, three basic conditions, says Patterson, which minimize threat in interpersonal relationships between the learner and the teacher, because, if

¹Ibid., pp. 26-27.

²Ibid., p. 28.

³Ibid., p. 28.

⁴Ibid., p. 29.

⁵Ibid., p. 30.

disturbances to learning are the result of threat, then there must be:

1. Empathic Understanding; the "achievement of putting oneself in the place of the other."¹
2. Respect or Nonpossessive Warmth; acceptance of another's worth, as he is, "without judgement or condemnation, criticism, ridicule, or depreciation."²
3. Genuineness; openness, honesty and sincerity, no facade, authentic.³

What has been suggested above, therefore, are the key elements necessary for self-actualization as they could be developed in an humanistic environment.

Documented Programs with an Humanistic Base

It is the purpose of this section to survey the programs which have elements of those philosophies of education which were discussed above, and which exemplify the spirit of this thesis. However, since there are virtually hundred of examples which could be cited, this paper, for reasons of practicality will review only a selected number.

School Without Walls: The Philadelphia Parkway Project

In the sixties a group of 143 students in the city of Philadelphia began to utilize "the immediate environment

¹Ibid., p. 70.

²Ibid., p. 71.

³Ibid., pp. 71-72.

as a learning laboratory."¹ In February, 1969, these students virtually left their old traditional classrooms and began "using the whole community as their school."² The experiment, known as the Parkway Project, has however, raised some serious questions about the process we commonly refer to as "schooling."

Most evaluators of the Parkway Project claim that the results have been more positive than negative. One research group claimed that students "felt that their school experiences were relevant, and had it not been for the Parkway School, they would have been dropouts."³ It was also reported that in comparison with other schools there has not been any teacher or student dropouts,⁴ an equally interesting testimonial. What might be similarly proven is that students have extended their life space and increased their capacity for experience.⁵ This is a very real function for education.

¹Glen T. Barthan, School Without Walls (A paper presented at the Council of Education Facilities Planners Annual Conference, Oklahoma City, Oklahoma, Oct. 6, 1970, ERIC ED044813), p. 2; See also John Bremer, The School Without Walls. Philadelphia's Parkway Project (New York: Holt Rinehart and Winston, 1971).

²Ibid., p. 3.

³Ibid., p. 9.

⁴Ibid., p. 9.

⁵Ibid., p. 10.

An equally interesting measure of success is the fact that similar programs are now found in Chicago, Montreal, New York, Los Angeles, Baltimore and London, England,¹ and appear to function equally well for students from k-12. There appears to be very little evaluative literature at present on these projects, yet what is available is encouraging.

Project Wingspread: Chicago

In this program the students used the metropolitan community resources as the interface for open communications. Three steps were taken; first, a search for objectives;² second, a statement of ideology and a description of a Social Studies Action Program;³ and third, a High School Curriculum Overview.⁴

In essence, the field program experience, was designed to bring students face-to-face with spokesmen of different ethnic, and racial groups. Discussions were stimulated by previously assigned readings and experiences

¹Colin Ward et al, Streetwork (Boston: Rutledge & Kegan Paul, 1973), pp. 6-9.

²Harriet Talmage; Lloyd J. Mendelson, Project Wingspread. Metropolitan Community Resources As The Interface For Open Communication: Objectives (Washington, D.C.: Office of Education (DHEW), 1971).

³Harriet Talmage; et al, Ideology and Social Action Programs (Washington D.C.: Office of Education (DHEW), 1971).

⁴Harriet Talmage; et al High School Curriculum Overview (Washington D.C.: Office of Education (DHEW), 1971).

gained through interviews and background information provided by the teacher.¹

By studying the variety of racial and ethnic groups of the Chicago metropolitan community, students gained new insights and understandings which allowed them to explore the ways that men of diverse backgrounds can use their distinct qualities as well as their common characteristics, to further contribute to the greater metropolitan community. The students learned how a spirit of give and take, between radically different types of people, can lead to mutual understanding. These concepts, concluded the researchers, were essential to the further development and progress of a metropolitan community.²

Streetwork: The Exploding School

A more recent program is that developed by Colin Ward and Anthony Fyson. This is a modern attempt to link students' interests, community problem oriented experiences, and inquiry skills to the local environment. They refer to their concept as "Streetwork."³

They begin with the following statement, "There is no substitute for experiencing an environment at first hand."⁴

¹Ibid., p. 36.

²Ibid., pp. 1-8.

³Colin Ward, et al, Streetwork: The Exploding School (London: Rutledge, Kegan Paul, 1973).

⁴Ibid., p. 10.

The authors claim that all too often teachers are spending too much of their energies working on syllabuses that require little if any fieldwork.¹ They continue:

But there must be an increase in urban studies and, therefore, urban fieldwork in our schools in order that the actual environment of the schools may be used to the full and be better understood.²

The tone of their thesis is exciting. The phrases they use are far reaching; "greater relevance"; "to gain insights"; "community involvement in academic learning"; "problem-oriented approaches"; "current issues and concerns"; "consideration of action"; and "conflict understanding."³ Their purpose is clear: to guide students toward meaningful, worthwhile and beneficial experiences.

Although committed to a philosophy of open education they nevertheless are struggling for an inner working definition; one which will not be associated with the sciences. For this reason, they have chosen as a concise title, "Environmental Studies"⁴ rather than, Environmental Science. By choosing this format they believe they can better study topics such as "social questions, problems of policy and planning,"⁵ and at the same time make better use

¹Ibid., p. 11.

²Ibid., p. 11.

³Ibid., pp. 11-15.

⁴Ibid., p. 15.

⁵Ibid., p. 15.

of community resources. They say:

For where there is a living community there the pupils should be encouraged to identify their own interests and see adults as representatives of a group into which they are all too soon to be plunged.¹

They refer to such experiences as "Life Classes,"² or a total absorption in the life space of their community.

This program, and others, have been praised by the authors of a Standing Committee in geography in Great Britain. They say, that detailed studies in urban areas are today an accepted part of the geographic field, and considerable academic developments have been made of late.³ Urban studies they say,

. . . provides an excellent opportunity for the teacher to show how geographical studies play a part in the helping to solve existing problems.⁴

The research, however, seems to indicate that Ward's program is the exception rather than the rule. In most cases, programs seem to have a narrow focus; based on either economic or social groups. One such program is that described by professor Stamp. Students in a field study attempted to correlate economic opportunities to class stratification. The resulting research and student participation, according to the evaluation, although only a singular attempt, proved

¹Ibid., p. 15.

²Ibid., p. 19.

³Alice Coleman, "Land Use Survey Handbook," ed., M. Long, Handbook for Geography Teachers (London: Methuen and Co. Ltd., 1964), p. 63.

⁴Ibid., p. 64.

satisfying and produced an excellent learning experience.¹

Suburbia: New York State

One could not complete a summary of the programs related to open education without referring to a Community Studies Course cited by Neil Postman and Charles Weingartner in The Soft Revolution. Postman describes a school near New York City which developed what he called "good relations"² between the community and the students who planned their experience, analyzed their results, formulated their conclusions and made recommendations for implementation from their findings to the community.

The program was totally student-oriented and based upon individual interests in current community problems. It was further based upon a number of assumptions which this thesis has borrowed. Thus, say Postman and Weingartner,

. . . the program reduced the reliance on classrooms and school buildings, and transforms the relevant problems of the community into the students' 'curriculum'.³

Additional Selected Readings

It is worth mentioning three excellent books which have summarized many programs having an humanistic base;

¹Ibid., pp. 65-66.

²Neil Postman and C. Weingartner, The Soft Revolution, p. 13.

³Ibid., p. 9.

Postman, et al, The School Book¹; Nyquist, et al, Open Education: A Sourcebook for Parents and Teachers², and, Rathbone, Open Education: The Informal Classroom.³

¹Neil Postman and C. Weingartner op. cit.

²Ewald B. Nyquist, et al op. cit.

³Charles Rathbone, op. cit.

Epilogue:

'Tomorrow's school will be a school without walls - a school built of doors which open to the entire community',

'Tomorrow's school will reach out to the places that enrich the human spirit - to the museums, the theatres, the art galleries, to the parks and rivers and mountains.'

'It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories - so that the world of work does not seem an alien place for the student.'¹

¹President Lyndon Baines Johnson, from a speech delivered before the American Association of School Administrators, February 1967, Donald W. Cox ed. The City As A Schoolhouse (Valley Forge: Judson Press, 1972), p. 179.

CHAPTER III

PROGRAM DESIGN

A COMMUNITY STUDIES COURSE FOR URBAN LIVING

This chapter attempts to present as systematically as possible the methods, techniques and procedures employed to develop a program which would satisfy the needs concerns and interests of the student. It is divided into the following sections; 1) Implementation and Development, 2) Primary Learning Experiences, 3) Out-of-School Experiences, 4) Supportive Services and Para-Professional Assistants, 5) Classroom Organization, 6) Budget Items, and 7) Problems of Implementation and Evaluation.

1. Implementation and Development

(a) Administrative and Staff approval

Before the course was implemented, approval was obtained from all interested groups: administration, staff, students, parents and community. This was seen as imperative because the success of any curricular change is determined by the degree of participation each group has in the implementation and evaluation in that change. For this reason the original and all subsequent proposals were submitted to the school administration, the social studies committee and all other concerned staff members for their consideration and approval. (See Appendix A).

