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**ELECTIVE ENGLISH IN SECONDARY SCHOOLS: A DESCRIPTIVE
EVALUATION IN MACROCOSM AND MICROCOSM**

The University of North Carolina at Greensboro

Ed.D. 1980

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ELECTIVE ENGLISH IN SECONDARY SCHOOLS:
A DESCRIPTIVE EVALUATION IN
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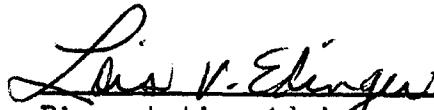
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A Dissertation Submitted to
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of the Requirements for the Degree
Doctor of Education

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1980

Approved by


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This study traced the historical and philosophical evolution of short-course elective English programs in American secondary schools, emphasizing the development and effects of a selected example involving alternative course designs. The problem has been that many proponents of functional and/or content-oriented English curricula have considered the elective model incompatible with their professional commitments and have sought its demise. The short-course elective program, originally a manifestation of the experimental stance, has since demonstrated potential as an administrative accommodation for multidesign in future curricula.

The investigation was a descriptive appraisal based on narrative, constructivist, and empirical sources. An extensive review of external primary and secondary literature preceded the internal case study, which assessed affective and cognitive variables among students in the elective English program at Bunker Hill High School in Claremont, North Carolina. Data for the latter were collected primarily through a perusal of documents, participant observations, questionnaires, and interviews with students as well as faculty and administrative personnel. Instrumentation included psychometric measures of academic gain, attitude toward school subject, academic anxiety, person-group relations, and student/teacher perceptions of teacher behavior. The statistical significance of comparative and related effects on student subgroups was ascertained by subjecting the data to a series of t tests, Pearson product-moment correlations, and a factor analysis. Stake's Congruence-Contingency Model served as a conceptual framework for the collection

and processing of data to determine construct validity as well as variability of effects within the target program at a .05 level of significance.

Operationalized five years prior to the collection of data in 1978, the Bunker Hill program was part of a master plan to improve academic quality and social climate on that campus. The design of the program was a continuum of electivity within structure based on sequential quarter courses in reading, writing, speaking, and literary experiences. Students were assigned by reading level to a teacher-adviser for a common course in Grade 9. In Grades 10-12 students selected curricula on the basis of goal orientation, i. e., courses for the college-bound, those seeking further training, or those work-bound. Classes for each grade level were scheduled during the same period to facilitate changes, and many courses were open to more than one goal orientation. Reading courses were required for further-training and work-bound students every year, and writing courses for all three groups each year; several of the rich array of literature courses were guidance oriented.

Subjective and objective data were congruent in that academic gain compared favorably with the national norm, significantly so with the performance of work-bound students in reading skills and further-training students in writing skills. Academic gains of the college-bound were obscured by the ceiling effect of the tests. Seniors, further-training, and A students evidenced a significantly more positive attitude toward school subjects than other subgroups. The college-bound and A students from all grade levels indicated significantly higher academic anxiety, presumably due to strong achievement

motivation. Seniors, further-training juniors, and students with A grades at all levels showed a significantly higher sense of acceptance by classmates. Further-training sophomores with A grades exhibited a significantly stronger sense of attraction to their peers. College-bound students perceived faculty behavior as significantly more indirect and the work-bound perceived it as more direct than the further-training group did. This concurred with teacher perceptions of appropriate behavior toward these subgroups. Significant correlations existed between the contingencies of scores in person-group relations and attitude toward school subject among all students in Grades 10, 11, and 12. In the social-emotional area of the factor matrix, correlation value was evidenced at a .001 level of significance.

Thus the effects of the target program were beneficial in different aspects to various student subgroups, with the middle majority or further-training group appearing to profit most. Academic, social, and emotional outcomes were similar to those of the few earlier formal studies available. The impeditive nature of recurring discord between tradition and attempts at reform in English education was explored and an amelioration via some variation of the elective system seemed advantageous. The case study illustrated such a productive attempt at reconciliation through the philosophical synthesis of functional, conceptual, and experiential goals into a viable curriculum geared to career aspirations. Such a blend of conflicting ideas from formative years was viewed by many contemporary curricularists as an indication of maturity within the discipline of English, providing an opportunity for future focus on problem solution rather than theoretical disputation.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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CHAPTER I

INTRODUCTION TO THE INVESTIGATION

Alternative curricular designs in secondary English have been generally categorized as the traditional approach, the "new English" approach, and the experiential approach. These designs have differed in emphasis and organization, but all suggested that the language arts be taught in a unified, integrated manner. The traditional approach was geared to developmental sequence, the "new English" was discipline oriented, and the experiential approach reflected the needs and interests of students (Brown, Gallagher, & Turner, 1975, pp. 10-11). Innovating or renovating English programs for a particular secondary school usually has assumed one of the preceding stances or value commitments to either continuity, subject matter, or student.

The rigidity or flexibility of curricular emphases in syllabi and scheduling has tended to be cyclical and reactive to the mood of the larger society. Occasionally there have been professional attempts to transcend the times and blend the theoretical strategies of the three positions into a viably resilient course of study. This particular investigation has attempted to evaluate the credibility of one such unique English program claiming to combine the reason of the fifties, the relevance of the sixties, and the reality of the seventies. Such a delicate balance between spontaneity and structure as well as between invention and tradition has suggested a professional artistry which could promise

a more rewarding experience in English for all American youth in the 1980's.

Nature of the Problem

Secondary English programs pioneered in the short-course elective movement which began with humanistic motives in the mid-sixties to provide curricula more relevant to the immediate concerns of adolescents. The initial intent -- a reaction to previous emphases on lockstep and erudite content structure -- was one of a varied selection of quarter or semester courses with interesting titles, the use of paperbacks and more multi-sensory materials, as well as increased student involvement in class activities and planning (Harvey & Denby, 1970; Kirkton, 1970). Such curricular and procedural attempts to individualize learning spread rapidly in English, and many high schools converted all departments to the short-course, elective system (Hillocks, 1972; 1973).

Currently, the continuation of such programs in English and other school subjects is threatened by a "back to the basics" movement spurred by professional demands for academic accountability, the national decline of SAT scores, widespread state legislation requiring certain evidences of competency for graduation, and repeated accusations from the public media that high school graduates are not sufficiently educated. Because secondary English programs have evidenced more electivity and are so integral to literacy, they have become the object of much debate and criticism. Those who oppose elective English programs believe that sequence in basic language skills and content is disrupted and fragmented (Lucas, 1976; Bane & Reed, 1976; Crabbe, 1970). Those who favor such

programs say that relevance and choice motivate students to acquire stronger basic skills and knowledge, which can be taught just as well in any context.

Moreover, many elective programs, especially those in high schools with fewer than one thousand students, have found it increasingly difficult to survive due to their limited budgets, paucity of faculty, and scheduling difficulties (Lucas, 1976; Donelson, 1977; Morton & Dolori, 1971; Laroque, 1976). Thus it seemed both professionally appropriate and worthwhile at this time to conduct a study which would investigate the inception, development, operation, and student effects of an eclectic program with model appeal for an institution with limited enrollment. The elective English program at Bunker Hill High School in Catawba County, North Carolina, appeared to have experienced considerable success with an assigned enrollment of approximately 680 students for several years. An attached summary report from a 1976 visitation committee of the Southern Association served to substantiate satisfaction with its comprehensiveness and provided further interesting information about the context of the school and community. (See Appendix A.)

The 1976 school evaluation showed a stable student population in a rural setting with 22% black enrollment, low educational status of parents, and somewhat below average performance on intelligence tests. The general curriculum was said to have a strong vocational as well as college preparatory commitment, with various attempts to provide for individual differences and a "strong spirit of humanism." The school campus had been a setting for much racial conflict and disciplinary disorder some six years earlier when a new administration took command. According

to the principal, there were numerous failures in English at that time and the drop-out rate was high. He was sensitive to this subject as a "trouble spot" because it was required of all students each year.

One innovation, among several undertaken to improve the learning environment and school climate, was a quarter-course elective English program to replace the year-long traditional courses in grades 10-12. An unusual scheduling and guidance feature, which might partly account for its success, was that all students at a given grade level had a selection of courses available to them based on their life goals or future plans. All courses for a given grade level were taught by the seven English faculty, e. g., all tenth-grade courses during the second period. Students who had made inappropriate choices could then be re-assigned with ease. These external features plus the relevance and strength of internal course design seemed to suggest a possible pattern for program development elsewhere. (See attached departmental objectives and student registration materials in Appendices B, C, D, and E.)

The principal and English department chairperson were sufficiently confident of pupil progress and reactions to this English program to agree to cooperate in an intensive case study of development and outcomes but asked that achievement results be judged by norm-referenced academic gain, not by the final performance of seniors due to initial handicaps cited previously. They were also amenable to comparisons of student subgroups on a variety of psychological tests as well as site observation, questionnaire, and interview techniques to provide a comprehensive view of the multiple effects of the English program. Both administration and staff seemed dedicated to the philosophy and practice of electivity within

structure, enthusiastic to share their plan with others, and eager to participate in an evaluation of its actual accomplishments and variable impact on students. In summary, the timeliness of the investigation, its controversial nature at the national level, and the possible impact of results in this and other real-life settings made the study especially appealing.

Purpose of the Inquiry

This research project was designed to describe, assess, analyze, and evaluate the effectiveness of a selected, short-course elective English program both in the macrocosm context of the movement and the microcosm of a particular school setting at Bunker Hill High School.

The investigation had three components:

Historical

A review of past and recent literature on the philosophy, objectives, general nature, advantages, and disadvantages of variations in short-course elective programs at large preceded the case study to give perspective to the target implementation. Primary sources, such as journal accounts of practitioners, and secondary sources from professional critiques were included, as well as results of previous graduate and independent studies available from the U. S. Educational Resources Information Center.

Constructivist

The case study itself sought to delineate the philosophy, needs, and concerns of a selected school when the English program in grades 10-12 was converted to a variation of the elective quarter system in 1973-1974.

Initial planning, inservice preparation, subsequent development, scope and sequence, problems, revisions, and proposed changes for the 1978-1979 school year were included as possible guidelines for curricular change in other schools. Multiple formal and informal measures, employed to ascertain the impact of the program on students and the congruence of staff behaviors with intents, provided the basis for conclusions and recommendations.

Statistical

The final stage of the study quantitatively compared the mean academic gain of senior students with national norms and results among the senior subgroups against each other. A crucial phase was the further comparison and correlation of assessed sociological, psychological, and educational effects evidenced by all of the students in the target program. The researcher hypothesized that data summarization and analysis would identify structures or interrelationships among the variables of life goals, race, sex, affective outcomes, and cognitive development not immediately evident upon casual examination. Such a clarification of all interrelationships among these variables then served to identify the nature of those students best and least well served by the existing program and suggested questions for further study about the relative values of variations in program design and their effects in English education.

Theoretical Framework

Worthen and Sanders (1973, pp. 12-19) have differentiated the domains of disciplined educational inquiry into three major types which have certain commonalities or interrelationships. This source also

distinguished evaluative research in education from basic or applied research on the basis of its specificity, value orientation, and non-generalizable information. These overlaps in definition and division of historical, philosophical, and empirical types of inquiry have made it difficult to categorize some studies which draw in varying proportions from several sources. Figure 1 was selected to illustrate graphically the likelihood of combination in the disciplined inquiry of many educational topics. The ovals were approximations of the authors' estimates of relative frequency of type occurrence in 1973, while the shaded portion is a recognition that there are other unspecified types of inquiry within the domain.

Essentially this study was an historical and descriptive evaluation, with a constructivist orientation and empirical elements. The study was concerned with program development and implementation, external change in behavior (the variable of academic gain), gathering data for decision-making (interrelations of academic gain with projective variables), and the internal nature of the teaching-learning experience (syllabi, observations, interviews, questionnaires). Evaluative research was generally viewed as what Ross Mooney has termed a type of "creative production" in which one may use the map lines of other researchers as a guide but "...must take the journey for himself," becoming involved as a contributing actor in the play (producer) rather than a passive play-goer (consumer) who passes judgement on performance (Pinar, 1975, pp. 184, 188). James B. Macdonald and Mooney have contended that the subjective good and the objective true polarities can be accepted and used to

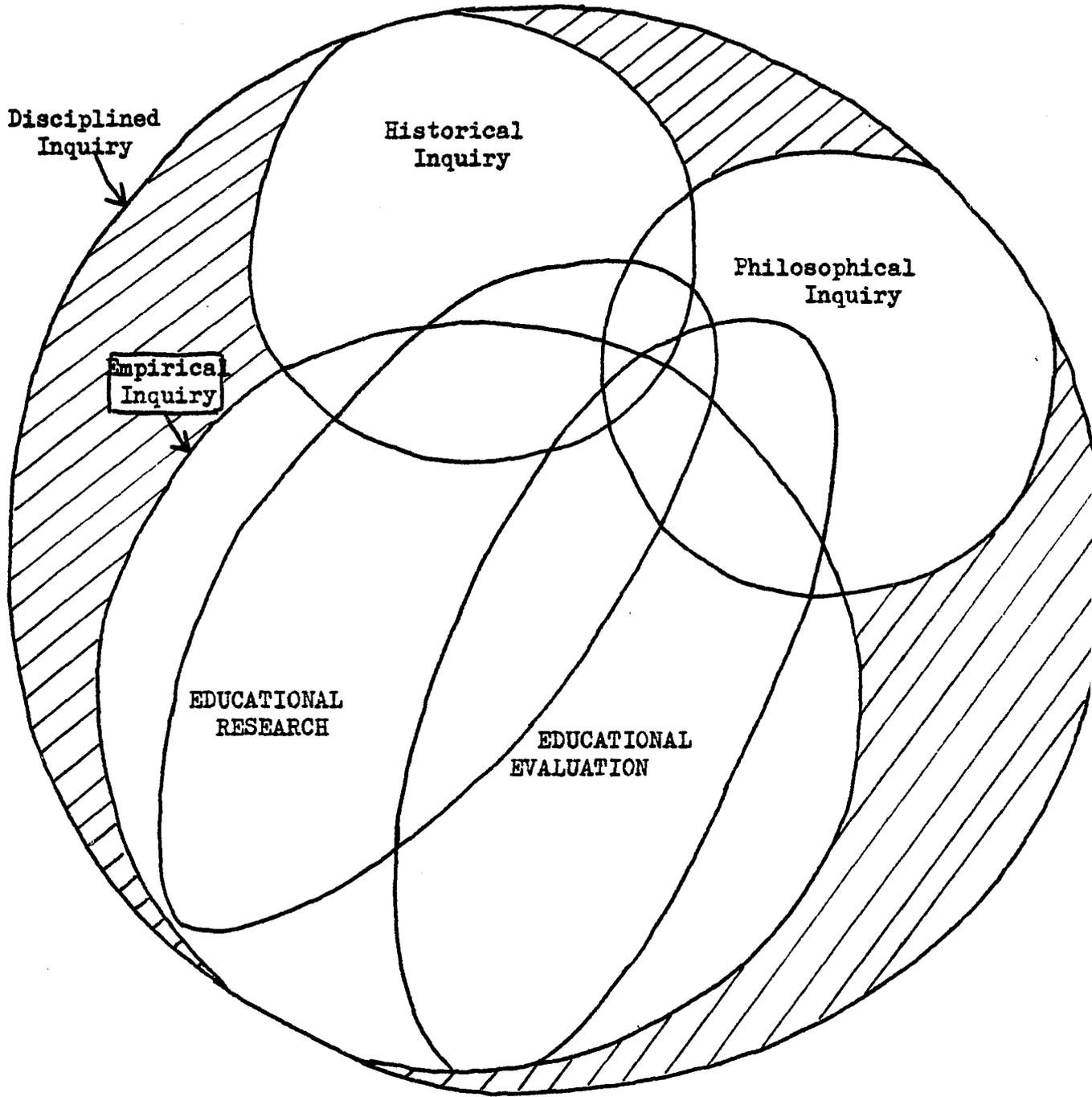


Figure 1. A diagram illustrating overlap in the inquiry domain for educational research and evaluation (Worthen & Sanders, 1973, p. 15).

complement each other, promoting richness by blending what is appropriate to science with that of the arts and humanities (Pinar, 1975, pp. xii, 179, 197).

