

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



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

by

ROBERT CLIVE ARMSTRONG

A dissertation submitted to the Faculty of Graduate Studies of  
the University of Manitoba in partial fulfillment of the requirements  
of the degree of

MASTER OF EDUCATION

© 1976

Permission has been granted to the LIBRARY OF THE UNIVER-  
SITY OF MANITOBA to lend or sell copies of this dissertation, to  
the NATIONAL LIBRARY OF CANADA to microfilm this  
dissertation and to lend or sell copies of the film, and UNIVERSITY  
MICROFILMS to publish an abstract of this dissertation.

The author reserves other publication rights, and neither the  
dissertation nor extensive extracts from it may be printed or other-  
wise reproduced without the author's written permission.

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.

## TABLE OF CONTENTS

	iv
	Page
Abstract . . . . .	iii
List of Tables . . . . .	viii
 CHAPTER	
I INTRODUCTION . . . . .	1
Purpose of Study. . . . .	2
Rationale . . . . .	3
Program Objectives . . . . .	10
Specific Learning Objectives . . . . .	11
II REVIEW OF LITERATURE . . . . .	13
Open Education: Its Nature and Content. . . . .	13
Experience Education: Its Nature and Content. . . . .	16
Affective Psychological Education: Its Nature and Content . . . . .	18
Humanistic Education: Its Nature and Content. . . . .	20
Documented Programs with a Humanistic Base. . . . .	26
School Without Walls: The Philadelphia Parkway Project . . . . .	26
Project Wingspread: Chicago . . . . .	28
Streetwork: The Exploding School . . . . .	29
Suburbia: New York State . . . . .	32
Additional Selected Readings . . . . .	32
Epilogue . . . . .	34
III PROGRAM DESIGN	
A COMMUNITY STUDIES COURSE FOR URBAN LIVING . . . . .	35
1. Implementation and Development . . . . .	35
a. Administration and Staff Approval . . . . .	35

CHAPTER	Page
b. Student Approval . . . . .	36
c. Parent Approval . . . . .	37
d. Community Approval . . . . .	38
2. Primary Learning Experiences . . . . .	38
a. Defining Personal Needs and Setting Personal Goals . . . . .	39
b. Setting Group Goals . . . . .	39
c. Choosing a Problem . . . . .	40
d. Pre-testing . . . . .	44
e. Developing Procedures for Gathering Information. . . . .	45
f. Summarizing Reading . . . . .	47
g. Analyzing and Evaluating Interviews. . . . .	47
h. Analyzing and Evaluating Community Attitudes . . . . .	49
j. Formulating New Hypothesis . . . . .	49
k. Programs for Change . . . . .	50
l. Evaluating the Learning Experience . . . . .	51
3. Out-of-School Experiences	
a. Library Research . . . . .	52
b. Interview . . . . .	53
c. Community Survey . . . . .	54
d. Evenings and Weekends . . . . .	55
e. Community Involvement. . . . .	55
4. Supportive Services and Para-Professional Assistants	
5. Classroom Organization. . . . .	58

## CHAPTER

Page

a. Reading and Summarizing . . . . .	58
b. Discussing and Debating . . . . .	58
c. Arranging Appointments . . . . .	59
d. Reviewing Audio and Video Tapes . . . . .	60
e. Video Taping and Interviewing Respondents . . . . .	60
f. Co-ordinating Activities . . . . .	61
g. Processing Slides and Films . . . . .	61
6. Budget Items	
7. Problems of Implementation and Evaluation	
IV PROGRAM EVALUATION . . . . .	66
1. Justification for Student Evaluation . . . . .	66
2. Procedures for Collecting Data . . . . .	70
a. Student Questionnaire . . . . .	70
b. Parent Questionnaire . . . . .	70
3. Administration of Questionnaire . . . . .	71
a. Sources of Data . . . . .	71
b. Character of Sample . . . . .	73
4. Criteria for Grouping Responses . . . . .	74
5. Treatment of Data . . . . .	75
a. PROGRAM I: Student's Questionnaire.	75
b. PROGRAM II: Parent's Questionnaire .	76
c. PROGRAM III: Cross Tabulation . . . . .	76
V ANALYSIS OF DATA . . . . .	79
1. Limitations of Data . . . . .	79
2. Student Attitude Toward The Course In Particular and School in General . . . . .	80

## CHAPTER

## Page

3. Student Attitude Toward A Greater Sense of Self-Awareness . . . . .	84
4. Student Attitude Toward An Awareness of Others . . . . .	
5. Student Attitude Toward Specific Value Ladden Statements and Issues . . . . .	92
6. Student Attitude Toward An Improved Sense of Civic Responsibility . . . . .	100
7. Student Attitudes Toward Acquiring New Knowledge and Developing New Learning Skills . . . . .	104
8. Parent Attitude Toward The Program and Specific Objectives of The Course . . .	109
9. A Crosstabulation Analysis of Eighty- one Paired Cases designed to Collate Ten Corresponding Items From Student's and Parent's Questionnaires. . . . .	113
VI CONCLUSIONS	
Bibliography	124
Appendixes	139

## LIST OF TABLES

TABLE	I	CORRESPONDING STATEMENTS FOUND ON THE STUDENTS' AND PARENTS' QUESTIONNAIRE . . . . .	71
TABLE	II	SUMMARY OF SOURCES AND NUMBER OF CASES . . . . .	72
TABLE	III	CHARACTER OF SAMPLE AS DETERMINED BY PREVIOUS SCHOLASTIC RECORDS . . . . .	74
TABLE	IV	STATEMENTS DESIGNED TO ELICIT STUDENT ATTITUDES TOWARD SELECTED COURSE OBJECTIVES . . . . .	76
TABLE	V	STUDENT ATTITUDE TOWARD THE COURSE IN PARTICULAR, AND SCHOOL IN GENERAL . . . . .	81
TABLE	VI	STUDENT ATTITUDE TOWARD DEVELOPING A GREATER SENSE OF SELF-AWARENESS . . . . .	85
TABLE	VII	STUDENT ATTITUDE TOWARD DEVELOPING AN IMPROVED AWARENESS OF OTHERS . . . . .	90
TABLE	VIII	STUDENT ATTITUDE TOWARD SPECIFIC VALUE LADDED STATEMENTS AND ISSUES . . . . .	93
TABLE	IX	STUDENT ATTITUDE TOWARD DEVELOPING AN IMPROVED SENSE OF CIVIC RESPONSIBILITY. . . . .	101
TABLE	X	STUDENT ATTITUDE TOWARD ACQUIRING NEW KNOWLEDGE AND DEVELOPING NEW LEARNING SKILLS . . . . .	106
TABLE	XI	PARENT ATTITUDE TOWARD THE PROGRAM AND SPECIFIC OBJECTIVES OF THE COURSE . . . . .	110

## 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,"<sup>1</sup> 2) to offer greater opportunities for learning through an open education environment,<sup>2</sup> 3) to provide students with an active "experience curriculum"<sup>3</sup> and 4) to emphasize self awareness and personal growth, or the "effective dimensions of an individual's life."<sup>4</sup>

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

---

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

<sup>2</sup>Ronald 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.

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

<sup>4</sup>David 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,<sup>1</sup> 3) the changing concerns of individuals in their quest to become "more effective self-actualizing adults after school,"<sup>2</sup> and 4) the changing meta-issues, or "crisis in the human image,"<sup>3</sup> in authority, in economic values and in pluralism.<sup>4</sup>

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

---

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

<sup>2</sup>Alfred S. Alzchuler, "Psychological Education," Ibid., p. 26.

<sup>3</sup>Willis W. Harman, Ibid., p. 47.

<sup>4</sup>Ibid., 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,<sup>1</sup>

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.<sup>2</sup> 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."<sup>3</sup>

The problem tends to reach even deeper proportions.

---

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

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

<sup>3</sup>Neil 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.<sup>1</sup> 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.<sup>2</sup>

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. . .<sup>3</sup>

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 narrowly<sup>4</sup> confined to constitutional and political history.

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

---

<sup>1</sup>Neil Postman and C. Weingartner, op. cit., p. 15.

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

<sup>3</sup>Ibid., p. vi.

<sup>4</sup>Ibid., p. 115.

Survival depends almost entirely on the ability to identify which old concepts are relevant<sup>1</sup> 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."<sup>2</sup>

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.<sup>3</sup> Whereas Jean Piaget believed these capacities began to develop at a chronological age of eleven or twelve,<sup>4</sup> 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."<sup>5</sup>

Parallel with the thinking of Piaget is Joseph

---

<sup>1</sup>Neil Postman and C. Weingartner, op. cit., p. 208.

<sup>2</sup>A. B. Hodgetts, op. cit., p. 115.

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

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

<sup>5</sup>R. 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 attitudes<sup>2</sup> 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

---

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

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

effective translation into practice.<sup>1</sup> 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.<sup>2</sup>

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

---

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

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

patterns are not constant.<sup>1</sup>

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.<sup>2</sup>

He continues:

The thought process of the adolescent probe into the inner personality more persistently . . . as a result periods of<sup>3</sup> 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,<sup>4</sup>

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

3. Justice is the dominant moral impulse of the adolescence years,<sup>6</sup>

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

---

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

<sup>2</sup>Ibid., p. 5.

<sup>3</sup>Ibid., p. 5.

<sup>4</sup>Ibid., p. 3.

<sup>5</sup>Ibid., p. 4.

<sup>6</sup>Ibid., p. 6.

<sup>7</sup>Ibid., p. 6.

5. Each person must formulate his own viewpoints on moral questions,<sup>1</sup>

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,<sup>2</sup> 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,<sup>3</sup>

---

<sup>1</sup>Ibid., p. 6.

<sup>2</sup>Ibid., p. 5.

<sup>3</sup>Ibid., pp. 9-10.

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

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

### 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.<sup>3</sup> 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.<sup>4</sup>

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

---

<sup>1</sup>M. Fantini and G. Weinstein, op. cit., p. 32.

<sup>2</sup>Ibid., p. 18.

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

<sup>4</sup>Ibid., 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"<sup>1</sup>;
2. reveal a greater awareness of others; that is, the ability to understand the relationship of individual to individual, and among individuals in a group<sup>2</sup>; 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

---

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

<sup>2</sup>Ibid., 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."<sup>1</sup> 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."<sup>2</sup> 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

---

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

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

learning experience."<sup>1</sup> More succinctly stated:

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

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.<sup>3</sup>

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.<sup>4</sup>

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

---

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

<sup>2</sup>Ibid., p. 84.

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

<sup>4</sup>Ibid., 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 personality<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup>

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.<sup>4</sup>

---

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

<sup>2</sup>Ibid., p. 4.

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

<sup>4</sup>Ronald 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,<sup>1</sup>

3. to develop a "personal philosophy, a basic set of values,"<sup>2</sup> and,

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

### 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."<sup>4</sup> 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. . . .<sup>5</sup>

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

---

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

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

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

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

<sup>5</sup>Ibid., p. 161.

experiences. In Experience and Education, John Dewey remarked "that every experience lives on in further experience,"<sup>1</sup> 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"<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

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

---

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

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

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

<sup>4</sup>Ibid., 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.<sup>1</sup>

The program is designed, he says, to

. . . help the student to live learningly within his present<sup>2</sup> 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."<sup>3</sup>

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

---

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

<sup>2</sup>Ibid., p. 350.

<sup>3</sup>David 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.<sup>1</sup>

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.<sup>2</sup> 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

---

<sup>1</sup>Alfred S. Alschuler, "Psychological Education," Ibid., p. 256.

<sup>2</sup>Ronald 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."<sup>1</sup>

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.<sup>2</sup>

What is more clear, he suggests, is the "operational"<sup>3</sup> 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.<sup>4</sup>

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

---

<sup>1</sup>Ralph 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.

<sup>2</sup>Alfred S. Alschuler, "Psychological Education," op. cit., p. 261.

<sup>3</sup>Ibid., p. 261.

<sup>4</sup>Ibid., 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.<sup>1</sup>

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.<sup>3</sup>

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.<sup>4</sup>

---

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

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

<sup>3</sup>Ibid., p. 9.

<sup>4</sup>Gerald 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.<sup>1</sup>

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.<sup>2</sup>

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.<sup>3</sup>

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,<sup>4</sup>
5. Its essence is meaning.

---

<sup>1</sup>Ibid., p. 16.

<sup>2</sup>Ibid., p. 17.

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

<sup>4</sup>Ibid., p. 5.

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

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.<sup>3</sup>

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.<sup>4</sup>

Those who can continue to learn, says Patterson, are those who are capable of self enhancement, self-realization, self-actualization<sup>5</sup>: 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,

---

<sup>1</sup>Ibid., p. 5.

<sup>2</sup>Zahorik, op. cit., p. 10.

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

<sup>4</sup>Ibid., p. 21.

<sup>5</sup>Ibid., 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.<sup>1</sup>

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

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,

---

<sup>1</sup>Ibid., p. 22.

<sup>2</sup>Ibid., p. 22.

Means and Ends,  
Philosophical, unhostile, sense of humor,  
Creativeness.<sup>1</sup>

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.<sup>2</sup>

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."<sup>3</sup> They would include the ability "to read, and write and to handle simple mathematics."<sup>4</sup> 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.<sup>5</sup> 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

---

<sup>1</sup>Ibid., pp. 26-27.

<sup>2</sup>Ibid., p. 28.

<sup>3</sup>Ibid., p. 28.

<sup>4</sup>Ibid., p. 29.

<sup>5</sup>Ibid., 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."<sup>1</sup>
2. Respect or Nonpossessive Warmth; acceptance of another's worth, as he is, "without judgement or condemnation, criticism, ridicule, or depreciation."<sup>2</sup>
3. Genuineness; openness, honesty and sincerity, no facade, authentic.<sup>3</sup>

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

---

<sup>1</sup>Ibid., p. 70.

<sup>2</sup>Ibid., p. 71.

<sup>3</sup>Ibid., pp. 71-72.

as a learning laboratory."<sup>1</sup> In February, 1969, these students virtually left their old traditional classrooms and began "using the whole community as their school."<sup>2</sup> 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."<sup>3</sup> It was also reported that in comparison with other schools there has not been any teacher or student dropouts,<sup>4</sup> an equally interesting testimonial. What might be similarly proven is that students have extended their life space and increased their capacity for experience.<sup>5</sup> This is a very real function for education.

---

<sup>1</sup>Glen 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).

<sup>2</sup>Ibid., p. 3.

<sup>3</sup>Ibid., p. 9.

<sup>4</sup>Ibid., p. 9.

<sup>5</sup>Ibid., 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,<sup>1</sup> 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;<sup>2</sup> second, a statement of ideology and a description of a Social Studies Action Program;<sup>3</sup> and third, a High School Curriculum Overview.<sup>4</sup>

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

---

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

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

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

<sup>4</sup>Harriet 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.<sup>1</sup>

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.<sup>2</sup>

#### 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."<sup>3</sup>

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

---

<sup>1</sup>Ibid., p. 36.

<sup>2</sup>Ibid., pp. 1-8.

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

<sup>4</sup>Ibid., 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.<sup>1</sup> 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.<sup>2</sup>

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."<sup>3</sup> 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"<sup>4</sup> rather than, Environmental Science. By choosing this format they believe they can better study topics such as "social questions, problems of policy and planning,"<sup>5</sup> and at the same time make better use

---

<sup>1</sup>Ibid., p. 11.

<sup>2</sup>Ibid., p. 11.

<sup>3</sup>Ibid., pp. 11-15.

<sup>4</sup>Ibid., p. 15.

<sup>5</sup>Ibid., 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.<sup>1</sup>

They refer to such experiences as "Life Classes,"<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

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

---

<sup>1</sup>Ibid., p. 15.

<sup>2</sup>Ibid., p. 19.

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

<sup>4</sup>Ibid., p. 64.

satisfying and produced an excellent learning experience.<sup>1</sup>

#### 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"<sup>2</sup> 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'.<sup>3</sup>

#### Additional Selected Readings

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

---

<sup>1</sup>Ibid., pp. 65-66.

<sup>2</sup>Neil Postman and C. Weingartner, The Soft Revolution, p. 13.

<sup>3</sup>Ibid., p. 9.

Postman, et al, The School Book<sup>1</sup>; Nyquist, et al, Open Education: A Sourcebook for Parents and Teachers<sup>2</sup>, and, Rathbone, Open Education: The Informal Classroom.<sup>3</sup>

---

<sup>1</sup>Neil Postman and C. Weingartner op. cit.

<sup>2</sup>Ewald B. Nyquist, et al op. cit.

<sup>3</sup>Charles 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.'<sup>1</sup>

---

<sup>1</sup>President 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 Society<sup>1</sup> 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

---

<sup>1</sup>Gerald 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,<sup>1</sup> 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

---

<sup>1</sup>L. 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."<sup>1</sup> 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.<sup>2</sup>

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 when<sup>3</sup> 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.<sup>4</sup>

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

---

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

<sup>2</sup>Ibid., p. 213.