After some deliberation, the proposal was accepted with the proviso that the administration monitor the program. It was further recommended that, since the course was not accredited by the Department of Education, it be taught as a supplementary program over and above the regular, prescribed courses. Under these terms, the students of two classes opted for the program and began to develop their own curriculum based upon their perceived needs.

In the second year of operation, the administration again approved the course and allowed five classes to register. The selection of students was never an issue, since any student could opt in or out of the program at any time. A second position paper was submitted to all department heads and members of the Social Science Department in an attempt to gain more support for the program. While more members of the staff did give their approval, the concept of self evaluation was never accepted by them.

In order for the program to receive general approval it was finally necessary to submit a proposal to the School Superintendent and the Director of Curriculum, Manitoba Department of Education. Only after this approval was the Community Studies Course given authority to function as an accredited course within the school.

(b) Student Approval

Once the Community Studies Course received full acceptance, students wishing to register for the course

simply submitted their name to the office upon graduation from grade eight. Since a great many students wished to register for this course, it was necessary for the administration to impose a quota system similar to that of a lottery. In order that the students might make an intelligent choice, each grade eight student was provided with a course description of all options available in the grade nine social science program. The choices were not necessarily binding and could be changed within two cycles, if space was available in another option course.

(c) Parental Approval

In order to gain their support for the program in the initial stages of its development, it was decided to bring the parents of those students who first wished to register for the course together for an evening workshop. A letter was sent to students' homes explaining the purpose of the meeting and an evening was set. Once the parents had heard from the administration and the teacher they were given the opportunity to sign a Parents Permission Form for the Community Studies Course or the regular Social Science Program. Because of its success in gaining parental support the same procedure has been followed each year.

(See Appendix B).

As a final step in gaining their support, parents were asked to assist in the evaluation process. This was accomplished by a parents' questionnaire at the end of the course (See Appendix C), and through a final parent and

student meeting where they, and other invited members of the community, heard recommendations from the students who had organized a Student Action Committee for Community Improvement.

(d) Community Approval

Since the course was relatively new, and required the support and approval of the community to be worthwhile, it was decided to distribute five hundred (500) questionnaires and attitude forms (See Appendix C). These were collected and analyzed by the students, 1) to determine the concerns of the community, and 2) to discover the degree of help the students might receive from various members of the community in their search to find solutions to their own problems and concerns.

2. Primary Learning Experiences

The primary learning experiences are defined here as those necessary understandings and preparations required by students to identify, define and analyze community problems, concerns and issues. They include (a) Defining Personal Needs, (b) Setting Group Goals, (c) Choosing a Problem, (d) Pre-Testing, (e) Developing Procedures for Gathering Information (f) Summarizing Readings, (g) Analyzing and Evaluating Interviews, (h) Analyzing and Evaluating Community Attitudes, (i) Formulating New Hypothesis, (j) Implementing an Action Programs, and (k) Evaluating the Learning Experience.

(a) Defining Personal Needs and Setting Personal Goals

With the assistance of a Student Handbook (See Appendix D), prepared by the teacher as a guide in developing the student program, the pupils were encouraged to list their individual needs, concerns and interests, and to restate these in the form of intended outcomes. This stage was by far the most difficult because few students had ever been asked to aim for any other goal than those set by their teachers, or a curriculum. Also, as one goal was attained or changed, students found that they were required to redefine their objectives. One of the most frustrating challenges, therefore, was when students were required to formulate new outcomes out of changing circumstances. This redefinition occurred several times throughout the total experience, but each time the new goals became much easier to phrase.

In most cases, students were successful in formulating their own goals, while others simply rephrased the questions asked in Handout Number Three of the Student Handbook. (See Appendix D). At no time were the handouts imposed upon the students. However, if a student asked for advice he was recommended to follow the Student Handbook.

(b) Setting Group Goals

Group projects are far from new, and are used with varying degrees of success in virtually every grade from

kindergarten on to produce some form of co-operation. They have, however, not been used to their fullest potential in creating action programs which might benefit others in the community.

With encouragement from the teacher, the students were asked to form committees to define a problem, concern or issue acceptable to the group, and then to set a number of group goals. If any group had difficulty setting their goals they could turn to the Student Handbook for assistance. New roles soon developed, and the leadership of the group shifted throughout the year. In most cases the group goals were developed through committee decisions and input. However, some groups appeared to rely upon the guidelines presented in the Student Handbook.

(c) Choosing A Problem

The one concept which has dominated this thesis has been the notion that the best way to deal with students' needs, concerns and problems is to provide them with an informal atmosphere in which they can identify, define and resolve their personal problems. Since their needs continually change, as do the problems current in any community, it was necessary to provide the students with an open timetable which they themselves could structure. It was also imperative that the students be given maximum control over scheduling their experiences and in choosing their topics of research.

The following is a list of concerns generated by the students over the past four years in the program as they were developed through group discussions, or with the help of the Student Handbook. In most cases the students identified problems, concerns and issues which were most closely related to their own generation, but they also identified problems of a current nature which were receiving media coverage, either on the television, or in the newspaper. They included:

1. Drugs; alcohol, L.S.D., marijuana and sniff,
2. Race relations, Civil Rights, Civil Liberties, Assimilation, and minority problems,
3. Alienation (conflict),
4. Media,
5. Abortion and unwed motherhood,
6. Juvenile delinquency, crime and law enforcement,
7. Social change,
8. Senior citizens,
9. Medical care,
10. Welfare roles,
11. Poverty and related problems,
12. Advertising and indoctrination,
13. Sex and Family Planning,
14. Rehabilitation of the mentally ill, the handicapped, the paroled and the disabled,
15. Career opportunities,

16. Education,
17. Correction, parole and probation of those who
would break the rules of society,
18. Housing,
19. Energy and recycling,
20. Moral and values education,
21. Unicity government,
22. Law,
23. Democracy,
24. Traffic control,
25. Strikes and unemployment,
26. Urban blight,
27. Garbage disposal and sanitation,
28. Air and noise pollution,
29. Urban studies,
30. Mass transportation,
31. Cultural fulfilment,
32. Urban planning,
33. Recreation,
34. American Corporate interests,
35. Religion,
36. Family,
37. Nutrition,
38. Economics,
39. Protest movements, and
40. Conflict,

These are but a few of the concerns studied by the students, but they include the core areas of interest. Secondary to these topics, were a number of concerns which were not given headings, but were expressed by the students when they wrote out their group and personal goals. They included:

1. peer problems (disconnectedness),
2. physical development,
3. understanding of self,
4. recognition, or acceptance by their peers,
5. status,
6. economic independence,
7. freedom,
8. roles (power),
9. birth,
10. identity,
11. security, and,
12. opportunity to benefit society.

Once a group identified and defined a common concern it was the responsibility of each member to isolate a specific problem related to that concern, and to prepare a series of questions designed to deal with the problem.

Listed below is a sample of the type of questions which the students asked about Juvenile Delinquency and Crime and Law Enforcement.

1. Are police "pigs"?
2. Is crime prevention a public or police responsibility?
3. Is juvenile delinquency the result of an apathetic society?
4. How can the private citizen most effectively insure the safety of his own property?
5. How can we prevent rape?
6. Is a police state the only solution to crime prevention?
7. Can crime in high places be controlled?
8. Are public officials higher than the law?

(d) Pre-Testing

The students were encouraged at the outset to entertain a number of personal solutions, or answers to their stated problems, with the understanding that whatever solutions or answers they postulated, would be for their own evaluation at a later date. In effect, all answers were right, or more accurately, were open for re-evaluation at a later date.

During the initial stages of defining their problems the students had only used loose-leaf papers and had no formal outline. It was necessary, therefore, to suggest a number of possible alternative methods of organizing their research. One such format was presented in the Student Handbook entitled, Course Outline, and generally became the accepted form of organizing their learning

experiences. The result was the creation of a Student Research Booklet.

Once the problem or concern was defined, the students were asked to submit a number of alternative solutions to the problems under the heading Personal Insights and Alternative Solutions. These solutions could be re-evaluated at a later date to determine whether they had learned any new ideas. If so, they could consider that the experience was worthwhile and learning had occurred. Not only could they judge the worth of the experience in gaining new insights, they could also compare old assumptions by supplying proof of a previous conviction about the problem. No experience, therefore, was ever a wasted effort since verification is in itself proof of a hypothesis.

(e) Developing Procedures for Gathering Information

Once the students had defined their problems and submitted a number of possible solutions, they were encouraged to read a number of resource books provided by the teacher. It was found that many students hated reading, and would not have read anything all year, had not a series of books entitled Problems In American Society¹ appealed to them. The series is written for Junior High students and discusses virtually all relevant contemporary social problems. A list of these is found in the bibliography of

¹Gerald Leinwald ed., Problems of American Society Series (Richmond Hill: Simon & Schuster Inc., 1968-70).

Handout #3, in the Student Handbook.

It was found, however, that in virtually every case, pressures were necessary to encourage further reading, and by the end of the course a certain set of readings became compulsory. While the books were to be related to the students area of research, pupils still had the right of choice.

Since the school library had limited facilities it became necessary to extend the classroom to the city's libraries. With this resource at their command the choice was conveniently expanded to periodicals and vertical files.

While still in the process of reviewing the literature, the students initiated their research into the community. With the help of the Manual of Social Services,¹ provided yearly by the Junior Chamber of Commerce, the students began preparing taped out-of-school interviews with the hundreds of agencies available. These interviews, therefore, were carried out either in the office of the agency, in the school television studio, or in a private home. The choice of the place was at the discretion of the interviewee rather than the group.

