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A PERSONAL-SOCIAL
COMMUNICATIONS CURRICULUM

A Thesis
Presented to
the Faculty of the School of Education
Montana State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
D. J. Jeffries
=

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Many of the ideas which have been written on these pages may be considered to be common knowledge. Without a doubt, the author is indebted to many persons who are unknown to him. Furthermore, any claim to originality which the author might have must be modified by observing the fact that he has thought as he has because of experiences with others. Who knows which chance remark by what unremembered person may have started an idea growing?

No specific ideas from any single source have been quoted or otherwise brought into this thesis. The ideas that are presented will have to stand or fall without the support of recognized authorities. Their only foundations are the author's general training and experience which, sadly enough, are not impressive.

A short bibliography is offered at the end of the thesis. The books mentioned did not contribute to the writing of the thesis and may not, on this account, bear any direct connection to it. However, the author has found them to be both interesting and informative in the general field within which this work is a humble part.

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CHAPTER I

INTRODUCTORY ISSUES

In our present chapter we will concern ourselves with three introductory issues, (1) why this thesis is written, (2) with what does this thesis concern itself, and (3) how it is written.

Why written? The reason for writing this thesis is to make a description and explanation of the Personal-Social Communications Curriculum which is now in operation in the public schools of Wilsall, Montana. We will attempt to present a clear picture of how our efforts to instruct are organized and at the same time present some of the philosophical reasons why we are doing as we are.

With what does this thesis concern itself? To what do we allude when we entitle this work, "A Personal-Social Communications Curriculum?" This may be a high sounding title. Perhaps it could be simply, "A Communications Curriculum." However, we feel that the personal and the social aspects of instruction, the fitting of instruction to individual needs and to group needs, are in themselves important in curriculum making. Furthermore, we believe that communications is both a personal and social proposition and should not be thought of without these observations in mind.

By communications we mean the process of meaning and feeling development and exchange. The development of meaning and feeling may be personal in two particular ways: One, the individual may be said to communicate with himself as he originally develops thought or feeling; and, two, when he attempts to share the meanings and feelings which he has developed, he becomes involved in the very personal business of attempting to analyze and understand the receptive abilities of one or more other individuals.

The social nature of communications is evident by the mere fact that it (the social nature of communications) is in operation whenever people communicate.

By a personal curriculum we mean one which is made for the individual. The individual must be of the utmost significance. He, rather than the group alone, must be considered and he, rather than subject matter standards must be developed.

Our term social we recognize as an adjective which alludes to the study of the ways and means by which men live together in groups. Learning experiences should come to each individual in such a way as to enable him to discover the ways and means by which he may better live with other individuals. If this is accomplished, the curriculum may be said to be meeting social needs.

It would be difficult to imagine a more general term than curriculum. As we regard it, it should include all of

the learning experiences which can and should be guided by the schools. While we realize that there are many learning experiences other than those guided by the schools, we will of necessity have to confine our considerations to such for reasons of limitation, if not of logic.

Let us observe that we cannot present a curriculum here. A curriculum, as we have defined it, exists only in practice. Furthermore, we must admit that we are unable to describe all of the intricacies and inter-relationships within a learning situation which might be called a curriculum.

Putting the definitions of our terms personal, social, communications, and curriculum together may enable us to get a comprehensive description. We are trying to provide learning experiences for the individual by devoting special attention to the development and transfer of meaning and feeling in order that he may more efficiently improve himself and share life with others.

How this is written? Since it is our purpose to describe and explain the organization of a particular curriculum we are indulging in applied philosophy. We will not expect to find quotations by authorities, results of controlled experiments, questionnaire results, or statistical comparisons because these have not been, and are not now, the basis of our curriculum.

While the absence of the above-mentioned phases of scientific method may appear to divorce our efforts from

science, such is not the case. Science and philosophy are not necessarily opposites. The world will always need philosophers (even amateur ones) to question and make assumptions, scientists to systematically search and categorize, technicians to apply both science and philosophy, and artists to colorfully present the two.

Our style will continue to be semi-formal. We feel that the use of editorial pronouns, for example, contribute to the feeling of author and reader being on the same level. There is certainly a more democratic spirit in saying, "We believe . . .," than in saying, "The author wishes to point out . . ."

The contents of this thesis are organized under several chapter headings. This chapter, "Introductory Issues," which no longer needs explanation; Chapter Two, "The Daily Program," gives a description of the use of time; Chapter Three, "Coordination of Facilities," treats the putting together of those things which can be used for educational purposes; Chapter Four, "Communications in the Curriculum," expands considerably the definition of communications; "Social Communications," the fifth chapter, indicates some of our ideas about group life; the sixth chapter, "Personal Communications," contains suggestions for individualization of instruction; Chapter Seven, entitled "More

CHAPTER II

THE DAILY PROGRAM

Because most of us in the teaching profession are able to recognize a time schedule in terms of the way the school day is spent we will use the daily program as a starting point. Considering the way our time is spent leads us into a discussion of courses as the frames of reference for learning activities.

Our daily program is organized on what might be called a 6-2-2-2 plan. The first six groups of elementary students attend school in four departments, each of which has its program designed by the teacher in charge and approved by the superintendent and staff. The oldest six groups of students follow the accompanying schedule. (Fig. 1)

The junior and senior high school students attend school together in three groups composed of two grades each. Each group has a home room to which it reports at 8:55 and at 12:55 for each respective half-day. The day is divided into four equal blocks of time consisting of one hour and twenty-eight minutes each. During the first three periods, three subject matter areas are open: personal social development, mathematics and science, and vocations. These areas will be explained later in this chapter. Each period of time is to be used in such a way as to include individual and group work in both recitation and supervised study. No

Group	9:00 - 10:28	10:30 - 12:00	1:00 - 2:28	30 min.	30 min.	30 min.
7 & 8	P.S.D. Aiken Schofield Jeffries	Arith. & Gen.Sc. H. McNair	H. Ec. & Shop M. McNair Kennedy	S c h o l e d g e l a b o r a t o r y a n d a t h l e t i c s	B A N D	Boys Glee Club Girls Glee Club Athletics
9 & 10	H. Ec. & Shop M. McNair Kennedy	P.S.D. M. McNair Kennedy Jeffries	Geometry H. McNair			
11 & 12	Biol.-Zo. & Bot. N. McNair	Type. I Bkkg. Secretarial Farm Mechanics Aiken Kennedy Mosback	P.S.D. Aiken Schofield Jeffries			
P.S.D. Planning	Aiken Schofield Jeffries	Kennedy Jeffries M. McNair	Aiken Jeffries Schofield			

Figure 1
Daily Program

study hall is held during these first three periods. Supervised study under the teacher who is familiar with the needs of the individuals in the group, their assignments, and the course contents, is believed to be far superior to the study hall with its inefficiencies in these respects.

The fourth and last period is a co-curricular activity period. We call it "co" rather than "extra" because we believe it is as fundamental as any other course in terms of our objectives of self-realization and social efficiency. It is divided into three sections of thirty minutes each. The first is for band. The second, on Tuesdays and Thursdays, is for girls' physical education and boys' glee club, on Mondays and Wednesdays, for mixed chorus, and on Friday, for mixed (boys and girls) physical education. The last thirty minute period, on Tuesdays and Thursdays, is for boys' physical education and girls' glee club; on Mondays and Wednesdays, it is for beginners' band; and on Friday, it is for the continuation of mixed physical education. During this activity period of one hour and twenty-eight minutes, a study hall is held for those students who are not participating in the particular activities offered. Reading requirements as later explained are fulfilled here.

The various classes and clubs hold their meetings during any of the periods of the day by arrangement through the office. However, the activity period is most commonly used for this.

In addition to our regular schedule of scholastic and co-curricular activities we have an alternate. (Fig. 2) This is designed in order that we may get the three P.S.D. groups together in the same block of time without disrupting the rest of the schedule. This arrangement makes possible the handling of matters common to all: special lectures and demonstrations, or student group performances.

From the standpoint of time spent per unit of credit our time is arranged as follows: on our P.S.D. course, the total time spent in a week is seven hours and thirty minutes. Two hundred minutes, or less than half of this time, is allotted to supervised study. This supervised study period is a time of practicing the communications skills of reading, and written composition with social studies furnishing the logical and emotional content of such reading and writing. Similarly, the recitation period is a time devoted to the communications skills of speaking, listening, acting, drawing, and so forth. Besides these time allotments, about an hour a week is available for special units on communications.

The same is true of the other courses except that the science time is divided differently in respect to recitation, laboratory and study periods. Theoretically, there are, per week, one hundred twenty minutes of recitation, one hundred sixty minutes of laboratory time, about two hours for supervised study, and the customary hour for special communications units.

Group	9:00 - 10:38	10:30 - 12:00	1:00 - 2:28	30 min.	30 min.	30 min.
7 & 8	P.S.D. Staff	H. Ec. & Shop	Math	B A N D	T. & T. Girls P.E. & Boys Glee Club & W. Mixed Chorus M. & P. Mixed P.E.	T. & T. Boys P.E. & Girls Glee Club & W. Beginning Band M. & P. Mixed P.E.
9 & 10	P.S.D. Staff	Geometry	H. Ec. & Shop			
11 & 12	P.S.D. Staff	Type I Bkkg. Secretarial Farm Mechanics	Biol. - Zo. & Bot.			
Planning	Aiken Jeffries Kennedy M. McNair H. McNair Schofield			S.H.	S.H.	S.H.
				K e n n e d y		

OT

Figure 2
Alternate Daily Program

These time requirements are adhered to generally. This is to say, they do not have to be followed specifically by the day or the week, but may be allotted by units of work covering variable needs for time. For instance, some days may be given over entirely to committee work in which the groups research, organize, and compose reports while other days are devoted to the presentation of these discussions. We feel that our time allotments should be flexible enough to allow activities to function according to their need.

P.S.D. -- Personal social development. Our personal social development course is named for the two main objectives of our curriculum. It is an amalgamation of guidance and social studies used as the logical and emotional content of communications. This is not a "core" course in that it is not devised for any one method of teaching. Rather, its objective as to procedure are to hue to the line on communications philosophies, as briefly explained in Chapter Four.

The "personal" aspect of this course lies mainly in our efforts to individualize study, handle school life problems and problems of life in other institutions. Guidance (for which the Guidance Forum Texts are used) is taught with a continuous attempt to remember that anything "social" is abstract leaving only individuals as the concrete (real to the senses) constituents of society. We believe the term society refers to the shared activities of

individuals. Much of the content of traditional social studies courses are usable as areas in which we may participate in this sharing.

Let us state some of our general beliefs with regard to the social studies. Such courses as civics, vocations, world history, American history, American problems, economics, sociology, psychology, world geography, United States geography, consumer economics, Montana history and geography, ethics, politics, etiquette, philosophy, personal problems, as well as many types of literature and law are often classed as social studies. These courses may be offered for a semester or a year. If the student takes only one year of American history and one other course from the social study field, he has missed much that is valuable. If, for example, he takes a semester of sociology and a semester of economics in addition to his American history, he has taken about one-tenth of the courses that we have named! Even the student who graduates with three full credits in social studies would have no more than one-seventh of the possible courses. Yet, the content of any one of these courses may be highly valued and jealously guarded by the teachers who have specialized in it. Their feeling that it is a shame for a student to miss sharing many of these truths is justifiable. A teacher in geography, for instance, could feel that much is missed by the students who never have an opportunity to study it.

Two possible adjustments are necessary in order that these omissions will not be made: (1) the social studies courses must be less intensive and more extensive, and (2) more time and credit must be devoted to their pursuit. Both of these adjustments are necessary.

A wag once said that a general education teaches less and less about more and more while a specialized education teaches more and more about less and less. Perhaps the high schools should attempt a more general type of training, leaving specialization to the colleges.

Another approach to this problem lies in an analysis of these courses. For example, just what is history? Is it simply the "when" of human affairs? Is geography simply the "where"? Rather than confine ourselves to such ridiculous limitations, rather than restrict ourselves to the narrowness of the traditional limitations of formalized subject matter, let us pattern our approach after the broadness of life itself. A real life problem is seldom an open and shut case which can be solved by the application of data memorized in some formal school subject. A real problem should be viewed from many points. Since we attempt to combine the contents of several courses in a P.S.D. course and since such a course is not universal, we must record each of our P.S.D. credits in its nearest traditional equivalent.

The assimilation, partitioning and fusion of the contents of our P.S.D. courses are accomplished through an

attempt to have the individual identify himself with an objective and a problem, then to place these in a setting of time and place and put them into action through a literary, dramatic or graphic activity. As an example, take some specific questions about migration. What are the conditions that would make my family move? When and where would we go? This can be projected into various times and places, say, the days of colonization and the movement between Europe and America. Perhaps the best way to help the student to project himself into living in the past, into making things happen again, is through dramatization. Literature and graphics are also useful for achieving variety in this purpose and all three might be combined into a "Cavalcade of Colonization."

P.S.D. is a required course for all six years of junior and senior high school. To avoid unnecessary duplication it is divided into three stratified areas, local, national and international. Since each stratum lasts a semester, we have twelve strata in six years. These are distributed in the following proportions: local, six strata; national, four strata; and international, two strata.