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

<sup>4</sup>Ibid., p. 54.

age or grade level influenced self-estimating ability. They found none.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup>

He says, however, that:

Full development of the principles of pupil self-evaluation awaits the acceptance of a different<sup>4</sup> 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-

---

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

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

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

<sup>4</sup>Ibid., p. 253.

selves more readily available to students and "concentrate on creating a facilitative climate and on providing resources."<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup> 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.

---

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

<sup>2</sup> Ibid., 253.

<sup>3</sup>J. 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		1973-74		1974-75		1975-76		T
	9-25	9-26	9-21	9-25	9-26	9-27	9-30	9-30	
Class Enrollment.....	24	24	27	35	25	31	26	36	272
Registered in courses as part or fulltime students.....	21	24	25	35	18	19	24	36	274
Opted out of course throughout year.....	3	0	2	0	7	12	4	1	29
Student Questionnaires Administered.....	21	18	15*	21*	10*	10*	16*	35	146
Student Questionnaires returned..	20	16	11	18	0	12	13	35	115
Parent Questionnaires Administered.....	21	18	15*	21*	10*	10*	16*	35	146
Parent Questionnaires returned...	17	2	6	13	0	2	11	30	81

\*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

(continued on next page)

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

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 No.      %	Undecided No.      %	Disagree 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 LADDED 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 hearsay (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 No.	Agree %	Undecided No.	Undecided %	Disagree No.	Disagree %
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

were undecided, and an equal number disagreed. Did their son or daughter feel that school was more relevant (Statement 45)? While 82.7 percent said yes, 13.6 percent were undecided and 3.7 percent definitely disagreed. Finally, 87.7 percent agreed that their son or daughter would like to take another course of this nature before they were eighteen (Statement 46). A few disagreed (3.7 percent) and some (8.6 percent) were undecided.

Was self-actualization achieved? When responding to Statement 47, 90.1 percent of the parents agreed that their sons and daughters ability to judge the consequences of their action was much improved, while 7.4 percent were unsure. Only 2.5 percent disagreed.

Was the student's value system more consistent with those of their parents? In response to Statement 48, 86.4 percent of the parents agreed that their son and daughter had become less biased or prejudiced in thought and action, while 11.1 percent were unsure and 2.5 percent definitely disagreed. A very high response (90.1 percent) of the parents agreed that their sons and daughters would be a credit to their community (Statement 50) while 8.6 percent were uncertain and 1.2 percent definitely disagreed.

Had the students enrolled in this program become more civic minded? In response to Statement 44, 77.8 percent of the parents agreed that their sons and daughters had become more involved in their community, and were keeping

abreast of most issues, while 16 0 percent remained uncertain, 6.2 percent disagreed.

Did the students improve in knowledge and understanding of basic social problems? When answering the Statement 41, "I feel my son and daughter gained a number of new insights from the various interviews," 85.2 percent agreed, while 13.6 percent were unsure, and 1.2 percent disagreed. An equal number (84.0 percent) agreed that their sons and daughters had learned to apply the skills developed in this course to their high school subjects (Statement 49). And finally, 90.1 percent of the parents agreed that their sons and daughters had improved in their ability to judge the consequences of their actions (Statement 47), while 7.4 percent were uncertain and 2.5 percent disagreed.

9. A Crosstabulation Analysis of Eighty-one Paired Cases  
Designed To Collate Ten Corresponding Items  
From Student's and Parent's Questionnaires

Was the course relevant? Of the paired students and parents responding to Statement 4 and Statement 41 respectively, "I would recommend this type of course to students coming into grade IX next year," 86.4 percent agreed, 1.2 percent were undecided and none disagreed. In 4.9 percent of the cases, the parents were undecided even though the students gave a positive response. In 1.2 percent of the cases, parents disagreed while students agreed (Table XII). When asked if attendance had improved because of a renewed interest

TABLE XII

A. CROSSTABS ANALYSIS OF EIGHTY-ONE PAIRED CASES DESIGNED TO  
 COLLATE TEN CORRESPONDING ITEMS FROM STUDENT'S  
 AND PARENT'S QUESTIONNAIRES

CROSSTABULATION OF STUDENT ITEM 2 BY PARENT ITEM 41

2. I gained a number of new insights from the various interviews.
41. I feel my son gained a number of new insights from the various interviews.

COUNT PCT		PA 41		
		A	U	D
A	70	7	-	-
	86.4	8.6	-	-
ST 2 U	4	-	-	-
	4.9	-	-	-
D	-	-	-	-
	-	-	-	-

Legend:  
 A = Agree  
 U = Undecided  
 D = Disagree

CROSSTABULATION OF STUDENT ITEM 4 BY PARENT ITEM 42

4. I would recommend this type of course for students coming into grade nine next year.
42. I would recommend this type of course for other students in secondary schools grades IX-XII.

(continued on next page)

TABLE XII

CONTINUED

COUNT PCT	PA 42		
	A	U	D
A	70 86.4	4 4.9	1 1.2
ST 4 U	3 3.7	1 1.2	1 -
D	2 2.5	-	-

Legend:  
A = agree  
U = Undecided  
D = Disagree

CROSSTABULATION OF STUDENT ITEM 8 BY PARENT ITEM 43

8. My school attendance has improved because of a renewed interest in school.
43. My son's attendance improved that year, because of a renewed interest in school.

COUNT PCT	PA 43		
	A	U	D
A	41 50.6	1 1.2	-
ST 8 U	21 25.9	1 1.2	1 1.2
D	14 17.3	1 1.2	1 1.2

Legend:  
A = Agree  
U = Undecided  
D = Disagree

(continued on next page)

TABLE XII

CONTINUED

CROSSTABULATION OF STUDENT ITEM 10 BY PARENT ITEM 44

10. I shall now become more involved in my community.

44. I feel that he has since become more involved in his community and keep abreast of most issues.

COUNT PCT	PA 44		
	A	U	D
A	53 64.4	5 6.2	2 2.5
ST 10 U	14 17.3	3 3.7	- -
D	3 3.7	- -	1 1.2

Legend:

A = Agree

U = Undecided

D = Disagree

CROSSTABULATION OF STUDENT ITEM 14 BY PARENT ITEM 45

14. I feel school is more relevant now that I have taken this course.

45. My son felt that school was more relevant.

(continued on next page)

TABLE XII

CONTINUED

COUNT PCT	PA 45		
	A	U	D
A	57 70.4	8 9.9	2 2.5
ST 14 U	11 13.6	1 1.2	1 1.2
D	1 1.2	-	-

Legend:

A = Agree

U = Undecided

D = Disagree

## CROSSTABULATION OF STUDENT ITEM 15 BY PARENT ITEM 46

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.
46. I believe my son would like to take another course of this nature before he is eighteen.

COUNT PCT	PA 46		
	A	U	D
A	59 72.8	4 4.9	-
ST 15 U	14 17.3	1 1.2	-
D	1 1.2	1 1.2	1 1.2

Legend:

A = Agree

U = Undecided

D = Disagree

(continued on next page)

TABLE XII

CONTINUED

CROSSTABULATION OF STUDENT ITEM 17 BY PARENT ITEM 47

17. I have learned to judge those experiences in my life which are worthwhile and those which are not.
47. I feel that his ability to judge the consequences of his action is much improved.

COUNT PCT		PA 47		
		A	U	D
ST 17	A	55 67.9	5 6.2	- -
	U	14 17.3	4 4.9	- -
	D	2 2.5	- -	1 1.2

Legend:

- A = Agree  
 U = Undecided  
 D = Disagree

CROSSTABULATION OF STUDENT ITEM 18 BY PARENT ITEM 48

18. I have learned that my own personal evaluation of certain experiences is often clouded by my own bias or prejudices.
48. I feel that he is now less biased or prejudiced in thought and action.

(continued on next page)

TABLE XII

CONTINUED

COUNT PCT	PA 48		
	A	U	D
A	60 74.1	4 4.9	- -
ST 18 U	9 11.1	1 1.2	- -
D	6 7.4	1 1.2	- -

Legend:  
 A = Agree  
 U = Undecided  
 D = Disagree

CROSSTABULATION OF STUDENT ITEM 19 BY PARENT ITEM 49

19. I feel that this course offers an excellent opportunity to apply the skills learned in the regular history and geography courses.
49. His ability to apply the skills learned in this course is indicated in his high school courses.

COUNT PCT	PA 49		
	A	U	D
A	50 61.7	4 4.9	1 1.2
ST 19 D	12 14.8	2 2.5	1 1.2
D	11 13.6	-	-

Legend:  
 A = Agree  
 U = Undecided  
 D = Disagree

(concluded on next page)

TABLE XII

CONCLUDED

CROSSTABULATION OF STUDENT ITEM 25 BY PARENT ITEM 50

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.

50. I feel that if the youth of today were given a greater chance to participate in community issues, they would be a credit to our community.

COUNT PCT	PA 50		
	A	U	D
A	69 85.2	4 4.9	1 1.2
ST 25 U	5 6.2	1 1.2	- -
D	1 1.2	- -	- -

Legend:  
 A = Agree  
 U = Undecided  
 D = Disagree

in school (Student Statement 8, and Parent Statement 43), 50.6 percent of the paired responses agreed, 1.2 percent were undecided and 1.2 percent both disagreed. In the same analysis, 25.9 percent of the students recorded an undecided response while parents agreed. On the other hand 6.2 percent of the parents recorded undecided responses while the students agreed. In response to Student Statement 15 and Parent Statement 46 asking whether another course would be of benefit, 72.8 percent of the paired cases agreed, 1.2 percent were undecided and 1.2 percent disagreed. In the same analysis 17.3 percent of the students were undecided while parents agreed. In 4.9 of the paired cases, parents were undecided and students agreed.

Was self-actualization achieved? When responding to Student Statement 17, and Parent Statement 47, 67.9 percent both agreed, 4.9 percent were equally undecided, and 1.2 percent disagreed. On the other hand, 17.3 percent of the students were undecided while the parents agreed. In the same analysis 6.2 percent of the parents were undecided, and the students agreed.

Was the students' value system more consistent with those of their parents? In response to Student Statement 18 and Parent Statement 48, 74.1 percent agreed that the student had become less biased or prejudiced in thought and action, while 1.2 percent were undecided. Of the paired cases responding, 11.1 percent of students were undecided and

while parents agreed. In the same analysis 4.9 percent of parents were undecided while the students agreed. A high number of paired cases (85.2 percent) both agreed to Student Statement 25 and Parent Statement 50, "I feel that if the youth of today were given a greater chance to participate in community issues, they would be a credit to the community," 1.2 percent were undecided, and none disagreed. In the same analysis, 6.2 percent of the students elicited an undecided response while the parents agree with the statement. Likewise 4.9 percent of the parents were undecided while students agreed.

Had the students enrolled in this program become more civic minded? In response to Student Statement 10 and Parent Statement 44 about becoming more involved in the community, 64.4 percent agreed, 3.7 percent were undecided and 1.2 percent both disagreed. In the same study, 17.3 percent of the students were undecided while the parents agreed. Likewise, 6.2 percent of the parents were undecided while the students agreed.

Did the students improve in knowledge and understanding of some basic social problems? When responding to Student Statement 2 and Parent Statement 44, 86.4 percent agreed that the student had gained a number of new insights from the interviews, while none were undecided or disagreed. In the analysis 4.9 percent of the students were undecided while parents agreed. Similarly 8.6 percent of the parents

were undecided while the students agreed. Finally, in response to Student Statement 19 and Parent Statement 49, 61.7 percent agreed that the student had learned to apply skills, 2.5 percent were equally unsure, and none disagreed. In the same analysis 14.8 percent of the students were undecided while parents agreed. Similarly 13.6 percent of the students disagreed while the parents agreed. Likewise, 4.9 percent of the parents were undecided while the students agreed to the statement.

## CHAPTER VI

### CONCLUSIONS

The underlying purpose of this thesis was to prevent an applied case study in curriculum development of an humanistic, informal, affectively based, alternative social science program. As such, it includes the minimal basis "for planning a course, studying it empirically and considering the grounds of its justification."<sup>1</sup> The program, described in this thesis, was implemented five years ago because of an urgent need to revise the existing social curriculum. More than this a number of basic assumptions about schooling were seriously questioned in light of what we know about pre-adolescence and the developmental stages of cognitive and moral reasoning.

The position held in this thesis is not without support. In recent years the literature has abounded with criticism of the present role of the school and its blatant disregard of changing social, political and economic values. We are warned by Toffler, Postman, Hodgetts, Weinstein and others, that unless schools begin to meet the needs of their consumers, students will go elsewhere. Shocking as it may seem, a serious condition exists now, today. Unless educators begin to realize that learning must be of some recognizable worth to the individual, we will

---

<sup>1</sup>L. Stenhouse, An Introduction To Curriculum Research and Development (London: Heinemann, 1975), p. 5.

experience in the not too distant future more student strikes, confrontations: in short a student revolution. Neil Postman on the other hand, is more optimistic. However, if his Soft Revolution fails to gain significant results, we will lose our clientel.<sup>1</sup>

In light of this dilemma, this thesis offers for close scrutiny an alternative social science program which is student planned, directed and supervised and which recognizes students' needs, concerns and problems as defined by the students themselves. Based upon the concept that an humanistic, informal approach to learning might produce a greater sense of self and other awareness, an improved sense of civic responsibility, an improved ability to clarify values, and an improved ability to apply the necessary cognitive learning skills, an alternative social studies course was implemented at Isaac Newton Junior High School in 1972. The methods, techniques and procedures employed to develop the program have been outlined in Chapter Three of this thesis, including a section on problems of implementation and evaluation. The results of two questionnaires given over a five year period are also included to determine the worth of the program.

While the program appears to have accomplished

---

<sup>1</sup>Neil Postman & C. Weingartner, A Soft Revolution, Ibid., p. 1.

what it intended, it failed to change the attitudes of those who have deep rooted convictions concerning content. In as much as it is argued in this thesis that Students have different needs, the traditional content subjects might also be classified as an alternative, with proviso that the students' level of cognitive and moral development be considered in choosing the material for study.

Since the needs of students are many, and, since pupils in general are more worldly as a result of changing values, it is becoming increasingly important that educators begin to provide more relevant and meaningful experiences for school children. As such, this thesis is a model which might be acceptable by those who wish to interject experiential learning into their own social science curricula. While it appears to satisfy the specific objectives of the course for a particular group of students it would not however, meet the needs of all young people. It does, nevertheless, consider the present state of cognitive and emotional development of grade nine students, ranging from ages fourteen to seventeen in particular, and a number of graduate students upward to ages twenty-one who return on a regular basis as student aides for credit in their high school 308 (Grade XII) courses. In short, therefore, this particular program was designed to meet the expressed needs and interests of a particular group of students in a specific area. This is not to say that the process is not

transferable. On the contrary, there are a number of implications that will be discussed below. The main point here, however, is that while virtually all young people may have the same stresses and joys, they are still a product of their cultural environment. Whereas one group of students may represent a cross-section of the city's core area, another group of students might represent a cross-section of middle class suburbia, and as such require a completely different set of conditions for experiencing their environment.

Assuming, therefore, that the rationale for this thesis is valid, irrespective of the above mentioned variables, it seems worthwhile to consider the process of curriculum development as outlined in this study. In the simplest terms, the best method of insuring the success of any new curriculum scheme is to gain the support of the various groups who will benefit or will be affected by the change. In the case of this program, it was necessary to secure support from the students, parents, teachers, school administration, Superintendent and Director of Curriculum before the course could be accepted for credit. While the chore was arduous, the rewards were more than gratifying.

Likewise, the role of the teacher, also changed. In short, he became a resource person, rather than an authority figure. While this change need not be dramatic,

it is nonetheless essential. In some cases this requires professional development through participation in a totally different environment. Here teachers who are generally comfortable in the traditional "teacher disciplined," "straight rows", "no talking," classroom, must re-adjust to an open, informal student directed, activity oriented environment. Teachers, therefore, must re-adapt themselves, and become a part of the atmosphere, with students hustling around, arguing, arranging interviews, phone ringing, coffee brewing; in short, they must become adjusted, as it were, to becoming a facilitator, an organizer, and accept the fact that young people thrive on activity. For the teacher, it's like being placed in the middle of the Convention Centre during a political convention. While an outside observer may see little productive activity, a perceptive clinician would recognize positive learning, experiences with students solving minor research problems with a fairly high degree of sophistication.

Over the past five years there have been many indicators which suggest that the program was a success. Virtually every student has returned to inquire about the success of the course or to lend their support in assisting other students. Some students are presently registered in their own high schools and are receiving credit for participation in the course, even though they graduated as long as three years ago. The questionnaires, of course, actually

speak for themselves.