Since the students were given block periods of time on their timetables it was possible to arrange appointments on a half, or full day basis. In order that the students

¹L. Lenton, 1975-76 Manual of Social Services in Manitoba (Winnipeg: Queen's Printer 1975), 141 pp.

could arrange these appointments without disturbing the school routine, the principal allowed the pupils to have a telephone installed in their classroom which, thereafter, became known as, The Isaac Newton Student Action Committee Offices. Each appointment was followed up by a letter, including the questions the students were interested in discussing. In the past, these letters were typed by the secretarial staff of the school, or by the students themselves. It is hoped that in the future, a private secretary can be hired from the typing course at a local high school and paid for, as with the phone, by the students themselves, or through school grants.

(f) Summarizing Readings

In order that the students might benefit from their readings, they were provided with two review sheets prepared by the teacher as a guide (See Appendix D). While encouraged to develop techniques of their own for summarizing and evaluating the worth of their readings, few actually succeeded. The majority simply summarized their readings by chapters while a few followed the teacher prepared guidelines.

(g) Analyzing and Evaluating Interviews

The primary method employed by the students for analyzing and evaluating their interviews was by reviewing the audio and video tapes recorded during the interviews.

These tapes were first scrutinized for content and then tested for 1) bias, 2) preparation, 3) scope, 4) value, and 5) use of supportive facts.

Included, herein, is a sample inventory prepared by one group of students' with the aid of their teacher.

Interview Inventory

	Name	Room
Topic		
Problem		
Interviewee		
Affiliation		
Telephone number		

<u>Statement</u>	<u>Response</u>				
1. The respondent used sufficient facts to support his statements	SA	A	U	D	SD
2. The interviewee stayed within the scope of the questions.	SA	A	U	D	SD
3. The interviewee was biased in his point of view.	SA	A	U	D	SD
4. The interviewee challenged our points of view.	SA	A	U	D	SD
5. The respondent was sincere.	SA	A	U	D	SD
6. The respondent was well prepared.	SA	A	U	D	SD
7. The interviewee dominated the discussion.	SA	A	U	D	SD

- | | | | | | |
|---|----|---|---|---|----|
| 8. The respondent answered questions with questions. | SA | A | U | D | SD |
| 9. The respondent thought out his answers carefully before answering. | SA | A | U | D | SD |
| 10. Another interviewee would have been a better choice. | SA | A | U | D | SD |

(h) Analyzing and Evaluating Community Attitudes

The method employed to elicit a community response to a series of student concerns was through a Student Generated Community Questionnaire (See Appendix C). The results were tabulated by the School Board computer centre and were submitted by the students as part of their analysis of the problem in their research books.

(j) Formulating New Hypothesis or Insights

New attitudes were developed daily toward problems and concerns, and evaluations were constantly changing. These new attitudes were generally expressed individually, or through group discussions, but seldom in their research books. Only after much persuasion by their teacher, did private observations become part of their research findings. It became quite evident that the "scientific" method of research had had limited value for these students in their earlier schooling. The opportunity to apply their research, however, improved the desire to record their findings and conclusions.

(k) Programs for Change

At every opportunity students were reminded that knowledge and understanding, in itself, was of limited value if it was not applied, or used to help someone, to analyze other problems, principles, laws, or new situations. As a result of this encouragement, each group developed an action program designed to help, or assist various segments of the community, including the mentally retarded, the infirm, the paroled, the rehabilitated, and the needy. Action programs included; visiting senior citizens, guiding mentally handicapped students through various activities, playing musical concerts for Indian and Metis Fellowship organizations, teaching remedial mathematics to elementary school children, opposing the construction and destruction of new and old landmarks, and supporting the causes of local initiative groups such as Project Open Door.

Once a group had identified, defined, and researched a problem they began immediately contacting the various institutions or agencies to discover how they might begin dealing with the problems they had researched. In virtually all cases, the students had delineated a serious social problem which required some input from themselves or others to improve the situation. This input was their program for changes. In most cases the students organized their time efficiently so that they could give equal time and effort to organizing, researching and helping others.

(1) Evaluating the Learning Experience.

Since the school administration requires a progress report on each student for the purpose of promotion, it was necessary to develop an evaluation scheme which would satisfy the office, and at the same time maintain the spirit of learning for the sake of learning. This was accomplished by providing the students with a self evaluation, and group evaluation report (See Appendix E). To assist the students, parents and others to interpret the report, a separate handout was prepared by the teacher with the help of the students, and added to the Student's Handbook for reference (See Appendix D). Since the technique of self-evaluation involves a critical self analysis, it was important that the teacher spend some time on an individual basis with each student helping him develop this ability. In most cases the students were extremely realistic in their own evaluation and were generally consistent with the grade assigned by the teacher. Only when there were great discrepancies in a grade did the teacher ask the student to justify his grade, whether it be on a self-evaluation, or a group-evaluation report.

3. Out-of-School Experiences

For the purpose of this discussion, the out-of-school experiences are considered here as those learnings and activities which were initiated as a result of planning and preparation in the classroom. While these experiences

were an integral part of the program they did not always have to be initiated during school time. As a result many of these out-of-school experiences took place on weekends, or evenings, sometimes without supervision and sometimes with the supervision of their teacher, or their parents. In order to promote the discussion this section has been divided into five divisions, (a) Library Research, (b) Interviews, (c) Community Survey, (d) Evenings and Weekends, and (e) Community Involvement.

(a) Library Research

Once the students had decided on a concern, and the problem which they wanted to deal with, they were encouraged to search through the local papers in the school library and prepare a thorough analysis from the newspaper clippings in the vertical files of the Winnipeg Public Library. This outing was considered the first official out-of-school experience. Arrangements were made by the students with the resource librarian and a date was agreed upon for an orientation session to the library.

The resource librarian gave the students a thorough explanation of the various files, catalogues and year books which were available, or which might be borrowed from an associate library. The Dewey Decimal System, and Library of Congress systems were explained and those categories which were related to their topics were recorded by the students for future reference.

The most extensively read materials were the periodicals. In fact, most of the students became very competent in utilizing this resource and extended their research to include some research journals from the university's libraries. In most cases the students travelled alone to the libraries by public transit or with the teacher in small groups.

(b) Interviews

Once the appointment had been arranged, it was the group's responsibility to organize their questions in such a way as to elicit the best responses. They were cautioned, however, that they should be prepared to reword their questions because interviews do not always follow the course planned beforehand. Some students, in fact, prepared mock interviews to test their readiness. Where necessary guidance was given to improve their techniques.

On the day of the interviews, the students were not expected at school and went directly to the location of their meetings. In some cases the students travelled to Portage la Prairie or Pine Falls which required several hours travel time. The expense for these trips was paid for by a school division grant. Since the day's activities were arranged by the students, it was up to them to honour their appointments. Para-professionals sometimes accompanied the groups, but in most cases the students were on their own, and responsible for their own actions. Only seldom were any

appointments not met by student groups. The success, of course, was due to thorough preparation.

While interviewing the respondents, the students wrote down a few notes or asked for permission to tape the interview. In most cases the interviewees accepted the use of tape recorders and television cameras, while in other cases they refused both. They did, however, supply the students with ample resource materials and pamphlets.

As part of the follow-up, students were encouraged to write a brief letter of appreciation and a request for further support if required.

(c) Community Survey

Before any thorough analysis of the students' problems could be completed, it was necessary for each group to survey the community. Each group prepared a set of statements related to their concern and submitted these along with those of other groups to be included in a composite questionnaire (See Appendix C). A map was drawn of the area and the work load of distributing five hundred copies was divided equally by all students. The distribution was accomplished in one school afternoon, and the collection took the best part of a week.

Once collected, the students punched out computer cards to obtain percentages of individuals who responded favourably or unfavourably to their particular statements. The results of these responses were then compared to those of the respondents interviewed earlier. In some cases

students found obvious inconsistencies in responses and were encouraged to ascertain why these might have developed. An analysis of the age, sex, religion or education of the survey group helped many to suggest alternate hypothesis about why particular groups answered as they did in the questionnaire.

(d) Evenings and Weekends

As part of the continuing learning process it was necessary at various times to arrange for evening permits to accommodate a number of the respondents who could not arrange interviews during office hours. In other cases, when it was more convenient to meet after hours, some respondents met with student groups in private homes.

Similarly, if more time was required to make final arrangements for an interview, a display, or a workshop, students often asked to return to the school in the evenings or weekends. This was arranged through school permits. In other cases students arranged for Saturday permits for the purpose of providing youth programs for native children in the community.

(e) Community Involvement

While the majority of the students registered in this program became involved in organizing the implementing action programs primarily during the ten months of the course, others have since become neighbourhood leaders, organizers and facilitators in Local Initiative Projects (LIP).

Listed below, however, are those projects initiated by students while still in the course:

1. Helping various committees fight the McGregor Street overpass.
2. Helping the needy at Christmas by collecting food hampers.
3. Assisting senior citizens find new reading materials for Fred Douglas Senior Citizens Home.
4. Fighting for an Urban Renewal Scheme for north of the Canadian Pacific tracks and east of Salter Street.
5. Helping mentally retarded children with their physical education.
6. Aiding native children in learning to read.
7. Assisting facilitators in organizing programs for Project Open Door, a local initiative project (LIP).