On years with odd endings, such as 1950-1951, the seventh and eighth grade group has local I the first semester and national I the second semester. The ninth and tenth year group has local III and international I; the eleventh

and twelfth year group has national III and local V. Then on school years with even endings, such as 1951-1952, the seventh and eighth year group has local II and national II; ninth and tenth year group has local IV and international II; and the eleventh and twelfth year group has national IV and local VI.

A general indication of the contents of these various strata may be made by naming the equivalents or giving the short titles which are used for them; however, we must keep in mind the fact that each offering is much broader than the named equivalent would imply. Local I is named "Montana Life" and deals mainly with history and geography. National I is United States history from the present back to and including the Civil War. Local II is called "Montana Life" and deals mostly with civics and culture. National II is United States history from its European backgrounds to the Civil War. Local III, as "Local Life Around the World," concerns itself with institutions and customs. International I is "Adventures in Story, Legend, Geography and History of the World." Local IV concerns itself with the contribution to culture, science and industry made by each national group. International II might be called "National Governments and International Relations." National III and local V are operated together for the entire year with the eleventh year group specializing in United States history and the twelfth

year group handling the sociological and economic aspects of American life on a localized basis; the same is true of National IV and Local VI.

Each of the above courses is taught with close attention being given to the degree of abstraction involved in the communications activities involved in every assignment. The symbolization process will be treated at greater length in Chapter Four.

The handling of literature, although it is divided into a three-way approach, is coordinated by the P.S.D. instructor. By a "three-way approach" we mean that literature is approached in three separate ways from three different points of view and three different places on the time schedule. The logical and emotional context of literature is considered to be important for developing the personality and character of the individual. It also helps the individual to understand and appreciate other individuals and groups of individuals. The emotionality and local color of literature helps to make life for other people, in other times, places, and situations seem more real. It aids in the ability to share. As a source of personal and social development, it is handled in P.S.D.

We find our second use of literature in the separate units on communications. Literature has some value as a basis for understanding such components of expression, as

form and style. The various techniques of achieving efficiency and grace of expression are exemplified in the work of accomplished writers. This approach is kept to a minimum because it is felt that the way to learn self-expression is through practicing it.

We believe that the traditional English program has been guilty of using time on the teaching of literature which could have been used to better advantage for the teaching of oral composition, written composition, and reading. Of course, literature can be a valuable source of practice for the various reading and composition skills if the student's ability and the difficulty of his assignments are closely adjusted to each other. However, we do not feel that the time-worn custom of offering one semester of composition and one semester of literature per year gives enough time and emphasis to the teaching of composition.

The third approach to making literature helpful to the individual comes by way of the guidance program. Each individual should have his own reading list. This list should be assigned on the basis of his needs and his interests. Among these needs of an individual may be the development of an appetite for literature in general or possibly the specific appetite for the so-called classics. His list should be on the reading level which will best facilitate his reading skill.

The guidance program is designed so that it becomes a very real help to the individual by making use of what might be called literature therapy. As an example, let us say that we are concerned about an "unwanted girl." A piece is found which has in it an unwanted girl with whom the student can identify her condition, her problems as well as their solutions. This story is offered to the girl for her private or, if necessary, counseled consumption.

Our P.S.D. courses are concerned with knowledges, skills, attitudes, appreciations and habits in a sufficient variety that it is desirable to use the various aptitudes of several faculty members which we refer to as the staff for that particular P.S.D. group. The use of a staff in this way may involve the teaching of different units by different teachers or of one unit by several teachers. However, one teacher is considered to be the regular instructor of one group and coordinates the planning for all the staff members who work with that group.

Is our P.S.D. course a core course? We do not believe that any part of our curriculum is a core curriculum. We call it a communications curriculum and believe that there are several significant differences between this and a core program.

Assuming that the basic features of a core program are the fusion of subject matter and the central significance of some particular course, we will indicate specific differences

from these points. While the communications approach does attempt fusion, it does so with such fusion as one step of the complete process which we feel must include a setting apart of subject matter details as well as a putting together of them.

If the word core is used to indicate something of greatest importance then we believe that such emphasis is misplaced when assigned to any subject matter field. The individual, with his needs for self-realization and social efficiency, is, we feel, the most significant object of our concern. If the above concept of core is applied, there are many cores in a curriculum.

If the word core alludes to the basic subject matter area through which the details of other subjects may be poured it would be better named a funnel than a core. This point is closely related to both of those previously mentioned. We believe that teaching a certain bit of subject matter separately can be desirable and that social studies is only one of the broad areas within which fusion should be brought about.

Another block of time is set forth for the study of either mathematics or science.

Mathematics and Science. Mathematics and science are important subjects in our curriculum not only because they are basic to the understanding and controlling of certain phases of our physical environment, but also because they

are important components of communications. The language of numbers is obviously important for the efficient sharing of information. Self-expression through the manipulation of tools and materials, graphic arts, is to an ever-increasing degree dependent upon science.

This department, although it makes a very real contribution to general communicational abilities within its own subject matter content, is not independent of language skills. For this reason, we believe that the mathematics and science programs offer an excellent opportunity for the cultivation of skills in reading and writing.

The objectives of the personal and social aspects of our curriculum are much enhanced by this department in its handling of health and safety instruction. Other course contents of this department are largely determined by student interest and need. Students are required to take three years of mathematics and three years of science unless other special arrangements are made.

Vocations. The teachers who have been handling our vocational courses (shop, home economics, and commercial) are happy to have an eighty-eight minute block of time. Besides giving more adequate time for practicing the hand skills, they feel that such an arrangement gives them an opportunity to handle some scholastic type activities. A scholastic type of activity in shop, for example, might be the writing of a

paper or the making of a speech about the classification of nails, the economic advantages and disadvantages of being a carpenter or similar topics.

In our vocations courses, we are especially interested in such personality and character traits as cheerfulness, enthusiasm, and conscientiousness. We feel that these are important aspects of the saleability of the individual's skills. Furthermore, the development of such traits are essential for the making of a good life which, after all, may be the basic reason for making a living.

Co-curricular activities. When we speak of co-curricular activities we refer to those which are held during the last period and outside of the regular time schedule of the school day. These activities are often called "extra-curricular" as we observed earlier in this chapter. We object to this terminology because we feel that they are not extra in time (they should be included in the schedule), in purpose, or in any other way.

We believe that the co-curricular activities furnish the most direct approach to student realization of the basic objectives of education, self-realization and social efficiency. With this idea in mind, we might as well call them curricular activities except that they are usually a bit more informal than the semiformal activities of the classroom and may perhaps deserve a name which performs the curious

function of setting them apart and at the same time holding them equal to other activities.

A close coordination between regular activities and co-curricular activities is a most realistic approach to the increase of efficiency in classrooms. They give added prestige to regular courses by bringing them closer to a real life situation. For these reasons we feel that there should be a club for each avenue of expression, athletic, language and drama, music, and graphic arts clubs.

We include athletics as an expression of art; if we wanted to be pedantic about it, we could say that it is a phase of drama. When correctly handled, this activity is, in our belief, the most intensive of all opportunities for the development of self-realization and social efficiency. When incorrectly handled, the very intensity of the experiences it affords may cause it to become the most dangerous area in which education can tolerate malpractice. We feel that the criticisms hurled at athletics by some educators is misplaced and should be directed at the malpractices within the environment of athletics. We would prefer to see them vent their wrath by attacking such wrongs rather than de-emphasizing athletics themselves.

Closely related to our athletics program for boys is our G.A.A., Girls' Activities Association, for girls. Most of the girls belong to this club. They invite the girls from other schools to meet with them for recreation and

refreshment. This association carries on its game activities without an audience and without a pairing of school against school in competitive sports.

Sub-divisions of our Language and Drama Club are the Shield Club (school paper), the Longhorn Club (school annual), The Library Club, and the Speech and Dramatics Club.

Sub-division of our Music Club include the Band, Boys' Glee Club, Girls' Glee Club, Mixed Chorus, Mixed Ensemble, and Twirlers.

Our Graphic Arts Club works on units of drawing, painting, sculptoring, crafts, poster making, cartooning, designing, and decorating.

Our Wrangler's Club is a general service organization and, as such, helps anybody and everybody that needs help. Any group of students, any teacher, any phase of school life is a potential source of service-giving for this group.

Our co-curricular activities are not just offered, they are required. We feel that a non-participating student would be missing his greatest opportunities for self-realization and the development of social efficiency if he were not in some of these activities. Those who are shy need a little encouragement in developing confidence in themselves as individuals or as members of a group. Those who are over-aggressive need the informal group experiences which will knock the rough corners off their boisterous personalities. Should we require anything more than an effort toward making

the individual acceptable to himself and one individual acceptable to another?

There is another reason why we require every student to take one co-curricular credit per year. We feel that the habit of the positive spirit and participation once acquired by the individual may be of more value to him and to society than all of the moralizing and rationalizing we do in our social studies classes. We do not think, for example, that the reasons why adult citizens do not turn out to vote in as great numbers as we would like to see are to be found in a lack of moral or rational understanding of their obligation. Rather, we are convinced that poor attendance at the polls is brought about by a lack of positive spirit and satisfying experience in group participation. How often we hear the non-participant excuse himself with a negative remark directed at the group!

The machinery by which our co-curricular devices are operated may be briefly indicated by a list of rules:

1. One credit per year must be carried.
2. No more than one credit per year will be given.
3. Credit in excess of an equivalent of one credit will be termed honors and will be designated by a plus sign. ()
4. No more than an equivalent of one and one-half credits per year may be carried without special permission.

5. "Credit counters" are assignments of credit made on the basis of one "counter" per hour of time spent, subject to the following provisions:
 - (a) The activity director may assign variable credit for quantity and quality of work. Actual time may be reduced to 75 per cent or increased by 25 per cent of the actual time spent.
 - (b) "Service value" may be given to an hour of work. This is to say that helping some individual or group for an hour can bring credit equivalent to two hours of work or two credit counters. Assigning service value to any activity doubles the hours spent in terms of credit counters.
 - (c) Individual projects and practice time may be credited at 50 per cent of hours spent outside of school up to 80 credit counters. Evidence of accomplishment and a time schedule must be furnished. Approval of a director will be necessary.
6. Two hundred and forty credit counters shall equal one co-curricular credit.
7. No credit will be given anyone who does not complete the full term of an activity except that special arrangement may be made for transfers at semester time.

8. Absence from a regularly scheduled activity may not be excused except for the same reasons as absence from school as a whole.
9. No more than 200 credit counters earned in one activity may be applied toward a co-curricular credit.
10. Examples of a standard number of credit counters earned in some of the activities are:
 - (a) Basketball 200 (Junior High 100)
 - (b) Band 200
 - (c) Football 100
 - (d) Mixed ensemble 100
 - (e) Physical education 80
 - (f) Glee club 50
 - (g) Track 25

A glance at our schedule will show that the last hour and one-half period of the school day is devoted to co-curricular activities. Anyone who is not in an activity for a section of this time block reports to study hall. This is the only study hall of the day and is regarded as a reading time. The student may at this time take care of the reading which is listed on his individual reading list (explained earlier in this chapter).

The problematic or unit approach. Life, it seems, is a continual series of adventures in problem solving. An

approach which offers the student practice in this process is realistic.

We regard the problem or unit approach as being too broad to be called a method. It can be used as a basis of curriculum planning and will facilitate the use of a variety of methods as well as individualized study, as in a laboratory method or supervised study period.

An outline which we use for curriculum planning on both the individual and group basis follows. It is designed with an eye toward bringing out specifics.

Unit Planning

- I. General Objectives: (For meeting personal and social needs.)
 - A. Purpose (Why this unit?)
 - B. Orientation (Relationship to other units.)
 - C. Scope (How extensive or intensive?)
- II. Specific Objectives:
 - A. Knowledge (List understandings and facts to be learned.)
 - B. Skill (List what the student is to be able to do.)
 - C. Attitude (List mental and emotional sets toward specific points.)
 - D. Appreciation (List enjoyment and satisfaction to be attempted on specific points.)
 - E. Habit (List that which is to be drilled.)

III. Enabling Objectives:

A. Teacher-Pupil planning

1. What are the needs of each individual?
2. How may activities aimed at meeting individual needs be grouped together so that they may be shared?
3. What can be made available for sharing? (in sequence)
 - a. Problems
 - b. Activities
 - c. Materials

IV. Evaluation:

A. Teacher-Pupil Appraisals

1. What has each pupil done?
 - a. Production (example, what has he written, built, etc.?)
 - (1) Quality of work
 - (2) Quantity of work
 - (3) Individual effort
 - (4) Group effort
 - b. Consumption (example, what has he read, heard, watched?)
 - (1) Quality of work
 - (2) Quantity of work
 - (3) Individual effort
 - (4) Group effort

2. How has each pupil improved?

- a. Knowledges
- b. Skills
- c. Attitudes
- d. Appreciations
- e. Habits

Since unit planning makes curriculum builders of faculty members, it is necessary that we give some thought to curriculum making. Some of the ideas which we feel are basic in this respect are presented in the remainder of this chapter.