While the program has great potential as an experiential learning experience for some, there is, however, little excitement for those who require a very structured program. It was found that while some students thought they could operate in an informal environment, they were soon frustrated by the complete change of learning situations. An expressed feeling of a lack of competence and adequacy compounded the situation and by the end of the first term it was necessary to transfer up to five percent of the students back into the regular program. On the other hand, an equal number from the regular program asked for a transfer into the Community Studies Course.

Finally, a number of suggestions were offered in this thesis about how learning best occurs, and when and how attitudes change. The following is a list of eighteen conditions which this thesis considers as minimal for a total learning experience.

#### Conditions of Effective Learning

The following are a list of minimal conditions required to learn effectively. They include:

1. Utilizing an humanistic-informal base for the learning experience;
2. Extending the learning experiences of the classroom beyond the four walls of the classroom;

3. Providing students with an active, concrete "Experience Curriculum;"

4. Creating more satisfying and relevant programs aimed at helping young people with their problems and concerns;

5. Emphasizing self and other awareness or the affective psychological side of the curriculum;

6. Initiating an "Inquiry-approach" to learning;

7. Allowing for application of learning skills;

8. Encouraging young people to use first-hand research;

9. Legitimizing the search through encouraging open-ended discussions;

10. Encouraging young people to reflect upon their own experiences in the learning situation;

11. Creating new roles for teachers;

12. Encouraging peer group discussions;

13. Recognizing that learning takes place best when it occurs in an open environment in the context of real concrete daily life experiences;

14. Realizing that students ultimately organize their own learning;

15. Accepting that young people can actively participate in the social and political life of their community;

16. Acknowledging that increased satisfaction will result in better motivation for achievement;

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

18. Accepting that the self-evaluation process is a valid worthwhile method of judging experience.

In as much as the above conditions reflect one of the most ideal learning environments, no program alternative can be fully developed without the following controlling factors:

1) the overall goals of the students, parents, teachers and community must be surveyed and generally agreed upon by all parties,

2) the developmental levels of the students' both cognitive and affective should be assessed, and

3) the physical, mental, social, moral and psychological growth of the students should be evaluated and considered while planning the learning experience.

Further, the position taken in this thesis is that the most beneficial learning always takes place when children are active, that is, sensing the total environment with all their natural faculties. This can be accomplished in many ways, including developing a totally integrated program which would combine elements of mathe-

matics, general science, language arts, and social science into one course; or what might be called "A Technical-humanities Program."

This program, in fact, is the next stage of the course described in this thesis. While the proposed program, to begin in the fall of 1976 and to be described in a later thesis, will integrate all eighteen conditions required to learn effectively, it may be that other teachers may wish to choose only one or two elements in the initial stages of their programs. In any case, whatever the format, it should be experientially based and include the community as the interface for learning.

Another very important consideration is the need to extend the resource base itself. Whereas the program outlined in this thesis made excellent use of the city, so might rural communities in planning experiences for their students. Whatever the situation the school should become the centre of the community where strategies are planned and activities are organized. In this type of curriculum, the community becomes the classroom, a type of school without walls. The role of the teacher, therefore, is that of a facilitator, who assists students in organizing and evaluating their experiences.

Without too much effort or imagination, these eighteen conditions could very easily be adapted to an

elementary school. While many of the elements listed are rather sophisticated with respect to the physical, mental, social, moral and psychological growth of elementary school children, it is entirely possible to have these young people explore social problems of the elderly, mentally handicapped, police, fireman and even younger children in kindergarten.

The possibilities of high school students studying under the premises outlined in this thesis are even greater. Whether courses were opted for on a full or part time basis, there can be no doubt that a relevant learning situation would excite the minds of late-adolescents who are experiencing a very different set of conflicts.

Whatever the program, if the eighteen conditions outlined in this thesis are considered only minimally, teachers will find their students responding more than ever before to their efforts.

Seeing both students and teachers leaving school at the end of a busy trying day, clicking their heels in the air and egar for another because they have both achieved a greater sense of competence and adequacy, a greater feeling of self-awareness, is an acknowledgment that the ultimate in an humanistic-informal approach to learning has been achieved.

BIBLIOGRAPHY

## BIBLIOGRAPHY

## A. BOOKS

- Adelson, J. "The Political Imagination of the Young Adolescent," Daedalus, 100 (4) Fall, 1971.
- Alschuler, Alfred S. "Psychological Education," ed., David E. Purpel and Maurice Belanger. Curriculum and the Cultural Revolution. Berkley, California: McCutchan Publ. Corp., 1972.
- Archambault, R. D. Dewey on Education: Appraisals. New York: Random House, 1966.
- \_\_\_\_\_, "The Philosophical Basis of the Experience Curriculum," Dewey on Education: Appraisals. New York: Random House, 1966.
- Barth, Ronald S. "Open Education: Assumptions About Children's Learning" ed., Chas H. Rathbone. Open Education: The Informal Classroom. New York: Citation Press, 1971.
- Blitz, Barbara. The Open Classroom: Making It Work. Boston: Alyn and Bacon Inc., 1973.
- Bremer, John & Michael Von Moschzieker. The School Without Walls. New York: Holt, Rinehart and Winston Inc., 1971.
- Coleman, Alice. "Land Use Survey Handbook," ed., M. Long. Handbook For Geography Teachers. London: Methuen and Co. Ltd., 1964.
- Dewey, John. Experience and Education. New York: MacMillan Co., 1938.
- Elkin, Frederick. The Child and Society. New York: Random House, 1960.
- Flurry, Ruth C. "Open Education: What Is It?" ed., Ewald B. Nyquist. Open Education. New York: Bantam Books, 1972.
- Hanley, L. et. al. "Man: A Course of Study," ed., L. Stenhouse. An Introduction To Curriculum Research and Development. London: Heinemann, 1975.
- Harman, Willis, W. "The nature of our changing society: implications for schools," ed., David E. Purpel and Maurice Belanger. Curriculum and Cultural Revolution. Berkley Calif: McCutchan Publ. Corp., 1972.

- Hodgetts, A. B. What Culture? What Heritage? Toronto: The Ontario Institute For Studies in Education, 1969.
- Holt, John, "Introduction," ed., Charles H. Rathbone. Open Education. New York: Citation Press, 1971.
- Kenworthy, Leonard. Social Studies For the Seventies. Toronto: Xerox College Publishing, 1973.
- Langton, Kenneth P. Political Socialization. New York: Oxford University Press, 1969.
- Leinwald, Gerald, ed. Problems of American Society Series. Richmond Hill: Simon & Schuster Inc., 1968.
- Lenton, L. 1975-76. Manual of Social Services in Manitoba. Winnipeg: Queen's Printer, 1975.
- Mitchell, John J. Human Life: The Early Adolescent Years. Toronto: Holt Reinhart and Winston, 1974.
- Mosler, Ralph L. et al. "Psychological Education: A Means to promote personal development during adolescence," ed., David E. Purpel and M. Belanger, Curriculum and the Cultural Revolution. Berkley Calif: McCutchan Publ., 1972.
- Nyquist, Ewald B. "Open Education: Its Philosophy, Historical Perspectives and Implications," ed., Ewald B. Nyquist. Open Education. New York: Bantam Books, 1972.
- Patterson, C. H. Humanistic Education. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1973.
- Peel, E. A. The Nature of Adolescent Judgment. London: Staples Press, 1971.
- Piaget, J. and B. Inhelder. The Growth of Logical Thinking from Childhood to Adolescence. New York: Basic Books, 1958.
- Postman, Neil & Charles Weingartner. Teaching As A Subversive Activity. New York: Dell Publ. Co. Inc., 1969.
- \_\_\_\_\_, The School Book. New York: Delacorte Press, 1973.
- \_\_\_\_\_, The Soft Revolution. New York: Dell Publishing Co. Inc., 1970.
- Purpel, David E., Maurice Belanger. Curriculum and Cultural Revolution. Berkley Calif: McCutchan Publ. Corp., 1972.

- Rathbone, Charles H. "The Implicit Rationale of the Open Education Classroom," ed., Charles H. Rathbone. Open Education. New York: Citation Press, 1971.
- Rogers, Carl R. Freedom To Learn. Columbus, Ohio: A Bell & Howell Co., 1969.
- \_\_\_\_\_, "Learning To Be Free," ed., J. Galen Saylor. Curriculum Planning For Modern Schools. New York: Holt, Rinehart and Winston, Inc., 1966.
- Saylor, J. Galen. Curriculum Planning For Modern Schools. New York: Holt, Rinehart and Winston, Inc., 1966.
- Silberman, Charles. Crisis In The Classroom. New York: Random House, 1970.
- Stenhouse, L. An Introduction to Curriculum Research and Development. London: Heinemann, 1975.
- Stratemeyer, Florence B. and Associates. Developing a Curriculum For Modern Living, 2nd ed. New York: Bureau of Publications, Teachers College, Columbia University, 1957.
- Talmage, Harriet; et al. High School Curriculum Overview. Washington, D.C.: Office of Education (DHEW) 1971.
- \_\_\_\_\_, et al, Ideology and Social Action Programs. Washington, D.C.: Office of Education (DHEW), 1971.
- \_\_\_\_\_, et al, Project Wingspread. Metropolitan Community Resources As The Interface For Open Communication: Objectives. Washington, D.C.: Office of Education (DHEW), 1971.
- Tiedeman, David V. "Comments of Self-Estimate Ability in Adolescence," Journal of Counseling Psychology, Vol. 20, No. 4 July, 1973.
- Toffler, Alvin. "Education in the future tense," ed., Richard W. Saxe. Opening The Schools. Berkley: McCutchan Publ. Co., 1972.
- Ward, Colin. Streetwork: The Exploding School. London: Rutledge Kegan Paul, 1973.
- Weinstein, G.; M. D. Fantini. Toward Humanistic Education. New York: Praeger Publ., 1971.
- Zohorik, John A. Toward More Humanistic Instruction. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1972.

## B. PERIODICALS

Coleman, James S. "How Do The Young Become Adults," United States Office of Education Review of Educational Research, Vol. 42, No. 4.

Gilmore, Leonard S. "Learning and Student Self Evaluation," Journal of College Science Teaching. Vol. 3, No. 1.

Hallam, R. N. "Logical Thinking in History," Educational Review, 19 1967.

Herman, L. "Self-Estimate Ability in Adolescence," Journal of Counseling Psychology. Vol. 20, No. 4 July, 1973.

Howse, R. H. "The Micropolitics of Innovation: Nine Propositions," Phi Delta Kappan, January 1976.

## C. REPORTS

Barthan, Glen T. School Without Walls. (A paper presented at the Council of Education Facilities Planners Annual Conference, Oklahoma City, Oklahoma, Oct. 6, 1970, ERIC ED044813.

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

"The Plowden Report," ed., Charles E. Silberman. The Open Classroom Reader. New York: Random House, 1973.

"The Vermont Design For Education," ed., Charles E. Silberman. The Open Classroom Reader, New York: Random House, 1973.

APPENDIX A  
PROPOSAL

A Community Studies Course For Urban Living:

A Curriculum Alternative

Prepared by

R. Clive Armstrong

Submitted to

The Curriculum Branch

Department of Education

A Curriculum Proposal For Secondary Schools

October 1974

Winnipeg, Manitoba

Table of Contents

	Page
Preface	iii
I Introduction	1
Purpose	3
Rationale	3
II Objectives	5
III Program Design	8
IV Method of Evaluation, Procedures and Techniques	11
Grading Students	11
Grading Program	11
V Summary Findings and Conclusions	13
Bibliography	
Appendix	

## PREFACE

This proposal is not meant in any way to replace or suppress the value of the existing Social Studies program of History or Geography. It is submitted only as a modification to the existing Social Science Programs which would work in conjunction with the regular grade IX-XII Social Studies programs, except at a community level. The goals are similar, only the process differs. In essence, the only real difference is the content and the fact that students are timetabled for out-of-school experiences, to interview respondents who are more involved and informed about community issues and problems. The community would become the resource center.

The purpose, of this proposal therefore is to produce a design for teachers who are searching for an alternative Social Science Program, and as a guide for those interested teachers who may wish to add a new dimension to their already successful Social Studies Programs.

This proposal, accordingly, will be an attempt to offer 1) a rationale and a design of an existing "Community Studies Program" at Isaac Newton Junior High School which is based upon a number of enlightening assumptions, and 2) a suggestion of possible time allotments and scheme whereby the afore mentioned program can be offered by social science teachers as a modification to their existing programs.

The request in this proposal is, therefore, succinct; that one third of the allotted time apportioned to the regular social science program be given to an applied course in Urban Dynamics using the skills learned in the regular History and Geography courses. Since self awareness, citizenship, and intellectual curiosity are the dominant goals of any social science program it would seem reasonable to assume that they should likewise govern a course which allows for learning based on real-life social experiences. By being involved in the proposed program there will also be ample opportunity for students to question social values, attitudes and perspectives in the community into which these students will soon be young voting adults, and in a very few years The process must begin somewhere, sometime, hopefully, before these students turn eighteen years of age.

My gratitude goes out to all those individuals who have supported this program and encouraged me to see this course through to a, hopefully, satisfying end. In particular I would like to include; my wife, Patti Armstrong, Tom Bell, Dr. Stan Kolt, Irvin Sera, Greg Winkworth, Benjy Levin, former students, and those teachers who allowed students time from their classes to become involved with the many out-of-school experiences over the past two years. Last, but not least are the members of the community who have helped in the organization of the many interviews. Included must be

mentioned, His Worship, Mayor Stephen Juba, Al Chartrand,  
Gloria Mendalson, Dave Drew, and the one hundred or so  
parents and other interviewees who actively participated  
in this program. We trust their efforts have not been in vain.

Clive Armstrong

Winnipeg, 1974.

## I INTRODUCTION

Any educational program of worth must keep in mind the needs of those who would benefit. The CORE report on secondary school reform in the province of Manitoba goes as far as to say that, "The needs of the individual are central and constitute the focal point for the efforts of the school."<sup>1</sup> One need only turn to the literature to find that these needs are many. Our schools at present are supplying many of these needs, but one very important consideration is being ignored. This, according to the authors of Project Canada West, is "Urbanization, The School and The City."<sup>2</sup> In fact, statistics are all too impressive to disregard. The Economic Council of Canada warns us that by 1980, eight out of ten Canadians will be urban residents, and six out of ten will be concentrated in 29 metropolitan areas and large cities of 100,000 and over.<sup>3</sup>

A review of the literature further demonstrates that the need for a curriculum change is necessary now, particularly in our more heavily populated cities where humanism, in some quarters, is slowly giving way to dehumanism, drugs, crime, and the prostitution of the soul. To avoid such social

---

<sup>1</sup>"Report of the Core Committee on the Reorganization of the Secondary School," The Secondary School, (Winnipeg, Dept. of Education, 1973), p. 85.

<sup>2</sup>G. McIntosh, Canada Studies Project, Alberta Human Resources Research Council: 1969.

<sup>3</sup>Economic Council of Canada, Fourth Annual Review: The Canadian Economy From the 1960's to 1970's, (Ottawa: Queen's Printers, 1967). p. 223.

issues in the Secondary School Social Science Curriculum is folly, as in the conspicuous disregard for such topics as Urban Dynamics, Community Issues, Technological Urbanization, and Regional Development, not to mention, values and morals education.

The challenge is, however, being met by some far-sighted educators. One need only read the evaluation reports on such programs as Project Canada West,<sup>4</sup> and Project Wingspread<sup>5</sup> to realize that the philosophies of Neil Postman<sup>6</sup> and Colen Ward<sup>7</sup> are well founded. It likewise becomes impossible to talk about student needs today without referring to Piaget or Dewey. Piaget claims that many young people are not emotionally ready to comprehend the abstract reasoning about such topics as "Law", as expressed in the curriculum.<sup>8</sup> Dewey, in fact, was not an advocate of the aimless, mindless, unintellectual curriculum which has been

---

<sup>4</sup>G. McIntosh, Canada Studies Project, 1969.

<sup>5</sup>Harriet Talmage & Lloyd J. Mendalson, Project Wingspread, Metropolitan Community Resources as the Interface for Open Communications: High School Curriculum Overview, (Washington, D.C., Office of Education (DHEW), 1971).

<sup>6</sup>Neil Postman, et. al., The Soft Revolution, (New York: Del Publ. Co., 1971).

<sup>7</sup>Colen Ward, et. al., Street Worker, The Exploding School, (London: Rutledge, Kegan Paul, 1973).