4. Supportive Services and Para-professional Assistants

In developing this program over the years, virtually hundreds of resource personnel, retired teachers, housewives, school trustees, university students, civil servants, practice teachers and teachers assistants have given freely of their time to help the students deal with their concerns and problems.

In most cases these individuals were professional people whose names could be found in the Manual of Social Services, printed annually by the Junior Chamber of Commerce. In other cases they represented agencies, clubs, churches,

local and city councils, ad hoc groups, local initiative groups, newspapers and local businesses.

While the above groups generally represented the resource base, the retired teachers, teachers assistants, university students and housewives were the people who worked directly with the students as facilitators, assisting the pupils in organizing their research. The individuals were recruited from a community survey (See Appendix C).

Whereas the role of the facilitators varied from week to week because of the open classroom, there were nevertheless a number of direct responsibilities outlined by the teacher for which the facilitators were directly accountable. They were:

1. to assist students in gathering secondary research materials and other relevant pamphlets which would give them a thorough understanding of their topic before they made any predictions,
2. to act out the role of a research assistant by asking questions rather than giving answers,
3. to accompany students to interviews where an adult supervisor was required by law,
4. to perform the duty of a guidance counsellor and assist students who might require an older person with whom they could relate,
5. to assist students in preparing questions or hypothesis to be tested,

6. to assist in the evaluation of audio and video tape recordings,

7. to submit open-ended questions when discussions fail to elicit the required responses during interviews,

8. to promote discussion within study groups, but not to guide their thinking unless the discussions become non profitable and produce unscheduled delays,

9. to participate in open discussions with students on any matter which the students saw relevant, and

10. to guide students through profitable experiences beyond the school day into evenings and weekends if requested to by his charges.

5. Classroom Organization

In order to assist students in organizing their various learning experiences, it was necessary to produce an informal environment. The changing patterns, as they resulted, were governed by the following criteria: (a) Reading and Summarizing, (b) Discussing and Debating, (c) Arranging Appointments, (d) Reviewing Audio and Video Tapes, (e) Video-taping and Interviewing Respondents, (f) Coordinating Activities, and (g) Processing Slides and Films.

(a) Reading and Summarizing

In most cases the students found that independent silent reading was impossible within the classroom, except when everyone else had decided to read. For this reason students were encouraged to read their resource books in

the school library, or in a private room off the library. There was, however, an opportunity each day for uninterrupted sustained silent reading for twenty minutes in the afternoon.

On the other hand the students were encouraged to summarize their findings and write up reports in the classroom. To facilitate an independent working environment, study carrels were provided in different corners of the room. In most cases, however, the students worked in groups helping each other.

Group organization was accomplished by circling or arranging groups of desks or tables into a checkerboard pattern throughout the room. In order to produce maximum efficiency and privacy, the students constructed buffalo board partitions separating each team.

(b) Discussing and Debating

While most discussions were of a group nature, some involved all students. It was, therefore, more convenient to move the partitions to the side of the room on these occasions, but, to leave the desks and tables in their groups. When the teacher, or teacher assistants joined group discussions, or when individual groups required more privacy, the boards were re-located. On the other hand, if more privacy was required, the students retired to an empty classroom or moved out into the corridors.

(c) Arranging Appointments

To facilitate arranging appointments, a student

telephone was installed in the classroom with two separate hookups, one in the classroom proper, and a second in an adjoining room. Once an appointment was arranged the students typed a letter containing some of the questions they wished to ask. This was done either in the study carrell or at their desks.

(d) Reviewing Audio and Video Tapes

Conveniently, the classroom occupied by the Community Studies Course had a closed-circuit television receiver. When students wished to review a video tape they simply notified the school television technician and the program was directed to the room. The students could also view the video tapes through the porta-pack camera, on a one-to-one basis, while listening to the audio through earphones.

The most common method of reviewing audio tapes was through a listening post which had eight earphones. Students could, therefore, work individually or in groups depending upon the circumstances.

(e) Video Taping and Interviewing Respondents

The school has on staff a full time television technician who schedules the use of the school television studio upon request. Since it requires more than one individual to operate the cameras, mixer, booms and lighting, the students were instructed in these skills by the teacher.

(f) Co-ordinating Activities

It was not too long before the students themselves saw the necessity of co-ordinating the various activities, which after a short time were beginning to cause some confusion and frustration. To facilitate this organization they developed a progress chart, and an appointment board, with a separate chart showing projected interviews and action programs.

(g) Processing Slides and Films

In order to keep a record of their experiences, the students took colour slides and photographs of their activities in and out of school. To reduce the cost, and to add a further dimension to their learning experiences, the teacher taught a number of students how to process colour slides, and process and print black and white and colour prints. An empty adjoining room served as a darkroom.

6. Budget Items

This section is a list of the items and services required to fully develop the program. Some items were retained for students in future years while others required continuous funding. They included:

1. baby-sitting fees for parents wishing to assist in the program,
2. out of pocket expense money and salaries,
3. bus charters, tickets,
4. subsistence for students,

5. accommodation for students,
6. newspapers,
7. Community Resource Catalogues,
8. Secretarial salaries,
9. telephone installation and payments,
10. portable audio tape recorders and cassette tapes,
11. television porta-pack rental fees,
12. sheets of 4' x 8' buffalo board and 2" x 2" x 12'
lengths of construction board,
13. telephone books,
14. 135mm slide film,
15. photographic supplies,
16. ingredients for making coffee,
17. marking pens, and
18. staples, nails, screws and other sundry
hardware.

7. Problems of Implementation and Evaluation

In developing the program it soon became evident that a number of limitations would affect any valid evaluation of the planned experiences. Firstly, students were not free from teacher harrassment and disapproval of the course; secondly, only one half day per month was allowed at the outset for this program for out-of-school research; thirdly, time-table changes were virtually impossible to re-arrange in the first two years of the program; fourthly, some of the student responses were not consistent in the first

questionnaire with their actions; fifthly, the questionnaires may not be completely valid since the evaluation format is new, and only thirteen of the twenty-five statements on the parent's questionnaire correlated with responses on the student's questionnaires, and lastly, it has been impossible to follow up this program with a sister study in another school because it has been difficult to find a different school, or teacher who would accept the same set of assumptions.

The literature proves, nevertheless, that there are such institutions. However, there were none found which accepted a sufficient number of the declared assumptions to make any comparison valid. It must, therefore, be taken into account that when this program is evaluated, or re-tested for validity, the above assumptions will have varying degrees of influence upon the results. It bears repeating, however, that the greatest limitation upon this study was that for two years students were unable to function in a school setting that was free from prejudice, and a disdain for anything that was not highly structured and based only on cognitive objectives.

Further, only those students who opted for this course were registered. Therefore, one of the narrowest limits placed upon this study was the number of students allowed to participate in the pilot course which began in the fall of 1972. At that time only two classes, totalling

forty-nine students participated out of a grade nine student enrolment of one-hundred and seventy-three students. Only one girl from the "D" group opted to take the traditional program in the first year, and only eight chose not to become involved out of five classes offered the course in the second year. As in the first year, the course was offered as an option course in addition to the regular Social Studies and Language Arts programs. This naturally increased the work load on every student who participated in the program.

Also the first questionnaire, which followed the first program in 1973, had a number of self imposed limits. Firstly, the form was given two months before the end of the course; secondly, the questionnaires were answered at home free from school influences; thirdly, only one "B" and one "D" class were evaluated in the initial survey; and finally, a parent questionnaire was not devised for the first survey to compare responses until one year later.

When administering the second questionnaire, however, a period of two months had elapsed after the second years program was concluded. The sample was much larger since five classes participated. The parents of these students were asked to respond to a Parent's Questionnaire which included a third section having corresponding statements to ten relevant inquiries.

The final questionnaire was administered to a class

of thirty-six students who had opted for the course, and who had little or no adverse faculty pressure. Although still forced to receive staff approval for out-of school experiences it was less of a problem than in the past. The questionnaires were, therefore, given under the most ideal conditions. The course, at the time of the writing of this thesis, is now an option course with a built in timetable for field trips on an average of one day per cycle. Any future responses, therefore should be consistent for follow-up surveys.

While the data sheets could have had an exhaustive analysis from the key punch cards only percentages and correlations were attempted. While sex, age, education, marital status, country of birth were punched in the cards they were not taken into account in drawing conclusions. The computer analysis was done for only three reasons:

1. to determine "percentages" of agreement, or disagreement, to statements made in the student's and parent's questionnaires,

2. to determine the degree of correlation between ten corresponding statements, responded to by both students and parents on separate questionnaires, and

3. to assist in judging the effectiveness of the program.

Finally, the value of this program is to be left to those who might wish to judge the project's worth as deserving of implementation in their own curriculum.

CHAPTER IV

PROGRAM EVALUATION

The purpose of this chapter is 1) to present a case for student self-evaluation, and 2) to outline the methods and materials used to solicit the attitudes of students and parents toward the program. The pattern of organization, therefore, will be to divide this chapter into five sections: 1) Justification for Student Self Evaluation 2) Procedures for Collecting Data, 3) Administration of Questionnaires, 4) Criteria for Grouping Responses, and 5) Treatment of Data.

1. Justification for Student Evaluation

The primary purpose of this thesis is to describe an innovative curriculum and to examine some of the problems of curriculum development. It is not an intervention study which is designed to test the impact of a curriculum upon students. Thus, no use is made of pretest or control groups. Nevertheless, there is a need to justify the use of self judgement as a means of evaluating the learning experience. This section, therefore, is an attempt to review what has been written in favour of Student Self Evaluation Techniques and their effectiveness as indicators of progress.