What shall we teach and why? Attempting to decide what we shall teach may be very closely related to our estimation of why we should teach -- our subject matter content may be closely related to our aims. We have heard it reported that the three "R's" were once the major portion of the school's offerings. At that time the objective of the school must have been student proficiency in "readin', ritin', and 'rithmetic." Doubtless, these three traditional courses are still among our basic necessities.

Why do we teach school? We feel that we should help the student as much as possible toward an ability to achieve two broad goals, (1) self-realization, and (2) social efficiency. These broad goals must be subdivided for clarity, but we will not divide and re-divide at any great length.

Suffice it to say that self-realization could be divided into inner adjustments and environmental adjustments. Inner adjustments could include the knowledges, skills, attitudes, appreciations and habits in the balanced relationships which are necessary to maintain his physical, mental, emotional, and spiritual health in living with himself. Environmental adjustment could be divided into the knowledges, skills, attitudes, appreciations, and habits in the balanced relationships which are necessary for controlling his condition within his environment. The acquisition of food, shelter, clothing, and security exemplify briefly this category.

Social efficiency, which is in many ways inter-related with self-realization, may be divided into two main objectives, communicational adequacy and institutional adequacy which are so inter-related as to exist only as frames of reference. Communicational adequacy would include all of those knowledges, skills, attitudes, appreciations and habits which are necessary for sharing what others have for you and what you have for others. Institutional adequacy could involve the development of such knowledges, skills, attitudes, appreciations and habits as enable one to manage the intricacies of these organized frameworks within which communication takes place. Efficiency in family, church, school, civic, community and economic living are a few examples under institutional adequacies.

While speaking of institutional adequacies we may as well ask ourselves if the school as an institution should be expected to perform these several functions and also if it is possible for it to do justice to them. Something may still be said in our somewhat socialistic society for the division of duties between institutions as to which is the best adapted to the meeting of the specific needs of the individual. The supplying of certain physical and spiritual needs, for example, appears to be a bit awkward for governments and governmentally operated schools. It is true that these institutions have subsidized a physical need by means of hot lunch programs and a type of spiritual need by excused church-school attendance. Nevertheless, these subsidies are poor substitutes for a good home and a good church life. If one institution were, by necessity, compelled to assume the special services of all the rest, the home would most likely be the one for general acceptance. Here we must speak swiftly to counter the yes - but - what - if!

It is probably true that if the individual is unfortunate in that his institutional experiences are inadequate or in a state of imbalance, a "makeshift" is needed. Perhaps the school stands in a position of necessity for subsidizing these needs. Another salient point favoring the assumption that the school must include among its fundamentals the traditional functions of other institutions is the argument that an institution will not raise itself by its own

boot straps. The members of a family, for example, may not improve family life without influence from outside sources.

It is not our present purpose to exhaust the possibilities pro and con with regards to the division of duties among institutions. We simply want to indicate that each of the sub-headings to our two broad goals, self-realization and social efficiency, are dynamic and complex. We are not concerned here with the making of a detailed outline for a course of study, rather we want to cite some basic philosophical criteria for compiling such an outline and insist that it should be the never-ending task of each and every school. Let us repeat, the fundamentals (broad goals) of education are the development of those knowledges, skills, attitudes, appreciations, and habits which enable and improve the individual's self-realization and social efficiency.

While a listing of facts to be learned would be expected in a course of study outline, we must remember that maintaining a desirable learning atmosphere about these facts is extremely essential as a content of the curriculum. It is both possible and probable that the manner in which facts are approached will offer so-called concomitant learnings which will in the end become the most prominent learnings. What is the use of having the "know how" or the "do how" if they are not applied, or if they, when applied,

are not appreciated? In far too many instances teacher anxiety for the individual student is not prompted by the question, "Can he?", but by the provoking problem, "Will he?"

If a student can produce and wills to do so there is yet matter for great concern in the quantity and quality of his work as well as the manner in which he undertakes it; that is, can he accomplish his goals by means of his own individual effort, and does he add to, rather than detract from, the group effort?

In these above respects, the manner of the approach to learning becomes simultaneously a matter of the content of learning. If true self-realization and social efficiency are to be achieved, quantity of work, quality of work, individual effort, and group effort must be a part of the aims, practices and evaluations of teaching content and endeavor.

Upon considering why certain persons, times, locales, contents and methods are to be accepted or rejected as fundamentals of curriculum planning, we must ask ourselves in each instance, "Whose purpose is being served?" The purpose of school and the student are not at all times apparently congruent! The psychologically acceptable motives are not always in complete compatibility with the sociologically acceptable motives. The two do not necessarily run counter to one another but are often in need of being aligned before progress in the project at hand may be expected.

While society may regard the school as an institution for promulgating its culture, the individual teacher may regard it as a means for making a living or satisfying his own ego. The individual student may see it as a bore and a penal institution and a disgruntled parent may feel that it is an agency of government which infringes upon his rights by necessitating higher taxes or depriving him of some jurisdiction over his youngsters.

The above examples are generalizations; the "why" of it for an individual student toward a specific assignment might be to get the assignment and master the subject matter or to muff the assignment and evade the subject matter for some such reasons as follow:

Get It

Muff It

Because it is interesting
and practical.

Because it is dry and of no
use.

To gain group prestige.

Substituting devious means for
popularity; burlesque the
occasion.

Because the teacher is liked.

Because the teacher is disliked.

From force of a strongly
developed habit of business.

Due to habitual idleness.

To get good grades and pro-
motion.

Don't care about grades or
promotion.

Sense of duty.

Irresponsible.

Such a list could be continued to some length and extended to teachers, parents and others. There would be both the positive and negative viewpoint, but the continuance of the school as an institution in our democracy bears witness to the positive evaluation given to it by the majority.

The choice of experience details for the student with both his and societies' purposes in mind may be facilitated by investigating each detail with some such questionnaire as the following:

- A. Will it stimulate individual effort?
 1. Is it interesting?
 2. Is it challenging (hard enough)?
 3. Will it arouse dormant interest and stimulate greater effort?
 4. Will it sustain interest?
 5. Will it help him to solve his present and probable problems?
 6. Does it help to train his judgment?
 7. Does it afford him with an opportunity to show his knowledge, skill, attitude and appreciation?
 8. Does it allow him to let off steam?
 9. Does it fill some other individual need?
 10. Is there a probability of his success (easy enough?)

- B. Will it stimulate group effort?
1. Is it a source for sharing?
 2. Will it help him to help others solve their problems?
 3. Does it provide a background of common knowledges, skills, attitudes, appreciations, and habits?
- C. Will it stimulate a greater quantity of work?
1. Will it help him to show greater enthusiasm?
 2. Will it keep him concentrating?
 3. Will it cause him to strive for a better rate of performance?
 4. Will it induce him to finish what he begins?
- D. Will it stimulate a better quality of work?
1. Will it help him to become more conscientious?
 2. Will it encourage greater attention to details?
 3. Is it likely that its completion will be a source of pride?

When will we teach? Teaching will be effective when a felt need has been developed in the student. Learning should be for use now and later, not just later. The present activity is an incident in the student's life. There are four "o's" to every life incident, an objective, an obstacle, an operation, and an outcome. The real understandings of persons may be accomplished by close observation of their behavior in these respects.

Learn the student's objectives and we will understand him better. Familiarize ourselves with the obstacles which are placed between him and his objectives and we will better know the challenges to his being. Study the operations of his life as it spends itself upon its obstacles in the winning of its objectives. Not only the degree of success, but especially the methods employed, will reveal the innermost secrets of his being in a way which he cannot conceal and in aspects unknown even to himself. The artists of stage and story have long known that the scoundrel or the hero would be recognized by his base or his noble operations or objectives. Often have writers and directors set the hero and villain after the same objective and allowed us to watch them operate. A man who lies to overcome an obstacle is a liar. A man who steals to overcome his obstacle is a thief. The man who faces the obstacle squarely to overcome it with wit, strength, courage, or perserverance is the hero. This device helps us to understand the student; what is more, the use of it will help us to help him understand himself.

Where is learning done? Learning will be achieved from the child's level upward. One cannot build a house beginning with the second story.

Place the child in the group where he will be most benefited. If he has attended school in a certain "grade" but has made little improvement and has shown little ability

for improvement, why hold him as if a "grade" were a level of learning. The upper 10 per cent of most grades will succeed in the one above and lower 10 per cent will not be shining lights in the grade below. A "grade" should be a level of learning? Forget it!

CHAPTER III

THE COORDINATION OF FACILITIES

Attempting to bring together all possible potentials for learning is probably a major point of concern in any school system. The coordination of such facilities as the use of time (which we treated in the last chapter), personnel, instructional devices and understandings, and plant facilities is a complex undertaking which can be accomplished only on the basis of cooperation.

The faculty. In preparing for a school year, our first concern is the hiring of a faculty. All other efforts are in vain if the right teachers cannot be had. The quality of the curriculum, regardless of planning, cannot be expected to go beyond the quality of leadership which the teachers give the students. We hope to have teachers who are leaders, who are capable of inspiring students to follow them.

The first fundamental. Spirit is the first fundamental of all school personnel. Faculty spirit and student spirit are the most important single elements that we can possibly consider. When we speak of spirit, we do not refer to a show of shallow, band playing, color waving, "patriotism." We are interested in the positive attitudes, appreciations, and habits of individual teachers and students. By positive attitudes we mean those which prompt the individual to show

that he is an enthusiastic participant. He is a booster for what he likes and a builder rather than a faultfinder concerning things that do not meet with his approval.

Positive appreciations are evidenced by a real enjoyment of conditions. Cheerfulness is the mark of those who appreciate their lot.

Positive habits may be defined as those which show favor for persons and conditions. Examples of positive habits are friendliness toward persons and enthusiasm for conditions.

Perhaps our attempts to "accentuate the positive and eliminate the negative" sound as if we want to inaugurate a grand orgy of optimism. Such is not the case; rather than advocating that everyone artificially accept all things as being good, we are after the approach which admits bad only by way of a cheerful and properly organized attack upon it. Most of us have worked with persons who delighted in knocking some other teacher or student or in kicking at some condition. Such activities are prime examples of negativeness. Some of us have worked where the bulk of social intercourse was "crying and wailing". Social prestige was founded upon one's ability to make "kidding" remarks about the negative side of anything.

Most of us have at some time or other indulged in the negative practice of pointing out our own infirmities to poke fun at them. We have heard people boast about how they

got by without studying or how they got by with some other sort of behavior which was the opposite of the conscientious thing to do.

The school society, existing for idealistic reasons, can hardly succeed in reaching its ideals if it indulges in debasing practices. The school operated by a positive approach must make its first requirement cooperation; a good slogan may be "expect respect." In a world where deficiencies in human relations are the main causes of heartache we cannot tolerate teachers who cannot rise above their own petty grievances to work harmoniously with one another. For the same reason, indulgence in personal peevishness by an individual student is a luxury that the group cannot afford.

Every teacher and student, while working in a single department, is a member of the whole school. Grade teachers, for example, have the right and the responsibility of expecting respect from high school students and a reciprocal situation is also the case with regard to the responsibilities of the high school teacher.

All faculty members and students are expected to consider themselves "on duty" at any school function sponsored by any department. This is an example of whole school cooperation.

In-service sharing. Teachers' meetings are held the week preceding school and once a week during the school year.

The purpose of these meetings is a sharing of knowledge, attitudes, and appreciations with regard to the students and the curriculum. Instead of "in-service sharing" we would call this "in-service training" if no one would get the idea from the latter term that the superintendent was supposed to be the "teacher of the teachers"!

We believe that the coordination of faculty efforts is based upon the unifying of philosophies by faculty members. If the philosophies of these school leaders are to be stimulated and coordinated, the superimposing of systems of thought will not do the job. Expressions of teachers, not expressions to teachers will help to unify philosophies. Discussion is our chief means of coordinating our efforts.

Cooperative planning. Attempting the unification of efforts throughout the entire school system, we find it necessary to plan together in teachers' meetings and committee meetings. If the curriculum of a certain department is being considered, we believe that the presence of teachers from other departments as professional consultants is desirable.

Cooperative guidance. We believe that all teachers are guides and that the techniques of guidance are the techniques of the entire staff, not just a separate department. After all, may we not find the teacher to be a guide by definition? Our guidance director serves as a coordinator

and performs such special duties as counseling, testing, and record keeping. His work and its importance are increased by the school-wide effort and emphasis on guidance.

A portion of each teachers' meeting is devoted to these discussions. It is regarded by most of us as the most interesting and profitable of our undertakings.

Cooperative evaluation. Evaluation of activities which are school-wide must be made cooperative by the teachers involved. Various aspects of communications, self-realization and social efficiency are so rated. Although the teachers make these ratings, students may be involved in cooperation with each other and with the teacher in arriving at the ratings. Samples of cooperative grading forms which are posted in the office are included in the appendix.