<sup>8</sup>Jean Piaget, Judgement and Reasoning in the Child, (New York: Humanities Press, 1947).

banner of "life adjustments."<sup>9</sup> He saw real life experiences as being essential to the process.<sup>10</sup>

#### PURPOSE

The intent of this proposal, therefore, is:

- 1) to draw to the attention of the Department of Education that an Urban Studies Program is indeed necessary and can, in fact, be realized,
- 2) to present a rationale for an Urban Studies Program (hereafter referred to as, "A Community Studies Course for Urban Living") for the Secondary Schools in Manitoba Grades IX-XII, which hopefully will become an option to be taken along with History and Geography, and
- 3) to submit a design and description of an existing Social Science Project at Isaac Newton Junior High School in Winnipeg Division #1 which tends to meet most of the objectives to be set out in a later section.

This, therefore, is the challenge: to meet with student needs, and interests, and to offer them involvement in their community, and real life confrontations which is as much of an interest to our youth today as it is to the balance of society.

#### THE RATIONALE

The assumptions that the paper holds to be truth are:

---

<sup>9</sup> Malcolm Skilbeck, John Dewey, (London: Collier-MacMillan Ltd., 1970), p. 19.

<sup>10</sup> Reginald D. Archambault, "The Philosophical Bases of the Experience Curriculum," Dewey On Education Appraisals, (New York: Random House, 1966), p. 161.

1) that learning takes place best, not when it is conceived as a preparation for life, but when it occurs in the context of real daily life situations,

2) that each learner, ultimately must organize his own learning in his own way,

3) that problems and personal interests are a more realistic structure than are subjects for organizing learning experiences,

4) that students are capable of directly and authentically participating in the intellectual and social life of our community,<sup>11</sup> and,

5) that it is the responsibility of every concerned teacher to help in student-initiated curriculum which chooses enculturation as a worthwhile goal.

---

<sup>11</sup>Neil Postman, et. al., A Soft Revolution, (New York: Del Publ. Co., 1971), p. 9.

## II OBJECTIVES

My a priori assumption is that knowledge derives from experience and what we know is what we have first experienced.<sup>12</sup> Yet, in as much as students may be exposed to social phenomenon in its varying degrees, it does not insure learning without 1) a need, and 2) a purpose for relevant and meaningful experiences. To this end, this proposal supports three very important general aims which should be common to most Social Science programs. They are:

- 1) to assist in the development of a sense of value, an awareness of self,
- 2) to help create a sense of citizenship and responsibility for the community, and
- 3) to develop intellectual curiosity and introduce modes of thinking which will facilitate this inquisitiveness.

These goals must further be supported by procedures whereby students can learn:

- 1) to analyse critical data in social situations,
- 2) to solve problems in a real social environment along with situations studied from the past,
- 3) to answer relevant questions of the environment,
- 4) to develop an understanding of the social world, its institutions and mores,
- 5) to think more effectively about social phenomenon,

---

<sup>12</sup>John Dewey, Experience and Education, (New York: Collier Books, 1969); this proposition is Dewey's main thesis.

6) to think more about social realities, what is real or unreal,

7) to examine society, how it is shaped and particularly how they themselves are affected by the culture around them and how society shapes their lives,

8) to respond to their environment and to learn to resist such phenomenon as cultural determinism,

9) to comprehend their social existence and develop and particularly understand

a) causes for behavior,

b) social behavior, and,

c) social values,

10) to appreciate the values of their society and how to respond to them, and finally,

11) to develop the ability to analyse; explain and improve social interaction and to develop strategies to accomplish these ends.<sup>13</sup>

The purpose of this proposal will be to demonstrate that these goals, even though they be longitudinal in character, must be given a chance to nuture early and ideally in a real concrete life situation. It becomes, therefore, our responsibility to provide the opportunities whereby students may honestly and actively participate in the intellectual life of their community.

---

<sup>13</sup>Bruce R. Joyce, Strategies For Elementary Social Science Education, (Chicago: Science Research Associates, 1965), pp. 3-25.

With these goals in mind a pilot project was instituted at Isaac Newton Junior High School in Winnipeg Division #1 in the fall of 1972. The program began with two grade nine classrooms, and extended to five classes last year. This years program awaits the approval of the Department of Education. The following section includes a description of that course.

### III PROGRAM DESIGN AND DESCRIPTION

The program is a student-initiated, teacher-guided program in which the community becomes a classroom and the teacher a resource person. The students have designed their own program which they have built around their needs and interests.

The school, then, becomes the center for preparing experiences, while the library, and other community services and agencies act as the catalyst around which learning experiences occur and motivation begins.

Through their involvement in the course, students became aware of social problems on a first hand basis. Not only did they see social issues as creations of a fast changing society, but they had a chance to test their own solutions to these problems. Thirty some topics were studied which included:

1. Crime and Law Enforcement
2. Alienation
3. Unwed Mothers
4. Juvenile Delinquency
5. Family Problems
6. Narcotics
7. Senior Citizens
8. Medical Care
9. Welfare
10. Alcoholism
11. Poverty

12. Education
13. Rehabilitation
14. Correction, parole and probation
15. Cultural Fulfillment
16. Uni-City
17. Censorship
18. Law and Government, and
19. Minority Groups

By arranging personal interviews and television programs with prominent members of the community, students were able to test out hypothesis, question existing values and judge the value of the agencies that are set up to solve our social problems.

Each student has set up personal goals with the hope of making some contribution to the society in which they live. They plan to accomplish this end by making recommendations for change at a public parents-teachers meeting at the end of their study.

Each student began by defining the problem and the purpose for their study. In order that each student could test their findings, they prepared a number of personal insights into their chosen problem which could be compared to their final conclusions at the end of the study.

Once the individual groups had agreed on a formula, a through search of the literature followed. Newspapers, vertical files, and periodicals in the city's libraries were

used extensively. After gaining sufficient background information, the students arranged their first interviews and set out a number of further goals for themselves. The interviews were taped for review later with their teacher or teacher helpers. It was at this point that the greatest learning actually occurred. Through group discussions with teacher assistance and parent volunteers from the community, the students were able to challenge the comments made by the various interviewers and test for prejudice or bias in statements made by their guests.

This stage was followed by a Community Student Questionnaire of five hundred homes in the district. By computing the results; the students were able to determine the degree of a "response" (answered as SA = strongly agree, A = agree, U = undecided, D = disagree, SD = strongly disagree) to their topics as it compared to the various people they had previously interviewed.

As in any problem solving situation, the summary, findings, and conclusions play a great part in the students assessment of their topics. This paper holds that the students should be the total judge of their experiences, however, since our educational system requires other external measurements, this program offers two further evaluation of his experience. These techniques are found in Section Four.

#### IV METHOD OF EVALUATION

##### A. Student Evaluation

The greatest degree of evaluation is done by the students themselves. There is, in fact, much evidence that self-evaluation is closer to a true assessment of the worth of a social experience.<sup>14</sup> This self-evaluation must, however, be qualified in a personal interview with the teacher or the teacher assistants. The process cannot be considered time consuming since it is in actuality part of the total process, of a students evaluation of himself.

In order to test the validity of this judgment, a second evaluation technique was employed which allowed the other students in the group to give an assessment of that student as he participated in the group discussions and organization of the out-of-school experience. In the event that a student disagreed with this judgment by their peers, they were allowed a re-evaluation of the criteria, and the grade, in a group discussion. Where there were very high and low evaluations, the mean scales were used to prevent prejudices. A copy of these reports is included in the appendix.

##### B. Program Evaluation

The staff of Isaac Newton Junior High School commissioned the school administration to make personal interviews with student groups on a trimester basis as a con-

---

<sup>14</sup>J. Barnard Gilmore, "Learning and Student Self-Evaluation," Journal of College Science Teaching, Vol. 3, No. 1, Oct., 1973, pp. 54-57.

tinuous test of the worthwhileness of the student experience in the community studies course. However, since this program has many longitudinal aims which cannot be measured on a semester basis, it was necessary to reduce the criteria for evaluation to the student's ability

- 1) to organize their experiences,
- 2) to analyse their findings,
- 3) to predict results or conditions,
- 4) to synthesis findings,
- 5) to evaluate their own experiences, and,
- 6) to suggest methods or schemes for implementing change.

Behavioral objectives are to be given equal emphasis and are judged through personal interviews by teachers, and teacher helpers, which included parents in the community and para-professionals from the universities. Values and moral-judgment levels are difficult to evaluate, but an attempt at producing a scale (after Piaget and Kohlberb) is under investigation. An evaluation of each of the members of the resource team will be submitted upon request of the Minister or his department.

## V SUMMARY FINDINGS AND CONCLUSIONS

This program is at present under analysis by this author in a thesis to be presented to the Faculty of Education under the same heading as this proposal. The thesis has been approved and is in its final stages of completion. A critical analysis was made of cognitive and affective skills and attitudes from a student, teacher and parent questionnaire. The findings thus far, after two years, has been very gratifying, particularly for students who have graduated and have returned to express their satisfaction with having been involved with the course.

This does not suppose that all educators will accept this method of challenging the social needs of students. Even though a program of this type may gain some successes and gain a number of followers it will not have a total appeal to all educators. The time involved for such a program requires much dedication and a re-evaluation of teaching methods by any teacher who plans to enter into such an alternative method. The physical shape of the social science classroom must also change, rows by necessity, must give way to small groupings of desks. Audio and video expertise become necessary for gaining the greatest advantages from that media, and quiet classrooms must give way to involvement. The classroom begins to look more like the Convention floor of a large Nomination Primary. Group discussions and debates in place of a one to one give and take of opinion between a teacher and a student must become common place

in this type of classroom rather than an alternative method in itself. At virtually no time is the classroom lectured as one, rather there must be several classrooms within one classroom.

If this program is to be successful, therefore, teachers must re-evaluate their concept of "schooling," and then once dedicated to the idea of "putting the social back into the Social Studies," teachers will find that interest and motivation will again be exciting byproducts.

It has been the intention of this proposal, therefore, to present a new philosophy for the teaching of the Social Sciences. It is hoped that upon receipt of this proposal by the Department of Education that a number of considerations will be examined. In order of presentation they were:

- 1) that Urban Studies programs be accepted as equally viable vehicles to the learning of social science attitudes and skills as do History and Geography for grades IX-XII inclusive,

- 2) that the rationales held in this paper be accepted as a framework around which other programs might be measured as other innovative social science teachers begin a re-evaluation of their existing programs,

- 3) that the methods, procedures, techniques, and objectives of the afore mentioned program, titled "A Community Studies Course For Urban Living, be given acceptance as an alternative method of meeting the social studies goals of this province's Social Science Curriculum,

4) that one-third of the time allocated to the History and Geography Secondary Social Science Programs be allotted to Urban Studies Courses which could be studied either in conjunction with the existing History and Geography Programs, as a modification to those programs, or separate from History and Geography as an applied course of social science "techniques" learned in the regular History and Geography programs. This second proposal should likewise be considered as a modification to the regular History and Geography programs. However, whereas in the first instance Urban Studies programs would be timetabled as part of the existing History and Geography courses, the second instance would best be timetabled at a separate time, or a time suitable to the schools administration. It should be stressed again that whichever approach be taken, the programs are but modifications to the existing courses. Only the logistics need be changed to meet the individual needs of the students for which they should have some choice, and finally,

5) that the department give serious consideration to Urban Studies courses as credit courses, equal to History and Geography in further curriculum planning.

The program at Isaac Newton Junior High School has at present the support of the administration and the Superintendent's department in Winnipeg School Division #1. All that remains, therefore, is the necessary approval by the Department of Education. Herein, has been our proposal, and our thanks for your cooperation and consideration.

## Bibliography

- Archambault, Reginald D., "The Philosophical Basis of the Experience Curriculum," Dewey on Education Appraisals, New York: Random House, 1966.
- Dewey, John., Experience and Education, (New York: Collier Books, 1969).
- Economic Council of Canada, Fourth Annual Review: The Canadian Economy from the 1960's to 1970's, Ottawa: Queen's Printers, 1967).
- Gilmore, J. Barnard., "Learning and Student Self Evaluation," Journal of College Science Teaching, Vol. 3, No. 1, Oct. 1973.
- Joyce, Bruce R., Strategies For Elementary Social Science Education, (Chicago: Science Research Associates, 1965).
- McIntosh, G., Canada Studies Project, Alberta Human Resources Research Council: 1969.
- Piaget, Jean., Judgment and Reasoning In The Child, New York: Humanities Press, 1947.
- Postman, Neil, et. al., A Soft Revolution, (New York: Del Publ. Co., 1971).
- "Report of The Core Committee on The Reorganization of The Secondary School," The Secondary School. Winnipeg, Department of Education Publ., 1973.
- Skillbeck, Malcolm., John Dewey, London: Collier-MacMillan Ltd., 1970.
- Talmage, Harriet, Mendalson, Lloyd J., Project Wingspread. Metropolitan Community Resources as the Interface for Open Communication. High School Curriculum Overview, Washington D.C., Office of Education, (DHEW), 1971.
- Tierney, B.B., Roger, Herman, Al., "Self Estimate Ability in Adolescents," Journal of Counselling Psychology, Vol. 20, No. 4, July, 1973.
- Ward, Colin, et. al., Street Worker. The Exploding School, London: Rutledge, Kegan Paul, 1973.

**APPENDIX B**  
**CORRESPONDENCE**

ISACC NEWTON JUNIOR HIGH SCHOOL

730 Aberdeen Avenue

Winnipeg, Manitoba

October 24, 1972

Dear Parents:

At Isaac Newton School we have been discussing a plan for some students in grade nine to make a study of problems of local interest and concern to themselves and to the adults of the locality.

The plan is to arrange for students to go out, into the community in teams of four or five, and by interviewing people and making observations of their own, it is hoped that they will get a clearer picture of life in the community and develop some of their own ideas as to how to deal with some local problems.

Students taking part in this project will be expected to choose as topics for their study such matters as civic government, public health, crime and law enforcement, sanitation and clean environment, racial and religious matters, business and employment opportunities, and education. Having chosen a subject for investigation, students will, with the guidance of their teacher, plan their project carefully, and prepare for it by getting as much background information as possible from books and other sources in the school and in the

public libraries.

When this preparation is completed, they will arrange for interviews with people in the community and visits to places of business, various institutions such as hospitals, churches, schools, law enforcement offices, employment offices, and similar establishments.

In this way, pupils should develop a greater understanding of the real problems that exist in the community and develop a stronger sense of responsibility for the well-being of their fellow citizens. Furthermore, we expect that this kind of experience will have real educational value in training students to undertake research through reading and observation, to make informed judgments, and to communicate their findings to others who are interested in these matters. The purpose then, is not to replace traditional classroom experiences but rather to compliment them by extending the educational process.

A number of students have shown considerable enthusiasm for this project and we ask your permission in releasing pupils from regular classes from time to time to go out into the community to obtain the information they require.

However, if it is your feeling that your son or daughter should not participate in this undertaking, please sign and return the attached sheet to me.

Yours truly,

T. Bell,  
Principal.

R. C. Armstrong,  
Teacher.

ISSAC NEWTON JUNIOR HIGH SCHOOL

October, 1972

I do not wish to have my son/daughter \_\_\_\_\_  
(Name)

to be released from classes to participate in community studies.

\_\_\_\_\_  
Room

\_\_\_\_\_  
Parent's Signature

ISAAC NEWTON JUNIOR HIGH SCHOOL  
730 Aberdeen Avenue  
Winnipeg, Manitoba

September 7, 1973

Dear Parents:

For a second year at Isaac Newton School we have been discussing a plan for some students in grade nine to make a study of problems of local interest and concern to themselves and to the adults of the community.

The plan is to arrange for students to go out into the community in teams of four or five, and by interviewing people and making observations of their own, it is hoped that they will get a clearer picture of life in the community and develop some of their own ideas as to how to deal with some local problems.

Students taking part in this project will be expected to choose as topics for their study such matters as civic government, public health, crime and law enforcement, sanitation and clean environment, racial and religious matters, business and employment opportunities, and education. Having chosen a subject for investigation, students will, with the guidance of their teachers, plan their project carefully, and prepare for it by getting as much background information as possible from books and other sources in the school and in the public libraries.

When this preparation is completed, they will arrange for interviews with people in the community, and

make visits to places of business, including various institutions such as hospitals, churches, schools, law enforcement offices, employment offices and similar establishments.

In this way, pupils should develop a greater understanding of the real problems that exist in the community and develop a stronger sense of responsibility for the well-being of their fellow citizens. Furthermore, we expect that this kind of experience will have real educational value in training students to undertake research through reading and observation, to make informed judgments, and to communicate their findings to others who are interested in these matters. The purpose then, is not to replace traditional classroom experiences but rather to compliment them by extending the educational process.

A number of students have shown considerable enthusiasm for this project and we ask your permission in releasing pupils from regular classes from time to time to go out into the community to obtain the information they require.