According to Mooney a completely impartial, empirical stance has been and is superficial, since man-made data "...cannot 'speak for itself' any more than it can be separated from the values of the researcher who selects certain things in time and place to study" (Pinar, pp. 192-193). Mooney has recommended doing research in the middle of something important to the researcher, studying the past and present complex of relations that give reality to the phenomenon. He cautioned that "Proof is not a sledge hammer which can drive things into other people's heads...but an illustration, a suggestion, an offering -- not a bludgeon" (Pinar, p. 201). Objectivity for proof should then come from attending to the evolving whole as well as its synthesis of design and differentiations for individual students, which gives basic data for a professionally stimulating experience:

Research is a personal venture which, quite aside from its social benefits, is worth doing for its direct contribution to one's own self-realization. It can be taken as a way of meeting life with the maximum of stops open to get out of experience its most poignant significance, its most full-throated song (Pinar, p. 176).

The Encyclopedia of Educational Evaluation (Anderson, Ball, Murphy, & Associates, 1975, p. 136) reaffirmed Mooney's position that there are two extremes in philosophical and methodological postures regarding evaluation concepts, one highly subjective and the other scientifically rigorous. According to Saylor and Alexander (1974, p. 300) the latter has impersonally tended to label products, measure, and compare

while "...patronizing, threatening, and even insulting its clients." The former alone could be highly charged with opinion and emotion. A more reasonable combination approach was introduced in the late 1960's as a new concept of the role and purposes of evaluative research.

Lee J. Cronbach defined the new concept as "...the collection and use of information to make decisions about an educational program" (1963, p. 672). Robert E. Stake elaborated further by recommending "responsive evaluation" which is oriented to "...what people do naturally in evaluating things...they observe and react" (Saylor & Alexander, 1974, p. 301). This point of view was underscored by Daniel Stufflebeam and a Phi Delta Kappa National Study Committee (1971):

The entire purpose of evaluation...is to service the decision-making act -- to identify the decision question that calls forth an answer; to identify alternative answers (decision alternatives) that might be given in response; to identify and refine the criteria (values) to be used in choosing among available decision alternatives; to identify, collect, and report information differentiating the decision alternatives; and, finally, to determine whether the chosen alternative did meet expectations for it (p. 43).

Thus whether subjective or objective in orientation, the primary purpose of educational program evaluation should be to provide information for decision making about content and process as well as product (Anderson et al., 1975). The Encyclopedia of Educational Evaluation recommended a multivariate model since human behavior is complex and multidetermined, further stressing "...the importance of ascertaining whether a program is differentially effective for different groups of people" (1975, p. 137). This reference cautioned that though data were collected on individuals, the focus of evaluation must be the value of the program and should be based on a variety of investigative strategies

in combination. Illustrative of this concern was the following definition of the case-study method:

A case study is an intensive, detailed analysis and description of a single organism, institution, or phenomenon in the context of its environment...The methodology of the investigation may range broadly and include testing, classroom observations, content analyses of records and materials, interviews with students and staff, and descriptions of physical facilities and resources. Advocates of the case-study method point to its advantages in allowing evaluators to deal with variables hard to quantify -- staff morals and institutional vitality. Sometimes case studies are used as preludes to larger, more formal evaluation studies, both as a source of hypotheses that deserve investigation and for suggestions about variables and measures that should not be overlooked in the large-scale effort (Anderson et al., 1975, pp. 46-47).

Such descriptive research has been defined by L. R. Gay (1976) as an inductive collection of data to "...determine and report the way things are," (p. 10). This use of multiple methodology to determine creation, chronology, status, congruence, and contingency has been compared to evaluations conducted by regional accrediting associations. Such evaluation has been considered partially formative providing feedback for further program improvement and also summative providing a commentary on overall outcomes. Essentially the case study conducted here involved soft and hard instrumentation which produced both subjective and objective data. Presumably the hard evaluation could be replicable in the same or other school settings while the soft evaluation captured the essence of the program's evaluation and impact.

Certain facets of the empirical component of the study rendered it quasi-experimental. Students could not be assigned at random to experimental and control groups though a longitudinal or time-series measure of academic gain was possible. Objective achievement instrumentation was used to more fully describe the changes in academic performance

instrumentation was used to more fully describe the changes in academic performance (dependent variables) and stages of cognitive development facilitated by the program (independent variable). The cross-sectional projective means of subject satisfaction, person-group relations, and academic anxiety, as well as perceptions of teacher behavior and priorities (dependent variables), were used to describe as accurately as possible the characteristics of the treatment groups. The previously cited dependent variables for the groups of various goal orientations, past and predicted academic performance, sex, and race were then subjected to the statistical analyses of t tests, Pearson product-moment correlations, and a factor analysis via computer.

The eclectic nature of the study and its attempt at a panoramic view of program development and effects were instrumental in the decision to adopt Robert E. Stake's Congruence-Contingency Model to facilitate collection and organization of data (Saylor & Alexander, 1974, p. 306; Worthen & Sanders, 1973, p. 118). Briefly the Stake Model included a statement of program rationale, a comparison for congruence of intended and observed antecedents, and congruence for intended and observed transactions, as well as congruence for intended and observed outcomes. Data about antecedents, transactions, and outcomes were derived from intent, observation, standards, and judgemental sources. Acceptable findings in this case were at least average or above normal congruence between what was intended and measured or observed, which led to certain assumptions about the target program and suggested hypotheses for further study based on significant statistical differences and contingencies among variables.

Definition of Terms

The following definitions were used consistently throughout this investigation. The use of terms was restricted to the meanings specified in this section.

Secondary English program - All subject-matter and learning experiences in years 9, 10, 11, 12 of undergraduate education organized into credit courses in reading, speaking, writing, listening, and thinking skills.

Multidesign - Curricular approaches and emphases of subject matter or "...the general method viewed as aims, procedures, scope, reference, and evaluation" (Brown, Gallagher, & Turner, 1975, p. vi).

Short courses - Required and elective quarter subjects geared to specific topics of study.

Elective - Voluntarily chosen within the restrictions of a given number per category or stated prerequisites.

Goal-oriented - Designed to provide subject content and learning experiences related to plans for the student's immediate future.

Academic gain - Selected knowledge and skills acquired during a specific period of treatment under the direction and supervision of the school.

Cognitive skills - Intellectual processes of recognition, translation, interpretation, application, and analysis.

Subject satisfaction - Intrinsic or extrinsic motivation, relevancy, and enhancement of self-image attributed to a given learning situation.

Person-group relationship - Imagined, perceived, and/or actual status in a particular segment of human society.

Academic anxiety - Apprehension, frustration, and stress resulting from exposure and/or participation in a given segment of the school curriculum.

Perceptions of teacher behavior - Understandings or feelings descriptive of human interaction evidenced in a classroom setting.

Teaching priorities - Knowledge, skills, and expectations given a rank-order of importance in planning and conducting classes.

Antecedents - "Any condition existing prior to teaching and learning which may relate to outcomes" (Stake, in Worthen & Sanders, 1973, p. 112).

Transactions - "The countless encounters of students with teacher, student with student...the succession of engagements which comprise the process of education" (Stake, in Worthen & Sanders, 1973, p. 112).

Outcomes - "Abilities, achievements, attitudes, and aspirations of students resulting from an educational experience" (Stake, in Worthen & Sanders, 1973, p. 112).

Intents - "Goals, objectives, intended student outcomes...which are hoped for and anticipated" (Stake, in Worthen & Sanders, 1973, p. 114).

Observations - The descriptive data -- direct observations, psychometric test results, interviews, checklists, questionnaires, and the like (Stake, in Worthen & Sanders, 1973, p. 116).

Standards - Statements of what the experts (teachers, administrators, scholars, accrediting agencies, spokesmen for society, students themselves, parents) believe should happen in the situation and in similar situations in other schools (Stake, in Saylor & Alexander, 1974, p. 305).

Judgments - The values placed on the program, i. e., "...how people feel about aspects of the situation" (Stake, in Saylor & Alexander, 1974, p. 307).

Congruence - An identical match between what was intended and what was observed, i. e. "...what was intended did occur" (Stake, in Worthen & Sanders, 1973, p. 117).

Contingencies - "Relationships among the variables...especially those that permit the improvement of education...identifying outcomes that are related to particular antecedent conditions and instructional transactions" (Stake, in Worthen & Sanders, 1973, pp. 117-118).

Humanism - Theory of psychology in which goal orientations, human needs and interests, interpersonal relations, enhancement of self-concept, and individual perceptions of reality predominate (Dacey, J. S., 1976, pp. 4-8).

Guidelines for Research

The following questions for investigation were generated from the multiple components of the stated purpose of the study and the organizational scheme of Stake's Congruence-Contingency Model for educational evaluation. Their nature will be further clarified in the review of the literature in Chapter II and the rationale for procedures and techniques in Chapter III. These questions were designed to serve as a basis for the report and discussion of data on program development and effects in Chapter IV and implications in Chapter V.

Historical

Was the selected program design philosophically and practically appropriate to the exigencies of setting in time and place?

Antecedent information considered here included past broad movements in theory and practice which have led to contemporary alternatives. Whether this program did reflect a curricular synthesis of alternative designs and provide a recognizable pattern of scope and sequence were also matters of inquiry. An attempt was also made to determine congruence between the target program and the community context, goal orientations of students, priorities of English faculty, and the stated philosophy of the school as well as the English Department.

Constructivist

Was there construct validation (congruence) between the intended and actual transactions and outcomes of the selected program, i. e., did the assessments of the researcher converge with the judgements of the participants?

Degrees of congruence were determined by comparing cognitive, affective, and perceptual data gained from documents, observations, interviews, and questionnaires with that obtained from statistical analyses of standardized tests and rating instruments. Transactions involved person-group relations among students and teacher/student perceptions of teacher behavior. Outcomes were evidences of senior academic gain in reading comprehension and written expression, and performance levels of Bloom's cognitive skills as well as degree of academic anxiety, and attitude toward the school subject for all students.

Statistical

On the basis of interacting cognitive and affective contingencies -- which students were best and least well served by the selected program?

Judgmental data from standardized instruments were used to discern whether senior academic gain compared favorable or unfavorably with the national norm and to what degree in each of the three goal orientations. Affective variables were correlated to find if there were possible significant relationships with academic gain. Possible significant differences in social and emotional variables were ascertained for all students on the basis of race, sex, goal orientation, and past as well as predicted grades.

Limitations of the Case Study

Certain reactive effects, those not related to the substance of the study, might have somewhat affected performance on the dependent variables. Students and teachers were aware that their English program was being given special attention which could have produced a Hawthorne effect (Tuckman, 1972, p. 129). The novelty of multiple testing, observation, and interviews with an outsider might also have temporarily increased interest and motivation. Since identification was requested to compare and correlate test results, some students and teachers could have distorted responses to impress the examiner. Anderson et al. (1975, p. 189) further cautioned that unusually high intercorrelations among scores on instruments designed to measure different aspects of behavior may indicate a halo effect, especially if all scores or ratings were unusually high.

A practice effect on academic gain (Gay, 1976, p. 206) was unlikely because two years had elapsed between the pre- and posttests. A ceiling effect for academic gain for the subtests of the Comprehensive Tests of Basic Skills (Anderson et al., 1975, p. 51) was unavoidable, however,

because the highest possible scores in Reading Comprehension and Written Expression had already been achieved by some students on the pretest. Undoubtedly natural maturation was also an extraneous influence on academic gain. Differential selection of subjects (Gay, 1976, p. 204) was likewise unavoidable because groups of students were already formed electively on the basis of goal orientation, though a semblance of the normal range of mental ability existed in each group.

Timing might have had a deleterious effect on projective test scores and rating scales since other required standardized tests were scheduled at the target school during the spring of 1978, especially a pilot administration of one of the North Carolina Competency Tests for graduation. The research testing was conducted in a series of time blocks extending for several months, i. e. the objective and projective tests as well as interviews and observations were not conducted at the same time under exactly the same psychological circumstances. Data as to the number of drop-outs before and after implementation of the target program were available, though unfortunately Scholastic Aptitude scores (ETS) were mailed to individual seniors and viewed as privileged information.

Reactions to two past events, beyond the scope of the target program, also could have influenced both the affective and cognitive dependent variables. In the fall of 1973, the new principal at Bunker Hill and three faculty members attended a workshop on School Climate Improvement at the University of North Carolina in Chapel Hill. These staff members then oriented their colleagues to procedures for implementation. Thus the strategies for improving school climate were operationalized at the inception of the short-course elective English program. Since 1973,

faculty at the target school have agreed each year on three areas of concentration for general improvement which are related to the affective dependent variables. (See Appendix F.) Administrators of the Catawba County Schools in 1974 also appointed a Central Planning Committee for Comprehensive Improvements which composed Continuing Objectives with Performance Indicators to encourage their implementation in at least one subject area per year. (See Appendix G.) An activity-based K-12 "Language Arts Curriculum Guide" for the county schools was one result in 1976, which has probably influenced both academic gain and teaching priorities in English.

Gay (1976, p. 206) cited contamination and experimenter bias as potential threats to the validity of research method and procedure, i. e., the researcher's familiarity and expectations might unintentionally influence behavior and conclusions. This has been the empirical stance of consumer research that stressed objectivity, logic, and the scientific method as opposed to the constructivist stance of Ross Mooney who viewed the researcher as a producer involved in a quest "...for what I need to know" (Pinar, 1975):

The problem I create to work on is to be a problem of importance to me personally. In it, I can sense my purposes on their way to fulfillment, my values under test, my self-conceptions and reciprocal world-conceptions under change. In the course of clarification of what is important to me, I come to some roads of knowledge which other scientists have already charted and, on such roads, I can expect to share my experience as I also go along. Other clarifications will require that I go into a frontier to make my own maps alone. Whether the direction which is personally important takes me into new or old territory, it is necessary that my guidance form within me (p. 196).

Carinni underscored this stance by affirming that "...the observer, as a point of view, is central to the datum..." (1975, p. 8) and must

give himself to revealing the integrity or lack of it in the phenomenon under study.

Within these possible limitations, the researcher has attempted a blend of investigative strategies to trace the development and assess the effectiveness of the goal-oriented, multidesign, elective English program at Bunker Hill High School. The second chapter, which reviews related professional literature, was intended as evolutionary and cumulative background to the phenomenon under study. Chapter III, which explains the rationale and intricacies of research design, aimed to clarify the methods involved in the collection and analysis of data. Chapter IV, which reports the various findings and their subsequent interpretation, was circumscribed by Stake's Model which predetermined a search for congruence and contingencies among intended and observed antecedents, transactions, and outcomes. The final chapter, which summarizes results and their implications, was planned to compare outcomes with earlier research and to synthesize instances of congruence and contingency into immediate and long-range projections.