(Plates I and II)

Our report card, which we call a "Cooperative Report," is designed to meet some of the philosophies which we have been expounding. We use letter grades but follow them with a rating of the student's quality of work, quantity of work, individual effort, group effort and retention (remembering) in each subject. We feel that a specific rating of these phases of the student's activities on each subject is far more important than a general rating of them listed separately from the subjects. The headings after each grade serve as frames of reference for expanded explanations by letter or invited parent-teacher conferences. Samples of our report

Community relations. The implementation of our curriculum has necessitated community relations efforts on the state and local levels. First, it was necessary to get the approval of the State Department of Public Instruction. This was done by a conference between Miss Mary Condon, Superintendent of Public Instruction; Mr. Paul Working, Chairman of the local board; and Mr. D. J. Jeffries, district superintendent of schools. Another conference between Mr. William I. King, high school supervisor and Mr. D. J. Jeffries, district superintendent of schools, was held. At these conferences the program described by this paper was discussed and approved.

On the local level, careful considerations of the plans and the philosophies behind them were given to the district trustees. Once these were accepted, good relations with the parents and the general public were attempted through Parent-Teacher Association activities and parent-teacher conferences. A discussion guide for our parent-teacher conferences is included in the appendix plates. (Plate VI)

We are now considering a community institute to be held in the fall prior to the starting of the school term. The parents and other interested persons could be invited to attend. The purpose of such an institute would be to further explain and discuss the philosophies of our curriculum.

Plant facilities. Our changing over from a traditional textbook-centered-curriculum to our present communications curriculum did not necessitate any major changes in plant facilities.

We are fortunate in having a stage in our auditorium which is used for P.S.D. classes. Because this auditorium is also used as a study hall during the last period of the day, we built a continuous book rack on the walls around the room. For this rack we purchase pocket edition books. Their psychological appeal leads to an extensive use of them.

Two more main changes are in effect, additional book-cases are being used in the study hall in an attempt to bring the books "out of storage and into use," and another library is being started -- a library of student's completed works. Here we file term papers, charts, graphs, pictures, stories, and so forth.

Our library of students' completed works will, we believe, prove to be more influential than the other library. There are several reasons for this belief. The depository gives a decided impetus toward the creation of quality material; it gives confidence and acceptability to the work when it is consumed because the investigators feel that it is closer to their acquaintanceship and experience.

It is possible for a library composed of student work to offer samples of expression from each of the types of

art, i.e., samples of work in graphic art, music art and dramatic art may be on display as well as works from the language art alone as is the case with our regular library.

CHAPTER IV

COMMUNICATIONS IN THE CURRICULUM

We believe that communications, as the sending and receiving of thought and feeling stimuli, should be taught in every part of the curriculum. We think of the educative process as a process of creating or exchanging meaning or feeling. In other words we would say that the "content subjects" should be taught by means of communications and that communications should be taught by means of the content subjects.

A small amount of reflection on the foregoing paragraph leads one to conclude that the content subjects will be taught by no means other than communications. This may seem to be obvious to the understanding, yet it appears to be obscure if one searches for the application of this idea within the practices of educators in general.

Many problems arise when one attempts to plan experiences in communications activities. One such problem involves making a choice between the use of the opposing ideas, the so-called subjective and objective methods of teaching and testing. By the objective method we mean the fill-the-blank type of teaching and testing such as one finds in many work books and "completion" tests. By the subjective type of teaching and testing we mean the "essay" type.

We believe that the objective type is being used too

This belief is based upon our conviction that the objective type of activity robs the student of an opportunity to organize his thinking. The so-called objective type of exercise is usually organized by its author until the student has but to fill the blanks without regard for the relationship between the ideas being expanded.

The traditional way of teaching the language arts (English), for example, in one little room in one little corner of the building at one little time of the day does not seem to be practical. The student is all too often on his "English good behavior" in this little room and hangs that good behavior on the chalk rail when he leaves that room. Going forth into the rest of his classes, he employs his habits of expression with an occasional caution in the proper places. After the school day is over the student expresses himself as a matter of habit with little, if any, attention being given to proper usage. The little time which we mentioned, say one class period of forty-five minutes, is a small part of the day to devote to the improvement of self-expression when it is compared to the other thirteen and one-quarter hours of the student's wakeful time. If we can rid ourselves of the idea that this one class period is the only one for practicing the improvement of self-expression and devote every class period in the day to it, we will have raised our chances for teaching expression by six or eight times.

Teaching communications every period of the day and in connection with subject matter courses cannot be expected to cover all of a student's needs in this field. We believe that another approach should be used in conjunction with the one named. This second approach should be made by way of offering units of work on communications techniques. We have been using two-week periods of work and rotating them among the classes in the following manner: a two-week unit on communications in vocations classes, then a two-week unit on communications in math-science classes and finally another two-week unit in P.S.D. classes.

There might be some question about conducting a unit on communications in a shop class. We believe that this is one of the best places to start speech instruction! A demonstrative technique can be used, i.e., we can give a boy a couple of saws, he can demonstrate them to the group by pointing out certain characteristics of them. A boy in such a situation has the security of feeling that the group is looking at the saw rather than devoting full attention to him. Similar demonstrative talks may be employed in other classes.

A skeleton outline indicative of our separate units of communications follow on pages 50 and 51. (We attempt to organize our work in such a way that the communications in the content courses and these separate units are closely related.)

Basic Communications Schedule

<u>Language Arts</u>	<u>Dramatic Arts</u>	<u>Graphic Arts</u>	<u>Music Arts</u>
1. Speaking and Listening: A. Exposition and Description B. (1) Completed unit (2) Techniques C. Qualities	1. Vocational and avocational play (mimetic).	1. Representative (Picture map chart graph etc.)	1. Perform mimetics (actual sound) Initiate familiar sounds and listen to their imitation.
2. Interpretive Reading: A. Narrative argumentation B. (1) Completed unit (2) Techniques C. Qualities	2. Empathy and Pantomimic Action	2. Reproductive (Models)	2. Perform representative activities (mark time, etc.)
3. Writing: A. Exposition -Description -Narrative -Argumentation B. (1) Techniques (2) Completed work (criticism and appreciation) C. Qualities	3. Radio Drama	3. Constructive (structures manual arts crafts)	3. Perform interpretive (no similarity of sound but congruent in effect)
4. Reading A.-Exposition -Description -Narrative -Argumentation B.(1) techniques (2) completed works (criticism and appreciation) C. Qualities	4. Literary dramatization (special purpose)	4. Interpretive	4. Perform music of the period or occasion

- | | | | |
|--|---------------------------|-----------------------|---|
| 5. Journalistic and Free
lance writings:
A. Completed works
B. Forms of discourse
C. Style | 5. Public Pro-
duction | 5. Constructive
II | 5. Perform back-
ground or mood
music |
| 6. Group and Platform
Speaking
A. Completed works
B. Forms of discourse
C. Style | 6. Original
Production | 5. Reproduction
II | 6. Perform com-
position of
music |

This schedule attempts these things:

Uses language art as basic approach

Uses other arts as co-workers with
language art

Follows psycho. pattern insofar as
it is practical to do so

Schedule Legend

#'s 1,2,3, etc. indicate indefinite periods
of time but recommended order of attack.

A - the general content of the procedure
under the number as applied to the
various subjects throughout the curriculum.

B - the means of the procedure.

C - the objectives of the procedure.

(1) - separate orders of means used in
procedure.

Schedule Explain

Other arts not filled in.

A careful coordination of efforts to teach communications in the various content subjects is necessary in order that important details may not be omitted. We are now attempting to accomplish this by doing a great deal of talking both in private and in group conferences with teachers. No one knows all of the answers. We are all learning together.

A general understanding of communications. We believe that a general understanding of the nature of communications is important to the classroom teacher. We use the following explanation as a basis for discussion in teachers' meetings where we attempt to achieve such an understanding.

The process of abstraction and symbolization. We believe that the individual's awareness of his environment is made up of meaning and feeling. The processes by which these meanings and feelings develop may be called abstraction and symbolization.

Let us think of the whole universe as being composed of just two kinds of existence, the concrete or sensory perceptible (realized by means of the five special senses), and the abstract or conceptually perceptible (understandable only within the mind, since we cannot take concrete objects into the brain). With such an arrangement, it appears that all concrete things can become mind material only as they are abstracted.

The levels of abstraction. We believe that the process of abstraction runs from simple to complex and is very close to the essence of all understanding. If this is the case, there should be a close relationship between levels of abstraction and corresponding levels of understanding. We will discuss several possible levels of abstraction as soon as we have decided upon a frame of reference for their location. Suppose we consider the directness with which awareness occurs to us as being the measure of levels in abstraction. For example, if a phenomenon has significance, is understood or provokes feelings, with a minimum of interpretive effort, we might say that such a phenomenon is on the first level of abstraction. Conversely we might say that a phenomenon which requires much interpretive effort is on a high level of abstraction.

The first level, we suppose, is to be found in the functioning of the internal senses (hunger, thirst, nausea, movement, balance, strain, pain and emotion). These sensations bear significance with a minimum of conscious effort.

The second level we may suggest as being the abstraction of the concrete existences by means of the external senses (sight, hearing, touch, taste and smell). This process requires more conscious effort to produce significance.

The third suggested level of abstraction involves the use of the sensory memory (recall of sensory impressions-

imaginations). Both internal and external sense impressions may be recalled. We might say that this step is the re-
abstraction of a previous abstraction! We think and feel, reminisce and associate previous sensory experiences as consciousness "plays again" something we have already lived.

The fourth suggested level of abstraction involves a symbolization of external sensory impressions. This involves the interpretation of a shape, a movement, a sound, a touch, a smell or a taste as a signal for the sensory memory to reproduce the image of that to which is referred. For example, a shape the printed word "boy" may cause one to see a boy in his mind's eye. We might say that this level deals with the agreeably real. That is, it depends upon an agreement between sharers as to which symbol shall stand for what. No doubt this level is used not only for an exchange of meaning and feeling between persons but also as a means of private thought and feeling. For example, may we not say that an Englishman thinks in English and that a Frenchman thinks in French?

Here we do not mean to imply that all of the thinking and feeling which an Englishman or Frenchman can do will be in English or French. Some thought and feeling is possible on the first three levels, but so-called higher thoughts will necessarily exist on the fourth and fifth levels because sheer numbers of details in imagery are not going to produce understanding. An induction of the details must take place

in order that generalization may be made. Likewise, the retention of generalization for the purpose of deduction to specific details is a necessity for higher thought. Induction and deduction exist on the fourth and fifth levels of abstraction.

The fifth level of abstraction involves a symbolization of the internal senses and pseudo imagery. It is a symbolization of "abstraction about abstractions." In other words, there are no concrete objects to which a symbol may refer. Take the sentence, "Happiness is a boon to any life." We may think we know what it means -- we may gain both rational and emotional significance from it. May we not say that it is communicatively real -- that it exists as an abstraction from an abstraction?

The systems of symbolization. Since symbolization is the basis of the fourth and fifth levels of abstraction, we should give some attention to the systems by which this symbolization is attempted. If the term art may be used to signify the expression-impression processes (the acts of sending and receiving meaning and feeling), then each system of symbolization could be called an art.

We will more or less arbitrarily choose four terms to represent four systems for the symbolization of expression and impression. We shall be concerned with language art as it symbolizes thought and feeling by means of sound or sight symbols, dramatic art as it symbolizes thought and feeling

by means of posture, movement, gesture or facial expression, graphic art as it symbolizes thoughts and feelings by means of the products of manipulated tools and materials; and music art as it symbolizes thought and feeling through sound or the optic appeal to sound significance. Our divisions will not be mutually exclusive but will overlap to a great degree; for example, the language arts overlap the graphic arts in written language, the graphic arts overlap the music arts in instrumental music and on until we may say that with a broad perspective the dramatic arts would include all of the rest.

Each of these arts may be interpreted on a relative basis as activities ranging from the "utilitarian" to the "fine" varieties. We use these two terms admitting our distaste for them. We do not like to imply that what is useful has no beauty nor that what is beautiful has no use. Furthermore, when it comes to deciding what is utilitarian and what is fine, who is going to draw the line of distinction? We make these observations because our four arts have become known as the fine arts and we want to use them in an unusual, more general sense. To us, for example, it makes little difference whether a man is carving the nose of a Greek god on a marble statue or driving a stake for the support of a scarecrow, he is still expressing and impressing himself through the manipulation of tools and materials. The man's purposes may be different and his results the same -- both works may look like scarecrows! Perhaps the distinction

as to results is an individual one dependent upon the purpose it serves in a specific instance. A man's neighbor might be a connoisseur of scarecrows and under some full harvest moon it might, there among the fodder shocks in the cornfield, be used by him for the purpose of appreciation and great esthetic enjoyment.

The levels of symbolization. Arranged from the most complex and indirect methods of symbolizing thought and feeling are four possible levels of symbolization. These levels will be noticeable in each of the systems of symbolization or arts.

The first level of symbolization appeals to the sensory memory. The imagery of the second level of abstractions is used here. For example, we may say that symbols at this level should cause one to see with the mind's eye, hear with the mind's ear, feel with the mind's touch, smell with the mind's nose and taste with the mind's tongue. We might call these primary impressions.

The second level of symbolization involves the arrangement of primary impressions in such a way as to build a composite of understanding or procedure. This is to say that the second level of symbolization is employed to take one from a known to an unknown in order that the unknown may be understood or the unperformed may be done.