However, if it is your feeling that your son or daughter should not participate in this undertaking, please sign and return the form below.

Yours truly,

I. Sera,  
Principal.

R. C. Armstrong,  
Teacher.

Mr. Armstrong,

I would like my son/daughter to be excused from  
the Community Studies Course.

Thank you,

---

Parent's Signature

ISAAC NEWTON JUNIOR HIGH SCHOOL

730 Aberdeen Avenue

Winnipeg, Manitoba

May 2, 1975

Dear Parents:

As in the past three years the Social Science Department is offering an option course, entitled "A Community Studies Course For Urban Living." Next year however, all grade nine students will be given a choice of registering for either History and Geography, or Community Studies. Equal credits will be given each course. Neither are pre-requisite for grade ten courses.

The grade nine History and Geography Courses are studies of our British Heritage and the Southern Continents respectfully while the Community Studies Course is a study of the urban environment, community issues, problems and local concerns. Both courses are to be considered to be of equal difficulty but those students choosing the Community Studies Course will be required to give more of their time, in, and out of school researching, analyzing and interviewing various members of the community and travelling to other communities in Manitoba. Since some school time will be required for out of school interviews students will be required to be up-to-date in their other subjects if they wish to be excused for field trips.

We are, therefore, asking you to discuss with your son or daughter the implications of their choice and to indicate your decision on the tear off portion of this letter. It

should also be mentioned that this course has the approval of our school superintendent and the Department of Education Curriculum Branch, and is funded by the School Division #1.

We thank you for your kind consideration and cooperation and your continued interest in your son's or daughter's education.

Yours respectfully,

W. Ferens  
Social Studies Dept. Head

R. C. Armstrong  
Community Studies  
Director

J. W. Carroll,  
Principal

-----  
NOTE: This form should be returned before May 20, 1975 in order that we can plan classes for the 1975-76 term.

I would like my son/daughter to register for:

History and Geography

(Please check  
one only)

Community Studies, Urban  
Problems, Concerns and Issues

I understand that only 36 students from Group A, and 36 students from Group B can be chosen.

\_\_\_\_\_  
Parent's Signature

## A COMMUNITY STUDIES COURSE FOR URBAN LIVING

### Course Description

This program is a totally integrated Social Science and Language Arts Course which gives equal emphasis to all skills and concepts of each discipline. While the medium for developing the Language Arts skills is the Urban Studies Course, these skills are none the less equally developed as in any other traditional English curriculum, only the obvious apparentness of the formal course is missing.

Through personal involvement in this course students learn about their urban environment and resulting social problems, concerns and issues as they effect them here and now. Included in their study are political, judicial, economic and sociological concepts associated with the urban community, and a history of their urban heritage. Not only do students question members of the community but they are encouraged to participate in a program for change.

The students success or failure to implement change is not a criteria of evaluation, but rather how they themselves have changed in meeting their own expectations, or intended personal goals set out at the beginning of the program.

What has changed?

1. The Community has become the classroom.
2. The students are developing their own curricula.

3. Teachers are becoming more accountable.
4. The Community is becoming part of the educative process.
5. Students are becoming involved in their community's concerns now. - citizens of the future.

APPENDIX C  
QUESTIONNAIRES

A COMMUNITY STUDIES "STUDENT" SURVEY

This questionnaire is an attempt by a number of grade nine students at Isaac Newton Junior High School to elicit the views and feelings of the community on a number of social problems. By answering the following statements you will be greatly helping us determine the attitude and feelings of our community about twelve contemporary social issues.

---

Student

*C. Armstrong*

---

Teacher

*G. Bell*

---

Principal

ATTITUDE INVENTORY

Personal Data: (Please check one answer for each, or fill in the blank.)

1. Sex: Male \_\_\_\_\_; Female \_\_\_\_\_
2. Your age category is: 17 - 20 \_\_\_\_\_;  
21 - 23 \_\_\_\_\_; 24 - 30 \_\_\_\_\_; 31 and over \_\_\_\_\_.
3. Education: under grade 7 \_\_\_\_\_; 7 - 9 \_\_\_\_\_;  
10 - 12 \_\_\_\_\_; University I - III \_\_\_\_\_;  
graduate studies \_\_\_\_\_.
4. Marital status: single \_\_\_\_\_; married \_\_\_\_\_;  
divorced \_\_\_\_\_; separated \_\_\_\_\_ or remarried \_\_\_\_\_.
5. Your country of birth was \_\_\_\_\_.
6. Your parents country of birth was \_\_\_\_\_.
7. Occupation: \_\_\_\_\_.
8. Religion: \_\_\_\_\_.
9. Parents' religion: \_\_\_\_\_.

A COMMUNITY STUDIES SURVEY

You are asked to indicate the extent of your agreement or disagreement to each of the following statements. Do this by selecting (circling) one of the five responses according to the following key:

- SA -- strongly agree
- A -- agree with some reservations
- U -- undecided
- D -- disagree with some reservations
- SD -- strongly disagree

I. ALCOHOLISM

1. More family problems are caused by alcoholism than any other cause. SA A U D SD
2. The lowering of the drinking age to 18 years of age was a wise decision. SA A U D SD
3. There is a relationship between crime, alcoholism, and delinquency. SA A U D SD
4. Teenagers, in today's community, are more involved in accidents than are older people because of their over indulgence in alcohol. SA A U D SD
5. There are more young people, today who are under-age, that drink alcohol beverages than ten years ago. SA A U D SD
6. The A.A.C. (Alcoholics Anonymous Association) is helping to solve most of our alcoholic problems today. SA A U D SD
7. Our Provincial Government should implement stronger legislation to control people who drive automobiles and drink alcoholic beverages. SA A U D SD
8. There are more fights and crimes in hotels and in cocktail lounges in North Winnipeg than in any other community in Metro Winnipeg. SA A U D SD
9. Alcoholism is a major social problem in our society today. SA A U D SD
10. There is a relationship between those people who drink alcoholic beverages and those who take drugs and narcotics. SA A U D SD

II. CRIME AND LAW ENFORCEMENT  
A POLICE RESPONSIBILITY

- |  |             |
|--|-------------|
| 11. Police should have more control over crime and law enforcement than presently exists.        | SA A U D SD |
| 12. There should be more police officers to control crime.                                       | SA A U D SD |
| 13. Crime is on the increase in our community.   | SA A U D SD |
| 14. There should be a curfew for youths under the age of 18.                                     | SA A U D SD |
| 15. Most of the petty crimes in our community are committed by people under eighteen.            | SA A U D SD |
| 16. Today's youth can cope with our fast changing society.                                       | SA A U D SD |
| 17. There should be more community "Drop-in" centers in our area.                                | SA A U D SD |
| 18. Capital punishment should be used as a deterrent to manslaughter and murder.                 | SA A U D SD |
| 19. There should be more rehabilitation centers for adults in our community.                     | SA A U D SD |
| 20. There should be stronger laws against those people who commit the crime of air high-jacking. | SA A U D SD |

III. CRIME AND LAW ENFORCEMENT  
A PUBLIC RESPONSIBILITY

- |  |             |
|--|-------------|
| 21. The public are sufficiently involved in curbing crime.   | SA A U D SD |
| 22. Society would be better if the public and the police united in controlling crime.  | SA A U D SD |
| 23. Our police force should be expanded by other non-professional citizens or police officer-aids to control minor misdemeanors. | SA A U D SD |
| 24. The public should be more involved in the changing of laws.  | SA A U D SD |
| 25. Crime is less of a problem when the public becomes involved in the prevention of misdemeanors.                               | SA A U D SD |
| 26. Citizens should act as informants.   | SA A U D SD |
| 27. The public should be involved in criminal rehabilitation.  | SA A U D SD |
| 28. When a citizen witnesses a misdemeanor they should testify against that person even though he is a friend.                   | SA A U D SD |

III. CRIME AND LAW ENFORCEMENTS

A PUBLIC RESPONSIBILITY Cont'd

29. You should aid a person who is being assaulted even if the assailant has a firearm. SA A U D SD
30. If you didn't aid a person who was being assaulted you should at least phone the police. SA A U D SD

IV. EDUCATION AND EMPLOYMENT

31. Vocational training should be offered earlier than age 13. SA A U D SD
32. Many people are becoming over-educated and over-qualified for the average job opportunity. SA A U D SD
33. The government is spending too much on University Grants. SA A U D SD
34. The number of students going to University in our community has increased over the last ten years. SA A U D SD
35. More people are now considering a "Community College" education rather than a University Education. SA A U D SD
36. A University Education offers a better chance for employment opportunities than a high school education. SA A U D SD
37. Educational television, and University Extension programs, are worthwhile in helping prepare citizens who can't otherwise financially afford higher education or skill training. SA A U D SD
38. Our educational system should be reformed. SA A U D SD
39. Students should be allowed to proceed more quickly if they are capable of handling academic materials. SA A U D SD
40. There are sufficient learning skills being taught in our schools today which will prepare students for becoming more responsible members of our society. SA A U D SD

V. JUVENILE DELINQUENCY

41. Teenage Delinquency is on the increase because society and the family has failed them. SA A U D SD
42. There has been an increase in petty crimes, drug addiction, illegitimate births, and gang wars over the last ten years. SA A U D SD
43. Our society totally accepts rehabilitated delinquents who have returned to the community without prejudice. SA A U D SD

V. JUVENILE DELINQUENCY Cont'd

- |   |             |
|---|-------------|
| 44. Today's juveniles respect police and all other establishments that represent law and order. | SA A U D SD |
| 45. Minors have the same civil rights as adults.  | SA A U D SD |
| 46. More social workers are needed in our community to help juveniles.                          | SA A U D SD |
| 47. Boys are more delinquent than girls.  | SA A U D SD |
| 48. Juvenile reform schools and homes are still necessary.                                      | SA A U D SD |
| 49. More severe punishment would reform juveniles.  | SA A U D SD |
| 50. Juveniles should be tried for crime in an adult court.                                      | SA A U D SD |

VI. MEDICAL CARE

- |  |             |
|--|-------------|
| 51. Organizations such as the Cripple Children Society are fulfilling their responsibility to the public.              | SA A U D SD |
| 52. Metis peoples' health payments should be paid for by the government of Manitoba.                                   | SA A U D SD |
| 53. There should be more rehabilitation hostels where drug addicts could be treated.                                   | SA A U D SD |
| 54. The youth of our community are getting sufficient drug education from their parents.                               | SA A U D SD |
| 55. Medical care opportunities are equal for citizens in north Winnipeg.   | SA A U D SD |
| 56. Native people are getting similar medical care as British and European immigrants.                                 | SA A U D SD |
| 57. Everything is being done for the handicapped and the disabled in our city.   | SA A U D SD |
| 58. There should be a hospital built north of the C.P.R. tracks.   | SA A U D SD |
| 59. Our community should provide separate hostels for transient Indian and Metis youths who need aid and medical help. | SA A U D SD |
| 60. The elderly of our community are receiving sufficient medical assistance.  | SA A U D SD |

VII. MINORITY GROUPS

- |  |             |
|--|-------------|
| 61. There is discrimination in your area against minority groups.  | SA A U D SD |
| 62. Discrimination is a severe problem in North Winnipeg.  | SA A U D SD |
| 63. There is something being done about discrimination in North Winnipeg.                                  | SA A U D SD |
| 64. Some racial or religious groups are lazier than others.  | SA A U D SD |
| 65. Minority groups sometimes discriminate against non-minority groups.                                    | SA A U D SD |
| 66. Some apartment landlords and managers of hotels discriminate against minority groups in our community. | SA A U D SD |
| 67. Some employers discriminate against some minority groups.  | SA A U D SD |
| 68. The Canadian Civil Rights Bill protects all minority groups.   | SA A U D SD |
| 69. Winnipeg is a cultural "melting pot" rather than, a "cultural mosaic".                                 | SA A U D SD |
| 70. There is discrimination in certain educational institutions by particular groups within our community. | SA A U D SD |

VIII. MUSIC, DRAMA, CONCERTS AND CULTURAL EXHIBITS

- |  |             |
|--|-------------|
| 71. Winnipeg is performing the part of being the cultural centre for Manitoba, North Dakota, E. Saskatchewan and W. Ontario. | SA A U D SD |
| 72. I am totally involved in Winnipeg's cultural activities.   | SA A U D SD |
| 73. The government should grant more money to cultural centres.  | SA A U D SD |
| 74. Our children should visit cultural places with their parents rather than with their schools.                             | SA A U D SD |
| 75. All adults should visit our cultural centres at least twice a year.  | SA A U D SD |
| 76. The Concert Hall is offering a sufficient variety of entertainment for Winnipeg audiences.                               | SA A U D SD |
| 77. Winnipeg is providing adequate drama for a community our size.   | SA A U D SD |

VIII. MUSIC, DRAMA, CONCERTS AND CULTURAL EXHIBITS Cont'd

78. The government should subsidize individuals or groups who cannot otherwise afford to take advantage of our cultural environment. SA A U D SD
79. Advertising is adequate for Winnipeg cultural events. SA A U D SD
80. The prices for tickets are too high for events at the Winnipeg Concert Hall. SA A U D SD

IX. POLLUTION OF THE ENVIRONMENT

81. Air pollution is on the increase in Winnipeg. SA A U D SD
82. Deisel buses should be abolished because they are a major contributor to the air pollution of our city. SA A U D SD
83. All factories should have pollution devices on their smoke stacks to prevent air pollution. SA A U D SD
84. Your tax money is being used economically in the fight against air pollution in Winnipeg. SA A U D SD
85. The meat packing houses in St. Boniface are contributors to pollution. SA A U D SD
86. Health and Sanitation is being practised to the letter of the law in all industries of North Winnipeg. SA A U D SD
87. All food processing is meeting government standards. SA A U D SD
88. Air pollution devices should be installed in all cars before 1976. SA A U D SD
89. The rotary engine will cut down on air pollution. SA A U D SD
90. Everything possible to stop the pollution of our environment is being accomplished. SA A U D SD

X. UNEMPLOYMENT

91. Unemployment is a problem in our community. SA A U D SD
92. Enough is being done to stop enemployment. SA A U D SD
93. If immigration was decreased unemployment would decrease. SA A U D SD
94. An unemployed person who does not attempt to find a job within six months should still be allowed to collect unemployment insurance. SA A U D SD
95. Young people should be forced to stay in school until eighteen years of age. SA A U D SD
96. An unemployed person should be forced to take one of the first three jobs offered. SA A U D SD

X. UNEMPLOYMENT Cont'd

97. Unemployed persons should receive more government assistance. SA A U D SD
98. Unemployment can be entirely eliminated. SA A U D SD
99. All youths under nineteen should be allowed to collect unemployment insurance. SA A U D SD
100. A grade ten education is sufficient for seeking a life time occupation. SA A U D SD

XI. UNI-CITY QUESTIONS

101. The concept of a Uni-City has created a better city government for Winnipeg. SA A U D SD
102. Uni-City has helped the old age pensioners. SA A U D SD
103. The concept of a community, rather than municipal councillor, is an improvement on the Metro Council. SA A U D SD
104. The conception of a Uni-City was a sound idea. SA A U D SD
105. There should be a number of changes in the "Uni-City Bill". SA A U D SD
106. North Winnipeg has received more benefits as a result of Uni-City. SA A U D SD
107. Uni-City is helping the wealthy at the expense of the less fortunate. SA A U D SD
108. Our family would rather have the older Metro Council of 1971 than the present Uni-City Council. SA A U D SD
109. Our City council would function much better if we were to raise the number of councillors. SA A U D SD
110. The cost of organizing Uni-City is proportionate to the benefits that we are receiving. SA A U D SD

XII. URBAN TRANSPORTATION

111. Motor vehicle pollution is on the increase in our city. SA A U D SD
112. The city transit system is adequate for our growing city. SA A U D SD
113. Safety standards for motor vehicles are being followed to the letter of the law by all automobile and transit manufacturers. SA A U D SD
114. Our city roads are adequate for mass transportation. SA A U D SD

XII. URBAN TRANSPORTATION Cont'd

- |      |  |             |
|------|--|-------------|
| 115. | The government is doing sufficient to insure that manufacturers follow the Automobile Safety Standard Code.                    | SA A U D SD |
| 116. | Taxis should be given the right of way, in all cases of emergency.   | SA A U D SD |
| 117. | A mono-railway transit system would be a better form of mass transit than street or subway transportation.                     | SA A U D SD |
| 118. | The horsepower of our automobiles is increasing at an alarming rate.   | SA A U D SD |
| 119. | Our public transportation system is meeting the needs of our community.  | SA A U D SD |
| 120. | Automobile manufacturers are doing everything possible to reduce the amount of gasoline emulsions emitted into our atmosphere. | SA A U D SD |

- - - -

Thank you for answering the above questions. The answers will greatly assist us in drawing some conclusions about our present community, and help us develop some new insights about our future responsibilities within that community. If you are interested in the results of our study, please feel free to contact me through my Community Studies teacher at school.