CHAPTER II

REVIEW OF THE LITERATURE

The descriptive study of an educational phenomenon has three dimensions -- past, present, and future -- with a continuously overlapping flow of ideas, events, and circumstances. One purpose of this chapter was to review the evolution of the secondary English curriculum, noting the historical and philosophical genesis of its multidesign and various models in broad patterns. Other intents were to explore the characteristics and impact of the innovative elective movement on the contemporary educational scene as well as to gain a deeper sense of forces and issues contributing to curricular transitions in English. Evaluative data from other studies of cognitive and affective outcomes in elective English programs were also included for comparison with empirical results obtained in this project. Descriptive information on the development of elective, multidesign English curricula in various school settings was also summarized to note parallels or contrasts with that of the target program.

Historical Perspectives

English is a relatively young subject, but its brief history has strongly influenced program design(s), content, and procedures in contemporary schools. Though many have assumed that the elective, multi-design secondary curriculum was mainly a response to the turbulent sixties, Leilia Christenbury (1979, p. 50) traced its roots from the

life-preparation thrust of the Committee of Ten Report in 1892, the demand for practical subjects in the Cardinal Principles of 1918, and the life-adjustment emphasis of the Eight Year Study of 1942. She saw a revival of the Progressive Movement as central to its production, reminding us that historian Lawrence Cremin in its repudiation related, "The authentic progressive vision has remained strangely pertinent to the problems of mid-century America." The Dartmouth Conference of 1966 was a landmark in its acceptance, but the cumulative effects of nearly a century of restructuring are a heritage to the organization and content of such English programs today. At a time when elective, multidesign secondary programs are under attack, it has been comforting and insightful to reflect on past transitions in English education as a meliorative growth response to changing social demands.

A critical review (Cooper, 1975, p. 94) of Arthur N. Applebee's Tradition and Reform in the Teaching of English praised this 1974 volume as the first comprehensive history in an area of little systematic exploration. The work was compiled and heavily documented with the aid of the National Council of Teachers of English as well as scrutinized by a range of educational philosophers, psychologists, sociologists, and historians. Applebee (1974, p. xi) stated that he had blended many inaccessible and out-of-print materials "...to reduce the need for other writers to recapitulate the universe." Thus the Applebee reference was selected by this researcher as a major source for past perspectives to the time of the Dartmouth Conference. History may not provide answers but should deepen insights into immediate problems.

According to Applebee (1974), English emerged as a major school subject during the 1880's and 1890's as part of "...the battle between classical and contemporary control of subjects in the college preparatory curriculum" (p. 1). The much older instructional roots of the subject intertwined fully the following traditions: an ethical tradition relating elementary reading to religious instruction, a formal model prescribing mental discipline and close textual analysis, and a nonacademic tradition of appreciation engendered by debating clubs and literary societies. Applebee (1974, p. 14) cited this triad as a "potential strength" or "fruitful alliance" for the embryonic subject which by 1865 included a variety of related minor studies such as reading, spelling, rhetoric, oratory, and literary history.

English needed a rigorous justification and methodology for academic respectability, as well as uniform institutionalization, to achieve status as a single major school study. Applebee (1974, pp. 22-29) credited the English writers of the Romantic period for giving cultural values to the study of literature and the German philologists of that day for offering a systematic, analytical approach to the study of modern languages. These accomplishments coupled with the 1894 unification and "definite inclusion" recommendations of the Committee of Ten on college preparatory studies gave sanction to the subject. Applebee (1974, p. 38) asserted that the formation of a National Conference on Uniform College Entrance Requirements subsequently established the intellectual and utilitarian value of English as a multifaceted but central study for all students.

At the turn of the century, English was developing a professional literature which gave identity and self-respect to its teacher. This growing sense of confidence, in combination with the increase of secondary enrollment as well as changes in philosophical and psychological theory, set the stage for a curricular conflict which has dominated for decades. A major change in rationale called Social Darwinism came to view American schools as agents for social reform. In psychology, G. Stanley Hall advocated studies to parallel stages of human development and Edward Thorndike refuted automatic transfer of training which had justified "mental discipline". Applebee (1974) quoted with commentary the following insightful prophecy about a shifting emphasis written in 1902 by Percival Chubb in his textbook on the teaching of English:

It would no longer be the student who must adjust to the school, proving his competence to follow the prescribed academic course, but the school that must adjust to the student, meeting his personal and social needs. 'It is at this point,' Chubb continued, 'that there will be a clash -- felt nowhere so much as in the English work -- between the old ideal which emphasizes formal discipline and thoroughness in a few things, and the new which emphasizes culture-content and many-sided development' (p. 46).

Applebee (1975, p. 48) credited John Dewey and Jane Addams with unifying the forces for emancipation of the high school from college domination through their concepts of purposefully relevant education for all in the problems of living together. There followed a revolt against uniform, classical booklists which were used as a basis for the content of College Entrance Examinations in English. The National Council of Teachers of English, founded in 1911, spearheaded the drive for alternatives in books to read and in examination requirements. In 1916, two examination forms were provided, one restricted to the classical books

and the other a measure of general comprehension and appreciation. Gradually the English curriculum was modified to emphasize the evolution of literary genres as well as intensive analysis of prescribed selections, and recommended developmental booklists from the National Council incorporated contemporary literature.

Additional victories for secondary reform forces reported by Applebee (1975, pp. 59-63) included more practical language arts courses for vocational education, the promotion of simple audio-visual aids to facilitate learning, and the inclusion of drama as a reputable literary activity. A comprehensive statement of position and progress against college domination appeared in the 1917 report of the national committee on Reorganization of English in Secondary Schools. Though justifying literary study as cultural, vocational, social, or ethical, and suggesting thematic topics for study, the 1917 report still specified standard works for class study and relegated modern writers to lists for individual reading. Applebee (1974) noted, however, that this report was predictive of the general Cardinal Principles of Secondary Education to be published a year later by its parent commission from the National Education Association:

The committee urged schools to provide 'a considerable range' of course content to meet the varying backgrounds of the students, while at the same time preserving 'a reasonable uniformity of aims and a body of common culture.' In particular, 'Skill in thinking, high ideals, right habits of conduct, healthy interests, and sensitiveness to the beautiful are attainments to be coveted for all' (p. 66).

The advent of World War I also attracted attention to broader national aims for English. Applebee (1975, pp. 67-68) related that newspaper study was introduced to train for citizenship and American

literature to develop pride in heritage and arouse patriotism. Another legacy from the war was the mass use of standardized measures for intelligence and achievement. Test results were often used to more efficiently classify or ability group the burgeoning, heterogeneous school population for attempts at individualized instruction. "Efficiency" in terms of scientific management became a major concern of the early twenties. Franklin Bobbitt and others compiled voluminous lists of behavioral objectives based on an analysis of life activities and a tally of minimum essentials for a functional living. According to Applebee (1974, pp. 87-89), the latter boosted time allotments for usage-based programs in language and composition and introduced studies of the motion picture and radio propoganda techniques prior to World War II.

The period between the world wars was truly a time busy with innovations. The Dalton or contract plan and Morrison's sequential mastery units were in brief vogue. The popularity of objective tests in English continued both as a safeguard to standards and rote learning for the conservatives and a diagnostic tool for the liberals. The latter led to experimental studies of relative effectiveness for alternative teaching strategies, especially in reading, that seemed to offer a scientific approach to improving methodology. Though a scientific orientation became deeply ingrained, Applebee (1974, pp. 99-100) commented thus about disillusionment from faulty research designs and hasty conclusions:

Such studies eventually made the N. C. T. E. leaders aware that teachers of English might not make the world's best scientists, and scientists might not know how to make the world's best teacher of English. Rewey Belle Inglis emphasized this point in delivering her presidency address at the 1929 convention: 'Say over to yourselves the names of the really great teachers of history or your personal

experience. Did they spend hours humped over correlations? Many of the antagonisms between the two fields could be saved if each were given due place and recognition, and persons fitted by nature and disposition for one were not forced into the other' (pp. 99-100).

Though enthusiasm about the benefits of scientific investigation for deciding English strategy had cooled by the mid-thirties, empirical studies have remained as one aspect of the search for more viable programs and procedures.

Other than the application of science to English education, another broad movement of the twenties and thirties attempted the interpretation and implementation of Dewey's "experience" metaphor. Experience and later exploration were central to the rationale of the progressive movement which was searching, synthesizing, and elaborating in both methodology and content. Applebee (1974) mainly cited Kilpatrick's project method as a powerful solution for progressive teachers who had rejected mental discipline but retained a concern for ethical development:

...the method of teaching could in itself convey important lessons to the student, lessons which have nothing to do with overt subject matter. Since in a democratic society 'the typical unit of the worthy life' is 'the purposeful act,' Kilpatrick argued that this should also be the typical unit of school procedure (p. 108).

Purposeful projects involved the successful completion of concrete or intangible tasks which broadened the skill attainment and experiential view of students.

Literature as vicarious experience rather than didacticism became a problem since many early writers of this century severely challenged the conventions of society. The solution during this period of reorganization was a new technique of literary criticism defining art in terms of unity, coherence, and form "...substituting intellectual order for moral

value" (Applebee, 1974, pp. 111-112). Undoubtedly the project method and accepting literature as vicarious experience influenced the popularity of the unit approach which involved central reading or a single concept as the base for a variety of cooperatively planned learning experiences. Applebee (1974, pp. 113-115) also noted cross-currents during reorganization such as the conservative view of developing intellectual courage and responsibility through the great books. Another was the social reconstruction perspective of building a new world order through the study of immediate social problems during the Depression years.

The National Council of Teachers of English sought to synthesize the best of current movements by providing a stable reference point for experimentation in curriculum development, though freely admitting there could not be a single curriculum appropriate to the diversity of American environments. In 1935 a final report of the National Curriculum Committee entitled An Experience Curriculum in English was published as a "starting point" or pattern for coherent program development from kindergarten to college. The curriculum attempted to blend the strengths of Morrison's mastery unit, Kilpatrick's project method, and various provisions for individual differences into "...broad easy steps in a steady progression of intellectual difficulty and social maturity" (Applebee, 1974, p. 119). The units were interlaced by "experience strands" from the areas of literature, reading, creative expression, speech, writing, instrumental grammar, corrective teaching, and electives. Sample units included a variety of thematic, topical, historical, technical, and genre topics similar to those popular today. The most shocking feature was a

recommendation that all grammar be taught by functional instruction and only otherwise as an elective for high school seniors.

A second volume, Conducting Experiences in English, published in 1939, provided illustrations of how the material in the first volume might be implemented. Another report, A Correlated Curriculum, was published earlier in 1936 to facilitate English programs from partial to total integration with other school subjects. The Commission on Human Relations of the Progressive Education Association added another important publication, Literature As Exploration, in 1938 which outlined a more personal view of teaching literature:

...to help the student experience many models, good and bad, and to learn to deal critically and intellectually with the emotional reactions they would necessarily arouse...to become aware of potentialities for thought and feeling within himself, acquire clearer perspective, develop aims, and a sense of direction (Applebee, 1975, pp. 124-125).

A general impetus for program reform and individual teacher innovation was quite evident in this era, but a national survey, Instruction in English by Dora Smith in 1933, had reflected heavy domination of content by existing textbooks, largely administrative attention to individual indifferencees, teacher preparation programs that emphasized academic English, and the continuing real or imagined strictures of college admission. Though Smith found some progressive approaches, widespread use of the unit method, and less attention to classical literature, she noted "stress" and "fear" among teachers confronted with change from the old and familiar.

Applebee (1975, p. 131) underscored that emancipation in the teaching of English had become a national enterprise, but a gap indeed existed between the enthusiasm of theory and security in practice. Robert Pooley

summarized this era well in an article on varied patterns in the

English Journal:

Within twenty years we have had to meet, study, and assimilate several new psychologies, at least one new sociology, and a score of isms. We have had to grapple with such concepts as 'the child centered school,' the activity program, the socialized recitation, the project method, integration, correlation, two- and three-track plans, and the unit plan. The progressive movement has waxed fat in the last two decades. All these movements and schemes have added immeasurably to the science and art of teaching. But they have also bred insecurity where once there was confidence (pp. 242-253).

Expansiveness in English curricula was followed by purposeful narrowing of scope and goals in the forties and fifties. After the Depression, more youth in secondary schools were undecided as to vocational or college intent so a need for "general education" developed. A reasonable response was to focus on the immediate needs and problems of adolescence, especially those of life adjustment to the demands of the adult world. Another response was a focus on language and communication skills engendered by the practical pressures of World War II, a new interest in the problems of the relatively mature reader, and changes in literary theory stressing more sophisticated studies of form and technique. Applebee (1974, p. 140) considered the discord of the conservative critics in this era basic to the decline of the progressive movement and later academic revival of college domination in the 1960's.

Progressive principles were intentionally operationalized in the forties with attempts at "general education" through core, correlated, common learning, and life adjustment curricula which focused on the concerns of adolescence. Guidelines and support for innovation were shifting to the National Education Association and the U. S. Office of Education. The Progressive Education Association did, however, conduct an Eight-Year

Study favorably comparing the performance of college students exempt from normal entrance requirements with those from standard academic programs. Though the correlated or broad field courses were generally rejected due to artificial unity and neglect of language arts when integrated, English teachers appeared to welcome the focus on personal and social needs of adolescence because the approach was child-centered and inventories of life activities set familiar boundaries for their subject.

Needs were defined on a wide spectrum from problems of family life to international relations. Adjunct curricula, which Applebee (1974) termed "a mild prelude to the Civil Rights Movement" (p. 149) attempted education for improving human relations among minority groups. Various supportive reports from the National Council of Teachers of English such as English for Social Living in 1943 and from the Progressive Education Association such as Education for All American Youth in 1944 were reminiscent of the reform literature of the thirties. Bibliographies of appropriate reading for specific problems, various age levels, and certain areas of human relations were preliminary to George Norvell's definitive survey in 1950 of The Reading Interests of Young People. Applebee (1974, p. 152) reported a concern with whether literature presented reality rather than whether the works were classic or contemporary and noted less attention to censorship of selections. He was especially impressed with the sequential Reading Ladders for Human Relations in 1947 illustrating Hilda Taba's principle that "...education should be a continuing process of the reconstruction of experience" (Applebee, 1974, p. 154). There was also a flourish of life adjustment novels for adolescents, many with formula plots. Meanwhile the critics rumbled that English literary content

had become unchallenging, immature, condescending, and "...catered to morons" (Applebee, 1974, p. 174).

Two extremes emerged in regard to secondary reading materials. Methods to teach illiterate inductees of World War II to read through high interest, low level comics and graded films were also adopted for use in secondary remedial programs using publications from Reader's Digest and simplified editions of the classics. On the other hand, a reaction against the impressionism and sentimentality of earlier literary analysis gave impetus to more rigorous approaches in terms of the interrelationships of images, metaphor, meter -- the method as well as message was involved. The result (Applebee, 1974, pp. 171-173) was a scathing report in 1963, High School English Textbooks by James Lynch and Bertrand Evans, which charged that many selections were not worthwhile reading and relied solely on historical and/or biographical information for interpretation to the exclusion of literary devices and technique. Lynch and Evans provided convincing evidence that progressive English anthologies condensed or altered many selections, ignored the major Anglo-American writers, and did not truly attempt to teach the reading of literature.

Another area of need for life adjustment supported by both the progressives and their critics involved the nonliterary aspects of the language arts, oral and written communication. A 1940 report by the Progressive Education Association, Language in General Education, had suggested and illustrated how the study of semantics and critical thinking could arise from the context of literature which was congruent with their earlier philosophy in Literature As Exploration. Applebee (1974) recalled a main point listed by a committee of the National Council of

Teachers of English just before World War II was that language "... is a basic instrument in the maintenance of the democratic way of life" including "...four fundamental language arts: reading, writing, speaking, and listening (p. 159). This conviction, coupled with later emphasis on the unity of language arts in programs for illiterate servicemen led to concern for incorporating or planning short, intensive studies in communication after the war. The response of English teachers was favorable again, according to Applebee (1974, p. 159), because goals were definite and the concern was student need-for-life adjustment.