The third level of symbolization involves the arranging of the consequences on results of first and second levels

into a pattern for the purpose of creating a pseudo experience. For example, in graphic art one may draw a design which will call forth a sensory impression of, say, a deer besought by wolves.

The fourth level of symbolization involves the arranging of the first three into a pattern which attempts to influence physical, mental, or emotional behavior. The achievement of this end implies that the communicational excellence will be great enough to exert a power over the will of another person.

Perhaps we are now ready to put together several of the concepts of this chapter in the form of an example. Suppose we choose an instance from the system of symbolization which we call language arts. Different amounts and arrangements of words are necessary to achieve varying degrees on the levels of abstraction. A word may do the job; maybe it will take a sentence, a paragraph or a complete discourse. We speak the word "car"; each of us sees in our mind's eye various details and different numbers of details. We are on the fourth level of abstraction and each of us is participating to various degrees all of the way from the visual to a composite of visual, auditory, tactile, and olfactory imagery. The divergent and diffuse nature of the images existing in the minds of the various hearers of the word proves the single word to be efficient only for a low degree of accurate sharing of impressions. The refinement

of the sharing efficiency in this instance might vary with its purpose all the way from the word to several paragraphs of recounted sensory details such as colors, pitch, texture, and so forth.

The degrees of efficiency in abstraction for the purpose of sharing without a loss of intended meaning are effected more by the number of details that are given than they are by the kind of a term that is used. For instance, one may say that the term "car" is abstracted to a greater degree than the word "Oldsmobile," but to a lesser degree than "vehicle." Here the meaning loss will vary but not so much as it will if composition about the terms is deleted. It is possible in the putting together of details to so modify the term "vehicle" that it could be none other than one specific Oldsmobile.

Perhaps we should take our automotive concept up to the fifth level of abstraction. Here it becomes a "merry Oldsmobile" and calls upon pseudo and internal sensory images. Here the degrees of detail in composition lead into such statements as, "This spawn of the factory, beast of many moods, sings to the winds and roars at the boulders along the road." We see examples here of both fourth and fifth level terms but the composition itself is on the fifth level.

Symbols in the form of shapes, positions, activities, sounds, smells, or tastes produce meaning and feeling in two

ways, denotative and connotative. The denotative way is supposed to involve a literal or a strictly within-the-definition type of abstraction, while the connotative is allowed a more liberal abstraction and may run up to the higher abstraction of implied, suggestive, or figurative significance. These characteristics are matters of the expression-impression process and are not inherent within the symbol.

The two methods, denotation and connotation, are not necessarily different in the amount of rational or emotional content which they may symbolize. Rather than in amount, their difference lies in application. One, the denotative, adheres to the agreed meaning while the other, the connotative, is more diffuse. One can put a bushel of wheat into a basket or scatter it over an acre of ground.

An eight point approach. We use an eight point approach to the teaching of composition in the language arts. Similar considerations are useful for guiding the learning experiences in the other arts.

1. Expression is made in an effort to cause an impression, an effect upon an audience, singular or plural in the number of its constituents. Such efforts should be aimed; they should be directed specifically toward as many details of the sharing situation as can be recognized. The remainder of our list is indicative of these.

2. Effects. The possible broad effects which one may desire to achieve separately or in combination are to inform, to entertain, and to influence. Each of the arts or a combination of them may be used for these purposes.

3. Audience and situation analysis. In order to make an impression upon one or more persons it behooves the expresser to know their possible receptive tendencies, what they will tend to receive in the way of the interpretations which they will give to symbols. Their general background of experiences and the situation in which they will be met are of importance here. Such considerations as health, social status, economic status, vocation, avocation, age, sex, emotional state, religion, politics, training in knowledges, skills, attitudes, appreciations, habits coupled with the expectancies of the performer and the occasion are important factors in obtaining the desired effect upon the audience. The occasion may, to varying degrees, be formal or informal and set to some definite purpose such as celebrating, commemorating or inaugurating an activity. A choice of the effect itself, subject matter, approach (which of the activities from which of the arts) forms of discourse, forms of support, sources of information, qualities of diction; composition or performance will each be more efficiently achieved by analyzing the audience and the situation within which it is met.

4. The forms of discourse. Closely allied to the possible effects are the forms by which they are achieved.

We may borrow the four forms of discourse used in the language arts, description, narration, exposition and argumentation, and apply them to all four arts with considerable ease. The primary purpose of description is to create mental and emotional imagery. This may be accomplished by an appeal to the sensory memory, enabling the impresser to see with the mind's eye, hear with its ear, feel with its touch, smell with its nose, taste with its tongue, weep with its emotions, etc. Narration concerns itself with the telling of a story. Relating an event may involve the handling of experiences and observations in an attempt to produce either fact or fiction. This handling is done by means of three main constituents, characters, action and setting. The function of exposition is to explain facts, ideas, methods or principles. Its appeal is directed mainly to the intellect rather than emotions. Its two main types are the exposition of definition and the exposition of directions. Argumentation is not, as common parlance might infer, concerned with the quarrel or necessarily with the debate which is a contest in which argumentation is used. As a form of discourse it is an attempt to influence human belief or behavior. The classical organization of such attempts consist of four main issues: need, plan, practicability and beneficiality.

5. The forms of support. Especially in the use of the language art does this function become necessary.

Substantial statements capable of gaining a desired effect must be supported for purposes of making expression understandable, convincing, and vivid. The most usual of these are quotations of authorities, analogies and comparisons, statistics, examples and illustrations, repetition and re-statement, and detailed explanation. No one or combination of these will necessarily prove anything but they are effective for the purposes mentioned above.

6. Sources of knowledges, skills, attitudes and appreciations. The most dull performer is the speaker who has nothing to say or the actor who has nothing to do. Ironically enough, while a man's physical inheritances are effortless on his part, his mind builds in quite another way. Observation, interview and reference work are investments in the effectiveness of ones communicational abilities. A habit of keen observation may not always suffice; in such a case the student must interview, he must ask someone who knows; if such a one is not to be found, the student must seek reference material, study the expression of someone whose work is recognized.

7. The qualities of diction, composition or performance. Language, graphics, music and drama are systems of symbolization. The proper choice and expedient use of symbols has given power to those whose achievements have been remembered. Each art has its vocabulary; words, skills, sounds and actions do the communication job, but not alone.

Certain qualities in regard to the manner in which these are put together help to determine their worth as expression or impression. The personality of a communicator is exposed by the quality of that which he puts into or takes from his life activities. Conversely, practicing a favorable quality might be practicing for a better personality.

A list of several qualities of good expression in the communication arts may be divided into three general headings: attractiveness, gets and holds attention; appropriateness, fits the speaker, audience, purpose, and situation; and conducive, gets audience participation. Ten separate qualities may be distributed variously between these three headings. One such grouping follows:

Attractiveness

Beauty and charm

Vividness and emphasis

Variety

Appropriateness

Timeliness

Significance

Conduciveness

Understandability

Definiteness

Accuracy and dependability

Conciseness and completeness

Correctness

Another set of qualities is useful for considering the relationship of the parts of a composition:

Balance and proportion

Coherence

Consistency

Through the use and understanding of these qualities of expression, we are able to make a functional approach to an understanding of content, form, and style in expression.

Each of these qualities should be sought in all classrooms throughout the school. Definite steps may be taken toward their presentation and practice. Taking vividness as an example, we may approach it in the language art through a consideration and practice of denotative and connotative contents of words and groups of words. This may be followed in the learning situation by a familiarization with the various figures of speech. Under such a method, formal grammar becomes functional grammar and great lists of meaningless sentences need not be drawn, quartered and dissected in detail.

8. Channeling, or traditional forms of completed works. In completed units of expression or impression, the arts as educative media open into full bloom.

Forms of completed works in the language arts have been divided into two major divisions, prose and poetry. These classifications are not mutually exclusive but in most instances are readily separable.

Poetry has been distinguished from prose, in the main, by the obviousness of its rhythm, rhyme, and figurative meanings. It may be divided into two broad classes, narrative and lyrical. Narrative, including such pieces as folk ballads, epics and limericks, whereas the lyrical type may include such classifications as lyric, ode, elegy, sonnet, and song. Our present purposes do not warrant an elaboration on these separate types of work. They serve here as examples of the various channels which expression and impression may take.

Prose may be divided into essays, aphoristic, personal and critical; and fiction, romance, novel and short story.

Complete works in the dramatic art may be divided in numerous ways. Among these are comedy, farce, tragi-comedy, tragedy, melodrama, opera and burlesque.

A meager listing of completed works in the graphic arts would include pictures, maps, graphs, charts, language symbols, music symbols, blueprints, models and constructions.

Some of the completed works in the musical art are called ballads, songs, waltzes, fox trots, polkas, mazurkas, concertos, and symphonies.

We find a curious intrigue in the belief that the natures of these various means of forming human response to life experiences tend to indicate the true nature of man himself.

CHAPTER V

SOCIOLOGICAL COMMUNICATIONS

Solving "Society." Our concern over the term society is founded upon its high level of abstraction. It is a generality so far removed from specific references, that it either conveys no meaning at all or takes on color meaning beyond that intended. Sometimes the use of the term sets it forth as a super-being. Such statements as "society will rise in wrath . . ." or "society will reward you . . ." personify the term as a benefactor or as a boogey.

The individual associating with individual which comes under the usual general heading of "society" is, as we have already intimated, based upon the acts of communications. Communications understood as the processes of expression-impression leads us into the sharing or exchanging of meaning and feeling. There is a sender and a receiver sharing each communication. Social acts are acts of sharing.

The "personal" and "social" grow together. While there can be no society without individuals to share their activities, neither can there be individuals without society. If this interdependence exists, how are health and growth accomplished? Do we train the individual to the exclusion of society, train the group to the point of excluding attention to individuals, or compromise in

attempting to train both? No dilemma or compromise actually exists. The individual is the only possible recipient of training. Anyone who has the notion that society can be educated has lost himself in abstraction. Society has no brain, nerve or sinew. Yet, it does have mind material. Much of what the individual "knows" has been made possible for him through a sharing of another's experiences.

Curiously, while society does not have a brain of its own, the individual has practically no mind of his own. The mind, the accumulated understandings and emotions, is a product of sharing, is a social product.

The willingness to share is the strength of society but social skills are required of the individual to make this willingness to share effective. Social skills are the means at the disposal of an individual for the improving or the acquiring of social (action shared) accumulations.

Cooperative action must be emphasized as the cause of a long history in the founding of controls in the forms of mores, laws, governments and institutions. An individual may prosper or perish under these controls according to his ability to understand, accept and conform to them. This strength of a man to live according to these controls is often called his ethical character. Character as a term nearly defies definition by enumeration of ethical details because questions of right and wrong are of such a controversial nature. We might say that character is one aspect

of personality -- one part of the power for living. This still does not deny the fact that decisions upon moral behavior must be made by considering extremely complex factors.

The impulse of an individual to do right is often referred to as the conscience, but is this a solution to our problem? It is doubtful that the conscience is inherited. If it is not, conscience building remains a relative pursuit not based upon the sharing of absolutes but controversial matters. This does not preclude the possibility of there being social (shared) accumulations by which to adjust. However, social standards sometimes seem to be negative rather than positive, defining what should not be done rather than positively building concepts and habits that should be practiced.

Concern about ethical character is a product of social living. Its object is to decide what should be shared. From a selfish standpoint, the individual may consider his actions to be right if they satisfy his felt needs. If his acts or the results of them tend to hamper another individual in his attempt to satisfy his felt needs they give rise to questions of morality, or right and wrong.

Perhaps the general basis of ethical character is intelligent consideration for ones fellows. Such a consideration would establish a felt need for self-control which would help one keep his acts within appropriate bounds.

A sense of the appropriate, although still a relative thing, may be best developed if the individual has first developed this type of consideration.

The development of a willingness to share and a sense of the appropriate, is hampered by a lack of participation in the various forms of appropriate action. The approach to getting more participation on the part of individuals may be made down two main avenues, an appeal to the individual alone, or to the individual through group activities.

Psychological vs. sociological approaches. Shall those who are concerned about the development of a better life try to develop it by approaching the individual through an applied understanding of his make-up, or by further refining the means for controlling the acts of sharing? We believe that the solution to this problem involves a fine balance between the psychological and the sociological approaches to guiding student sharing, communications or behavior. In attempting to furnish this balanced guidance, we must continually ask ourselves two questions, (1) How far can we allow this individual to go in his quest for recognition? (2) How can we show him a method of sharing with others in order that he may, in a more socially acceptable manner, satisfy his needs. Chapters VI and VII offer several ideas which may help in answering these questions.

CHAPTER VI

PERSONALIZED COMMUNICATIONS

The meaning and feeling which is exchanged between sender and receiver in a communications situation exist in the nervous systems of individuals and not in the symbols which are being used. This being the case, the teacher who wishes to share a bit of information with a student must realize that the simple fact of having symbolized her thought does not mean that the symbols have been interpreted in such a manner as to produce a thought identical to hers in the mind of the student.