ISAAC NEWTON JUNIOR HIGH SCHOOL

586-9606

730 Aberdeen

A Community Questionnaire  
Generated to Determine Interest  
In A Community School

We are attempting to determine the value of teaching students the skills necessary for survival in a fast changing urban society. In order to accomplish this end we are asking you for your support in offering your opinions on a number of issues and concerns about topics, techniques and procedures that might be followed in meeting this need in our Junior and Senior High Schools. There are four sections to the questionnaire. The third section is for parents who have had sons or daughters in a pilot project course titled "A Community Studies Course for Urban Living" which has been offered at Isaac Newton Junior High School for the past three years.

Your response to the following statements will help a great deal in the planning of future programs and would make classrooms more responsible to community interests and needs.

\_\_\_\_\_  
Student

*Clive Armstrong*  
\_\_\_\_\_  
Teacher

*I. Sera*  
\_\_\_\_\_  
Principal

Personal Data

Please check only one answer for each space or fill in the appropriate blank. Please ignore any response you wish.

1. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Your age category is: 17-20 \_\_\_\_\_; 21-23 \_\_\_\_\_; 24-30 \_\_\_\_\_  
31-40 \_\_\_\_\_; 41 or over \_\_\_\_\_.
3. Education: under grade 7 \_\_\_\_\_; 7-9 \_\_\_\_\_; 10-12 \_\_\_\_\_;  
University I-III \_\_\_\_\_; Graduate studies \_\_\_\_\_.
4. Marital status: single \_\_\_\_\_; married \_\_\_\_\_; divorced \_\_\_\_\_;  
separated \_\_\_\_\_ or remarried \_\_\_\_\_.
5. Your country of birth was \_\_\_\_\_.
6. Your parents country of birth was \_\_\_\_\_.
7. Occupation \_\_\_\_\_.
8. Your religion \_\_\_\_\_.
9. Your parents' religion \_\_\_\_\_.
10. Annual income (family) under 8,000. \_\_\_\_\_  
8 - 10,000 \_\_\_\_\_ 10,000 - 12,000 \_\_\_\_\_  
12,000 over \_\_\_\_\_

A Community Questionnaire  
Generated To Determine Interest  
In A Community School

May we first begin by asking you to list three major world changes which you foresee for the future. They may be related to any topic but should be of a major world consequence. The implications of your three choices can be found on the last page of this form. We request, however, that you refrain from turning to the explanation until you have worked through this questionnaire.

The three greatest changes I see for the future are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You are now asked to indicate the extent of your agreement or disagreement to each of the following statements. Do this by selecting (circling) one of the five responses according to the following key:

SA = strongly agree  
A = agree  
U = undecided  
D = disagree  
SD = strongly disagree

For simplification, all sentences are purposely written as a positive statement. If you feel negatively toward any statement you may then answer with a "D" for disagree or "SD" for strongly disagree.

ATTITUDE INVENTORY

SECTION A

1. Our schools should be more responsible to the community. SA A U D SD
2. Our students are ill-prepared to vote on community issues at 18 years. SA A U D SD
3. Using the community as a classroom is a sensible approach to learning social studies survival skills. SA A U D SD
4. Interviewing senior citizens, community councillors and other members of the community, as part of their out-of-school experiences, is an excellent way for students to become more informed about community issues. SA A U D SD

5. "Change" is the most striking characteristic of the world we live in and that our educational system has not yet recognized this fact. (Neil Postman) SA A U D SD
6. The school should be the principle medium for developing in youth the attitudes and skills of social, political and cultural criticism. SA A U D SD
7. The schools must be an instrument where the bureaucratic system can be challenged. SA A U D SD
8. The schools must offer more relevant experiences if we are to keep our students in school and respecting schools as institutions. SA A U D SD
9. Schools are now teaching the skills of survival for a future urban society. SA A U D SD
10. John Dewey wrote, "It is not what you say to people, it is what you have them do." or re-phrased, experience is still the best teacher. SA A U D SD
11. The ability to apply the various skills learned through schooling should be a necessary pre-requisite to graduation. SA A U D SD
12. What students are asked to think about in schools has little bearing on what they need to learn or think about. SA A U D SD
13. "Regardless of its sources, unless an inquiry is perceived as relevant by the learner, no significant learning will take place." (Postman) SA A U D SD
14. Personal interviews and self evaluation formats are equally efficient as examinations in judging the worth of an experience. SA A U D SD
15. More discipline is required in our schools. SA A U D SD

#### SECTION B

This section is included to determine your response to a number of topics which might be included in a futuristic curriculum.

Each statement should be prefaced by the following:

"I believe that students can better acquire the techniques for survival by studying such curricular topics as:

16. Law. SA A U D SD
17. Democracy. SA A U D SD

- |   |             |
|---|-------------|
| 18. Alienation.   | SA A U D SD |
| 19. Media.  | SA A U D SD |
| 20. History and geography.  | SA A U D SD |
| 21. Alcoholism and family problems.   | SA A U D SD |
| 22. Abortion and unwed motherhood.  | SA A U D SD |
| 23. Juvenile delinquency, crime and law enforcement.                                    | SA A U D SD |
| 24. Social change.  | SA A U D SD |
| 25. Mathematics.  | SA A U D SD |
| 26. Drug education.   | SA A U D SD |
| 27. Senior citizens.  | SA A U D SD |
| 28. Medical care.   | SA A U D SD |
| 29. Welfare roles.  | SA A U D SD |
| 30. Literature.   | SA A U D SD |
| 31. Poverty and related problems.   | SA A U D SD |
| 32. Education.  | SA A U D SD |
| 33. Rehabilitation of the mentally ill, the handicapped, the parolled and the disabled. | SA A U D SD |
| 34. Correction, parole and probation of those who would break the rules of society.     | SA A U D SD |
| 35. English (grammar).  | SA A U D SD |
| 36. Unicity government.   | SA A U D SD |
| 37. Minority problems and assimilation prospects.                                       | SA A U D SD |
| 38. Career opportunities.   | SA A U D SD |
| 39. Energy and recycling. (physical and natural sciences)                               | SA A U D SD |
| 40. Moral and value education.  | SA A U D SD |

It might be noted that most of the above were urban problems.

#### SECTION C

As an interested member of this community you may see other skills that are not at present being taught in our schools. We invite you to please list your suggestions on the next page.

---



---



---



---



---

If the school is, therefore, to be a Community School, we feel that the community should be invited to participate. In the event that you might in some way wish to become involved in a Community School, please list below your interests, expertise or any slides, or photos which might be of value in preparing the topics which have been suggested thus far in this questionnaire.

PLEASE, OUR SCHOOL NEEDS YOU

---



---



---



---



---

STOP

Only parents of students who have previously taken a course in "Community Studies" are asked to complete section D.

PLEASE TURN TO SECTION E

SECTION D

Parent Questionnaire

Note:

To feminists who might be answering this questionnaire we apologize now for using the male gender. This was done to avoid repetition of his/her and likewise, son/daughter.

- 41. I feel my son gained a number of new insights from the various interviews. SA A U D SD
- 42. I would recommend this type of course for other students in secondary schools grades IX-XII. SA A U D SD
- 43. My son's attendance improved that year, because of a renewed interest in school. SA A U D SD
- 44. I feel that he has since become more involved in his community and keeps abreast of most issues. SA A U D SD

45. My son felt that school was more relevant. SA A U D SD
46. I believe my son would like to take another course of this nature before he is eighteen. SA A U D SD
47. I feel that his ability to judge the consequences of his action is much improved. SA A U D SD
48. I feel that he is now less biased or prejudiced in thought and action. SA A U D SD
49. His ability to apply the skills learned in this course is indicated in his high school courses. SA A U D SD
50. I feel that if the youth of today were given a greater chance to participate in community issues, they would be a credit to our community. SA A U D SD

## SECTION E

In response to your three statements which you made at the beginning about world concerns for the future, we have but two questions to ask you.

1. "Where do you suppose your sons and daughters are going to learn the skills necessary to be able to solve these problems?"
2. What mechanisms should we offer for the future which will provide them with the tools to help them survive in a world of the future which is so often described to us as very bleak?

We have listed below the answers given by a cross-section of concerned individuals from all walks of life. You might question where the solutions to these problems are to be found.

famine	cure for cancer
energy crisis	water shortage
genetic selection	humanism
economic depression	urban sprawl
first women president	lack of common values
malnutrition	poverty
unification of churches	slave trade
extinction of species	police corruption
industrial sepiionage	tax evasion
youth alienation	brain drain

There is a group of concerned parents, students and teachers who are searching for some solutions to these ever increasing problems.

If you are interested in discussing the concerns outlined in this questionnaire we invite you to complete the necessary information below and an effort will be made to contact you in the near future.

K. Cooper  
Area Superintendent.

---

Name

---

Address

---

Phone No.

THANK YOU FOR YOUR KIND CONSIDERATION AND  
COOPERATION.

C. Armstrong.

A STUDENT QUESTIONNAIRE  
ISAAC NEWTON JUNIOR HIGH SCHOOL

Instructions:

We are attempting to determine the value of the Community Studies course which you have been involved in over the past year. There are no wrong answers. All your answers will be right and are designed only to determine the worth of the course.

Answer the following statements by circling the extent of your agreement or disagreement with the statement. The key is given below:

- SA - strongly agree
- A - agree with some reservations
- U - undecided
- D - disagree with some reservations
- SD - strongly disagree

SECTION A

Your general feelings about the course, groupings, interviews and work load.

- |   |             |
|---|-------------|
|   | SA A U D SD |
| 1. The community Studies Course was interesting.  |             |
| 2. I gained a number of new insights from the various interviews.                       | SA A U S SD |
| 3. The work load over and above my other subjects was was not too great.                | SA A U S SD |
| 4. I would recommend this type of course for students coming into grade nine next year. | SA A U D SD |
| 5. My reading level has improved because of this course.                                | SA A U D SD |
| 6. We learned a great deal about cooperation.   | SA A U D SD |
| 7. I have learned to organize my material into an outline.                              | SA A U D SD |
| 8. My school attendance has improved because of a renewed interest in school.           | SA A U D SD |
| 9. I have learned to write a good business letter.                                      | SA A U D SD |
| 10. I shall now become more involved in my community.                                   | SA A U DSD  |
| 11. I have learned to be more relaxed with adults and appreciate their points of view.  | SA A U D SD |

12. I am now more informed about community issues than I was before this course. SA A U D SD
13. I am interested in pursuing topics other than the one I studied this year. SA A U D SD
14. I feel school is more relevant now that I have taken this course. SA A U D SD
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. SA A U D SD
16. I learned to predict results or conditions after a series of varied experiences. SA A U D SD
17. I have learned to judge those experiences in my life which are worthwhile and those which are not. SA A U D SD
18. I have learned that my own personal evaluation of certain experiences is often clouded by my own bias or prejudices. SA A U D SD
19. I feel that this course offers an excellent opportunity to apply the skills learned in the regular history and geography courses. SA A U D SD
20. I feel I played an important part in the organization, implementation, and evaluation of our interviews. SA A U D SD
21. I feel that I am now more capable of analyzing the results of my research and can now make recommendations for change. SA A U D SD
22. I enjoyed the topic I chose for my research project. SA A U D SD
23. I now feel that no matter what I have been taught, I eventually will decide for myself what is relevant or irrelevant. SA A U D SD
24. I would prefer to register in a grade ten course that was designed to meet the needs, interests, and problems of the students. SA A U D SD
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. SA A U D SD

SECTION B

Your general feelings about your identity, citizenship, and community values:

- 26. I learned much about myself through this course. SA A U D SD
- 27. I now better understand how much other people affect my thoughts and actions. SA A U D SD
- 28. I believe that it is important to be well informed on issues affecting society. SA A U D SD
- 29. I learned much of how I affect others. SA A U D SD
- 30. I have learned to value human dignity as a worthy ideal. SA A U D SD
- 31. I see my future a little more clearly. SA A U D SD
- 32. I learned a number of skills which have helped me understand and identify issues and problems. SA A U D SD
- 33. I believe in giving volunteer service in emergencies. SA A U D SD
- 34. I am now interested in the actions of public officials and am equally ready to respond. SA A U D SD
- 35. I have learned the value of firsthand research in making decisions as opposed to what others might say in the matter. SA A U D SD
- 36. I am better capable of organizing my life. SA A U D SD
- 37. I feel less alienated about school than I did before. SA A U D SD
- 38. I see a greater interrelationship of myself and the requirements of the community. SA A U D SD
- 39. I now feel I can have some control over my own life. SA A U D SD
- 40. I believe I should question each value of society and judge for myself its merit or worth in a logical fashion. SA A U D SD
- 41. I am now capable of understanding the problems of others. SA A U D SD

42. I believe that we need to retain our varied divergent art and cultural heritage but to continue to adapt to local change. SA A U D SD
43. I am more capable of distinguishing bias from open-mindedness. SA A U D SD
44. These new experiences have broadened my understanding and feelings for other peoples' point of view. SA A U D SD
45. I believe that the best and most permanent learning for me has come from actual real-life experiences. SA A U D SD
46. I would put the general welfare of society above my own whenever a choice between the two is necessary. SA A U D SD
47. I better realize the value of co-operative behavior if we are to maintain a society of many cultures. SA A U D SD
48. I will exercise the right to vote because I know that responsible government can only function if I exercise that right. SA A U D SD
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. SA A U D SD
50. I believe that democracy is a political philosophy which is by, for, and of, the people. SA A U D SD

---

Student's Name

THANK YOU FOR YOUR KIND COOPERATION  
AND CONSIDERATION

---

C. Armstrong

ISAAC NEWTON STUDENT ACTION COMMITTEE QUESTIONNAIRE

This is a survey prepared by Isaac Newton grade nine students who are taking a course concerning community problems. We would like your kind cooperation in filling out this questionnaire. If any of these questions offend you, then please leave them out.

1. Do you feel that our community is strongly alienated or in conflict with our present moral value system? Yes \_\_\_ No \_\_\_
2. Do you feel that you are alienated toward certain segments in your community? Yes \_\_\_ No \_\_\_
3. Do you think our schools should be more responsible to the community? Yes \_\_\_ No \_\_\_
4. Is more discipline required in our schools? Yes \_\_\_ No \_\_\_
5. Do you think our schools should have courses concerning community problems and concerns? Yes \_\_\_ No \_\_\_
6. Is parenting a dead art? Yes \_\_\_ No \_\_\_
7. Is child abuse the result of uninformed or psychotic parents? Yes \_\_\_ No \_\_\_
8. Are we responsible for our fellow man? Yes \_\_\_ No \_\_\_
9. Must drugs be a part of our lives? Yes \_\_\_ No \_\_\_
10. Must alcohol be a part of our lives? Yes \_\_\_ No \_\_\_
11. Is justice blind? Yes \_\_\_ No \_\_\_
12. Are you informed about urban problems, concerns or issues? Yes \_\_\_ No \_\_\_
13. Have urban problems affected you or your family in the past? Yes \_\_\_ No \_\_\_
14. Are you informed about the political life of your community? Yes \_\_\_ No \_\_\_
15. Can you cope with future change? Yes \_\_\_ No \_\_\_

16. Would you give volunteer service to your fellow man in an emergency? Yes \_\_\_ No \_\_\_
17. Should we preserve our many cultural heritages? Yes \_\_\_ No \_\_\_
18. Would you cooperate to maintain a society of many cultures? Yes \_\_\_ No \_\_\_
19. Do you exercise your right to vote? Yes \_\_\_ No \_\_\_
20. Are you concerned about your community? Yes \_\_\_ No \_\_\_
21. Do you feel you belong in your community? Yes \_\_\_ No \_\_\_

What are some of the reasons for conflict or alienation?

---

---

Where do we learn our values? \_\_\_\_\_

---

What three vast social changes do you see for the future.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Thank you very much for your kind cooperation.

---

---

---

---

---

\_\_\_\_\_  
Student Representatives

\_\_\_\_\_  
Program Director

APPENDIX D

HANDOUTS

THE COMMUNITY STUDIES PROJECT:  
ISAAC-NEWTON JUNIOR HIGH SCHOOL

---

A Community Studies Course  
For Urban Living:

Course Outline

---

Prepared by

Clive Armstrong  
(Program Director)

---

HANDOUT #1

1975 - 76

Community and Urban Studies  
COURSE OUTLINE

Section I

The City as an Urban Community

Part A (Chapter I)

1. An Introduction - this would be a statement of why a study of the urban environment might be of interest or relevant to your needs and personal goals - a rationale.
2. Definitions - this would include terms such as urban community, CBD, areal distribution, urban renewal downtown perimeter decay, media, institutions, etc.