Leonard Kenworthy says, "Self-evaluation checklists can be used helpfully with many pupils to foster improved

work habits."¹ He continues:

Many persons should be involved in the many dimensions of evaluation. Among them are . . . the pupils - individually, in groups, and as a class.²

Kenworthy, therefore, believes that evaluation is multi-dimensional, and that students should have the opportunity to evaluate their performance.

Another proponent of self-evaluation is Barnard Gilmore, who employs total self-evaluation techniques with his own students. He is working with college students, but offers this argument:

A self-evaluation marking method like this one might be more beneficial to students beginning in junior high school, when attitudes towards advanced learning seem to be crystallizing and when³ confidence with examination methods is learned.

Gilmore speaks well of the system, but found that it required twice the amount of teacher time and paper work. He suggests that his readers may wish to experiment with self-evaluation marking methods and decide for themselves its value.⁴

In surveying vocational careers, two Canadian professors, Roger Tierney and Al Herman, of the Department of Education in Calgary, conducted a study to investigate if

¹Leonard S. Kenworthy, Social Studies for the Seventies, (Toronto: Xerox College Publ., 1973), p. 219.

²Ibid., p. 213.

³J. Barnard Gilmore, "Learning and Student Self Evaluation," Journal of College Science Teaching, Vol. 3. No. 1, October, 1973, p. 57.

⁴Ibid., p. 54.

age or grade level influenced self-estimating ability. They found none.¹ In a critique study done by David Tiedeman on Tierney and Herman's evaluation, he concluded that self-estimate ability seemed to improve between graded 9 and 10 but not from grades 10 through grade 12.² It appears, therefore, that Tierney's studies uphold the thesis that self-evaluation can in fact be coupled with interview formats or other evaluation methods.

Finally, Galen Saylor Expresses a need for some self-evaluation in all learning situations. Commenting in Curriculum Planning for Modern Schools he says:

In the 'open system' of education only the learner can evaluate his own work. He may be given counsel by the adult, the teacher, but it is the learner himself who has divised his experience and it is he who understands it well enough to make judgements about its satisfaction of his own interest and motives.³

He says, however, that:

Full development of the principles of pupil self-evaluation awaits the acceptance of a different⁴ role of the teacher from the one usually assigned.

This new role is important. Carl Rogers writing in the N.E.A. Journal suggests that teachers must make them-

¹Al Herman, "Self-Estimate Ability in Adolescence," Journal of Counseling Psychology, Vol. 20, No. 4 (July, 1973), pp. 298-302.

²David V. Tiedeman "Comments on Self-Estimate Ability in Adolescence," Journal of Counseling Psychology, Vol. 20, No. 4 (July, 1973), p. 305.

³J. Galen Saylor, Curriculum Planning for Modern Schools, (New York: Holt, Rinehart and Winston, Inc. 1966), pp. 252-3.

⁴Ibid., p. 253.

selves more readily available to students and "concentrate on creating a facilitative climate and on providing resources."¹ He continues:

He must also put students in contact with meaningful problems. But he does not set lesson tasks or assigned readings. He does not lecture or expound, unless requested to. He does not evaluate and criticize unless the student wishes his judgement on a product. He does not give examinations. He does not set grades.²

In an open system, therefore, where students are given the opportunity to set their own goals, it becomes imperative that they be given an opportunity, whatever their level of moral reasoning, to contribute to the evaluation process. Since the ability to make moral judgements changes with age, those experiences that were judged in collaboration with the teacher in the past can be helpful in making decisions in the future.

What the proponents of self-evaluation are saying, therefore, is that pupils must be free to assess and state to teachers their problems, difficulties, and successes.³ They must also be allowed to make their own judgements as the experiences relate to their own needs and motives. Only when this is built into the process can a true assessment be made of any experience.

¹Carl R. Roger, "Learning To Be Free," ed., J. Galen Saylor Curriculum Planning for Modern Schools, Ibid., p. 253.

² Ibid., 253.

³J. Galen Saylor, op. cit., p. 253.

2. Procedures for Collecting Data

(a) Student Questionnaire

The student questionnaire was divided into two sections of twenty-five (25) statements each for the purpose of grouping student attitudes:

1) toward the course in general, and in dealing with the needs, concerns and interests of students in particular, and,

2) toward improved self and other awareness, values, clarification, civic responsibility and learning.

Students were instructed to answer the statements on the questionnaire by circling the extent of their agreement or disagreement with the item. A Likert Scale of five possibilities was employed to help the students render a proper choice. The key was as follows:

- SA = strongly agree
- A = agree
- U = undecided (no opinion)
- D = disagree
- SD = strongly disagree

(b) Parent Questionnaire

Ten statements, chosen from the students questionnaire, were reworded to elicit the parents' response to the same statement. They appear on the Parents Questionnaire as items forty-one (41) to fifty (50). The corresponding numbers of the two questionnaires are found in Table I.

TABLE I
CORRESPONDING STATEMENTS FOUND ON THE STUDENTS'
AND PARENTS' QUESTIONNAIRE

STUDENT QUESTIONNAIRE	PARENT QUESTIONNAIRE
2	41
4	42
8	43
10	44
14	45
15	46
17	47
18	48
19	49
25	50

3. Administration of Questionnaires

(a) Sources of Data

To date two hundred and seventy-four students have registered on a full or part time basis for the program. (See Table II). This study, however, will analyze the responses of only one hundred and fifteen students since the students who registered for the 1975-76 program appear consistent with the above sample. Unless the character of the sample is drastically changed, further testing should produce a similar analysis.

TABLE II

SUMMARY OF SOURCES AND NUMBER OF CASES

	1972-73		9-21	1973-74		9-27	9-32	1974-75	1975-76	T
	9-25	9-26		9-25	9-26			9-30	9-30	
Class Enrollment.....	24	24	27	35	25	31	26	36	72	300
Registered in courses as part or fulltime students.....	21	24	25	35	18	19	24	36	72	274
Opted out of course throughout year.....	3	0	2	0	7	12	4	1	0	29
Student Questionnaires Administered.....	21	18	15*	21*	10*	10*	16*	35	0	146
Student Questionnaires returned..	20	16	11	18	0	12	13	35	0	<u>115</u>
Parent Questionnaires Administered.....	21	18	15*	21*	10*	10*	16*	35	0	146
Parent Questionnaires returned...	17	2	6	13	0	2	11	30	0	<u>81</u>

*Random sampling of Students Ratio 1:3.

In 1972-73, therefore, thirty-nine (39) students were administered questionnaires. Of these, thirty-six (36) returned their attitude inventories. In analyzing the attitudes of the students registered in the 1973-74 session, a random sampling was applied on a ratio of 1:3. Seventy-two (72) questionnaires were administered, ten were completed but lost, and forty-four (44) were returned. All thirty-five (35) questionnaires administered to the 1974-75 students registered were returned.

Of the one-hundred and fifteen (115) parents' questionnaires sent home with students, eighty-one (81) were returned. Many of the parents could not read English while others had no reason for not returning them.

(b) Character of Sample

Ten classes have registered since 1972 for Community Studies. Of these, two were "B" classes, (according to office groupings) one was a "C" class, two were "D" classes, and three were classes of heterogeneous groupings (See Table III).

The socio-economic backgrounds of these students varied since the school borders on the "central core area" of downtown Winnipeg. Any further study must consider this important variable.

TABLE III
 CHARACTER OF SAMPLE AS DETERMINED
 BY PREVIOUS SCHOLASTIC RECORDS

CLASS	SCHOLASTIC RATING*
1972-73	
9-25	D
9-26	B
1973-74	
9-21	C
9-25	A
9-26	D
9-27	B
9-32	E
1974-75	
9-30	A-D
1975-76	
9-30 (1)	A-B
9-30 (2)	C-E

*Based upon a "school" performance rating from VG (very-good) to US (unsatisfactory).

4. Criteria for Grouping Responses

The instrument chosen to elicit the feelings toward the program were a student and parent attitude inventory. From a list of possible items, fifty statements were chosen which seemed to be reasonably valid indicators of students and parents attitudes toward:

- 1) the program in particular, and school in general,
- 2) the specific objectives of the course, including developing:

- a) a greater sense of self-awareness,

- b) an improved sense of an awareness of others,
- c) an ability to make a value judgement from a series of value-laden statements,
- d) an improved sense of civic responsibility,
- e) an acquisition of new knowledge and the development of new learning skills in developing skills in developing understandings of the social, political and economic spheres of the community.

Since certain statements seemed to be a response to more than one condition, they were repeated more than once in the various groupings or clusters as outlined in Table IV.

While a factorial analysis may have improved the credibility of the various statements, it was decided that since self-evaluation is accepted by this thesis as a viable method of judging experience, no such analysis would be performed.

5. Treatment of Data

A Statistical Package For The Social Sciences SPSSH - Version 6.01 was used for the treatment of data. Three programs were developed, each with the purpose of exploring students and parents attitudes.