The individual is not just a boy, a girl, or a student. On the operational level, the many thousands of details which make a boy the individual that he is are the materials with which we work. It seems simple, almost ridiculous to mention, but we very often lose ourselves in abstraction and try to teach generally -- try to teach a boy as if he were really just one thing -- a boy! The words boy, girl, Jimmy Smith, and Nellie Jones are dangerous generalizations if the special set of details to which each refers is not kept constantly in mind.

The complete picture of a boy is impossible to see at a glance. It is impossible to see -- period. However, the fact that we cannot know all that there is to know should not stop us from attempting to discover as much as possible.

Our foregoing suppositions indicate that one must know the individual in order to know his receptive tendencies. This in turn indicates that an approach to communications must be a psychological approach. This so-called psychological approach involves an appraisal of the individual's likelihood of success at grasping whatever it is that he is supposed to understand. This differs from what we may call the logical or analytical approach in that the latter is concerned not with the individual or his sharing abilities, but with the relationship of data in a pattern which seems reasonable within that subject matter field itself. The psychological approach involves working from the known toward the unknown, from habitual performance toward analysis of performance, from the concrete toward the abstract, from simple specific expression toward complex generalized expression.

The psychological approach involves an attempt at finding the student's level of learning. This level of learning may be considered from several points of view, the quality of his work, the quantity of his work, his individual effort (degree of self-reliance), his group effort (the degree to which his presence adds to or detracts from the sharing activities of the group). These evaluations may be made on the basis of his own achievement level at present compared to his achievement level of some past time, some

previously determined goal, the present level of other members of his group, or some standardized achievement test.

We have often heard teachers generalize students as being on two levels, the dull and the bright. We generally use four levels and try to get away from such terminology.

The student's level of learning must be taken into account when planning the sequence of activities in any learning project. The choice of approach, succession of acts, and rate of advancement will be determined largely on the basis of his learning level. On page 74 is a diagram which may expand this idea somewhat. (Fig. 1)

We observe in Figure 1 an example of the psychological approach to the teaching of a certain phase of the language arts composition. The lowest group (Group IV) should not be expected to handle formal grammar which is useful mainly for criticising what has been written in an effort to re-write it for improvement. Actual first-hand composition is done without much conscious use of grammatical rules. Group I and possibly II will be able to indulge in some such analytical activities as formal grammar and criticisms. They will probably find some use for their knowledge of formal grammar in taking their college entrance examinations!

Applying the above observations about language to learning situations in general, we may conclude that analytical procedures, technical nomenclature, abstract philosophies, principles and facts are extravagances which can be afforded

Composition Continuum

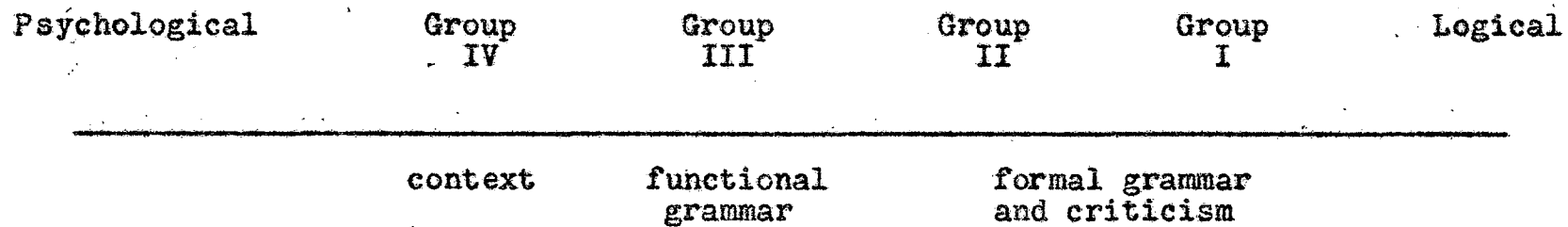


FIGURE 1

Another form of difficulty continuum will serve to illustrate how the difficulties of expression may be estimated in order that one may proceed from the easiest toward the more difficult.

If the diagram in Figure 2 is reasonable, one should approach the language arts phase of communications by practicing and considering listening and speaking first and work toward reading and writing. As a continuous process it may be used in approaching reading by calling for a spoken expression of thought; writing it on the blackboard, and having the students read it. Writing, spelling, punctuation, and capitalization are activities which exemplify what the diagram calls combined arts. These combine the graphic with the language art. The graphic nature of these activities should be recognized, properly placed and separately handled in curriculum planning. Writing, spelling, punctuation, and capitalization should be handled individually, drilled and evaluated regularly.

A curriculum is planned for each individual according to his needs, abilities and his probable goals. It is true that individuals will fall, in a general way, into certain goals. However, the teaching of individuals according to their individual differences, involves considerable curriculum planning on a personal level. Both the individualized and the socialized type of curriculum planning must exist in

Expression Difficulty Continuum

Simple
or
Direct
(one art
at a time)

Listening
and
Speaking

Reading
and
Writing

Complex
or
Involved
(combined
arts)

FIGURE 2

the same group. Levels of activity which may be shared may be planned for the group, otherwise they should be planned for the individual.

There are considerable differences in guiding the learning experiences of a Group IV child and those of a Group I child. Perhaps these may most briefly be explained by a diagram. (Figure 3.)

The continuum pointer may be raised or lowered to choose any pair of opposites. The group positions on the line are offered as suggested degrees in the type of activity modified by the terms at the extreme ends of the line. For example, the continuum is now located at the fourth position; this suggests that planning a curriculum for Group IV individuals should involve units of work which are short in duration while the individuals in Group I may be given work which is of extended duration.

We believe that a teacher is a planner, not a proof-reader. As teachers, we do not give experience, we organize opportunities for experience. If we are wise we will organize our activities in such a way as to have the work fit the individual as closely as possible, thus minimizing the necessity of corrective measures. We want the student to learn correct habits, not, with greater difficulty, correct bad habits already learned. In order that these objectives may be realized, activities must be planned with specific persons and points in mind. Several such points

Experience Guiding Continuum

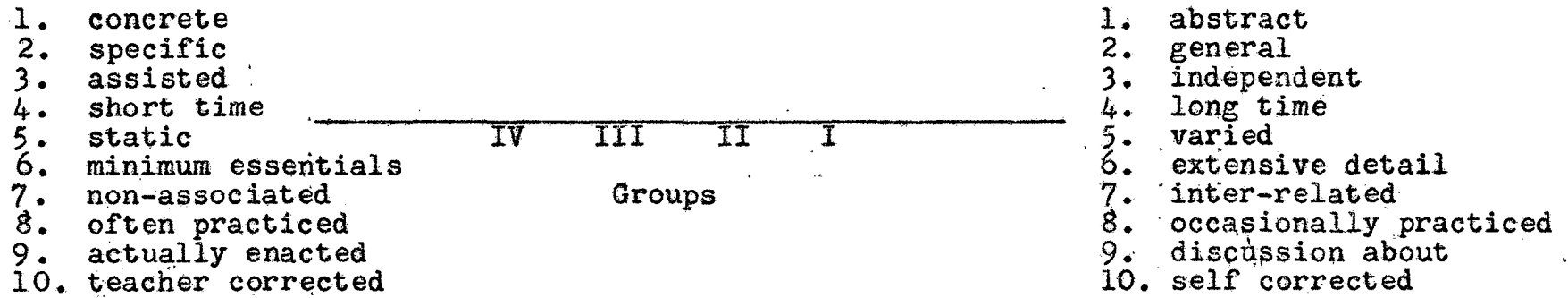


FIGURE 3

1. The needs of one individual are not the same as those of another.
2. Needs that are common to a group or several groups within a group may be met by shared activity.
3. Approaches to different individuals and groups are different. Careful teacher analysis and planning before group planning are as necessary to the teacher as to the doctor. A patient or group of patients could hardly be expected to diagnose their own needs and prescribe treatment for them. This is not offered as an argument against group planning but as a plea for continued and extended teacher planning. Planning what must be brought together, divided for learning and brought back together in order that relationships are not lost is the basic job that we do for the year, period, week, day, hour, or minute.
4. The contents of the course should be selected according to their probable effect upon the individual and the group. A course should offer the individual opportunities for self-realization and social adjustment.
5. We try to make some materials available for individuals on different levels and other materials available for all as a basis for group work.

6. Careful attention should be given the rate of coverage. The speed with which the individual can finish his work requirements must be adapted to each individual's abilities. Some students need more time or more tries than others.
7. Evaluation is a part of planning and teaching; it is not something set off by itself like a pay check that is given after the work is completed. We also believe that the generalized aim of education is improvement so we try to evaluate the student's present efforts by comparing them with his previous attempts. Several devices are employed in an attempt to realize both of these objectives. It helps if we, as teachers, are continually aware of being guides, not just to cause the student to do, but to do well. A diagram in the form of an expression excellence continuum is offered as an aid to analyzing excellence. (Figure 4)

Figure 4 attempts to show three general levels of excellence in expression on a sliding scale from extreme listings of names and actions to that of showing thought and feeling significance of names and acts. The lowest level of expression (level IV) is exemplified by such statements as, "I saw a house burn. The fire engine came fast. A lot of people watched the fire." The highest level (level I) of expression would we believe exemplify an interpretive

Expression Excellence Continuum

Details of Names and Actions (Objective)	IV	III	II	I	Significance in thought and feeling reactions (Subjective)
	Sensory impressions	Artificial stylized and affected thoughts and feelings about sensory impressions		Genuine felt significance in thought and feeling	

FIGURE 4

quality, a pointing out of significance as it is thought and felt. "When the fire engine went screeching past, I followed it. I wanted to see a huge fire and lots of smoke. When I got there I was sorry to see the fire because a little girl and her mother were crying about losing their home."

8. Several devices are helpful in guiding expression experiences.

- (a) Topical or paragraph answers to questions about oral or written work help to improve the student's self-expression.
- (b) An individual oral or written "Qualifying Quiz" before group discussion brings students into the discussion well prepared.
- (c) Discussing a student's work and leaving him room to draw the inferences he is capable of allows him a healthy feeling that he is correcting his own mistakes.
- (d) Making the student responsible for showing evidence of his own effort and improvements helps to place the motor of his action, his urge for doing, within himself. (He should be required to hand in a work report each week, period, and semester covering his reading, writing, and speaking for that time.)
- (e) Another device for gaining self-control rather than teacher control is to be found in helping

each student decide what his goals are.

9. An important matter in the planning of learning experiences is the order in which these experiences should be brought before the student:
 - (a) Get attention! Make it emotionally appealing or show how it can meet a felt need.
 - (b) Aid understanding! Apply what you know about the levels of abstraction starting with the concrete.
 - (c) Stimulate interpretation! Help the student to associate the significance of new with already familiar experiences in such a way that he enlarges upon the initial learning stimulus.
 - (d) Cause repetition! A fine judgment is necessary here in order to use just as much practice and drill as is necessary and no more. Different individuals need different amounts of drill. Don't sentence a student to drill work after he no longer needs it, but reward him with an excuse from the drill. As applied to composition, remember that re-writing is the secret to success in writing; call in the corrected draft with the rewrite.
 - (e) Strive for conviction! Make the experience as vital and significant as possible by aiding

the individual in projecting it into his self-interest or group status. Human interest stories, testimonials and teacher and other adult enthusiasm are helpful here.

- (f) Seek opportunities for continued application! If a new experience can be made to serve the individual's purposes often, if it is regarded as practical, he will appreciate it more and retain it longer. Student demonstration and complete works kept in a portfolio for frequent use aid somewhat in handling the more difficult attempts at this objective.

10. We use two devices as helps for stimulating the individual's efforts:

- (a) The completed work. In order that the individual may feel the satisfaction of accomplishment, learn the significance of completeness, and have the evidence of his improvements and further needs, we believe that each should keep a portfolio of samplings from his various expression attempts. This device is facilitated by the use of four filing folders in an expanding envelope for each student.

- (b) The work report. Making the student responsible for demonstrating his own growth is facilitated by a device which we call the work report. This report can be made on a three-by-five card once a week and at the end of each period. Activities, time spent on them, grades, no grades -- whatever the teacher wants may be reported on these cards.

CHAPTER VII

MORE ABOUT METHODS

We regard methods as the detailed efforts which one makes to apply his philosophies. The acceptance of several opposing philosophies by the teachers on a given staff would make for a disorganized, wandering and ineffective educational program; but a variety of methods for one teacher or several teachers, is a condition very much to be desired. If the method is to perform the daily chores of the philosophy, it must have variety.

When we wish to refer to methods we frequently use such terms as problem solving, laboratory, unit, workshop, supervised study, group discussion, special report, lecture, dramatization, demonstration, study and write out the answers, study and outline, read and recite, and individual recitation. Each of these procedures has its strengths and weaknesses in the hands of a specific teacher. We might say that the laboratory, supervised study and workshop methods are especially adaptable to individual instruction.

One may probably go so far as to say that the effectiveness of the method varies according to who is using it. Let us take the lecture method as an example. This has been condemned because of lack of student participation; yet, in the hands of a skillful user, pupil participation may run

high and the method, if not used exclusively, may be very effective.