Conversely, Applebee (1974, p. 174) credited the failure of the progressives in English education to their ambiguity of purpose, boundaries, and pattern for the curriculum. They had abandoned the classical model before developing a new set of criteria for establishing priorities in content, skills, or values. Thus, they had ceased to challenge the college-bound, as charged by Lynch and Evans, after focusing their efforts on what was often a trivial and transitory definition of developmental needs. Though the progressives established English as the center of the secondary curriculum, opened the study of literature to modern selections, respected the range of student interests, and experimented with ways to provide for differences in ability -- Applebee contended the fatal flaws were lack of organization and perspective:

The excesses of the 'life adjustment' movement eventually provoked a reaction which questioned the most basic principles of progressivism in education. If concern for the child led to school programs with no clear purpose or structuring principles, then perhaps these principles could be reestablished by returning attention to subject matter. This was the underlying premise of the academic resurgence which dominated secondary school instruction from the late fifties till the late sixties. This resurgence,

though limited in its own way and short-lived, forced both progressives and their opponents to formulate their goals and methodologies with a rigor and precision that had been lacking (1974, p. 185).

"Lack of intellectual vigor, neglect of common culture, avoidance of questions of values, and control by an isolated and ingrown school of education..." were among the accusations hurled at the progressive movement by conservatives (p. 189). The advent of Russia's Sputnik in 1957 and Vice Admiral H. G. Rickover's Education and Freedom in 1958 provoked a period of deep concern for higher academic standards, especially for talented youth. The resulting National Defense Education Act of 1958 infused federal funds for upgrading science and mathematics programs, temporarily giving English a second place in national attention. Shortly foreign languages and social studies were also granted federal aid. One powerful ally, however, in reasserting the values of English on a national level was Harvard's James B. Conant. His 1959 examination of comprehensiveness in The American High School Today retained the centrality of English, recommended ability grouping by subject, advanced courses, special classes for the gifted, and more stress on composition (Applebee, 1974, p. 189).

With aid from the Ford Fund for the Advancement of Education, provisions were made for the academically talented with "...English as one of the most popular advanced placement subjects" (Applebee, 1974, p. 190). A Council report of a Committee on English Programs for High School Students of Superior Ability (1960), published jointly with the National Education Association's Project on the Academically Talented Student, suggested that these students be given creative writing, reports to be made in class, trips to museums and the theater -- what progressives had

wanted for everyone. Otherwise many advanced studies in high school English followed closely the college model of intensive reading of the great books.

Major curricular reform for English in the early sixties progressed more slowly than that in areas with federal support. Conferences originating from Yale stressed the tripod of language, literature, and composition as well as the literary approaches of the New Critics, but the first attempts at delineating the discipline came from a series of "Basic Issues" conferences funded by the Ford Foundation and sponsored by the American Studies Association, the College English Association, the Modern Languages Association, and the National Council of Teachers of English. Applebee was adamant in noting that the first reports from these conferences outlined points of disagreement among English teachers but presented a unified point of view in contrast to the progressive stance:

The most fundamental assertion was that English must be regarded as a 'fundamental liberal discipline', a body of specific knowledge to be preserved and transmitted rather than a set of skills or an opportunity for guidance and individual adjustment. As such, the importance of specific works, of the technical vocabulary of the literary critic, and of sequence determined by the logic of the subject matter could be opened for debate in a way that was impossible when the subject was defined in terms of the needs or interests of the student (1974, p. 193).

Establishing the basis of curriculum as subject matter gave a starting point for design in scope and sequence, though such planning was relegated to the academically talented with the supposition that the same could be modified for the less able.

The second "Basic Issues" report proceeded to outline a distinctly traditional but "sequential and cumulative" program for all the school years. Certain types of literature were mandated with suggested titles

from the classics. Applebee noted that "... enthusiasm was high, and only time would temper it with reality" (p. 195). A strong influence for sequence was Jerome Bruner's model of the spiral curriculum in which central ideas reoccur with increasing complexity. Though science oriented, his 1960 report on The Process of Education contained examples for implementation in English. Bruner's "spiral" was evident in the "Basic Issues" report and also in Freedom and Discipline in English, a 1965 report of a Commission on English appointed by the College Entrance Examination Board. Though concerned with the tripod, the latter most noticeably outlined fundamental questions for teachers to use in intensive literary analysis with numerous examples of application to selected literary works. The Commission on English devoted much attention to upgrading teacher preparation by conducting a series of summer institutes and producing a series of kinescopes to illustrate implementation of proposed changes.

More massive reform was forthcoming, however, when the National Council of Teachers of English undertook a publicity campaign to secure federal support for further research and curriculum development. A dramatic publication, The National Interest and the Teaching of English prepared in 1961 by a Council Committee on National Interest, presented English as crucial to national welfare and documented widespread inadequacies in articulation and teacher preparation. Look magazine and other media generated public interest, as did another Council report in 1964 on The National Interest and the Continuing Education of Teachers of English. With strong pressures from the U. S. Office of Education and an array of professional groups, the National Defense Education Act was finally broadened in 1964 to include English and reading. Applebee (1974)

speculated that the greatest benefit from the struggle well may not have been the funds but the spirit of unity engendered by school and college teachers as well as specialists in education and the liberal arts working toward a common goal "...producing at least within the national organizations a sense of profession and of the ability to bring about change that was sorely needed" (p. 201).

Project English emerged as a cooperative venture between the U. S. Office of Education and major universities around the country. Some two dozen centers, staffed by specialists from education and the liberal arts, were mainly concerned with developing focus and sequence for composition and reading programs as well as producing instructional materials for implementation. Emphases at the various centers were diverse though the majority were academic in approach and developed models already conceived before funding. Many of the new programs for kindergarten through college were introduced to English teachers in summer institutes financed by funds from the National Defense Act. Applebee (1974, p. 203) again contended that the process of development, involving university professors, was probably more significant than the materials themselves though commercial publishers made some of the results available. Especially impressive were the results of two projects directed toward a similar but less academic audience. One at Hunter College in New York developed Gateway English, a series of slim contemporary anthologies for the disadvantaged. Another program for delinquent youth, stressing the importance of relevant materials, was prepared at the University of Michigan and popularized by the 1966 publication of Hooked on Books by Daniel Fader and Morton Shaevitz.

Other changes related to the wave of academic reform involved the issue of literary censorship, a redefinition of what could legitimately be considered literature, and a re-emphasis on humanities courses for the college-bound. The National Council and American Library Association defended significant literary works as entities wherein objectionable parts could be redeemed by context and cultivated a trust in the professional judgement of teachers as to the suitability of selections for a given grade level. Great works in paperback increasingly replaced or supplemented anthologies as Scholastic's Teenage Book Club flourished. The popular media also became recognized as an art form and legitimate discipline for study. Interdisciplinary courses incorporating team teaching, world literature, and an impressive series of Encyclopedia Britanica films emerged as popular course offerings. According to Applebee (1974, p. 213), English remolded on the academic model seemed to have generated a sense of profession, self-esteem, and confidence in competence for many English teachers.

From 1963 to 1966 James R. Squire and Roger K. Applebee conducted a National Study of High School English Programs designed to investigate selected schools reportedly achieving results with the academic approaches of the Commission on English and the federally funded projects. The National Study discovered strengths but also revealed weaknesses. The English teachers were highly qualified, well organized, had reasonable class loads and generous instructional materials, read current professional literature, and claimed to be implementing the "new English". However pre-twentieth-century literature proved to be the major emphasis of the tripod, the various aspects of English studies were unrelated,

classes were teacher-dominated, and there was little or no provision for terminal students. Disgust with "life adjustment" and the isolation of education from the academic community had resulted in English programs that virtually ignored the characteristics of students or what was of interest and relevance to them. Neither had there been any program evaluation beyond the simplest level though subjective reactions of teachers were positive. Applebee's National Study in 1974 concluded that there was actually little productive change in professional orientation:

The shape of English continues to be very much a private thing, governed by the extent to which the individual teacher responds to changing emphases in the professional journals and among his colleagues. To the extent that his professional competence and self-assurance have been strengthened, the curriculum will continue to develop at a fairly rapid rate; to the extent that the teacher remains unsure of his own professional skills, he will probably continue to cling to those methods and materials with which he is most familiar, leaving professional leaders to protest as in the past at the slow and difficult pace of change (p. 215).

As professional leaders were formulating and praising the academic model for English, Applebee (1974, pp. 226-228) noted counter-movements underway which reflected the resiliency of progressive theory. James B. Conant in Slums and Suburbs, a study of problems in urban education in 1961, had termed the Negro drop-out rates and absenteeism "social dynamite". His arguments for meaningful courses, parent involvement, and school decentralization followed the Supreme Court decision in 1954 and led to a Task Force on Teaching English to the Disadvantaged in 1964. The Task Force of the National Council recommended a variety of lifelike language experiences, more inductive teaching, and appropriate literature -- a radical shift from the academic model but congruent with the products of the Hunter College and Michigan projects in English.

Another aspect of the early progressive movement was revived in attempts to apply the industrial model or "systems approach" to education. Bobbitt's concern for efficiency returned with specification of behavioral objectives, often combined with Skinner's programming approach for individualizing instruction. The National Council heartily endorsed the report of the Task Force on English for the Disadvantaged but assumed an ambivalence toward behavioral objectives due to affective measurement problems in literature. Those who supported specificity believed the approach was useful if English teachers accepted a broad definition of behavior. Those with a humanistic orientation denounced the industrial model as mechanistic and inappropriate. Resigned middle groups undertook the task of attempting to write and test behavioral objectives for professional accountability. One notable attempt (Applebee, 1974, p. 235) was the federally funded Tri-University Project, which included former National Council Executive Secretary J. N. Hook and senior consultant Robert Mager.

In addition to progressive concerns for reluctant inner-city and lower track students, the late sixties were characterized by waves of student unrest about social issues and widespread intellectual apathy and/or resistance among even the gifted and talented. The productive effects of the academic model based on the structure of the discipline were faltering, and a major move for change emerged in 1966 with the Anglo-American Conference on the Teaching of English, commonly referred to as the Dartmouth Seminar (Applebee, 1974; Cooper, 1971; Palmatier & Martin, 1976; Unruh, 1974). Contacts with British educators who emphasized human activity rather than content had begun with tours of English schools in

the 1950's but culminated in this month-long meeting of K-12 educators from the United States, England, and Canada attempting to gain new perspectives on common problems. A clash of deeply rooted assumptions about the teaching of English ensued that was cathartic and caused a drastic alteration of the theoretical stance of the National Council of English.

The British Model, strongly influenced by the growth metaphor of Piaget, was designed to nurture the personal and linguistic development of students through involvement and experience. Such a curriculum -- structured around growth patterns and the world view of students at given grade levels -- emphasized informality with language experiences in free writing, discussion, and drama. Applebee (1974) described it as "...the antithesis of the analytic, content-oriented teaching of English against which the British were in the process of reacting" (p. 231). Americans at the Dartmouth Conference and teams of observers who visited British schools in 1967 were both excited and disturbed by the student-centered programs which they found to be uncritical, almost anti-literary, but highly motivating. Palmatier and Martin (1976) credited these latter encounters with the three major changes of "...humanizing English curriculum, individualizing instruction, and (the major change) restructuring English curriculum into elective courses" (p. 79).

Previously electives had existed as year-long courses or choices during the senior semesters in addition to English requirements for graduation, which had never challenged customary scheduling. Applebee (1974, p. 239) explained short-course, elective English as an administrative convenience due to its kaleidoscopic nature facilitating

multidesign. The pattern of courses offered in a given program constituted the variables expressing the rationale for the curriculum. According to Applebee, electives represented no particular educational theory so new as well as familiar studies could be implemented with ease. He noted, however, that "...erosion of the institutional form of the course is highly significant for it marks the end to a long tradition of high school organization and opens the way for more radical experiments..." (p. 237). Applebee further cautioned that the openness and lack of apparent structuring principles left the electives approach vulnerable to lack of coherence and emphasized "...the need for such a curriculum to be treated as a way to implement broader theories, rather than as an end in itself" (p. 239).

Christenbury (1979, p. 52) reported some experimentation with secondary short-course electives in the fifties and early sixties but credited the 1967 APEX (Appropriate Placement for Excellence) program in Trenton, Michigan, as the first to be full scale and carefully planned. Following the inspiration of the Dartmouth Conference, APEX was federally funded and received visitors and questions from interested educators from all over the country. The novel aspect of the APEX program was that it used a college model of short self-contained units or quarters and genuinely tried to give students a choice of subjects in an ungraded, non-tracked manner. Content was multidesign in that some courses were discipline-oriented, some dealt with genre or a particular author, some were thematic, some were career-oriented, and others explored adolescent problems or popular cultural topics. Behavioral objectives were stated for courses, but there was no unalterable core requirement.

The APEX program offered a workable elective model which exploded in popularity. Christenbury (1979, p. 50) called the movement "...the most significant curriculum innovation of the twentieth century." Partly a response to the times and partly a logical outgrowth of educational history, the movement swept the country. In a 1977 survey of American high schools, Applebee (1978, p. 29) found that 78% of the respondents had some form of elective program. Increasing recognition was given to the students' rights to express their views, to investigate personal or social matters relevant to their lives, and to explore areas of special interest. Teachers were given a new freedom to develop their own courses unfettered by administration, syllabi, or textbook publishers. Students could propose courses or independent studies and seek a faculty sponsor. Community resources were sought for additional expertise. Some programs retained a core course for underclassmen reserving electives for Grades 10-12, some provided choice with a framework of required categories, and others were as nonrestrictive as APEX.

By chance or intent, the elective movement exemplified the direction of change advocated by Alvin Toffler in his 1970 bestseller, Future Shock. Toffler was dismayed that our schools seemed rigid and obsessed with the past. Toffler speculated that most high schools had become factories conditioning students for an industrial bureaucracy and reflecting the requirements of a vanishing society. Toffler was wholehearted in his praise of Dewey and the progressives for their efforts to focus education on present life activities but urged a future-focus with school reorganization in terms of scheduling and content. He stressed the rapidity of change, the knowledge explosion, a lack of permanence, and unlimited

choices as characteristic of the future to which students must learn to adapt. The best way to learn "cope-ability", according to Toffler (1970) was to avoid a single, permanent curriculum:

Instead of a standardized elementary and secondary school curriculum in which all students are exposed to essentially the same data base -- the same history, math, biology, literature, grammar, foreign languages, etc. -- the futurist movement in education must attempt to create widely diversified data offerings. Children should be permitted far greater choice than at present; they should be encouraged to taste a wide variety of short-term courses before making longer term commitments. Each school should provide scores of optional subjects, all based on identifiable assumptions about future needs...temporary curricula, along with procedures for evaluation and renovation as time goes by. There must be a systematic way to make curricular changes without necessarily triggering bloody intramural conflict each time (pp. 364-365).

Toffler was nearly predictive in his observation about "bloody intramural conflict." Morale and budgets for English electives were high during the sixties and early seventies, but critical social concerns on the national scene were quick to cool the revolution. The Vietnamese-Watergate era disillusioned Americans, who became wary of public institutions in general. According to Mary Glass (1979), the school patrons became fearful of democratic process -- and the events of the seventies took their toll on the teaching of English:

The disenchantment reached the public schools quickly...As all politicians became suspect, so did all new programs, especially 'electives' because parents wanted to go back to the basics... Term papers and grammar again were respectable instead of irrelevant, and courses in the poetry of rock and children's fantasies vanished entirely as insubstantial and frivolous...The people at least thought it wise to get the schools under control (p. 26).