Part B Chapter II)

1. A Survey of Political Concepts Associated with the Urban Community - this would include political institutions, agencies parties, present city government, (Unicity) civil servants, power, decision making, demands supports and ideologies.
2. A Survey of Judicial Concepts Associated with the Urban Community - this would include legal rights, civil rights, civil liberties, the process of law, types of courts and justice.
3. A Survey of Economic Concepts Associated with the Urban Community - this would include a study of revenues, taxes, expenditures, budgets, inflation, recession, cost of living, production, exchange marketing, rewards and consumption levels.
4. A Survey of Sociological Concepts Associated with the Urban Community - included in this section would be a study of group interaction, culture, unions, social classes, inter-cultural tension, group conflict, prejudice, social change, future shock, roles, status, self and socialization.

Part C (Chapter III)

1. A History of the Urban Community - this would include a "period" history of the city under the following headings:
  - a) Origins of settlement
  - b) Immigrants
  - c) Areal expansion
  - d) Arteries and transportation
  - e) Industry and Trade
  - f) Conflicts
  - g) Decentralization
  - h) Urban decay
  - i) Renewal

COMMUNITY AND URBAN STUDIES  
COURSE OUTLINE

SECTION II

Community Problems

PART A (Chapter IV)

1. An Introduction - this should be a statement of why urban problems might be interesting or relevant to your needs and interests - a rationale.
2. A Statement of the Problem - this should be a statement in the form of:
  - a) an extended declaration
  - b) an hypothesis or
  - c) a series of questions  
(derived from a planned field trip into the urban community, etcetera).

PART B (Chapter V)

1. Personal Insights - you are encouraged to offer your own solutions which may be tested at a later time.
2. Alternative Solutions - this is an opportunity for you to speculate further about alternative solutions.

PART C (Chapter VI)

1. Background Information - this is a review of the related literature and research written on your problem. It will be of help to you as you pursue your research. This would include:
  - a) Newspapers
  - b) Periodicals
  - c) Resource Books
  - d) Microfilm
  - e) Radio and Television

PART D (Chapter VII)

1. Communications - this should be a step-by-step display of the research techniques used in analyzing your problem. Also included in this section would be:
  - a) an outline of procedures to be followed
  - b) related questions to be used in interviews

- c) answers to questions
- d) an analysis of audio and video tapes, and
- e) new insights

Note: These five steps should be repeated for each interview.

- 2. Community Studies Student Questionnaire - this would be a computer analysis to statements derived from a local questionnaire including conclusions and recommendations for action.

#### PART E (Chapter VIII)

- 1. Summary and Conclusions - this should be an evaluation of all steps of your research, including newly formed generalizations concerning your problem.
- 2. Program for Change - this section would include the methods to be used in effecting social change. They might therefore contain:
  - a) an ETV program on Channel 9 Cable
  - b) a town-hall meeting of interested parents and community minded citizens
  - c) a written presentation to the agencies concerned for social change eg. Community Committees, Drug Foundations, Provincial Legislature, Community Clubs, etc.
  - d) a proposal for setting up a central dissemination agency for producing pamphlets or installing a booth in a local shopping centre.
- 3. Results, Recommendations and Future Plans for Social Action - this section is a report of the program and methods used to effect social change, and whether it was successful. It should further include suggestions for further planning, or whether there has been acceptance of an alternative solution.

Community and Urban Studies  
COURSE OUTLINE

Section III

Intended Outcomes

Part A (Chapter IX)

1. Communication Skills - this section is a guide to self-appraisal of your new abilities to:
  - a) read at a faster rate and with greater comprehension
  - b) discuss, argue and debate on controversial issues
  - c) spell and use new words
  - d) write more effectively and creatively
  - e) outline an expository a discriptive or argumentative thought
  - f) listen with greater acuity and understanding
  
2. Survival Skills - this section stresses those skills associated with your thinking or thought processes. Included in this list therefore should be your ability to:
  - a) analyze
  - b) synthesize
  - c) evaluate
  - d) commutate
  - e) observe
  - f) classify
  - g) verify
  - h) generalize
  - i) question
  - j) define
  - k) apply
  - l) research
  - m) change

THE COMMUNITY STUDIES PROJECT:  
ISAAC NEWTON JUNIOR HIGH SCHOOL

---

A Community Studies Course  
For Urban Living:  
A Winnipeg Urban Field Trip

---

Prepared by  
Clive Armstrong  
(Program Director)

---

HANDOUT #2

January 1975

## A WINNIPEG URBAN FIELD TRIP

These sheets are designed purely to promote interest and inquiry. A Bibliography is included in Section H to assist you in preparing for this field trip.

### A. Site and Situation

1. Why do you suppose the main industrial area of Winnipeg is located north of the Assiniboine River and east of the Red River?
2. Why is the street pattern of Winnipeg not in a grid pattern?
3. Why was a twenty-nine mile floodway built around Winnipeg?
4. Winnipeg is situated at the eastern apex of the prairie region, and at the western edge of the Appalian shield of rocks and lakes. How would this position effect Winnipeg's economic growth?

### B. Major Functions

Winnipeg's Major Functions are:

1. transportation, communication, and other utilities
2. wholesale trade
3. retail trade
4. health and welfare services
5. public administration and defence

Circle on the map (figure 1.1) examples of these five functions as you travel over the field trip route.

1. Can you suggest why the highways, railways and air facilities are located in the resulting pattern?
2. Why has the wholesale trade centered north of the retail area?
3. Is there any particular reason for the public administrative buildings being located in their respective locations?
4. Why have mail order houses become prominent in the CBD.

### C. Secondary Functions

Mark with an (X) on maps (figure 1.1 and 1.2) the following secondary services:

1. food and beverage services
2. clothing

(1970 estimates) on:

- a) a network of weather protected pedestrian concourses
  - b) a convention centre
  - c) six large parking structures
  - d) a swimming pool
  - e) an aquarium
  - f) a conservatory
  - g) a series of parks
  - h) plazas and winter gardens
  - i) a library
  - j) a series of new apartments increasing the downtown population to 100,000 people
2. Will the effect of this renewal be humanizing or de-humanizing for the inner-city dweller? Why?
  3. What new problems might such high scale development cause for inner-city dwellers?
  4. Would such a development create a mozaic or melting-pot population? Why?
  5. Can leisure time, and cultural needs be satisfied in a concrete and glass city? Why?
  6. Will the pressures of a large urban core increase or decrease human pressures and anxieties? Why?
  7. Can this city survive? Why?
  8. Will class lines become more divided or will the poor find greater accessability to a world of economic equality? Why?
  9. Does the prospect of a "magna city" excite you or do you see a personal threat to your own existence? Why?

F. Solutions and Alternative Plans of Action

It is now hoped that from your identification, classification and summarization of the concerns which became evident in the previous sections, that you are:

- 1) prepared to outline a few of your own concerns about the present and future status of Winnipeg, your urban community

- 2) prepared to identify some of your own needs and interests for further study
- 3) organized enough to project a course of action in the form in the form of a number of alternative solutions, and
- 4) prepared to follow through the course of your conviction

#### G. Resources

This should be a list of evidence, slogans, supporters, reactionaries, soft and hard media materials used in your proposed plan of action.

#### H. Selected Bibliography

- Arensberg, Conrad H. Culture and Community. New York: Harcourt, Braw & World Inc., 1965.
- Leinwand, Gerald. The Slums. New York: Washington Square Press, 1970.
- Adrian, Charles R. et al. Social Science and Community Action. Michigan Board of Trustees, Michigan State University; 1960.
- Bell, Colin. et al. Community Studies. London: George Allen and Unwin Ltd., 1971.
- Arensberg, Conrad M. et al. Culture and Community. New York: Harcourt, Brace World Inc., 1965.
- Callow, Alexander Jr. American Urban History. New York: Oxford University Press., 1973.
- Cousins, Albert. et al. Urban Man and Society. New York: Alfred A. Knopf., 1970.
- Eelis, Richard. et al. Man in the City of the Future. London: Collier-MacMillan Limited., 1968.
- Donald, H. Bouma. Kids And Cops. Michigan: William B. Ierdmans., 1969.
- Eisenberg, John. et al. Don't Teach That. Ontario: General Publishing Co. Limited., 1972.
- Eisenberg, John. et al. Native Survival. Toronto: The Ontario Institute for Studies in Education., 1973.
- Eisenberg, John. et al. Don't Teach That. Don Mills: PaperJacks-General Publishing Co. Ltd., 1972.
- Ficher, Victor B. Social Science and Urban. Crisis. New York: The Macmillan Co., 1971.
- Ferdinand, Theodore N. Typologies of Delinquency. New York: Random House Inc., 1966.
- French, Robert. The Community - A Comparative Perspective. Illinois: F.E. Peacock Publishers, Inc., 1969.
- Glazer, Nathan. Cities In Trouble. Chicago: New York Times Co. Inc., 1970.
- Hadden, Jeffrey K. et al. Metropolis In Crisis - Second Edition. Illinois 60143: F.E. Peacock Publishers, Inc., 1971.

- Hawley, Amos H. Urban Society - An Ecological Approach. New York: The Ronald Press Company., 1971.
- Hosken, Fran P. The Functions of Cities. Cambridge, Mass.: Schenkman Publishing Company Inc., 1973.
- Spergel, Irving. Community Problem Solving - The Delinquency Example. Chicago: The University of Chicago Press., 1969.
- Jackson, John. The Canadian City. Canada: McGraw-Hill Ryerson Limited., 1973.
- Krueger, Ralph. Urban Problems. Toronto: Holt Rinehart and Winston of Canada Limited., 1971.
- Leinwand, Gerald. Air and Water Pollution. New York., Washington Square Press., 1969.
- Leinwand, Gerald. et al. The City As A Community. New York: Simon and Shuster Inc., 1970.
- Leinwand, Gerald. Crime and Juvenile Delinquency. New York: Washington Square Press., 1968.
- Leinwand, Gerald. Poverty and The Poor. New York: Washington Square Press., 1968.
- Leinwand, Gerald. Prisons. New York: Simon & Schuster Inc., 1972.
- Leinwand, Gerald. The Traffic Jam. New York: Simon & Schuster Inc., 1969.
- Levin, Malcolm. Rights of Youth. Don Mills: General Publishing Co. Ltd., 1972.
- Ludwig, Bernard. Civil Rights and Civil Liberties. New York: Simon & Schuster Inc., 1968.
- Loewenstein, Louis K. Urban Studies. New York: The Free Press, Collier-Macmillan Limited., 1971.
- Minar, David W. et al. The Concept of Community. Chicago: Aldine Publishing Co., 1969.
- Mohl and Richardson. The Urban Experience. Belmont, California: Wadsworth Publishing Company Inc., 1973.
- Shank, Alan. Political Power and The Urban Crisis. Boston: Holbrook Press Inc., 1969.
- Sheffe, Norman. Issues For The Seventies. Environmental Control. Toronto: McGraw-Hill Co. of Canada Ltd., 1971.
- Simmons, James & Robert. Urban Canada. New York: The Copp Clark Publishing Company., 1969.
- Simmons, James. et al. Urban Canada. Toronto: The Copp Clark Publishing Company., 1969.
- Simmons, James. et al. Urban Canada. Toronto: The Copp Clark Publishing Company., 1969.
- Anselm, L. Strauss. The American City. (1968) Chicago: Adline Publishing Company., 1969.
- Sweetser, Frank L. Studies In American Urban Society. New York: Thom. Y. Cromwell Co., 1970.
- Tulp, H. N.V. Citizen & City In the Year 2000. Printed in, Netherlands: 1971.
- Venetoulis, Ted. et al. Up Against The Wall. New Jersey: Prentice-Hall Inc., 1971.
- Walton, John. et al. Cities In Change. Boston: Allyn and Bacon Inc., 1973.

Warren, Roland. Perspectives On The American Community. Chicago:  
Rand McNally & Co., 1966.

Yeates, Maurice. et al. The North American City. New York: Harper  
& Row Publishers., 1971.

THE COMMUNITY STUDIES PROJECT:  
ISAAC NEWTON JUNIOR HIGH SCHOOL

---

A Community Studies Course  
For Urban Living:

A Guide to Developing  
Personal and Group Goals

---

Prepared by  
Clive Armstrong  
(Program Director)

---

HANDOUT #3

1975-76

Setting Personal Goals

The following suggestions are offered as a guide to developing a set of personal goals or, phrased:

what understandings, improvements, skills, abilities or personal developments do I hope to receive by analyzing and interpreting the problems of my community?

Section A

Begin by asking the following questions.

- |   | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 1. Am I informed about urban problems, concerns or issues?  | ___        | ___       |
| 2. Have urban problems affected myself or my family in the past?  | ___        | ___       |
| 3. Is there anything I can do to facilitate change?   | ___        | ___       |
| 4. Did I notice <u>anything</u> during the Winnipeg urban field trip which I would like to study in greater detail? | ___        | ___       |
| 5. Are there any needs or concerns which I see as relevant to me?   | ___        | ___       |
| 6. Am I sufficiently informed about the political life of my community?   | ___        | ___       |
| 7. Is my reading level as high as it should be for a student of my grade?   | ___        | ___       |
| 8. Am I co-operative?   | ___        | ___       |
| 9. Am I organized?  | ___        | ___       |
| 10. Is my education relevant to my needs?   | ___        | ___       |
| 11. Can I write a good business letter?   | ___        | ___       |
| 12. Am I relaxed with adults and ready to listen to their <u>point-of-view</u> ?                                    | ___        | ___       |
| 13. Do I have a narrow outlook on life or am I open to more diversity?  | ___        | ___       |
| 14. Can I predict results or conditions after a series of varied experiences?                                       | ___        | ___       |
| 15. Can I judge those experiences in my life which are worthwhile and those which are of no value?                  | ___        | ___       |
| 16. Is my personal evaluation of events clouded by bias or prejudice?   | ___        | ___       |



- 37. Do I know the difference between bias and open-mindedness? Yes No
- 38. Do I always listen, and do my best to understand the points of view of others?
- 39. Can real "concrete" life experiences produce a more permanent form of learning for me than the traditional "abstract" type of course?
- 40. Would I place the general welfare of society above my own whenever a choice between the two is necessary?
- 41. Would I cooperate to maintain a society of many cultures?
- 42. When I am eighteen years of age will I exercise my right to vote?
- 43. Do I always listen to both sides of any controversy before I decide on issues which will affect myself or others?
- 44. Do I understand values such as democracy?
- 45. Do I belong?

Section C

The preceding 45 questions have been designed to force you to be committal about yourself. If you find that your "yes" responses greatly outnumber your "no" responses you are more than likely capable of survival in any society in the near future. On the other hand if you find that the "no" responses outnumber the "yes" responses, it could be that you may want to set out a number of personal goals for yourself which would result in a positive response at a later time.

At this point, therefore, you are asked to rephrase those statements which you see as having some worth to you in the future as an individual.

An example is given below:

Refer to question #19 above:

19. Can I effectively cope with future change?

Re-written

19. I would like to learn how to effectively evaluate and cope with change.

A planned-for "future" outcome might read:

I feel that I am now more capable of analyzing the results of my research and can effectively cope with change.

The above was one method of assisting you in stating your own goals.

If you have an equally innovative scheme feel free to use it, or any other design.

Setting Group Goals

The following suggestions are offered as a guide to developing a set of group goals; or rephrased:

What understandings, improvements in group action, skills, abilities and schemes do we hope to receive by analyzing and interpreting the problems of our community?

Section A

Through a group discussion develop the following questions.

	<u>Yes</u>	<u>No</u>
1. Are we capable of group action?	_____	_____
2. Can we respect the variant and different views of each of our own members?	_____	_____
3. Did the group as a whole notice anything on the urban inner city field trip that we see as a major concern or problem?	_____	_____
4. Can we serve the needs of our fellow students?	_____	_____
5. Can we help resolve problems in our community?	_____	_____
6. Can we cooperate sufficiently to effect change?	_____	_____
7. Can we improve the communication gap between ourselves, the community and other agencies?	_____	_____
8. Can we resolve a common concern?	_____	_____
9. Are we capable of identifying common goals?	_____	_____
10. Can we communicate our findings into a course of effective action?	_____	_____

Section B

A second possible scheme for resolving group goals could be through the completion of the following statement.

"As a group we plan to \_\_\_\_\_

Each member **should** freely and independently complete the statement before statements are compared or discussed.

The Community Studies Project  
ISAAC NEWTON JUNIOR HIGH SCHOOL

---

A Community Studies Course  
For Urban Living

A Guide to Identifying,  
Defining and Solving  
Community Problems

---

Prepared by  
Clive Armstrong  
(Program Director)

---

HANDOUT #4

January 1975

A GUIDE TO IDENTIFYING, DEFINING AND SOLVING  
COMMUNITY PROBLEMS CONCERNS AND ISSUES

1.