Before attempting each new unit of work, the teacher may wish that she had a custom-made method to fit the needs of each student. Such a pattern cannot be drawn; such a cloak cannot be cut. Our greatest need as teachers is not for custom-made methods, but for the knowledges and skills with which to tailor our own methods to suit our pupils and ourselves.

Twenty-five tips. Following is a list of tips which may help teachers to tailor their methods as suggested above. Some of them will be repetitions of ideas already expressed. It seemed advisable, nevertheless, to bring all these ideas together as a sort of summary of our broader statements pertaining to method.

1. The person-social communications curriculum must teach individuals on their own learning levels, and at their own rate. We must, for example, no more penalize them for slow mental growth than we do for slow physical growth. Neither must we hold them back to the average of the group in mental growth any more than we would deliberately stunt the growth of physical stature. We do not become emotionally upset because an individual comes in last in a 100-yard dash; neither should we be unduly disturbed at his having the lowest score in a history test.

2. Our curriculum must afford all possible opportunities for sharing, both in aiding the individuals of the group to develop the techniques of sharing, and in aiding them to develop minds which reach beyond self to include all mankind.

3. On setting up a course, we must afford all possible opportunities for guided expression as a direct approach to learning. To learn, each of us re-creates impressive experiences; we take life apart and put it back together again. We play a role; we interpret; we symbolize and abstract. A direct approach to the problems of symbolization and abstraction must be implemented. This concept necessitates perpetual planning for a quantity and quality of self-expression in each of the basic arts.

4. The student-centered curriculum must be founded upon the tendency of individuals to participate initially in familiar informal activities, and from these to grow into semi-formal and, finally, to a formal type of activities. Co-curricular activities must assume a more predominant role than they formerly have. Semi-formal and formal behavior should be expected of students whenever such have been practiced.

5. Individual instruction is paced by the returns which the individual realizes. A good quantity and quality of work, coupled with commendable individual and group effort, should be rewarded; poor performance in these respects should be penalized. Both reward and punishment

should be felt as the natural results of all efforts. A prominence of reward over punishment will help to create a more positive pupil response.

6. Teaching the individual involves a continual vigilance toward the behavior of that individual, his objectives, operations, obstacles and outcomes. Planning for helping with each of these is more important than simply laying out assignments in the knowledge phase of learning and appraising the degree in which those knowledges can be repeated to the teacher. More planning, even at the expense of less correcting, is necessary. Too many teachers cancel their effectiveness with a red pencil.

7. Good personal instruction is achieved through pupil performance rather than teacher talk. Most of us need to learn to talk less and let students perform more, recognizing our role as being observer and guide.

8. Helping individuals with their conduct involves student self-control, rather than teacher control. The student must be helped to regard his conduct as his own responsibility. He must learn that his ability to assume responsibility will determine the extent of his freedom. The student should, if such efforts are properly directed, learn to appreciate his teachers as members of his own team rather than members of the opposition with which a content is inevitable. A school is not necessarily a choosing up of sides for the purpose of determining who is going to make

who do what. In a healthful atmosphere, the student will realize that he is working for himself, rather than for the teacher.

9. The student should be allowed success because the basis of success is continued success. The basis for success tomorrow is success today.

10. Individual help must begin with a specific analysis of levels of learning on an individual basis. This must be followed by specific activities for the development of each of these objectives. Levels of learning are found on different bases according to the use that is to be made of them. For most practical purposes there are four different strata on which learning levels may be estimated. These listings overlap and are inter-related, but they have enough individual identity to make them functional. The four types of levels which we use are:

(1) The performance-response level which is evidenced by the amount of stimulus necessary to bring forth varying degrees of performance. For example, differences in degrees of perfection all the way from the ability to recognize a quotation to the ability to repeat it from memory are indicative of varying levels within this listing. One might paraphrase this stratum by saying that it represents the degree to which a learning has been habituated.

(2) The psychological or individual significance level has to do with the felt need which the individual has for some specific learning, along with his attitude, appreciation and application of it toward meeting this need. We must keep in mind the relationship between the difficulty of a learning task and the drive which a student will bring to bear on achieving success with regard to it.

(3) The social orientation level involves an estimation of the individual's efficiency in a learning situation, as compared to the efficiency of the other members of a group. The use of this level is often over-indulged at the expense of individualized instruction.

(4) The logical orientation level has to do with the relationship between what the student has mastered in comparison to the total known content of that particular field of learning. The graded school system is an example of a poorly achieved attempt to use these levels.

11. The job of controlling the activities of the mind, concentration, is a major task for the retarded student. Regular, purposeful, and planned pupil practice at this capacity must be the constant vigil of each teacher.

12. The problem approach, while often considered to be a single method, can become so deeply imbedded in the teacher's philosophy that it becomes a matter of management in the learning situation broad enough to permeate other methods. Life, it seems, is largely a series of situations which arise in the form of questions. Living is, by such a standard, a seeking for answers.

Some say that the answer to a question depends upon "the way you look at it." This is not a good standard for the regulation of educational experiences. Rather, we should consider the problem as the pivotal point at the center of a circle (see Figure 5) which must be seen from many points of view by the student and the teacher. Pupils and teachers must learn "to move about the circle" as they look into any problem.

13. The evaluation of the results of student learning activities should be a cooperative affair. A sharing of various aspects of this problem should be entered into by faculty, students and parents.

Since quality of work is largely a result of background and native ability, it should not generally reflect on the student's present in the form of a report card grade. The grade which is tabulated upon the report card should be based on some characteristic or characteristics over which the student has control. Effort toward improvement and

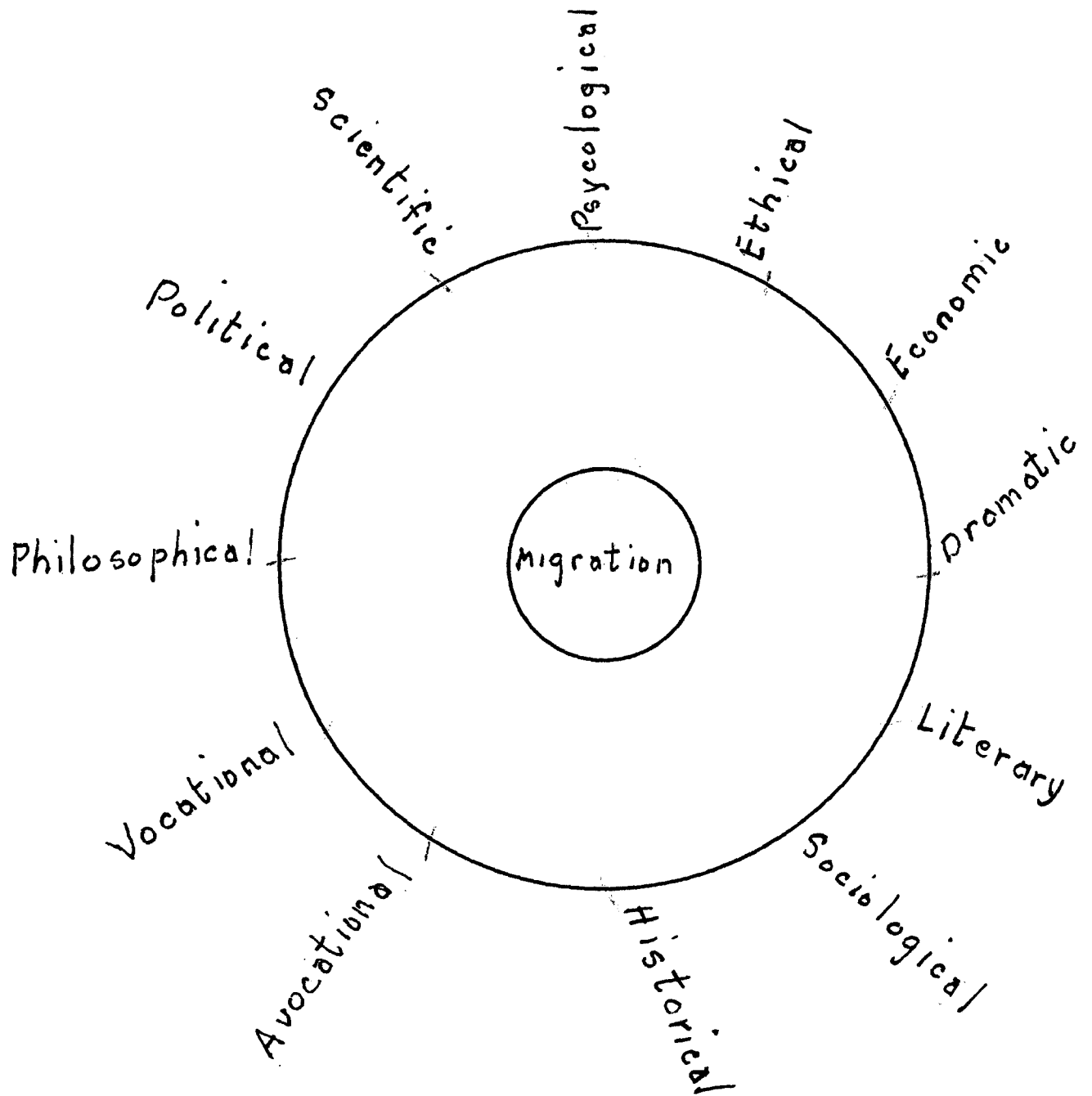


Figure 5

Random sampling of viewpoints
toward a central problem.

quantity of work are more important in this respect than is the arbitrarily-set quality of the work.

14. The report card grade should be insignificant as a determining factor regarding promotion, that is if promotion is a question of whether or not the student is allowed to stay with his fellows. It should not be necessary for a student to be removed from his most beneficial companions on a yearly basis. If, indeed, such a separation is at all necessary, it is far more reasonable on an hourly, daily, or weekly basis. Can a child, or for that matter an adult, see the significance of a day's efforts in relationship to their effect upon the results for the year?

If a student is not in the group which will provide the best available human environment for him, his placement should be changed upon the discovery of such conditions; if he is in the best environment, change should be avoided.

The idea of yearly grade levels is as ridiculous as that of yearly promotion. For example, each child in a traditional fifth grade is on a different level of learning in specific knowledges, skills, attitudes, appreciations, and habits. About the only excuse for having a fifth grade is to indicate a level of learning. Does it in any practical way, being so flexible as to include abilities all of the way from what is supposedly the fourth to the sixth grades, indicate a learning level? Far more accuracy and practicability

will be found in the practice of finding learning levels on the basis of individual knowledges, skills, attitudes, appreciations and habits. Perhaps the traditional "fifth grade" should be renamed the "fifth year group."

15. Eligibility for participation in one activity should not depend upon proficiency in another. However, if grades in one activity can or must (in the case of State High School Association requirements) be determinants of eligibility, that eligibility should be determined on a flexible basis. The student should be warned for a period that his efforts are of failing caliber. Then his name should be placed on a list of probational ineligibility and finally upon a list of make-up for eligibility, after which, if he does not increase his efforts, he may be declared ineligible.

16. Closely related to the question of evaluation is the problem of competition. Some say that competition is good, some say it is bad. We favor the position that competition is a desirable motivating factor in stimulating the activities of the individuals in group life. The "bad" features of competition may be traced to a lack of preparation for competition. The successful may not be prepared to accept success without suffering an over-inflated ego; the unsuccessful may not be prepared to face and accept their inabilities.

Self acceptance and the ability to accept success and failure in their true perspective are necessary to mental and emotional health and should be learned in school.

17. Teachers should remember that their personalities are their power for teaching; their communication activities will have to be conducted at a level as close as possible to their ideals of themselves as teachers.

18. All activities should be planned in terms of knowledges, skills, appreciations, attitudes and habits. The language activities of speaking, listening, writing, feeling, reading and thinking will probably receive more time and effort than will the other activities. Certainly they will have to be a part of all other activities.

For a good many years we have heard the sensible slogan, "Every teacher an English teacher." This has been feebly refuted by such ideas as "not all teachers are qualified to teach English" and "you can't get some teachers to teach English." It has been given lip service in a grading system which uses numerators and denominators, one for content and one for form. Teachers will not balk at teaching communications as they pertain to their individual students and subjects; once they understand them and adopt the fair-mindedness which dictates that any teacher who assigns reading, writing or speaking or who expects listening and thinking, is under obligation to contribute to the effectiveness with which

these are handled. Any teacher who can teach without using any one of these activities should not have to aid his pupils in their mastery!

19. Attempts to influence human belief or behavior generally follow this pattern: (a) creation of a need by use of feeling and reasoning, (b) making available to students a plan or means for satisfying their felt needs, and (c) following it through by calling attention to the practicability of what they are doing and the benefit which it will bring to them in terms of self or social benefit.

Some of the emotional appeals are pride, enjoyment, independence, adventure, power, loyalty, curiosity, companionship, and creation.

20. The work of individuals should be in whole units which may be handled in the following steps: (a) assimilation, or the bringing together of details to be treated in the unit; (b) partitioning, or the dividing of problems into main and subheadings; (c) resembling and relating through correlation, fusion, and integration.