Many elective programs were dismantled or diminished under the increasing pressure of the competency and 'basics' revival. Problems involving censorship, accountability, finances, stricter discipline, and increasing administrative control have returned many English programs to the status

quo of stability and conservatism. August Franza (1979) called the scene a wasteland:

...the Slough of Despond...instituting various versions of a nineteenth century course of study...resurrecting outmoded subjects, minimizing the importance of creativity, dislodging attention to humanism and curtailing the arts and the mass media (p. 1).

Applebee's history documented cumulative, recurring cycles of tradition and reform in English education with the expansiveness of the twenties and thirties followed by a narrowing of goals in the forties and fifties. Perhaps we are witnessing another stage in the cycle with this conservative reaction to the expansiveness of the sixties and seventies. Kenneth Kantor (1979, p. 31) surmised that this public backlash of response has made contemporary English teachers wiser and more cautious but contended that the humanistic revolution has had enduring effects. Many programs continue to follow the spirit of the Dartmouth Conference, either in open rebellion or as a subversive activity. Their contention would concur with Franza (1979) that education for youth is demeaning when viewed as a hyperdermic needle to inject basic skills at the expense of "...the things that make the difference in the quality of life: art, culture, individual and interpersonal growth" (p. 11). Santora (1979) voiced a confidence that quality elective programs, with evaluation and revision, would continue in the future:

If electives are to survive, each school will have to make a systematic analysis of the particular interests and needs of its students, as well as an analysis of the competencies and interests of its faculty so students might be better able to choose classes commensurate not only with their interests but also with their career aspirations (p. 42).

Philosophical Perspectives

From the span of history, a myriad of pseudo-philosophical controversies have emerged concerning the nature of secondary English programs. Among these are questions of an appropriate balance among the language arts (O'Donnell, 1977), the proportion of literary heritage to be included versus contemporary trivia (Farrell, 1977), adaptations for individual differences versus static content (Fagan, 1971), authoritarian prescription versus democratic decision-making (Leonard, 1971), the relative values of various organizational schemes for literature such as the thematic versus the genre approach (Yatvin, 1971), which grammar(s) best facilitate composition (Parker, 1979), and what should be the nature of the environment for maximum learning (Walen, 1971). Many of these questions reflect dichotomous pendulum swings between product and process, student and subject, generated by the continuing conflict of the conservative college-preparatory and progressive common-school movements in American education.

Of related though probably greater significance has been the emergence of three major curricular movements competing on the educational scene, each reflecting a broad set of values and beliefs which have influenced decisions regarding the preceding controversies. Gill (1971) described each movement as projecting a different theoretical model for the English curriculum based on "...variant views of human nature, of learning, and of the purposes of education" (p. 448). The alternative curricular designs for English programs -- introduced in Chapter I -- have been the result of decisions guided by allegiance to either the

skills-oriented functional, knowledge-oriented academic, or individual-fulfillment experiential plan.

The perennial functional curriculum, as old as the three R's of colonial America, has incorporated Dewey's notion of "learning by doing" coupled with an emphasis on measurable overt behavior(s). Its goal has been the development of demonstrable skills deemed necessary in the adult world through the use of stimulus-response principles and more recently technology. Functional English has involved the developmental sequencing of the four language skills as building blocks of the curriculum, developing strategies to elicit the desired behaviors, and evaluation to determine mastery. Unfortunately, according to Gill (1971) "...matters not easily defined in these terms became less valuable or not important at all" (p. 450).

The disciplinary academic paragon, federally funded in the sixties as part of the post-Sputnik era, was developed as a series of university-directed projects. Its goal was the cognitive development of the learner, an ordering of knowledge into concepts and modes of inquiry to facilitate memory and ability to organize as well as to assist the creation of knowledge. English was defined as a tripartite edifice with logic determining the sequence of study in literature, language, and composition. Though the academic model gave structure to content and the talented prospered, Santora (1979, p. 40) reflected that many student needs and interests were neglected for the cause of national concern and ivory-towered excellence.

The neo-progressive experiential model, explicated at the 1966 Dartmouth Conference by British educators, proposed a series of individual

and small group activities using language to communicate experiences. The goal of this program was nurture of personal growth with heavy emphasis on creative uses of language in writing, dramatic improvisation, and discussion. According to Unruh (1974, p. 62), the thrust was "...to put the learner in the central position" with freedom to choose reading materials and topics for study that were meaningful and relevant to him. Ideally, natural curiosity and re-examination of first responses should engage students humanely and sufficiently to pursue more sophisticated study in later levels of education (Cooper, 1976, p. 1070).

Rather than become a partisan in defense of one particular stance, Gill (1971) recommended a mediation of these extremes which "...are probably no greater than those basic to human nature, which we manage to live with" (p. 453). He suggested a synthetic model that encompasses disciplinary concepts, functional language, and direct experiences -- based on a search for identity. (See Figure 2.) His model was an adaptation of the tripod structure popularized in the sixties and was visualized as three planes of knowledge, skills, and individual development covering a base which represents the student himself. Gill postulated that the contradictions of previous models merely "...reflected the opposite but equally important facets of incredibly diverse man and his incredibly complex use of language" (p. 453).

This superstructure was comprehensive but set boundaries and supplied a new theory to resolve old inconsistencies. Within these pyramidal limits, Gill encouraged English educators to attempt a program of multidesign reflecting significant aspects of earlier models without limiting the possibility of human invention. Gill (1971) considered

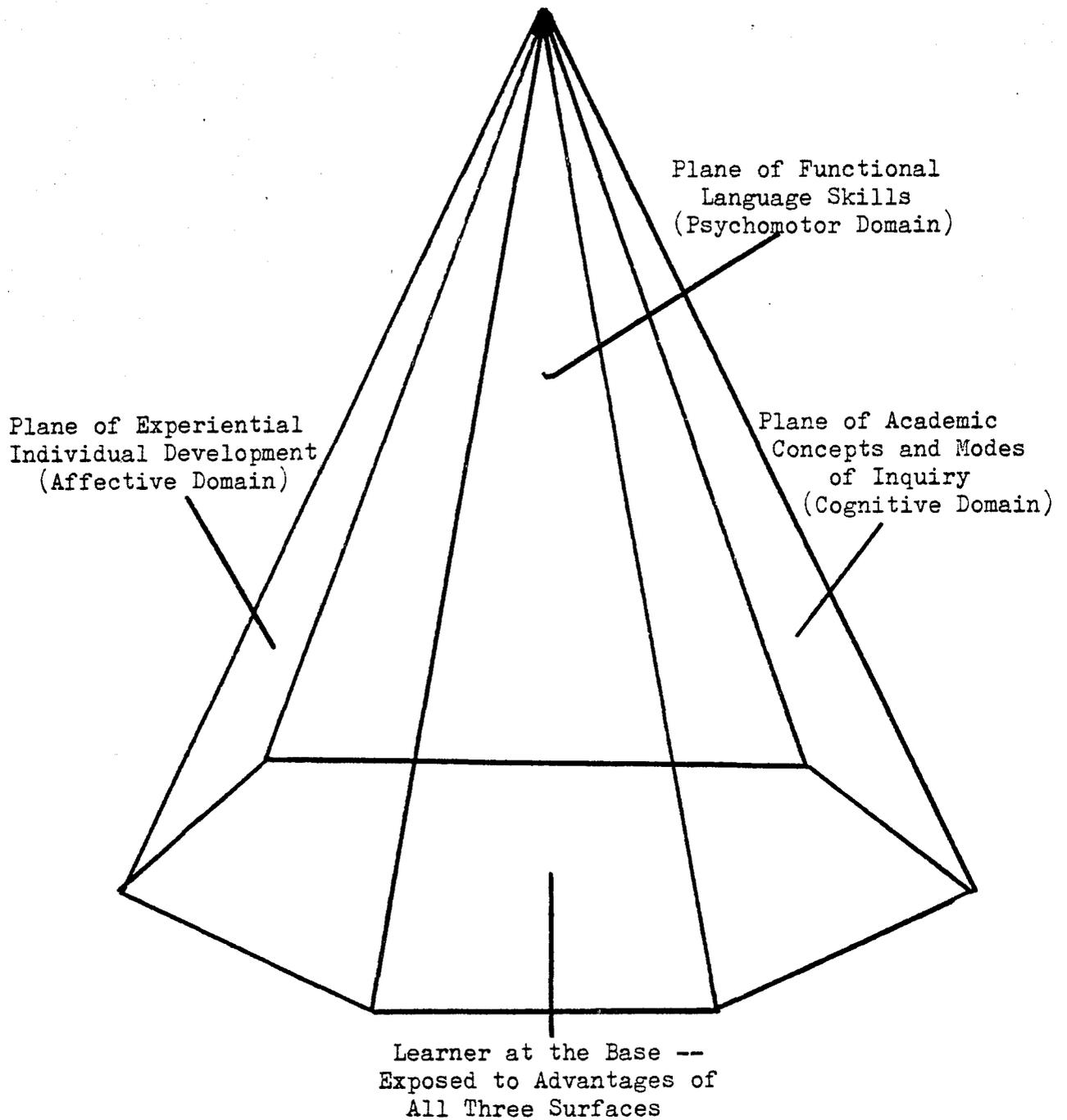


Figure 2. A pyramid model synthesizing a multidesign English program reflecting functional, disciplinary, and experiential goals (Gill, 1971, p. 454).

the past dilemmas of curricular design as an intolerant conflict of fundamental beliefs about human nature and was hopeful that with his plan:

Education in English could contribute to the rise of a new kind of Renaissance man, so badly needed in these badly bruised times. He would glory in his humanity in the face of the electronic revolution, his language competency functioning fully in his thinking, his feeling, his communicating, his remembering, and in his inner search for personal meaning and understanding (p. 454).

Integral to these seemingly contradictory models, so aptly synthesized by Gill, has been the issue of whether English should emphasize product or process and/or what constitutes an appropriate balance of both (LaRocque, 1971). The product-oriented curriculum has stressed deductive acquisition of knowledge from textbook and teacher while the process-oriented program has involved inductive experiences in learning how to learn, sometimes involving subject materials from fields other than English. Toffler (1971, p. 86) cautioned that deluging students with facts and tests about matter of uncertain importance can contribute to "future shock" by cognitive overstimulation. Nevertheless, some knowledge must be necessary to facilitate the critical and creative thinking skills for adaptation to change with a minimum of trauma. LaRocque (1971) and Simmons et al. (1976) have suggested a reconciliation by thoughtful selection of products that would help attain process-oriented goals, which has seemed somewhat operational in the target program for the case study.

Another voice, Dorothy Fetitt (1970) in a reflective critical review of readings in High School 1980: The Shape of the Future in American Education, accounted for the jumble of philosophical inconsistencies and contradictions in this volume by quoting the words of

John Gardner: "The pieces of an educational revolution are lying around us unassembled, and it is time for us to put them together." Following a review of historical precedents, contemporary stances, and "fundamental cleavage" -- Petitt concurred with Gill and others that a synthesized, multifaceted program designed locally for particular students in a given setting interweaving a variety of theories into practice was indeed curricular creativity. Petitt defined the English curriculum thus, as more than the confines granted by the three major models and more than a matter of product and/or process:

English is the participation of humanity in self-expression. To win self-expression one must be able to control language for one's purpose: it should aid a youth better both to carry on interior dialog and to exchange and share feelings and thoughts with others, and these others may be novels or poems. How to help youth achieve this control of language is the meaning of English...English isn't really a subject, yet paradoxically is larger than any other single subject...English is an art, along with music, painting, and dance, an art of self-expression in language (p. 1164).

This idea of secondary English as a nonsubject was echoed elsewhere in the writings of Mary Beane (1970) and Neil Postman (1970). The rationale then was that its nebulous structure and content had little or no survival value per se and that language as well as literary skills could be developed in other content areas. This notion has gained some support with the recent lack of consensus as to what is entailed in "back to the basics" and where it should be taught (Lemke, 1977). English programs, however, need improvement -- not abandonment. The problem has consistently been one of focus since language is a living thing in a constant state of change in an increasingly heterogeneous and complex society. Toffler (1970) predicted that the problem of shifting focus would become more severe with the pending acceleration,

transience, and overchoice of life in the future. An obvious solution might be the flexibility, adaptability, and variety available in a multidesign, elective English program (Trump & Miller, 1973).

Styles and Cavanagh (1975) recommended such a mosaic as a workable model for the 1980's, integrating the key elements of "...competency, creativity, personal enjoyment, and a sense of appreciation...with a balance of core and choice" (p. 43). In their plan the required elements would be determined by governmental authority, local components by the continuous team planning of classroom teachers, and personalized projects by students working individually or in small groups. This source especially stressed that too large and systemized an English program contributed to alienation and depersonalization of students as well as lower teacher morale. Largeness could provide more facilities, instructional materials, and efficient processing, but Styles and Cavanagh (1973) contended the disadvantages outweighed the gains:

Small is beautiful if it means more personal attention to individual students, a greater sense of identity and belonging within the peer group, a greater emphasis on people and their feelings...a reduction in tension and pressure levels...emphasis on the building of character through personal concern...a climate in which students learn to listen to each other...Small is beautiful when people really matter (p. 42).

People and options were the key values proposed by David Hunt in his 1971 research study on Matching Models in Education. Hunt recommended a balance of philosophies in an English program acquainting students with the interdependence of concepts and learning approaches which should nurture their abilities to cope in a variety of life situations, appreciate the diverse viewpoints of others, and adjust to change with versatility. He suggested that the ideal program have some open-endedness

but that key components be decided by teachers since students do not always realize what they need. In summary -- Hunt (1971) concurred with Gill (1971), LaRocque (1971), and Styles and Cavanagh (1975) that:

Given a particular purpose, the English program should blend essential and elective materials, stress content and process, combine the past and present in meaningful ways, include cognitive and experiential activities, and juxtapose developmental and free-ranging learning patterns. A strictly cognitive curriculum can be as emotionally stultifying as a purely experiential curriculum can be intellectually nullifying (p. 127).

Arthur Daigon (1978) urged educators to seek "an English for all seasons" since the future is not fixed and will involve eternal alternatives. Daigon called for a stable truce between opposing camps to work toward "...an English immune to changing educational climates and periodic storms of public outrage" (p. 35). He recalled that every tradition has some contemporary manifestation, and every innovation has some roots in the past. "Basics" to Daigon must be wedded to substance or context for messages to be communicated. He evidenced little concern for media attacks about declining SAT scores and state competency measures of functional skills. Daigon predicted an obligatory revitalization of interest in the humanities -- an eclectic English -- as the drop-out rate reflects the banality of the "basics" drill-and-test syndrome:

Watch for a call to the schools to open the minds of young people, to sensitize them to their roots and to the future, to enable them to handle new life styles mandated by energy depletions and assorted environmental cataclysms. Watch for demands on the schools to develop instructional programs to counter runaway violence and a general crisis in values. Watch for a whole new taxonomy of survival skills to materialize. It is happening already...(p. 39).

A taxonomy of survival skills proposed by Toffler (1970, p. 367) were those of learning how to learn, relating effectively to others, and making intelligent decisions. Acquiring learning skills to cope with increasingly expanding knowledge involved participating in a gamut of strategies from group discussion and library/media research to individualized instruction and simulation games. Relating skills to cope with the accelerated human turnover of mobility would be enhanced by frequent regroupings and reorganization of students. Making successive choices based on a careful consideration of consequences and value commitments was intended as anticipatory preparation for the complexities of the future. A multidesign, short-course elective program should provide experiences in all three of these skill areas delineated by Toffler (pp. 366-371).