Outlined here are a number of alternative methods which individuals or groups may use to assist them in identifying community problems concerns and issues. These procedures are not meant as ends in themselves, but rather, are starting points for developing conscious purposeful thinking and discussion.

Section I. IDENTIFICATION

Alternative Methods

1. Students might conduct a visual survey of the urban community by organizing a series of classroom field trips. A suggested plan is outlined in "A Winnipeg Urban Field Trip" which includes a series of thought-provoking questions. (See Handout #2)
2. Students might randomly list known problems of a personal nature.
3. Students might ask their parents to list problems in the community which effect their family life or survival.
4. Students can list and categorize current events, concerns or problems as they are reported by the various media.
5. Students might arrange group interviews with elected community councillors or other metropolitan officials.
6. Students might preview various movies, audio-visual tapes and radio broadcasts to promote discussion and, ultimately, identify problem areas through personal revelation.
7. Students may wish to create a scenario based on a futuristic city and attempt to determine related concerns.
8. Students might begin by making a door-to-door survey of professionals, industrialists, white and blue collar workers, housewives and senior citizens in an attempt to catalogue the concerns of the community and then choose those concerns which interest the students themselves.
9. Students might prepare topics from a telephone survey.
10. Students might prepare a list of problems and concerns from readings either from a selected bibliography or from the cities libraries.

2.  
(For suggested readings see bibliography in Handout #2 and that which is included with this Handout #4).

11. Students might invite guest speakers to discuss various issues or concerns seen by members of the urban community.
12. Students might also ask members of the school administration or staff for their advice in identifying local problems or concerns.

### Section II DEFINITION

Once a problem, or a series of problems has been identified it becomes necessary to clarify the many implications related to these problems. Such a definition should include:

1. A discussion of the magnitude of the problem.
2. A survey of programs or projects in existence which have directed themselves to the problem.
3. A review of relevant and related literature.
4. A study which would explore the various ramifications of the problem including related problems.
5. A thorough definition of the aspect, or aspects, of the problem you plan to research.
6. A number of related assumptions upon which you plan to base your study.
7. A stated declaration of the elements in the study you plan to avoid in your research.
8. A statement of the exact problem you wish to research.

### Section III SOLUTIONS AND THEIR ALTERNATIVES

#### PART A WAYS AND MEANS

You are first encouraged to offer a number of personal solutions and alternatives to questions raised in the previous section or, to the problem which you have planned to research. In the event that you plan to test a hypothesis, you may wish to suggest the scheme by which you propose to prove your theory correct.

A second means to resolving your problem may be to follow again the steps in Section I of this handout, and review any solutions that developed as a result of their research.

Example: Item #4

4. Students can list and categorize current events, concerns or problems as they are reported by the various media.

The media of course includes the newspapers magazines, radio television and movies. It is their responsibility to report the news. However, in many cases they also offer editorials which are devoted to solutions to current problems.

Finally, students may wish to find answers in the past; or a review of our history and the solutions of past researchers. This of course suggests a review of the literature.

#### PART B TESTING SOLUTIONS

Once you believe you have the solution to your problem you must test its worth. This can be best realized by a research of similar solutions. If comparative courses of action have been effective there is every reason to believe that they may prove valid again. If there is an opportunity, therefore, to test your hypothesis or solution you should prepare a course of action.

A program of action is suggested in Handout #1 The Course Outline Part E sub-section 2, entitled

Program for change -

#### PART C ALTERNATIVE SOLUTIONS

You should always be prepared to offer an alternative solution to any problem since skepticism is a natural human trait.

Since many of the solutions to social problems, concerns and issues are the result of compromise, you might be well advised to realize that you may have to sacrifice many of your principles. This does not mean that you should abandon your beliefs, only that you must find other ways and means of selling your ideas. In the meantime other alternatives may be accepted and hence only your own conscience can resolve the degree of participation you will take in implementing the solutions of others, or infact abiding by their resolutions. In some cases you may even come into opposition with the LAW, and then a new and sometimes insurmountable problem might exist.

4.

Selected Bibliography

Problems of American Society Series:

Leinwand, Gerald. Air And Water Pollution. Richmond Hill: Simon & Schuster Inc., 1969

Civil Rights and Civil Liberties. Richmond Hill: Simon & Schuster Inc., 1968.

Crime And Juvenile Delinquency. Richmond Hill: Simon & Schuster Inc., 1968.

The City As A Community. Richmond Hill: Simon & Schuster Inc., 1970.

The Consumer. Richmond Hill: Simon & Schuster Inc., 1970.

The Draft. Richmond Hill: Simon & Schuster Inc., 1970.

Drugs. Richmond Hill: Simon & Schuster Inc., 1970.

Governing The City. Richmond Hill: Simon & Schuster Inc., 1971.

Hunger. Richmond Hill: Simon & Schuster Inc., 1971.

Minorities All. Richmond Hill: Simon & Schuster Inc., 1971.

The Negro In The City. Richmond Hill: Simon & Schuster Inc., 1968.

Poverty and the Poor. Richmond Hill: Simon & Schuster Inc., 1968.

Prisons. Richmond Hill: Simon & Schuster Inc., 1972.

Racism. Richmond Hill: Simon & Schuster Inc., 1972.

The Slums. Richmond Hill: Simon & Schuster Inc., 1970.

The Traffic Jam. Richmond Hill: Simon & Schuster Inc., 1969.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Room

TOPICS, CONCERNS, ISSUES AND PROBLEMS

1. Drugs, Alcohol, LSD, Pot
2. Race Relations
3. Civil Rights, Civil Liberties
4. Alienation
5. Media
6. Abortion and Unwed Mothers
7. Juvenile Delinquency
8. Senior Citizens
9. Medical Care
10. Welfare
11. Poverty
12. Advertising
13. Sex and Family Planning
14. Career Opportunities
15. Education
16. Correction, Parole, Probation
17. Housing
18. Energy and Recycling
19. Rehabilitation of Mentally Ill, and Handicapped
20. Morals and Values
21. Unicity Government
22. Law
23. Democracy

24. Traffic Control
25. Pollution
26. Urban Blight
27. Garbage Disposal
28. Mass Transportation
29. Cultural Fulfillment
30. Urban Planning
31. Recreation
32. American Corporate Interest
33. Religion
34. Family
35. Nutrition
36. Economics (Inflation)
37. Protest Movements
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

## ORGANIZATION OF A MINOR RESEARCH PAPER

- I INTRODUCTION (Planning)
  - A. Statement of concern
  - B. PROBLEM to be researched
  - C. WHY problem is of interest
  - D. HOW research is to be analyzed (Method)
  - E. ORGANIZATIONAL development of research
  
- II RESEARCH FINDINGS
  - A. Relates to READINGS
  - B. Answers to QUESTIONS from interviews and questionnaires
  
- III CONCLUSIONS - new insights, hypothesis or ideas suggested by research findings
  
- IV RECOMMENDATIONS FOR FURTHER RESEARCH - future plans
  
- V SUMMARY - a brief synopsis of entire paper including the major findings and conclusion.

## QUESTIONS FOR BOOK REVIEW

1. Why do you suppose the author wrote this book?
2. Is there a deeper meaning behind the book you have just read other than the main theme?
3. Did the author portray a particular character in this book?
4. What mood does the author create in this novel?
5. How are the characters portrayed?
6. Describe the setting and the plot of the story by showing events leading up to the climax, the climax itself, and the conclusion to the novel.
7. Did you relate to any character in this book? Why?
8. What did you like or dislike about this book?
9. Discuss a particular scene you enjoyed.
10. Would you recommend this book to someone else? If so, why?

## COMMUNITY STUDIES

### ETV REVIEWS

While reviewing these tapes you should consider the following questions. Write up your conclusions in your research booklet under Chapter V11.

1. Define problem.
2. Name interviewee(s).
3. Choose any ten (10) questions from the interview and summarize the answers. Do not change the intent of the interviewee(s) answers. It is also important not to take statements out of context.
4. In answering the following questions, did the interviewee(s):
  - (a) give convincing answers?
  - (b) use a background of facts to support their answers?
  - (c) give a practical solution to the problem?
  - (d) argue in circles and avoid the real issue?
  - (e) answer the question without bias or prejudice?
  - (f) have personae charisma?
  - (g) demonstrate his liberalism or conservatism?
  - (h) attempt to influence you in accepting his own point of view or philosophy?and finally, did the interviewee(s)
  - (i) respond to questions with forthought, or were answers ill prepared and, in fact, illogical?

ISAAC NEWTON JUNIOR HIGH SCHOOL  
730 Aberdeen Avenue  
Winnipeg, Manitoba

\_\_\_\_\_  
Date

Employment Officer,  
Personnel Manager,  
Employment Supervisor, or  
Assistant Personnel Manager,  
Personnel Department,  
Winnipeg, Manitoba.

Dear Sir or Madam:

As part of our school program we are encouraging a number of students to secure employment for one or two days a week on a volunteer basis.

We would like, therefore, to introduce you to

\_\_\_\_\_ of Room \_\_\_\_\_,

Isaac Newton Student Action Committee Offices, who has shown an interest in the Job Experience Program. Our hope is that after a reasonable period of time you would write a letter of reference in duplicate, one to be filed away by the student for future reference and a second to be retained for our school records.

Thank you for your kind cooperation and consideration.

Yours respectfully,

*Clive Armstrong*

C. Armstrong,  
Program Director,  
Student Action Program

*R. White*

R. White,  
Program Director,  
Environmental Awareness Program

*J. W. Carroll*

J. W. Carroll,  
Principal.



ISAAC NEWTON JUNIOR HIGH SCHOOL

PARENT'S PERMISSION FORM

FOR WORK EXPERIENCE

EMPLOYER:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir:

This form authorizes my son/daughter \_\_\_\_\_  
to participate in the School Work Experience Program for the period  
\_\_\_\_\_ to \_\_\_\_\_.

Our family carries School Accident Insurance \_\_\_\_\_ and/or Private Accident  
Insurance with \_\_\_\_\_

I further guarantee full co-operation from my son/daughter.

Thank you for the opportunity of this experience.

Yours respectfully,

\_\_\_\_\_  
Parent's Signature

ISAAC NEWTON JUNIOR HIGH SCHOOL

TEACHER'S PERMISSION

FORMS

Authorization to participate in:

an interview . . . . .

a tour . . . . .

a work experience program . . . . .

a field trip . . . . .

DATE \_\_\_\_\_

PLACE \_\_\_\_\_

INTERVIEWEE \_\_\_\_\_

PHONE NO.'s \_\_\_\_\_

<u>SUBJECT</u>	<u>PERIOD</u>	<u>TEACHER'S SIGNATURE</u>
_____	1	_____
_____	2	_____
_____	3	_____
_____	4	_____
_____	Reading	_____
_____	5	_____
_____	6	_____
_____	7	_____

Student \_\_\_\_\_

Clive Armstrong

*J.W. Carroll*  
J. W. Carroll,  
Principal.

Raymond White  
Program Directors



APPENDIX E

EVALUATION

ISAAC NEWTON JUNIOR HIGH SCHOOL

GUIDELINES  
FOR  
SOCIAL SCIENCE  
EVALUATION

Prepared

by

CLIVE ARMSTRONG

November 1975

## GUIDELINES FOR SOCIAL SCIENCE EVALUATION

### PHILOSOPHY OF SELF EVALUATION

Leonard S. Kenworthy, author of Social Studies For the Seventies, writes:

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

Kenworthy and others, including Dr. Barnard Gilmore and Galen Saylor, believe that self-evaluation should begin in the Junior High School. Saylor says:

In an '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 devised his experience, and it is he who understands it well enough to make judgements about its satisfaction of his own interest and motives.

This philosophy, therefore, is the basis for evaluating the Community Studies Program at Isaac Newton, and is approved by the Director of Curriculum for Manitoba, and the Superintendent's Department, Winnipeg School Division #1. The evaluative process, consequently, is three fold. It includes:

- A. A Student self evaluation
- B. A Group (peer) evaluation
- C. A Director and staff evaluation

All contribute equally to the student's evaluation of the areas rated on the pupil's report card, which in turn becomes an excellent diagnostic apparatus for informing both student and parent of the pupil's progress. The following section is a detailed analysis of the separate areas in the report.

#### Personal Goals

At the beginning of the program each student sets out for himself a challenge - a set of personal goals. He has been asked to evaluate his progress in realizing these goals at the time of reporting. As the year progresses, more goals will be realized. These will be

indicated in later reports. You may wish to ask your sons or daughters to show you their personal goals. They are generally very realistic.

### Personal Development

We all develop in stages, and at different rates. We must first accept this premise before analyzing our self worth, self concept, self esteem, self awareness, or as Abraham Maslow suggests defining our "state of self actualization". Students do this every day. They ask themselves questions such as:

Who am I?  
Do I belong?  
Where do I fit in?  
How do I gain some independence?  
How can I begin controlling my own destiny?

These are the questions these students are responding to in this section.

### Group Evaluation

Each student asks his friends to judge his performance. The rating found in this section is the average grade.

### Interpersonal Relations

Learning how to work, cooperate, debate, argue, compromise, facilitate, and be responsible to the needs of the group, are but a few of the requirements of being an effective citizen. This stage is an elementary stage in civic responsibility. Students are, therefore, asked to be critical of their relationship with other members of the group, class and teachers.

### Responsibility

Responsibility can only be measured in degrees, and at particular times and in certain situations. This evaluation may not satisfy everyone since each of these elements varies. The responses given, therefore, are only as they reflect the attitude of the student.

### Organizational Skills

Each student is responsible for his own learning. He is therefore, charged with preparing, planning, and following through a proposed plan of action. His self-evaluation is an indication of that progress.

### Communication Skills

Four categories of skills are generally accepted as belonging to the language arts:

Reading  
Writing  
Speaking  
Listening

The degree to which each student improves in these skills is a matter of personal input. All are stressed. It is the end product which is important. Reading and comprehension is developed through related topics; Writing, or written expression is equally stressed especially in sentence building, paragraph structure, theme development, word meaning, letter writing and other skills; Speaking, debating, interviewing and argumentation are also integral parts of the course; while Listening stresses understanding and comprehension. This is a self-evaluation report on the student's progress - a total picture.

### Cognitive Skills

"Cognition" refers to knowledge, understanding, application, analysis, synthesization and evaluation of concepts. The precepts studied in Community Studies include political, economic, judicial, and sociological concepts related to the urban community in which these students live and study. The students, therefore, have researched such topics as: Unicity, institutions, law, precedent, inflation, recession culture, alienation and prejudice. These can be found in the students' research books. This evaluation is an indication of an understanding of these concepts and how they relate to the students' needs.

REPORT OF \_\_\_\_\_  
PROGRAM                    COMMUNITY STUDIES CLASS  
CONCERN \_\_\_\_\_  
DIRECTOR                    CLIVE ARMSTRONG

SELF-EVALUATION

AREAS RATED	FIRST TERM			
Personal Goals	VG	G	S	US
Personal Development	VG	G	S	US
Group Evaluation	VG	G	S	US
Inter Personal Relations	VG	G	S	US
Responsibility	VG	G	S	US
Organizational Skills	VG	G	S	US
Communication Skills	VG	G	S	US
Cognitive Development	VG	G	S	US

STUDENT'S COMMENTS

For further information  
Parents are advised to  
read: Guidelines For  
Social Science Evaluation.

\_\_\_\_\_  
Student  
\_\_\_\_\_  
Parent  
\_\_\_\_\_  
Director

---

SELF-EVALUATION

---

AREAS RATED

SECOND TERM

---

Personal Goals	VG	G	S	US
Personal Development	VG	G	S	US
Group Evaluation	VG	G	S	US
Inter Personal Relations	VG	G	S	US
Responsibility	VG	G	S	US
Organizational Skills	VG	G	S	US
Communication Skills	VG	G	S	US
Cognitive Development	VG	G	S	US

---

STUDENT'S COMMENTS

YEAR'S FINAL REPORT

VG      G      S      US

---

Teacher's Signature

REPORT OF \_\_\_\_\_  
 SUBJECT \_\_\_\_\_ COMMUNITY STUDIES \_\_\_\_\_ CLASS \_\_\_\_\_  
 TEACHER \_\_\_\_\_ CLIVE ARMSTRONG \_\_\_\_\_

NOTE: You are asked to grade only those areas which you feel competent to evaluate.

- \*ORGANIZATION -  
 a) Outlines  
 b) Interviews  
 c) Group  
 d) Personal  
 e) Conceptual

GROUP EVALUATION  
 STUDENTS NAME

	ORGANIZATION	COOPERATION	LEADERSHIP	GROUP GOALS			
TEACHER EVALUATION							

OVERALL TERM RATING

--	--	--	--	--	--	--	--