(a) PROGRAM I Student's Questionnaire

Key punch cards were used to recode items one to fifty 1) to read strongly agree and agree as one (A) response, thereafter to be considered as a positive (+) favourable reply, and 2) to read disagree and strongly disagree as one

TABLE IV
 STATEMENTS DESIGNED TO ELICIT STUDENT ATTITUDES
 TOWARD SELECTED COURSE OBJECTIVES

CRITERIA	NUMBERS OF STATEMENT*
1. Responses which seem to be valid indicators of student feelings toward the course in particular and school in general.....	1, 3, 4, 8, 13, 14, 15, 22, 24, 37, 45.
2. Responses which seem to be valid indicators of improved student self-awareness.....	18, 23, 26, 27, 29, 31, 36, 39, 43, 44, 49.
3. Responses which seem to be valid indicators of an improved awareness of others.....	6, 11, 29, 30, 33, 37, 41, 46, 47.
4. Responses which seem to be valid indicators of student's ability to clarify values.....	4, 11, 14, 17, 18, 23, 25, 28, 30, 33, 34, 35, 38, 39, 40, 42, 43, 46, 47, 50.
5. Responses which seem to be valid indicators of student's improved sense of civic responsibility.....	10, 25, 28, 33, 34, 38, 47, 48, 49, 50.
6. Responses which seem to be valid indicators of student's improved understanding of principal problems involved in the social, political and economic spheres of the community.....	2, 5, 7, 9, 12, 16, 17, 19, 20, 21, 32, 35.

*Selected items were used repeatedly.

(d) response, thereafter to be considered as a negative (-) unfavourable reply.

Absolute and relative frequencies were computed for items one to fifty employing 115 cases. Agree, undecided (U) and disagree responses were tabulated on the HASP SYSTEM LOG as numbers two, three and four, but were designated as (A); (U) and (D) in the Tabular and Statistical Analysis, Chapter V.

(b) PROGRAM II: Parents Questionnaire

A similar set of key punch cards was used to recode items forty-one to fifty. The analysis of data which followed was identical to that of the student questionnaire except that there were only ten items and only eighty-one cases.

(c) PROGRAM III: Cross-tabulation

Eighty-one sets of computer cards were punched to compare ten corresponding items from the student's and parent's questionnaires. The statements or items compared are displayed in Table IV.

The resulting cross-tabulation disclosed the following information: Absolute and relative frequencies of students and parents who answered;

A; A+U; A+D;

U; U+A; U+D;

D; D+A; D+U.

Schematically the responses were represented as follows:

Count	A	U	D
PCT	<hr/>		
A	<hr/>		
U	<hr/>		
D	<hr/>		

CHAPTER V
ANALYSIS OF DATA

The purpose of this chapter is to present a non-evaluative analysis of two questionnaires. The examination, therefore, will be divided into the following sections:

1) Limitation of Data, 2) Student Attitude Toward the Course in Particular and the School in General, 3) Student Attitude Toward a Greater Sense of Self-Awareness, 4) Student attitude Toward an Awareness of Others, 5) Student Attitude Toward Specific Value Ladden Statements and Issues, 6) Student Attitude Toward an Improved Sense of Civic Responsibility, 7) Student Attitude Toward Acquiring New Knowledge and Developing New Learning Skills, 8) Parent Attitude Toward The Program and Specific Objectives of the Course, and 9) A Cross-tabulation Analysis of Eighty-one Paired Cases Designed to Collate Ten Corresponding Items from Student's and Parent's Questionnaires.

1. Limitations of Data

The fifty statements which appear in the two questionnaires were chosen because they seemed to be reasonably valid indicators of how well the students and parents might feel about the course and its value in improving upon a number of skills and attitudes. While each statement could be questioned as to its empirical worth, the final decision will have to be left to the individual interpretation of each researcher.

It will be noticed, therefore, that a number of statements were repeated throughout the tables, since these items seemed to have a number of other possible implications. Again, the acceptance or rejection of any item will vary depending upon the particular researcher.

2. Student Attitude Toward The Course In Particular And School In General

Were the student's needs, concerns, problems and interests dealt with by the course? Was the course seen as being relevant? Of the students responding to Statement 1, "The Community Studies Course was interesting." 96.5 percent agreed. None disagreed, while 3.5 percent were undecided (Table V). A similarly strong response (92.2 percent) was given to Statement 22, "I enjoyed the topic I chose for my research project." In responding to whether they would recommend this course to students entering grade nine next year (Statement 4), and whether they were interested in pursuing other topics in other grades (Statement 13), the students gave positive replies. (86.1 percent and 82.6 percent respectively). A majority of the students (80.0 percent) agreed that they would prefer to register in a grade ten course designed to meet the needs, interests and problems of students (Statement 24). An equally high number of students (75.7 percent) felt that school was more relevant to them now that they had taken the course (Statement 14). On the other hand, 7.8 percent disagreed. A fairly

TABLE V
STUDENT ATTITUDE TOWARD THE COURSE IN PARTICULAR,
AND SCHOOL IN GENERAL

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
1. The community Studies Course was interesting.	111	96.5	4	3.5	-	-
3. The work load over and above my other subjects was not too great.	83	72.2	26	22.6	6	5.2
4. I would recommend this type of course for students coming into grade nine next year.	99	86.1	11	9.6	5	4.3
8. My school attendance has improved because of a renewed interest in school.	52	45.2	32	27.8	31	27.0
13. I am interested in pursuing topics other than the one I studied this year.	95	82.6	15	13.0	5	4.3

*Item 1 to Item 13 = 115 cases

(continued on next page)

TABLE V
CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
14. I feel school is more relevant now that I have taken this course.	87	75.7	19	16.5	9	7.8
15. I feel I need another course of this nature to help me participate more fully in my community before I turn eighteen years of age.	84	73.0	26	22.6	5	4.3
22. I enjoyed the topic I chose for my research project.	106	92.2	7	6.1	2	1.7
24. I would prefer to register in a grade ten course that was designed to meet the needs, interests, and problems of the students.	92	80.0	20	17.4	3	2.6

*Item 14 to Item 24 = 115 cases

(concluded on next page)

TABLE V
CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
37. I feel less alienated about school than I did before.	65	64.4	29	28.7	7	6.9
45. I believe that the best and most permanent learning for me has come from actual real-life experiences.	91	79.1	9	7.8	1	0.9

*Item 37 and Item 45 = 101 cases

substantial number of students (64.4 percent) agreed that they felt less alienated toward school than they were before the course (Statement 37). It further appears that a great number of students (79.1 percent) believe that real life experiences offer the most permanent learning (Statement 45). While the workload actually was greater than the regular program, 72.2 percent considered that it was not (Statement 3). Of those responding, 5.2 percent disagreed while 22.6 percent were undecided.

One negative response stands out. When asked whether their school attendance had improved because of a renewed interest in school (Statement 8), only 45.2 percent agreed, 27.8 percent were undecided. Statement 15 also suggests some concern since 73.0 percent felt that they needed another course of this nature to help them participate more fully in their community before they turn eighteen years of age. Only 4.3 percent disagreed.

3. Student Attitude Toward a Greater Sense of Self-Awareness

Had student self concept, sense of identity and self esteem improved as a result of the course? For those items which seemed to suggest an improved sense of self-awareness, over seventy percent responded to all statements with a strongly agree and agree (Table VI). When asked if they had learned much about themselves through this course (Statement 26), 62.5 percent agreed, 28.8 percent were

TABLE VI
STUDENT ATTITUDES TOWARD DEVELOPING A GREATER
SENSE OF SELF-AWARENESS

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
18. I have learned that my own personal evaluation of certain experiences is often clouded by my own bias or prejudices.	84	73.0	18	15.7	13	11.3
23. I now feel that no matter what I have been taught, I eventually will decide for myself what is relevant or irrelevant.	96	83.5	18	15.7	1	0.9
26. I learned much about myself through this course.	65	62.5	30	28.8	9	8.7
27. I now better understand how much other people affect my thoughts and actions.	82	79.6	15	14.6	6	5.8
29. I learned much of how I affect others.	75	73.5	20	19.6	7	6.9

*Item 18 and Item 23 = 115 cases
 Item 26 = 104 cases
 Item 27 = 103 cases
 Item 29 = 102 cases

(continued on next page)

TABLE VI
CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
31. I see my future a little more clearly.	76	74.5	16	15.7	10	9.8
36. I am better capable of organizing my life.	64	63.4	28	27.7	9	8.9
39. I now feel I can have some control over my own life.	76	75.2	19	18.8	6	5.9
43. I am more capable of distinguishing bias from open-mindedness.	82	81.2	18	17.8	1	1.0
44. These new experiences have broadened my understanding and feelings for other peoples' point of view.	83	82.2	16	15.8	2	2.0

*Item 31 = 102 cases

Item 36 to Item 34 = 101 cases

(continued on next page)

TABLE VI

CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
49. I have learned to value open-mindedness and have since begun to inquire into all the facts before I make decisions that will affect myself or my community.	79	79.0	19	19.0	2	2.0

*Item 49 = 100 cases

undecided, and 8.7 percent disagreed. However, when asked "I now feel I can have more control over my own life," (Statement 39) 75.2 percent agreed, while only 5.9 percent disagreed. Similarly, 74.5 percent agreed that they saw their futures a little more clearly (Statement 31) and 63.4 percent believed they were more capable of organizing their own life (Statement 36).

When asked to respond to Statement 18, "I have learned that my own personal evaluation of certain experiences is often clouded by their own bias or prejudice, 73.0 percent agreed while 11.3 percent still disagreed. An equally high percentage (83.5 percent) agreed that no matter what they had been taught, they eventually would decide for themselves what was relevant or irrelevant (Statement 23). In assessing their ability to distinguish bias from open-mindedness (Statement 43), and to value open-mindedness in helping them resolve problems and make decisions (Statement 49), the students agreed favourably (81.2 percent and 79.0 percent respectfully).