The variety of exposures to teaching styles, points of view, and organizational schemes for content with frequent regroupings should contribute to "cope-ability". Continuous student and teacher choice has been the central concept for elective programs. Christenbury (1979) considered this keystone as "...almost a political matter...democratic...a heady freedom" (pp. 52-53). Psychologically, the elective system should help to center one's locus of control and should provide stimulation for the right-brain functions of imagination, intuition, and sensitivity as well as left-brain functions of cognition, analysis, and reason (Kantor, 1979). These latter benefits were to result from the element of choice and the previously cited synthesis of curricular models. The goal-oriented design of the target English program should also serve to aid the student with his "future-focused role image" which Toffler (1970, p. 373) believed deeply influenced the self-concept, which is in part feedback about what one is becoming by way of present commitment.

Applebee (1974) credited the short-course, elective concept "...as a way to implement broader theories" which has proved to be the case in terms of philosophical perspectives (p. 239). Advocates have valued the design for its capacity to assimilate diverse curricular models, its flexibility to facilitate a shift of focus, its potential in providing for a multiplicity of student differences, and its amenability to change which is the major concern of the futurist-philosophers. According to William Pinar in Curriculum Theorizing (1975), criticism is necessary to prevent atrophy and facilitate amelioration. He perceived that the next stage in intellectual and curricular evolution would be "... a synthesis of contemporary social science and the humanities ...a marriage of two cultures: the scientific and the artistic and the humanistic." The adaptability of the elective movement could well be a step toward such reconceptualization (p. xi).

Promises and Problems

Elective programs in English have been operationalized long enough now to review in retrospect some of their virtues and imperfections. Mescal Messmore (1974) has observed that "All educational change is predicated upon what has gone before and contributes to what will come later"(p. 36). If so, a consideration of the issues of the past decade should aid in planning the shape of curriculum for tomorrow. Electives were initially offered as a savior-curriculum: there would be more freedom of choice for both students and teachers; interest and motivational levels would skyrocket; and American education would receive a much-needed inspiration from updated, relevant courses. Many hopes for electives have indeed come to pass, but disadvantages and mistakes

expectations also have arisen. The ensuing rewards and frustrations have affected students, their teachers, the school administration, and public reaction.

Most students did respond with enthusiasm to the novelty, relevance, and choice available. Heintz (1977, pp. 15-16) suggested that the condensed time and positive attitudes facilitated emotional peaks, especially if the English course(s) had an affective orientation. She also stated that the specialized tone of course descriptions gave some students the immediate reward of an aura of expertness. Messmore (1974, pp. 38-40) noted the advantages of a shorter duration for faulty choices and of the opportunity for a fresh start several times a year. She contended that student choice should improve decision-making skills, and students should participate in planning some course content as well as activities. The North Carolina Department of Public Instruction (1973, pp. 1-2) commended exposure to more teachers and class groups as well as the variety of courses for their potential to provide for individual differences. Bronson (1971) observed that "...we are reaching the middle student...as never before" (p. 1090), the one overlooked by the projects of the sixties. Each learner was "...put in a central position" and made responsible for selecting much of his own unique English program (Unruh & Alexander, 1974, p. 60).

Swihart (1971) questioned whether multiple electives were indeed humanistic for students since the adult world sets requirements, and most teenagers "...lacked the maturity to choose when, where, and what they wished to learn" (p. 1227). The notion of honest choice was charged to be a deception in itself since students usually had no assurance of

priority in a list of several course preferences, and faculty were often assigned courses to teach in terms of registration whatever their interests (Crabbe, 1970; Dupuis, 1974; Lucas, 1976). Pradl (1976) termed English elective programs "...a potpourri...with no integrating ideas" and condemned them as "...a massive marketing operation for bored and alienated students" (pp. 10-11) who shop around for sensationalism and glamour, rather than concern for the best educational product. Accusations were made that electives were the same old content and methods in disguise and that catalog designations of difficulty were ability tracking in a more subtle form (Stokes, 1976). Some critics challenged the claims of providing for individual differences by citing unwise course choices based on peer pressure and fragmentation or cognitive/skill gaps resulting from lack of continuity (Bronson, 1971; Lucas, 1976; Stokes, 1976). Stokes (1976, p. 14) also expressed concern that in a short term little diagnosis or treatment of learning problems could occur because teachers would have insufficient acquaintance with students. Reports from Smith (1971) and Lucas (1976) confirmed that some younger, slow, and emotionally disturbed students did have difficulty coping and required more counseling as to English course selections or return to a traditional schedule.

Many teachers in elective programs also responded with enthusiasm to planning and conducting courses geared to their own special interests, backgrounds, and expertise. Hillocks (1972) credited the movement with "...engendering a new sense of professionalism among teachers...a sense of dignity and responsibility" (p. 122). There were numerous glowing accounts among practitioners of creating courses unfettered by syllabi

or textbooks (Bronson, 1971; Jaekle, 1972; Morton & Dolori, 1971; Risken, 1970; Soffer, 1970). The procedure was usually for faculty to write a collection of course descriptions which were presented to students for a preliminary survey of interest and suggestions. According to Morton and Dolori (1972), "Throughout the entire process of selection, we always worked as a department; each of us had a stake in the future of the experiment but more important, each of us was caught up in the elective idea itself (p. 954). Involvement and activity were contagious, as students were generally perceived to accomplish more in voluntary learning situations. Work for the teacher with three to five course preparations was more demanding, but more rewarding with better student rapport and fewer discipline problems. Bronson (1971) observed that, "We made some wrong choices, but it is easier to live with one's own...than someone else's" (p. 1090). Though elective English programs shared ideas and directories for course exchange appeared in the professional literature, theoretically each program was tailored to its constituency. Rosanne Soffer (1970) gave particular insights about the English teacher in the small high school:

We are trying now to talk in many voices to many people...He may realize greater satisfactions than his counterparts in larger schools...He is better able to follow the progress of his students even after they have left his class, the school, or the town itself. At the same time, his performance is under sharper surveillance...He must be sensitive to the balance between the needs of the community and the aspirations of his students, aware of the conflict between his accountability to the community and his need to be his own man (p. 420).

Though he spoke in defense of electives, Hillocks (1976) was troubled that some English programs lacked sufficiently clear and unambiguous rationale both for the total course offerings and for individual

courses. The former should unify disparity, explaining why certain alternatives had been included or rejected while the latter should explain materials and methods as well as content. Hillocks (1976) believed defensible rationales to be essential to the continuance of such programs, with mounting external pressures to increase requirements. He concurred with Lucas (1976) that problems with rationale and planning probably arose from the time element since most teachers had multiple course preparations. Hillocks (1976) was also concerned that programs resolve the dilemma of whether all courses would involve literature, composition, and language or whether separate courses would be designated for each area. He could envision that some students in the latter plan might avoid what they needed most. Crabbe (1970) was critical that either plan might result in fragmentation or hodgepodge unless some intentional sequencing was planned by English teachers. The teachers themselves had to plan attractive courses and actively recruit for enrollment which made registration, according to Smith (1971) and Crabbe (1970), somewhat a "personality contest". Teachers complained students came with no common background upon which to base readiness, and there was insufficient time in a short term to get to know them well (Crabbe, 1970; Greiner, 1977; Heintz, 1977; Stokes, 1976). Pradl (1976) accused many teachers of catering to their own interests, not those of students, and using books as well as audio-visual aids repetitively in different courses.

Administratively, electives were a multidesign convenience because courses adhering to various curricular models could be added or deleted at will, and students could take more than one English course at a given time (Smith, 1971). Major decisions included the length of

the courses, how many electives could be implemented at one time, whether courses would have a designated grade level or be phased (non-graded), how to orient the school board and community, and how other non-elective subjects would be affected (Morton & Dolori, 1971; Smith, 1971). Normally the rest of the school did not need to change its schedule, though many other departments and sometimes all of the school did "go elective" following the successful example of the English program (Soffer, 1971). A school could engage in a gradual transition or compromise retaining some year-long courses for those who preferred a traditional schedule (Bronson, 1971). Bronson (1971), Heintz (1977), Lucas (1976), and Morton (1971) all stressed that cooperative planning and inservice preparation involve administrative and guidance personnel as well as the English teachers. Christenbury (1979) and Soffer (1971) as well as Smith (1971) noted the obvious school assets of improved attendance, fewer failures, and a lower drop-out rate. Lucas (1976) explained how an elective schedule could easily revert to year-long courses, using elective topics for traditional instructional units, if the administration should so desire.

Problems encountered by school administrators included what and how many English courses to require, manual or computer registration, and the financial burden of additional books and instructional materials (Bane & Reed, 1976; Stokes, 1976). Crabbe (1970), Suhor (1977), and Stokes (1976) all stressed the need for some structure, scope, and sequence supported by a convincing rationale. Otherwise accusations of a Hawthorne Effect and lack of reinforcement in skills and concepts might be indefensible. Pradl (1976) cautioned that teachers might cease to

interact and isolate themselves as specialists or avoid courses in grammar and composition with heavy paper work. The latter was somewhat affirmed by survey reports of Crabbe (1970) and O'Donnell (1977) that literature was the main emphasis in many programs, with language and writing receiving the least emphasis according to teachers' objectives. DiStefano (1975) found that grades were significantly higher in English elective situations than in traditional programs which led him to believe that the new program called for more subjective assessment, perhaps a pass/fail system. He considered that the student motivation, teacher enthusiasm, and student-centered methods of elective programs should engender more success but noted that attitude and process seemed more important than end product to many elective teachers.

Overshadowing all of the preceding problems has been the danger of what was termed by Jonathan Swift (1974) to be "Post-Curricular Innovitis...a dwindling and stagnation as disillusionment and fatigue set in with nothing remaining of the revolutionary fire but a few embers" (p. 53). So the concerned public of the late seventies became disillusioned while faculty and staff were fatigued by many elective English programs, which may or may not have promised more than they could deliver. In 1974 (p. 38) Messmore predicted and protested their demise:

One of the most recent curriculum innovations in English language arts at the secondary level has been elective English, and as with other educational innovations, there are those who are looking for signs of weakness. There are people who feel that if the program fails in any way or cannot make claim to total success, it will have to be discarded, having contributed nothing positive to the development of language arts education...It is almost inconceivable that such a program would not be more meaningful than the traditional one.

The political scene and school problems cited earlier, compounded by attacks from the nation's media and an accusative report of the College Entrance Examinations Board, caused many elective English programs to return to the security of convention. Stephen Judy, editor of the English Journal (November, 1977) reported the following statements from a lengthy document, "On Further Examination: Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline":

The public's interest is not in the psychometric technicalities of the SAT score decline but in its implications regarding what is widely perceived as serious deterioration of the learning process in America...More and more high school graduates show up in college classrooms, employers' personnel offices, or at other common check-points with barely a speaking acquaintance with the English language and no writing facility at all...

While the Panel's net conclusion is that there is almost certainly some causal relationship between the shift in the high schools from courses in the traditional disciplines to newer electives and the decline of SAT-Verbal scores, we warn against oversimplistic interpretation of this finding...Our firmest conclusion is that the critical factors in the relationship between curricular change and the SAT scores are (1) that less thoughtful and critical reading is now being demanded and done, and (2) that careful writing has gone out of style (pp. 5-6).

Judy contended that the Panel indirectly condemned the elective system on narrow, unsubstantiated, speculative grounds; but the academic prestige of the Board made the charge very damaging. William Angoff, Executive Director of College Board Programs, had reported to the English Journal (March, 1975, pp. 10-11) that research showed multiple causation for the SAT score decline: a decreasing number of students who repeated the test from junior to senior year, an increase in the socio-economic diversity of students applying to colleges, the rejection of post-secondary education by some of the more able students, and the rise of enrollments in community colleges or technical schools. Angoff (1975)

noted that the thirty percent of college applicants taking the SAT did not represent the general school population, that PSAT scores had shown a slight increase during the past six years, and that abilities measured by the SAT are gradually developed throughout a student's academic life with a heavy influence from experiences outside the classroom.

In spite of these rather contradictory explanations, public reaction in general favored the 1977 report. Proponents of elective English had little definitive evidence to support their motivational claims or academic adequacy, though some English educators and the United States Office of Education were concerned about elective program assessment and accountability. Both Swift (1974) and Riley and Schaffer (1976) proposed continuing formative evaluation to monitor effects and renovation of policies and courses to keep the elective system viable. Swift (p. 53) also stressed the concepts of open communication among all components of the school situation as well as professional responsibility toward students and community as basic to elective survival. Hillocks (1972) in his federally funded, national survey found that there was little evaluation of the effects of elective English programs and warned that the use of one or two evaluative procedures could lead to distorted judgments. Smith (1971, p. 235) and Hillocks (1972, pp. 102-103) recommended demonstrated performance on standardized tests as evidence of progress in verbal skills in elective programs, adjunct to a variety of subjective measures. Lacking such objective data about results and presenting such diversity in goals and organization, the elective approach was "...vulnerable to charges of frivolousness, triviality, and lack of coherence" (Applebee, 1974, p. 239).

Selected Evaluative Research

Few formal studies appeared to have been undertaken on the cognitive and affective outcomes of short-course, elective English programs or the educational potential of a multi-design curriculum. Those available for review were written during the past decade. Other studies might now be in progress as some English programs try to justify their value, renovate for improvement, or decide whether to revert to year-long, required courses. Most of the primary sources involved subjective, positive descriptions of early practitioners and later accounts of problems cited earlier in this chapter. Several state departments of public instruction have published mimeographs of guidelines and appraisals for secondary English departments, and microfiche of a limited number of documents were available from the Educational Resources Information Center of the National Council of Teachers of English.

Very recent professional books on secondary curriculum and English methods included brief explanatory sections about electives under student-centered innovations. Some references -- such as Brown, Gallagher, and Turner (1975) cited in Chapter I -- were distinctive in that they suggested a blend of alternative approaches within the English curriculum. Other secondary sources involved were Applebee's history of tradition and reform in English ending in 1974, Hillock's report on the state-of-the-art in elective programs dated 1972, and Oliver's guide to elective curricular improvement published in 1978. Most of the formal research sources indicated a need for further valid formative and summative evaluation of elective English programs and/or noted the values of multi-design.

The most complete and authoritative general assessment of electives was Alternatives in English: A Critical Appraisal of Elective Programs by George Hillocks, Jr., an information-analysis published in 1972, sponsored by the National Center of Educational Research and development of the United States Office of Education. This report was based on a national survey in 1971 of seventy-six program descriptions from school systems in thirty-seven states, responses of eighty-four chairpersons or supervisors of elective programs, and reports of such programs in a variety of journals. A collection of several or all student responses on scaled questionnaire items, usually prepared and administered by the classroom teacher, was found to be the most common mode of evaluation for elective English programs. Over twenty-seven percent of the respondent schools reported no attempt to evaluate, while some sixty-seven percent used only one method (written/oral) or none at all. Only seven programs made use of standardized tests which were cognitive in nature, and these showed no appreciable advantage of English students in elective programs over those in traditional programs (Hillocks, 1972, pp. 3, 97-99).

Twelve programs submitted summaries of student attitude surveys which showed a highly positive reaction toward the idea of elective programs from which Hillocks pragmatically concluded that "...Students consider any elective program preferable to a non-elective, mandatory one...Results came reasonably close to a bell-shaped curve which might be expected in any program" (pp. 104-105). Hillocks preferred a systematic questionnaire survey of all students by an outsider rather than teachers collecting the random comments of a few, thus avoiding bias contamination:

A carefully constructed questionnaire, designed to get at all aspects of student attitudes and administered to permit students a degree of anonymity in revealing their attitudes, can be used effectively to estimate responses to particular classes and to the English program as whole over a period of years...The items themselves and the administration of the questionnaire should be honest, permitting a student to make as negative a response as he wishes (p. 99).