Correlation, fusion and integration are a series of methods which are progressively intensive. Correlation may be had by a casual mentioning of relationship between courses; fusion may come about by an actual combination of subjects; integration, carried to its ultimate, would amount to the unification of all studies. The incidental teaching by the correlative method can result in an accidental type

of learning which is not reliable; fuse two subjects together and one may suffer. By integration we put back together that which we originally divided for logical and psychological reasons! Each method has its weaknesses and limitations when used over long periods of time and in isolation. All three should be used. By way of illustration, the total absence of integration from many curriculums has resulted in a confusing hodgepodge of fragmented knowledges with no attempts being made to put them together into the unified whole which the organized human mind requires.

The first step that an educator must take in planning a curriculum is one of assimilation, the bringing together of that which is to be learned. Once he can bring together into a unified whole all of the activities and experiences (physical, mental and emotional) which will equip the individual at hand for a well-rounded life, the pedagogue will be making progress. The more closely he approaches the goal of knowing what to teach to whom, the more nearly education comes into its own.

The next move, given the total of knowledges and skills, is to partition them off into the most effective divisions and subdivisions for learning purposes. The student obviously can learn only so much at any given instant.

Finally, through correlation, fusion, and integration he must bring wholeness to the materials partitioned off. The complete educative process consists then of assimilation,

partition, correlation, fusion, and integration -- from the whole back to the whole. Educating the child is something like making a speech. An idea of the end effect must be achieved and the audience must be considered in an effort to gain this desired end.

21. Apply the idea that the student is impressed as he expresses himself. Arrange opportunities for him to express, (a) what he sees and how he thinks and feels about it, (b) what others saw and what he thinks they felt about it, (c) what he has figured and how he figures it, and (d) what we ought to do and how we ought to do it.

The functional application of the arts for such individualized self-expression offers many concomitant learnings. The use of the arts on a utilitarian, need-filling level, may easily result in understandings, skills, attitudes, appreciations, and habits which cause the individual to participate in the fine variety of art and thereby enhance the felt significance and happiness of his life. As an example of the above, suppose that a student participates in school plays. He is not taught to direct plays but concomitant learnings enable him to do so, and in later life he produces a community play to the betterment of his life experiences and those of many others.

22. It is wise to proceed from the generally known to the specifically unknown. Let's consider grammar. If one is to attempt building a thought, as a mason builds a brick

wall, he must know his materials. There are eight parts to a thought when it is approached in this manner. These are the functions of naming, substituting for names, asserting, describing names, describing assertions, introducing, connecting, and showing of strong or sudden feeling. Traditionally these functions were disguised as "parts of speech" and were approached backwards from the unknown to the known. First, the definition of a part of speech was learned; then the student tried to find it as it was hidden about among the words of long lists of drill sentences. It was not unlike the old game of "hide the thimble."

The erring teacher says, "Today, class, we are going to discuss nouns. A noun is the name of a person, place, or thing. Open your workbooks to page twelve and we will find the nouns in the sentences there. Mary, you may take the first one."

Perhaps this teacher is following a logical pattern of procedure. A person should know what he's looking for when attempting to find it; the definition must precede an attempt to find its exemplification. Proceeding psychologically from the known to the unknown the teacher would have introduced a discussion of names. This would meet the students on interesting and familiar ground.

Following the class discussion in which we quoted the traditional teacher, we would at its conclusion find her saying, "Very well, class, we have completed our assignment

on nouns, tomorrow we will go on to verbs." What she could have done, had she been considering the more psychological approach, would have been to investigate the tracing of the function of naming throughout the field of language. Such points of interest would have included, among other things, the title of the finished work, the topic of the paragraph, and the subject of the sentence.

23. The ease with which the individual grasps a bit of knowledge, skill, attitude, appreciation or habit is not necessarily indicative of its loss of content. On the contrary, given the same problem a comparable amount of effort on a more easily understood presentation could carry the student to a greater degree of effectiveness. Unfortunately some teachers seem to feel that simplification takes the challenge away from the child or causes him to lose respect for the magnitude of the subject. Neither need be the case, if the subject matter is considered a means rather than an end. Each new phase of subject matter should be considered as a problem of living in the process of attempted solution. Such a concept will do away with neither challenge nor respect.

24. Not too much stress should be placed on intelligence. Any teacher who will attempt to define the word will soon discover that not a great deal is known about it. We will do well to regard intelligence, as measured by tests and school success, a relatively small factor in determining the probable total success of the individual.

Sometimes we hear it said that only the intelligent should attempt to "follow learning." Let us examine this statement under the supposition that intelligence has something to do with a person's ability to figure his own way. Under such condition the less intelligent are more in need of knowledge and vicarious experiences which will help them to solve life's problems, than are the intelligent.

25. "Keep 'em working" (expressing and impressing) will be a good slogan to enforce. Perhaps the worst habit established in students by some teachers is the habit of idleness. The old adage, "Idle hands serve the devil" has some bearing here, too! Work must become the sense of the appropriate -- the expected and accepted thing.

CHAPTER VIII

CONCLUDING OBSERVATIONS

Teachers are generally aware of student deficiencies in communications skills. While they do not seem to have specific standards in mind, they do have the feeling that all is not as it should be. This is true of their own levels of expression and impression as well as that of the students! Most teachers feel inadequately prepared to teach by means of the communications approach or, for that matter, to teach communications. A teacher training course on educational communications is needed.

Our staff has exhibited a gratifying interest in the philosophy of a personal-social communications curriculum as described in this paper. That staff has been willing to work long hours to translate that philosophy into action. They believe in what they are doing!

We find our students to be idealistic enough to appreciate our systems of beliefs when our ideas are explained. Our approach appeals to them. It sounds new and big; any boy likes to work on a man's job.

We find that our students appreciate our personal attention to their learning problems. Even more, they seem to find "sense" in what we are trying to do to help them.

Parents agree with our ideas; they ask questions and offer enthusiastic support when their queries are answered.

We find that our parents are happy to find that the system is progressive (not with a capital "P").

Fathers and mothers need reassurance whenever their children are faced with a system different than the one with which they themselves are familiar through experience. Most of their concern is about the possibility that all students may not get the same education, because each student is using different books than other students. We have found that an explanation of individual differences as to needs, approaches, and rates of learning relieves this anxiety and leaves some parents mildly surprised at the personal concern which the school attempts to give each student.

The ideas presented in this paper have been helpful as frames of reference from which to inaugurate faculty discussion. Such discussion has been instrumental in developing a surprisingly uniform philosophy among the teachers and, in turn, the students of our school. This unification of philosophies has tended, we believe, to eliminate much of the diffuseness of effort which is inherent in institutions involving a number of persons. Student passivism, inactivity, and downright negativism are rapidly disappearing. Once, in discussing the desirable aspects of a positive spirit, we, the faculty, decided that if a casual observer would ever remark on the generally enthusiastic, cheerful, and self-controlled atmosphere of our school, we would be

greatly rewarded. Such has happened not once but many times.

There are several obstacles which the plan has had to overcome. Students are not used to this manner of approach. They have to learn to go to school all over again. Teachers are not definitely trained for this type of procedure. Ready-made materials are not available for immediate use. Community confidence and cooperation must be gained.

We are meeting these obstacles with gratifying results, but before the personal-social communications curriculum can realize the full extent of its possibilities, the work of the scientist, technician and artist must be accumulated over an extended period of time.

Three basic needs are now evident: (1) a teacher training course on educational communication, (2) specific materials for the personal social development course and for communications techniques, and (3) research on the levels of learning, attitude building, stimulation of appreciation, and expression therapy (literature, drama, graphics, and music).

We are continuing the use of our curriculum in its present state of evolution. This is the greatest testimony which we can conceivably offer. Our faith in the correctness of our basic tenets increases with our observation of their application.

The future, we believe, will find the personal-social communicational type of curriculum in extensive use. The

interest which school men have shown it is gratifying. The toil which teachers will devote to it is encouraging.

The happiness, industry, and efficiency of student experience under the arrangements of a personal-social communications curriculum are so much more gratifying to our students and our faculty than the traditional organization which we previously had, that our professional conscience could not allow a turning back. We look forward to the continued application of these philosophies with increasing enthusiasm and with complete confidence.

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Appendix

Cooperative
Grading:
Language
Skills
Student

Content

Speaking

Style

Oral Delivery

Physical
Delivery

Content

Writing

Style

Mechanics

Attention

Listening

Comprehension

Appreciation

Retention

Location

Reading

Concentration

Comprehension

Rate

Retention

Speaking

Average

Writing

Listening

Reading

General

PLATE 1

COOPERATIVE GRADING FORM

COOPERATIVE GRADING: PERSONAL*SOCIAL ATTITUDES

Student	Quantity of Work				Quality of Work				Indiv. Effort				Group Effort				Average															
	Enthusiasm		Industriousness		Cheerfulness		Conscientiousness		Neatness		Self-Reliance		Initiative		Contributes		Volunteers		Helps Others													
	PSD	M-S	Voc.	AV.	PSD	M-S	Voc.	AV.	PSD	M-S	Voc.	AV.	PSD	M-S	Voc.	AV.	PSD	M-S	Voc.	AV.	PSD	M-S	Voc.	AV.	PSD	M-S	Voc.	AV.				
T																																

PLATE 2
COOPERATIVE GRADING FORM

Cooperative Reports

Between

WILSALL CONSOLIDATED SCHOOLS

The Student:

And his Parent or Guardian:

Regarding the student's work for the

.....Grade in the School Year.....

ANALYSIS

Accompanying each grade will be an indication of strengths () and weaknesses (-). Blank spaces will indicate that no appreciable deviation from the normal has been noted. The parent and student should confer in regards to these markings but if the area is shaded or contains a zero (o) an additional conference with the teacher, guidance director or superintendent is urgently invited.

Only two of the above mentioned ratings are not self evident; one, by "group effort" shall be meant effort to contribute to the general welfare of the group (either disturbing the class, or failing to contribute to its efforts might, as examples, deter the social efficiency of the situation); and two, "retention" shall mean the ability or inability to remember or call to later use (usually related to effort as applied to either or both first impression or review).

Please feel entirely welcome to visit your school often. You are capable of more information and inspiration than your modesty may admit!

Sincerely,

D. J. JEFFRIES,

Superintendent.

REPORT CARD

PLATE 3

ATTENDANCE RECORD

Period	1st 6 Wks.	2nd 6 Wks.	3rd 6 Wks.	4th 6 Wks.	5th 6 Wks.	6th 6 Wks.	Total
Days Absent							
Times Tardy							

Signature of Parent or Guardian

- 1st Six Weeks
- 2nd Six Weeks
- 3rd Six Weeks
- 4th Six Weeks
- 5th Six Weeks
- 6th Six Weeks

PLEASE READ

REASON

These considerations are made on behalf of the student; any other purpose would be ulterior. May the devices here applied facilitate, in general, greater cooperation between the student, his home and his school and, in particular, aid him and his adult advisors in discovering his needs and in making the necessary adjustments for meeting them.

AIM

Greater student development being our aim, school marks should be interpreted as means toward this end, not as final returns.

ESTIMATIONS

Deliberations for the making of each grade estimate involve double comparisons, one between the student and other members of his class or sample group and another between the student's progress and his estimated potential for improvement. These calculations are made upon such behavior elements as habits, attitudes, knowledges, skills, and appreciations which are important aspects of course requirements.

"GRADES"

Lincoln once said that God must have loved common men because he made so many of them. Under normal conditions in an ordinary class there should be more "C's" than any other grade. An "A" should involve not only superior quantity and quality of work (which would earn a "B") but also individual and group effort of a calibre distinguishable as initiative or leadership toward the ideal. While "D" signifies work of below average quota or quality "F" usually indicates that assignments have not been met or are below acceptable standards.

REPORT CARD

PLATE 5

SUBJECT							SUBJECT						
6 Week Period	Grade	Quality of Work	Quantity of Work	Individual Effort	Group Effort	Retention	6 Week Period	Grade	Quality of Work	Quantity of Work	Individual Effort	Group Effort	Retention
1							1						
2							2						
3							3						
Sem.							Sem.						
4							4						
5							5						
6							6						
Sem.							Sem.						
Yr.							Yr.						

SUBJECT							SUBJECT						
6 Week Period	Grade	Quality of Work	Quantity of Work	Individual Effort	Group Effort	Retention	6 Week Period	Grade	Quality of Work	Quantity of Work	Individual Effort	Group Effort	Retention
1							1						
2							2						
3							3						
Sem.							Sem.						
4							4						
5							5						
6							6						
Sem.							Sem.						
Yr.							Yr.						

DISCUSSION GUIDE
(Parent Teacher Conferences)

- I. General exchange of conditions and incidents from present and past observations:
 - A. At home
 - 1. Physical health
 - 2. Mental health
 - 3. Emotional health
 - B. At school
 - 1. Physical health
 - 2. Mental health
 - 3. Emotional health

- II. Specific evaluations of student's efficiencies:
 - A. At home
 - 1. Quality of work
 - 2. Quantity of work
 - 3. Individual effort
 - 4. Group effort
 - B. At school
 - 1. Quality of work
 - 2. Quantity of work
 - 3. Individual effort
 - 4. Group effort