Similarly in understanding and respecting other people's points of view (Statement 44), the students responded very positively (82.2 percent). They likewise responded very favourably (79.6 percent) to the item, "I now better understand how much other people affected my thoughts and actions (Statement 27). Finally, 73.5 percent agreed that they had learned much of how they affect other

(Statement 29). On the other hand, 19.6 percent were undecided while 6.9 percent disagreed.

4. Student Attitude Toward An Awareness of Others

Was group interaction achieved harmoniously and with respect for others? Did students realize the value of cooperative behavior in maintaining a society of many cultures? (Statement 47). Of those responding 87.1 percent agreed, while only 1.0 percent disagreed. Interestingly enough, 11.9 percent were undecided. (Table VII.) When asked to respond to Statement 6, "We learned a great deal about co-operation," 93.0 percent agreed, 4.3 percent were undecided, and 2.6 percent disagreed. Again, responding to Statement 29, on how they affected others, 73.5 percent agreed while 6.9 percent disagreed. In response to Statement 41, 77.2 percent felt they now understood, and could appreciate, the problems of others. Only 5.0 percent disagreed. Likewise, 87.0 percent learned to be more relaxed with adults and appreciate their points of view. (Statement 11). Do they value human dignity as a worthy ideal; do they consider others (Statement 30)? A relatively high percentage (69.6 percent) agreed, 28.4 percent were undecided, and 2.0 percent disagreed.

In response to their community and their shared responsibilities, 90.1 percent agreed that they should give volunteer service in emergencies (Statement 33) and, 62.4 percent agreed that they would put the general welfare of

TABLE VII
STUDENT ATTITUDE TOWARD DEVELOPING AN IMPROVED
AWARENESS OF OTHERS

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
6. We learned a great deal about cooperation.	107	93.0	5	4.3	3	2.6
11. I have learned to be more relaxed with adults and appreciate their points of view.	100	87.0	12	10.4	3	2.6
29. I learned much of how I affect others.	75	73.5	20	19.6	7	6.9
30. I have learned to value human dignity as a worthy ideal.	71	69.6	29	28.4	2	2.0
33. I believe in giving volunteer service in emergencies.	91	90.1	9	8.9	1	1.0
37. I feel less alienated about school than I did before.	65	64.4	29	28.7	7	6.9

*Item 6 and Item 11 = 115 cases
Item 29 and Item 30 = 102 cases
Item 33 and Item 37 = 101 cases

(continued on next page)

TABLE VII

CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
41. I am now capable of understanding the problems of others.	78	77.2	18	17.8	5	5.0
46. I would put the general welfare of society above my own whenever a choice between the two is necessary.	63	62.4	33	32.7	5	5.0
47. I better realize the value of co-operative behavior if we are to maintain a society of many cultures.	88	87.1	12	11.9	1	1.0

*Item 41 to Item 47 = 101 cases

the society above their own (Statement 46).

Statement 37 is included in this section because alienation is often the result of poor inter-personal relationships. In any case, 64.4 percent agreed that they were less alienated about school than they had been before, while 28.7 percent were undecided, and 6.9 percent disagreed.

5. Student Attitude Toward Specific Value Laden Statements and Issues

Has there been an improvement in students' ability to clarify their own values, the values of their peers and those of society? What are some of these value judgements? When asked if they would recommend this type of course for students coming into grade nine next year (Statement 4) 86.1 percent said yes, while 4.3 percent disagreed. (Table VIII) In response to Statement 11, "I have learned to be more relaxed with adults and appreciate their points of view," 87.0 percent agreed while 2.6 percent disagreed. Students made a similar value judgement in Statement 14. Of those responding, 75.7 percent agreed that school was more relevant now that they had taken this course; 7.8 percent disagreed. A similar response was given to the item, "I have learned to judge those experiences in my life which are worthwhile and those which are not." (Statement 17). While 24.3 percent were undecided, 71.3 percent agreed. When asked to respond to Statement 18, "I have

TABLE VIII
STUDENT ATTITUDES TOWARD SPECIFIC
VALUE LADDEN STATEMENTS AND ISSUES

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
4. I would recommend this type of course for students coming into grade nine next year.	99	86.1	11	9.6	5	4.3
11. I have learned to be more relaxed with adults	100	87.0	12	10.4	3	2.6
14. I feel school is more relevant.	87	75.7	19	16.5	9	7.8
17. I have learned to judge those experiences in my life which are worthwhile and those which are not.	82	71.3	28	24.3	5	4.3
18. I have learned that my own personal evaluation of certain experiences is often clouded by my own bias or prejudices.	84	73.0	18	15.7	13	11.3

*Item 4 to Item 18 = 115 cases

(continued on next page)

TABLE VIII

CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
23. I now feel that no matter what I have been taught, I eventually will decide for myself what is relevant or irrelevant.	96	83.5	18	15.7	1	0.9
25. I feel that if the youth of today were given a greater chance to participate in community issues, they would be a credit to their community.	105	91.3	9	7.8	1	0.9
28. I believe that it is important to be well informed on issues affecting society.	96	94.1	5	4.9	1	1.0
30. I have learned to value human dignity as a worthy ideal.	71	69.6	29	28.4	2	2.0

*Item 23 and Item 25 = 115 cases
 Item 28 and Item 30 = 102 cases

(continued on next page)

TABLE VIII

CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
33. I believe in giving volunteer service in emergencies.	91	90.1	9	8.9	1	1.0
34. I am now interested in the actions of public officials and am equally ready to respond.	69	68.3	27	26.7	5	5.0
35. I have learned the value of firsthand research in making decisions as opposed to what others might say in the matter.	71	70.3	24	23.8	6	5.9
38. I see a greater interrelationship of myself and the requirements of the community.	69	68.3	27	26.7	5	5.0
39. I now feel I can have some control over my own life.	76	75.2	19	18.8	6	5.9

* Item 33 to Item 39 - 101 cases

(continued on next page)

TABLE VIII

CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
40. I believe I should question each value of society and judge for myself its merit or worth in a logical fashion.	83	82.2	13	12.9	5	5.0
42. I believe that we <u>need</u> to retain our varied and divergent art and cultural heritage but to continue to adapt to local change.	74	73.3	26	25.7	1	1.0
43. I am more capable of distinguishing bias from open-mindedness.	82	81.2	18	17.8	1	1.0
46. I would put the general welfare of society above my own whenever a choice between the two is necessary.	63	62.4	33	32.7	5	5.0

*Item 40 to Item 46 = 101 cases

(concluded on next page)

TABLE VIII

CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
47. I better realize the value of co-operative behavior if we are to maintain a society of many cultures.	88	86.1	12	11.9	1	1.0
50. I believe that democracy is a political philosophy which is by, for, and of, the people.	82	82.8	17	17.2	-	-

*Item 47 = 101 cases

Item 50 = 99 cases

learned that my own personal evaluation of certain experiences is often clouded by my own bias or prejudice," 73.0 percent agreed and 11.3 percent disagreed. A more important response was the 15.7 percent who were undecided. A similarly high response (83.5 percent) was given to Statement 23, "I now feel that no matter what I have been taught, I eventually will decide for myself what is relevant or irrelevant." Only 0.9 percent disagreed. In answering Statement 28, 94.1 percent agreed that it is important to be well informed on issues affecting society, while 1.0 percent disagreed. Asked whether they believed human dignity was a worthy ideal (Statement 30), 69.6 percent agreed, 28.4 percent were undecided, and 2.0 percent disagreed. Similarly, 68.3 percent answered that when called to respond to public service, they would because of their new interest in the public sector (Statement 34). However, as many as 26.7 percent were undecided, while 5.0 percent disagreed. In responding to the value of first hand research 70.3 percent agreed that such an approach was better than heresay (Statement 35). Many agreed (75.2 percent) that they now had some control over their own life (Statement 39).

To Statement 40, "I believe I should question each value of society and judge for myself its merit or worth in a logical fashion," 82.2 percent agreed, 12.9 percent were undecided and 5.0 percent disagreed. Again students answered

fairly high (73.3 percent) to Statement 42 "I believe that we need to retain our varied and divergent art and cultural heritage but to continue to adapt to local change." While 1.0 percent disagreed, 25.7 percent were undecided. A similarly high response (81.2 percent) was given to Statement 43, "I am capable of distinguishing bias from openmindedness." Again 1.0 percent disagreed, while 17.8 percent were undecided. In response to whether they valued co-operative behavior in maintaining a society of many cultures (Statement 47), 87.1 percent agreed, 1.0 percent disagreed and 11.9 percent were undecided.

Do the students believe in giving volunteer service in emergencies? (Statement 33) Of those responding, 90.1 percent agreed, 1.0 percent disagreed, and 8.9 percent were undecided. In questioning the need for a closer relationship between themselves and the community (Statement 38), 68.3 percent concurred, 5.0 percent disagreed and as high as 26.7 percent were undecided. However when asked to respond to Statement 25, "I feel that if the youth of today were given a greater chance to participate in community issues, they would be a credit to their community," 94.1 percent agreed, while 4.9 percent were undecided, leaving 0.9 percent who disagreed. Interestingly enough, only 63.4 percent agreed that they would place the welfare of society above their own whenever a choice between the two was necessary (Statement 46). Those who were undecided (32.7 percent) exceeded those

who disagreed (5.0 percent). Finally, when asked to respond to the idea that democracy was a political institution that worked for, was chosen by and was comprised of all Canadians (Statement 50), most agreed (87.8 percent) while 17.2 percent were undecided. None disagreed. Have students learned to appreciate the points of view of others? (Statement 11). Apparently, 87.0 percent concurred, 10.4 percent are still undecided, and 2.6 percent disagreed.