Hillocks' professional recommendation was that evaluation functions of elective programs should be more eclectic than the mere use of questionnaires. He suggested that course objectives should be reviewed in terms of the program rationale, and individual courses evaluated in terms of how nearly objectives were accomplished. He proposed that teachers and administrators visit the various classes to observe whether interaction and characteristics were appropriate to rationale and objectives. He advised a regular program review by all concerned to determine if needs and abilities of students were indeed being met. Hillocks then suggested that all of the preceding be considered in conjunction with pre- and post-standardized tests in reading and writing. He especially stressed the need for both affective and cognitive evaluation:

Unfortunately when people think of evaluation, they think of tests and assigning grades to students -- the least important and least necessary function of evaluation. The important question has to do with how effective the instruction is. Has a course or program really done what it is presumed to do? Every English teacher, traditional or otherwise, believes that 'appreciation of literature' should be an important result of English classes. Yet very few make any attempt to discover whether it is really a result. Too often students hate literature as the result of all efforts, and nobody is the wiser (p. 102).

Hillocks expressed concern and contended that the weaknesses of the traditional program might well carry over into the short-course, elective programs unless offerings provided valid rationale, individualization within courses, and warm rapport with faculty. This source (1972, p. 123)

praised the elective movement on the basis that many teachers had responded with an encouraging sense of professionalism in planning their own curricula. Hillocks (1973, p. 2) found, however, that most teachers favored some junior high "basic" course to stabilize the electives to follow, perhaps with a competency requirement in basic skills before proceeding. He particularly praised teachers in elective programs for "...heroic effort under impossible conditions" and requested "...time to read and research, time to question and analyze, and time to design and evaluate their programs carefully " (p. 122). In summary, Hillocks concluded that "Clearly, very few of the elective programs involve systematic evaluation, but then it is likely that traditional programs make even feebler attempts to evaluate their effectiveness" (p. 97).

Another descriptive study, smaller in scope than that of Hillocks, was an unpublished thesis entitled The Multiple Elective Program in English written by R. Craig Hogan in partial fulfillment for the Master of Education Degree at Indiana University of Pennsylvania in 1971. The research of Hogan was a nonevaluative survey of multiple elective programs in eighty-one high schools across the nation compiled from the results of a questionnaire, course catalogs, and journal articles. The study was concerned with ascertaining the growth and extent of the movement and details of course initiation, scheduling, ability grouping, skill requirements, credits, and manner of reporting progress. Hogan also compiled data on the limited existence of English electives at the junior high level and on characteristics of especially unique programs, such as those in humanities and some with modular scheduling. He concluded that:

There is a need of extensive testing of students to determine pupil progress and attitude in the new program. It also remains important for English teachers to concern themselves with the effectiveness of their methods in attaining...student interest in English, cultivation of a desire to use the English skills, and acquisition of a competency in these skill areas (p. 97).

From evidence cited earlier and that to follow, the literature about short-course English elective programs has provided strong directives as to the necessity for objective evaluation. According to Hillocks (1972), who conducted both the national survey and the first major elective English program evaluation:

What must concern us most is the nearly universal tendency to base the program on a series of unexamined assumptions. That traditional English programs were based on unexamined, even dangerous, assumptions is certainly no defense...Whether or not such positive responses will be maintained probably depends not so much on the freedom to choose, as on the character and quality of instruction (p. 9).

Hillocks (1972, p. 101) cited as an example of nonspecificity the ambiguous observation and questionnaire evaluation of pilot course-selectives in the Mount Diablo Unified School District in California. Assessment there was based on statements such as "good intellectual climate" and "appropriate proportion" which lack definition in a concrete form and are open to question as well as various interpretations. More rigorous investigation of elective English effects, however, was forthcoming.

In 1971 An Evaluation of Project APEX: A Nongraded Phase-Selective English Program (Trenton, Michigan) by George Hillocks, Jr., reported an attempt to compare certain aspects of APEX (Appropriate Placement for Excellence) with those of two traditional programs similar in socio-economic environment over a three-year period. This federally funded evaluation involved data on student attitudes, the nature of classroom experiences, and achievement in reading and writing. Standardized tests

and composition samples were used to gauge the latter while questionnaires, classroom observations, and personal interviews were employed to obtain data on attitudes and experiences. Though reading and writing scores at Trenton dropped from 1968 to 1969, they were still above those of the two control schools. The differences in these scores were statistically significant but estimates of omega square for the two differences indicated little predictive power (Hillocks, 1971, p. 106). Students at Trenton also reported a much wider range of class activities, a higher level of student-oriented talk in their classes, and a more positive attitude toward their English courses than students in the two traditional schools.

Data from Hillocks' study of APEX (1971) would seem to indicate that original curricular planning by teachers engendered a wider range of learning activities, that students were more willing to voice their ideas in a setting more nearly homogeneous in interest and ability, but that the most positive change was in attitude toward school subject. Hillocks (1971) readily admitted, however, that "...degree of student talk is an unqualified criterion for judging the success of a course of a program" (p. 65) and that "...even without the elective program, attitudes of Trenton students were far more positive toward English than those of students in either of the control schools" (p. 72). Adjacent findings showed a drop in strong interest in literature and grammar courses at Trenton from 1967-69, with no change in the attitude toward composition. Hillocks (1971, p. 83) concluded, however, from the significantly higher percentages of positive responses on the basis of attitude toward school subject and toward English class activities that Trenton students found

their English courses more interesting, rewarding, practical, and enjoyable than students in the two control traditional schools.

Donald Weise (1970) had strongly affirmed the integrity and validity of participation in such affective as well as cognitive assessment with his statement in the English Journal that "Students are of course the ultimate evaluation of instruction" (p. 129). Mary Dupuis (1974) in a later issue of the same periodical stated that:

...We need to evaluate students on their attitudes as well as on the materials and skills covered, using a variety of forms of assessment...a series of inventories which will help us to determine attitudes can be scheduled at particular moments throughout the student's career (p. 33).

These observations of Weise and Dupuis, as well as the reports of Hillocks and Hogan, suggested a project entitled "The Social-Emotional Impact of Selected English Curricula on Secondary School Students" which was conducted as a pilot study by this writer. Reports from the manuscript were subsequently presented to the New England and North Carolina Educational Research Associations. Painter (1974) administered standardized tests to assess academic anxiety, person-group relations, and subject satisfaction to all students in three North Carolina secondary schools at various stages of curricular reform: a traditional school, a school in which a short-course elective program was being implemented, and a school in which such a program was fully operationalized.

As hypothesized by Painter (1974, pp. 68-69), the preceding psychological and social factors did vary significantly among English students in the traditional, newly innovative, and more stabilized innovative programs. Academic anxiety was highest at the traditional school, and next highest at the school implementing the elective program.

Person-group relations and subject satisfaction were also higher in these schools, especially among college preparatory students. The higher anxiety scores were attributed to traditional pressures for achievement with a common curriculum in the one school, and to uncertainty about the new program in the other.

Painter (1974, pp. 70-71) inferred from the results that a relationship existed between successful socialization and subject satisfaction. Lower person-group scores in the stabilized short-course elective program seemed to indicate that frequent regroupings tended to depersonalize courses. Lower subject satisfaction scores suggested that novelty had become routine or that the catalog course descriptions might have been misleading. A first opportunity to contribute ideas for future curriculum revision might have contributed to the more favorable attitudinal responses of students in the traditional school. Painter (1974, pp. 72-73) concluded that a high degree of classroom camaraderie appeared to be more essential to psychological adjustment than was course content or school calendar.

In a doctoral dissertation entitled A Comparison of Student Attitudes Toward Traditional and Diversified Elective English Offerings (1974) by Philip P. DiStephano at Ohio State University, two selected groups of secondary students from the Columbus Ohio Public Schools were evaluated in terms of attitudes, course activities, and final grades. DiStephano found more positive student attitudes toward diversified elective offerings. He also reported that these students participated more often than the traditional in creative, student-centered activities including small-group discussions and independent study. Student grades

in diversified elective English courses were significantly higher than in the traditional setting, which DiStephano later reported in the English Journal (1975, p. 58) as partly a matter of increased motivation and possibly "inflation" resulting from the inappropriateness of traditional grading for the elective system.

Bob F. Steere (1967) conducted a similar investigation at Utah State University which involved the comparison of overall curricular effects on selected samples of tenth-grade students in an elective, non-graded high school with those in a traditionally graded high school. Groups from each school distinguished by sex and ability level were compared on seven dependent variables regarding achievement, attitudes, and critical thinking. No significant differences between the two schools were found with respect to gain in reading comprehension, English mechanics, attitudes, or critical thinking ability. Steere also found that the overall interaction effect between the schools and sex or ability level was negligible.

In a doctoral dissertation entitled A Comparison of Achievement in English of Eleventh and Twelfth Grade Students in an Elective Program With Those in a Traditional Program (1973) by Paul J. McCormick at Lehigh University, students from two New Jersey high schools were selected at random and assigned to groups according to treatment, sex, and grade level. Pre- and post-testing in this study showed that students enrolled in the elective program did achieve significantly more than their peers in the traditional program, and the difference was attributed to treatment rather than any other factor. McCormick cautioned, however, that the advantage for the experimental group was not sufficiently significant to recommend implementation of elective programs.

A paper entitled "Promises and Problems in Student Planning Via Phase-Selective English" (1973) by Lowell S. Coats, which was presented at the annual meeting of the National Council of Teachers of English, gave an evaluation of the elective programs offered in the Fort Wayne Community Schools. This study showed that seventy percent of the students enjoyed selecting their courses and felt they were involved in curriculum planning. Coats (1973) noted that scores on the Iowa Test of Educational Development over a four-year period indicated average increase of ten points on the English portion of the test above the scores for the year prior to the institution of a phase-selective program.

In a doctoral dissertation entitled The Impact of the Nongraded, Multi-Selective English Curriculum on High School Students (1973) by Thomas E. Gage at the University of California at Berkeley, multiple populations were involved in a two-part study. In Study A, students who consistently scored high or low in percentile gain were scrutinized as to pattern of courses selected, sequences attempted, and attitudes toward achievement as well as group acceptance. Study B compared the performances of students in experimental programs with those in traditional programs. Gage (1973) found that attitudes toward achievement and acceptance of those scoring the low or high percentile gains were random. The results of the comparisons of scores, however, favored the experimental population. This study showed that the nonsequential selection of courses affected the students deleteriously when they first entered elective English, but they scored significantly higher on standardized tests as seniors.

A paper entitled "A Thumb-Nail Review of a Few: A Special Report on Nongraded Programs in English" (1970) by Dorothy F. Miles, which was presented to the New England Association of Teachers of English, was based on participant-observation in twenty-five programs across the United States. After considering various modes of individualization and student options including short-course electives, she concluded that student potential was best realized if there was selection within a sequential structure planned by English faculty.

In a doctoral dissertation entitled Comparison of Elective Courses With Assigned English Courses in Relation to Achievement Scores in English Usage of High School Seniors (1975) by Florence K. Marshall at the University of California at Los Angeles, a comparison was made between scores of students at Redonda Beach, California, who were assigned English classes during the last two years of high school and those who elected courses. No significant difference in achievement was found between students who were assigned or elected courses. Marshall (1975) discovered, however, that there was a significant difference on a standardized test of English usage between the scores of students who elected four or more semesters of English and those who elected fewer than four semesters during the last two years of high school. She attributed the improved performance to increased course work facilitated by the short-course, elective program.

Albert I. Oliver, author of Maximizing Minicourses: A Practical Guide to a Curriculum Alternative (1978), based his comprehensive account on extensive visits to short-course, elective programs and collected descriptive materials from more than 300 schools in the United States.

Oliver was concerned with underlying assumptions, trends, implementation, and program evaluation. He found that many students were taking more English courses than were required, both to strengthen academic shortcomings and for enjoyment. He (1978, p. 119) enlarged somewhat the concept of feedback by suggesting that success of an elective program might best be measured by statistics from school counselors, comments and evaluations by students, the number of other school districts that contacted about the program, and the later success of graduates. He also recommended external evaluation by consultants to assess the impact of current instructional programs. Oliver (1978, p. ix) listed numerous course descriptions and noted from the diversity of philosophical implications in his collection that "Tying the samplings together offers a look at theoretical bases upon which curriculum alternatives may be built. It is interesting to note that a study of options should find so many options." The result is an exemplar of multidesign.

Oliver's findings about the range of theoretical alternatives within elective programs appeared to provide an operationalization of Hunt's research (1971) cited earlier. Hunt set out to evaluate the effectiveness of flexible programs versus structured programs but found, in fact, that neither was generally superior. In Matching Models in Education, a publication of the Ontario Institute for Studies in Education, Hunt reported that ideal learning conditions bear a direct relationship to the personality of the individual student (Styles & Cavanagh, 1975, p. 74). Three categories emerged from Hunt's study: the impulsive, easily distracted students who need structure; the compliant, anxious ones who need a balance of structure and

flexibility; and the enthusiastic, inquisitive students who need flexibility. The multiplicity of elective options described by Oliver was designed for all of these psychological groups. Some courses or parts of the various programs were firm and closely supervised, some offered a degree of choice with some independence, and some were minimally structured providing much autonomy.

A related study by Martin Olson in 1971 entitled "Ways to Achieve Quality in School Classrooms" evaluated the relative effectiveness of fifteen instructional methods commonly practiced in the three curricular models cited earlier (Styles & Cavanagh, 1975). Though variations in effectiveness were found to be minimal, Olson found the highest scoring activities were small-group work, individual work, laboratory experiences, group discussion, student reports, library work, and demonstrations. Lower scoring styles were lecture, seatwork exercises, films/television, and teacher questioning. Though Olson recognized that each method must be judged in relation to learning goals, he concluded that the methods scoring highest emphasized individualization, personal interaction, group activity, and creativity (Styles & Cavanagh, 1975, p. 74). His findings concurred with those of Hunt that an ideal curriculum should provide a maximum but manageable range of options to stimulate and maintain student interest as well as accommodate different personality types.