6. Student Attitude Toward an Improved Sense of Civic Responsibility

Did the program develop a sense of civic responsibility? Are the students better prepared to participate in the political and social life of their community? When asked to respond to Statement 48, "I will exercise the right to vote because I know that responsible government can only function if I exercise that right," 85.1 percent agreed, 12.9 percent were undecided, and 2.0 percent disagreed, (Table IX). When asked if they would volunteer service in an emergency (Statement 33), a very high number responded most favourably. (90.1 percent). A few (8.9 percent) were undecided while only one of the sample disagreed. Asked whether they would become involved in their community (Statement 10), 69.6 percent concurred, 23.5 percent were undecided and 7.0 percent definitely disagreed. Of those responding to Statement 38, "I see a greater interrelationship of myself and the requirements of the community," 68.3 percent agreed, 26.7 percent were undecided, and 5.0 percent disagreed. The same percent-

TABLE IX
STUDENT ATTITUDES TOWARD DEVELOPING AN IMPROVED
SENSE OF CIVIC RESPONSIBILITY

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
10. I shall now become more involved in my community.	80	69.6	27	23.5	8	7.0
25. I feel that if the youth of today were given a greater chance to participate in community issues, they would be a credit to their community.	105	91.3	9	7.8	1	0.9
28. I believe that it is important to be well informed on issues affecting society.	96	94.1	5	4.9	1	1.0
33. I believe in giving volunteer service in emergencies.	91	90.1	9	8.9	1	1.0

*Item 10 and Item 25 = 115 cases
Item 28 = 102 cases
Item 33 = 101 cases

(continued on next page)

TABLE IX

CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
34. I am now interested in the actions of public officials and am equally ready to respond.	69	68.3	27	26.7	5	5.0
38. I see a greater interrelationship of myself and the requirements of the community.	69	68.3	27	26.7	5	5.0
47. I better realize the value of co-operative behavior if we are to maintain a society of many cultures.	88	87.1	12	11.9	1	1.0
48. I will exercise the right to vote because I know that responsible government can only function if I exercise that right.	86	85.1	13	12.9	2	2.0

*Item 34 to Item 48 = 101 cases

(concluded on next page)

TABLE IX

CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
49. I have learned to value open-mindedness and have since begun to inquire into all the facts before I make decisions that will affect myself or my community.	79	79.0	19	19.0	2	2.0
50. I believe that democracy is a political philosophy which is by, for, and of, the people.	82	82.8	17	17.2	-	-

*Item 49 = 100 cases

Item 50 = 99 cases

ages were elicited for Statement 34 when asked if the students were now more interested in the actions of public officials and whether they were equally ready to respond. Most students answered yes (94.1 percent) when asked if they believed if they believed that it was important to be well informed on issues affecting society (Statement 28). Again, 1.0 percent disagreed, and 4.9 percent were undecided.

In responding to the question of making decisions affecting themselves or their community (Statement 49), 79.0 percent agreed that open-mindedness was a prime virtue, 2.0 percent disagreed, while 19.0 percent were undecided. Likewise, a high number (87.1 percent) agreed that cooperative behavior was necessary to maintain a society of many cultures (Statement 47). A few were undecided (11.9 percent) and only one of the sample disagreed.

When asked if students could effectively participate (Statement 25), 91.3 percent agreed while 7.8 percent were undecided. Only 0.9 percent disagreed. Is democracy a philosophy which is by, for and of the people? (Statement 50). Of those responding, 82.8 percent agreed in the affirmative while 17.2 percent were uncertain. No students disagreed.

7. Student Attitudes Toward Acquiring New Knowledge and Developing New Learning Skills

Did these students comprehend, apply, analyze, synthesize, evaluate and internalize the information and materials experienced in this course? Of those responding

to Statement 2, "I gained a number of new insights from the various interviews," 93.0 percent agreed, 6.1 percent were undecided, and 0.9 percent disagreed. (Table X) Likewise, 82.6 percent agreed that they were now more informed about community issues than they were before the course. (Statement 12) A few (11.3 percent) were undecided and a fewer number (6.1 percent) disagreed. In responding to Statement 32, "I feel that I am now more capable of analyzing the results of my research and can now make recommendations for change," 79.1 percent concurred, 20.0 percent were still undecided, and 0.9 percent disagreed. Did the students learn new skills which had helped them understand and identify issues and problems? (Statement 32), 70.3 percent agreed 23.8 percent were undecided and 5.9 percent disagreed. The same percentages were given by the students when they were asked to respond to Statement 35, "I have learned the value of first hand research in making decisions as opposed to what others might say in the matter."

Again when asked if they had learned to predict results or conditions (Statement 16), 67.8 percent concurred, 26.1 were undecided and 6.1 disagreed. Could they judge those experiences in their life which were worthwhile and those which were not? (Statement 17) Of those responding, 71.3 percent agreed, 24.3 percent were undecided, and 4.3 percent disagreed. When responding to Statement 19, 70.4 percent agreed that they had learned to

TABLE X
STUDENT ATTITUDES TOWARD ACQUIRING NEW KNOWLEDGE
AND DEVELOPING NEW LEARNING SKILLS

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
2. I gained a number of new insights from the various interviews.	107	93.0	7	6.1	1	0.9
5. My reading level has improved because of this course.	58	50.4	42	36.5	15	13.0
7. I have learned to organize my material into an outline.	89	77.4	19	16.5	7	6.1
9. I have learned to write a good business letter.	61	53.0	28	24.3	26	22.6
12. I am now more informed about community issues than I was before this course.	95	82.6	13	11.3	7	6.1

*Item 2 to Item 12 = 115 cases

(continued on next page)

TABLE X
CONTINUED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
16. I learned to predict results or conditions after a series of varied experiences.	78	67.8	30	26.1	7	6.1
17. I have learned to judge those experiences in my life which are worthwhile and those which are not.	82	71.3	28	24.3	5	4.3
19. I feel that this course offers an excellent opportunity to apply the skills learned in the regular history and geography courses.	81	70.4	19	16.5	15	13.0
20. I feel I played an important part in the organization, implementation, and evaluation of the interviews.	94	81.7	18	15.7	3	2.6

*Item 16 to Item 20 = 115 cases

(concluded on next page)

TABLE X
CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
21. I feel that I am now more capable of analyzing the results of my research and can now make recommendations for change.	91	79.1	23	20.0	1	0.9
32. I learned a number of skills which have helped me understand and identify issues and problems.	71	70.3	24	23.8	6	5.9
35. I have learned the value of firsthand research in making decisions as opposed to what others might say in the matter.	71	70.3	24	23.8	14	5.9

*Item 21 = 115 cases

Item 32 and Item 35 = 101 cases

apply the skills they had developed in other courses, 16.5 percent were uncertain and 13.0 percent disagreed. A higher number (81.7 percent) agreed that they had played an important part in the organization, implementation and evaluation of their interviews (Statement 20), while 15.7 percent were unsure, and 2.6 percent disagreed. Finally, 77.4 percent agreed that they had learned to organize, synthesize their materials and information into a good outline (Statement 7), 16.5 percent were undecided, and 6.1 percent disagreed.

Did their reading improve (Statement 5)? Only 50.4 percent agreed, 36.5 remained unsure and 13.0 percent disagreed. A similarly uncertain response was given to Statement 9. Only 53.0 percent agreed they had learned to write a good business letter, 24.3 were undecided, and 22.6 percent disagreed.

8. Parent Attitude Toward The Program and Specific Objectives of the Course

Were the students needs, concerns, problems and interests satisfied by the course? Of the parents responding to Statement 42 "I would recommend this type of Course for other students in Secondary schools grades IX to XII," 85.2 percent agreed 13.6 percent were undecided, and 1.2 percent disagreed (Table XI). When asked if their son or daughters attendance had improved because of renewed interest in school (Statement 43), 87.7 percent agreed, 6.2 percent

TABLE XI
 PARENT ATTITUDES TO THE PROGRAM AND
 SPECIFIC OBJECTIVES OF THE COURSE

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
41. I feel my son gained a number of new insights from the various interviews.	75	92.6	5	6.2	1	1.2
42. I would recommend this type of course for other students in secondary schools grades IX-XII.	69	85.2	11	13.6	1	1.2
43. My son's attendance improved that year because of a renewed interest in school.	71	87.7	5	6.2	5	6.2
44. I feel that he has since become more involved in his community and keeps abreast of most issues.	63	77.8	13	16.0	5	6.2
45. My son felt that school was more relevant.	67	82.7	11	13.6	3	3.7

*Item 41 to Item 45 = 81 cases

(concluded on next page)

TABLE XI
CONCLUDED

Statements*	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
46. I believe my son would like to take another course of this nature before he is eighteen.	71	87.7	7	8.6	3	3.7
47. I feel that his ability to judge the consequences of his action is much improved.	73	90.1	6	7.4	2	2.5
48. I feel that he is now less biased or prejudiced in thought and action.	70	86.4	9	11.1	2	2.5
49. His ability to apply the skills learned in this course is indicated in his high school courses.	68	84.0	10	12.3	3	3.7
50. I feel that if the youth of today were given a greater chance to participate in community issues, the would be a credit to our community.	73	90.1	7	8.6	1	1.2

*Item 46 to Item 50 = 81 cases