Based on the findings of Hunt and Olson, Styles and Cavanagh (1975, pp. 75-76) conceptualized an example of a multilevel, multi-design curricular model which could be useful in planning an English course or an elective English program. (See Figure 3.) The inner circle of the diagram labeled "Teacher Directed Core" would be the required

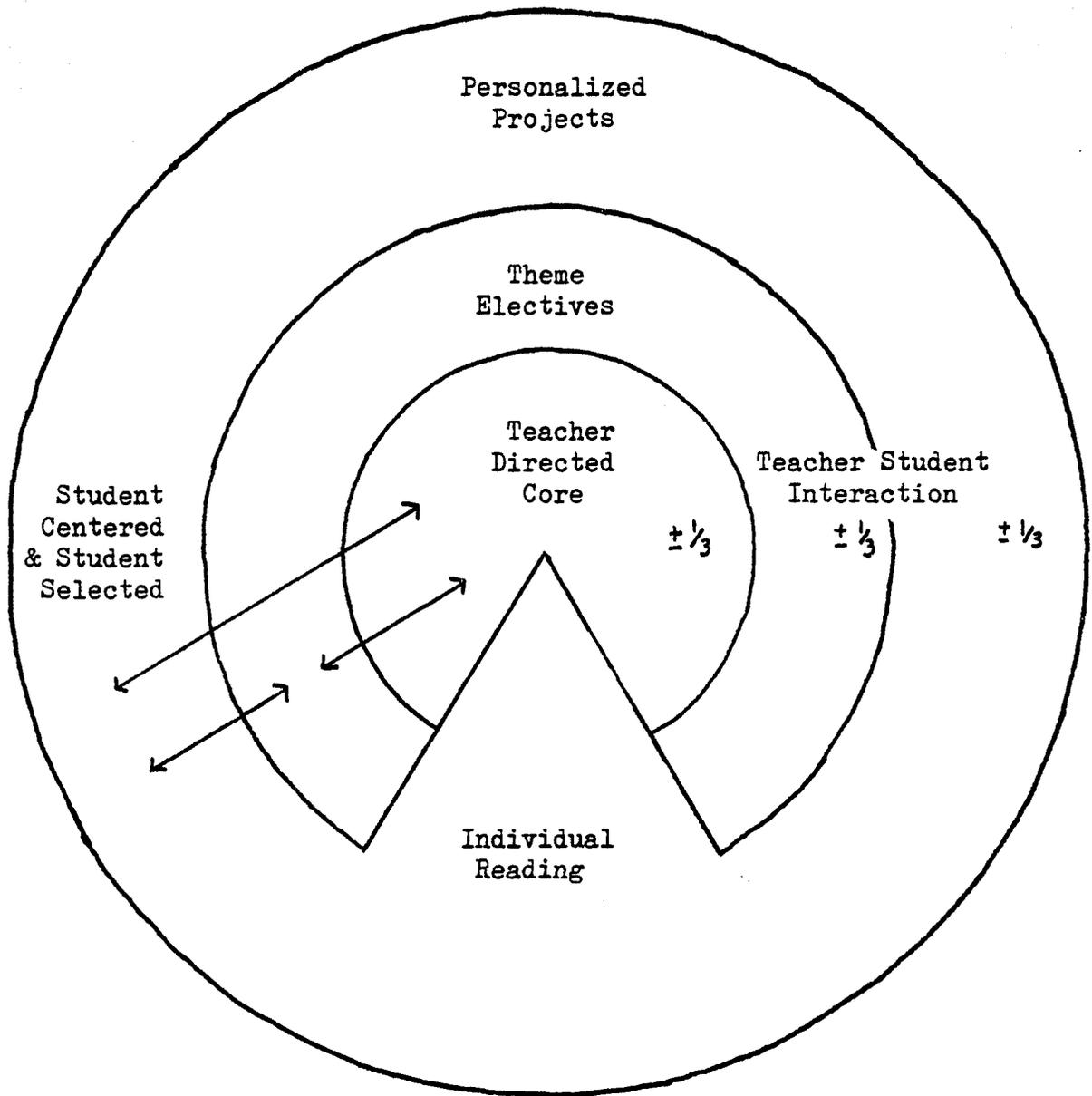


Figure 3. An illustration of a multilevel, multidesign course of study for quality learning (Styles & Cavanagh, 1975, p. 75).

course(s) constituting the minimum base upon which to build the elective courses and personal projects to follow. Students would be introduced to possibilities for later elective choices and independent studies through core content and activities, with related Individual Reading intercut through all levels of the model. All components of the model would be closely interrelated with approximately equal time devoted to each segment, depending on the strengths and deficiencies of each student. For example, a literature program could be based on a core study of genres, upon which to base thematic electives and project choices. The same approach could be used for studies in composition and language. Theoretically the core would provide for students who needed close teacher direction, the elective part for those who needed some independence, and the third level for those who were self-reliant. Emphasis on student-centered and student-selected activities would encourage the appropriate instructional methods, peer interaction, and creativity recommended by Olson. Learning to adapt to a variety of learning styles and to select the best learning approach to the purpose of the moment would be considered worthy learning goals in themselves (Styles & Cavanagh, 1975, p. 76).

The mood of the profession was reflected in a recent evaluation conducted by The English Journal (Sobelman & Bell, 1979) to identify those articles appearing in issues from 1960 to 1979 which were considered most important and thus to gain a sense of the commitment of foci of English teachers. The preceding article by Styles and Cavanagh was selected as well as those by Gill, Pradl, Dupuis, and others cited by this writer. An evaluative instrument involving a Likert-type scale and

four free-response questions was completed by 42 participants representing English teachers, supervisors, curriculum specialists, and teacher educators. Seven panels of six judges responded to articles in the areas of defining English, relations with students, planning curriculum in general, specific frameworks for programs, organizational patterns, teaching strategies, and assessment. In each category, the choices of articles indicated a strong theoretical position supporting a personal growth model for students, academic freedom for teachers, individual and small-group learning activities, and resistance to the "back to basics" movement. The judges were concerned that humanistic models must revert to evaluative measures more appropriate to academic and/or behavioral theory and urged commitment to research and development of methods for appraisal more compatible with experiential learning. In summary, Sobelman and Bell (1979) reported that:

While the judges in this study were aware of the pressures for accountability, standardization, and basic education, they reaffirmed their commitment to the personal growth model of English education. They assigned the goals of individual social and emotional growth and linguistic development equal priority with the acquisition of skills and abilities and the appreciation of the cultural heritage....

Though we cannot say that the Dartmouth Conference was the chief influence on our participants, we certainly can state that the philosophy espoused there was the predominant theme in the responses we received (p. 93).

The preceding investigation of descriptive and empirical evaluations of the elective movement and specific programs, as well as possibilities for multidesign in such a mode of scheduling, has emphasized to this writer the need for more careful scrutiny of effects and purposeful development of curricular models. Previous research has indicated

that elective programs generally improved attitude toward school subject, and academic results were slightly better or at least comparable to those in traditional programs -- though the person-group relations of students seemed to suffer. Aside from these rather inconclusive findings, a major issue for those disclaiming elective English programs has been their lack of rationale and/or organizing principles to assure models with sufficient sequence in skills and content. This latter problem has led to various efforts by curriculum consultants, school administrators, and English faculty to more effectively create, revise, and/or refine program designs to enhance their professional credibility.

Adaptations for Reconciliation

Historically, English educators have usually been partisan to one of three philosophical stances regarding curriculum: a functional, disciplinary, or experiential position. The short-course elective English program provided an opportunity to combine these theoretical stances into a variety of eclectic models adaptable to change with administrative ease. The participant rationale for elective English programs was one of interest, choice, and relevance to provide for a variety of learning styles and personalities. English Journal directories of the 1970's listed exciting course descriptions for such titles as Women in Literature, Media Ecology, Human Renewal Through Nature, The Literature of Chicago, Writing the Slide-Essay, Literature From Prison, Death - The Last Taboo, People in Crisis, A Study of American Humor, Science Fiction, and Man's Inhumanity to Man. Yet many spokesmen in the English profession condemned short-course offerings for their excessive skills

fragmentation, and lack of academic respectability or common acculturation (Crabbe, 1970; Lucas, 1976; Piché, 1972; Pradl, 1976). Such internal professional criticism and external societal demands have climaxed in a clash between innovation and tradition. Arbitrators, however, have not seen the contention as irreparable (Daigon, 1978; Gill, 1971; Messmore, 1974; Styles & Cavanagh, 1975).

Santora (1979, p. 42) predicted that elective English programs would continue into the 1980's but would come under increasing attack as the "back to the basics" revival gained momentum. This conservative counterforce has meant different things to different people: year-long, required courses; ability grouping to provide for exceptional students; more realistic topics to prepare for later life; more practical reading and writing; survival skills such as reading traffic signs; a knowledge of latinized grammar; common reading of classical literature; expertise in critical thinking; or whatever the majority of a community considered to be "basic" (Lemke, 1977). Charles Weingartner (1977) has severely criticized the recent movement for its own lack of theoretical stance:

One of the curious characteristics of the 'back to the basics' movement (and there are many) is that it leapfrogs over the need to articulate philosophical principles. It serves as yet another example of fanaticism as defined by Santayana who said, 'Fanaticism consists of redoubling one's efforts after having forgotten one's aims.'

The quaint belief that 'objectives' somehow eliminate the need for a clearly stated philosophy or purpose is another curious characteristic....Most common forms of this fanaticism violate everything that is known about how good teaching takes place, even if good teaching is simple-mindedly judged to be merely raising scores on some standardized test. The old conventional procedures being re-emphasized never did work (p. 44).

Weingartner (1977, pp. 40-43) was grieved that many practices in the "basics" movement seemed to reject or ignore the past findings of educational research regarding the teaching of English. He cited numerous examples that should provide professional criteria for judging the value of any curriculum. Among these were evidence that the formal study of grammar and "a theme a week" did not appear to improve composition, that required reading of the "great books" cultivated disgust in many students, and that distaste for intellectual drudgery was a major factor in poor spelling. He (1977, p. 43) labeled as bad practice "...the emphasis on 'covering content' rather than on helping students master concepts relevant to survival in the nuclear age" and called for action based on verifiable information rather than a hasty retreat to conventionality. Judy (1979, p. 7), editor of the English Journal, concurred with Weingartner and called for a mediation:

Future thinking, it seems to me, needs to be preceded by an examination of history. It is too easy to forget where we have been, what we have attempted, what has succeeded, and what has failed. Our critics, too, could use a good series of history lessons. Before they tell us that 'basics' are the way of the future, they should realize that basics are also the unsuccessful way of the past....

As a profession we need to seek a synthesis of various techniques and approaches, stabilizing the swing of that infamous pendulum.

There have been conscious efforts by many English educators to design short-course, elective programs that have distinct rationale and/or organizational patterns, which might well serve to resolve the swing of the pendulum. The following description of one such design was included to provide evidence of a possible reconciliation with traditional concerns. Otherwise various mediational changes have been suggested and/or implemented in existing programs to improve sequencing, core requirements and student-teacher rapport.

Hillocks (1972, pp. 21-23) commended an early conciliatory plan for course offerings at Concord High School of the Mount Diablo Unified School District in California. This elective but coherent program was based on the assumption that English has unity in the communication process which was predicated upon spiral, sequential, and organic concepts. A tripartite core in the ninth grade was developed into a series of phases or stages in each of these three strands. The chains of courses were designed to fulfill the needs of students in view of the demands of society, requirements for personal growth, and the nature of the discipline of English. A student entered the stage in each strand deemed appropriate on the basis of his ninth grade achievement in that area, the recommendation of his ninth grade teacher, and his personal choice. The multiple early phases in each strand were skill-oriented while later stages became more content-oriented. The three strands were overlapping with much literature in composition classes and much writing in literature classes both for reinforcement and to stress the organic principle of communication as a symbolic system. Twelve goals stating characteristics, including basic literacy, which senior graduates should display were used to evaluate the success or failure of the program and to determine revisions.

To prevent a general overemphasis of content courses and neglect of skill areas, Robert Small (Stokes, 1976) suggested the development of a sequential skills substructure upon which the changing diversity of elective offerings would be based. Richard Ulin (Stokes, 1976) addressed the same concern by recommending that early basic courses be unashamedly based on skills or process and later courses geared to

intellectual content or product with multiple opportunities for natural language use and improvement. Heintz (1977) recommended that English teachers plan a network of skills foci for various elective courses but allow students to choose the theme or context in which the skills were to be developed. Another possibility for sequencing both skills and content, proposed by Stephen Judy (Stokes, 1976), was based on G. Robert Carlsen's four stages in the growth of appreciation of literature: Unconscious Delight (Grades 3-7), Seeing Oneself (Grades 7-9), Philosophical Speculation (Grades 11-14), and Aesthetic Experience (Grade 14 and Up). After determining the development, needs, and interests of students -- a collection of successive reading and writing activities appropriate to the maturity of students would lead to the selection of activities geared to a particular theme. For example, upper junior high and lower senior high students might choose electives such as "Coming of Age" or "I Have a Dream" which involved various genres, personal journals, and creative writing.

Judy's plan (Stokes, 1976) was reminiscent of the developmental English curriculum provided by James Moffett in his Teaching the Universe of Discourse (1968) which was based on successive stages of language interaction and production. Kantor (1979) praised Moffett and predicted that "...in the long run this quiet revolutionary will have a greater impact on English teaching and curriculum than any other single individual" (p. 29). Interestingly enough, success with Moffett's theory and techniques were reported in the revision of an elective English program at Minneapolis South High School in Minnesota (Bane & Reed, 1976). In an effort to mediate with tradition as well as improve scope and

sequence, three required courses were introduced. Basic Composition for all sophomores was scheduled during the first trimester. A choice for more concentrated experiences in either Essay and Report Writing, Creative Writing, Newspaper Writing, Writing for Survival, or College Writing came during the eleventh and twelfth grades. Discussion and Communication was also required of all twelfth graders. Moffett's ideas were implemented in the common sophomore course which involved writing about self for personal insight and small-group appraisal to cultivate pleasure and confidence. The sophomore teacher was to aid students in selecting the second writing course. The third course was aimed at helping a mix of minority groups discuss issues reasonably and rationally. Minneapolis South (Bane & Reed, 1976) was contemplating adding another required choice from a cluster of courses about minority literature, music, and art during the next year to cultivate racial understanding.

Other attempts to reconcile with tradition have included ways to improve student/teacher relationships, in an effort to enhance diagnosis and prescription as well as guidance and counseling. Unruh (1974) reported that each sophomore student at Northwest High School in Shawnee Mission, Kansas, was required to take a one-term sophomore English course, and each English teacher had one or more sections of sophomores. The sophomore teacher then became the student's advisor to help him define his objectives and needs for future elective course choices. Smith (1971) described reduced enrollment in elective writing courses and parallel year-long English courses for those who preferred conventional scheduling at Hickory Township High School in Sharon, Pennsylvania. Bronson (1971) related that elective English courses at Lincoln-Sudbury

High School in Sudbury, Massachusetts, met four days per week for classes with individual and small-group conferences scheduled for each Friday. This program also retained a conventional year-long option for students and provided a summer program of independent study for students with special interests or problems who wished to earn credit by examination in the fall.

For those planning or revising an elective English program during the current backlash, Palmatier and Martin (1976) have prepared a primer of guidelines derived from the successes and failures of other programs. They caution that the news media should be used to gain local acceptance and that school administration should fully understand the program rationale to answer controversial questions posed by school patrons. These authors favored a clearly stated philosophical stance, electivity within structure, and much guidance and counseling with students about course choice. They recommended pre- and post-language skills tests for the total program as well as intermingling required basic skills courses with electives to heighten motivation. In view of the knowledge explosion and unpredictable student interests, thematic electives were recommended for "slippage", i. e., changing content while teaching the same processes. Teachers were encouraged to offer courses about which they wished to learn more themselves and to resist the urge to criticize others who refused to participate fully in the spirit of the program. Of special interest was the suggestion that electives be directed toward a tangible result or "pay off" of some value such as producing a film, booklet, play, slide program, newspaper, exhibit, or community project. These authors favored course evaluations aimed at what students had

learned and how they felt about it, with an assurance of program revision when requests were reasonable.

Mescal Messmore (1974), when reflecting upon elective English programs in view of historical and philosophical perspectives, reminded the profession of the nature of curriculum development:

Certainly it is true that there are cycles of change -- the 'humanistic' trend in education which we are presently experiencing exhibits many characteristics of the progressive education of forty years ago. However, those who argue that the two are the same, that humanistic education will go the way of progressive education, are only seeing part of the picture. Humanistic education has been an evolution from, not a return to, progressive education, just as it has been an evolution from the 'content' curriculum of the early 1960's.

All educational change is predicated upon what has gone before and contributes to what will come later. As a result, it is important to analyze the developments of today's curriculum in order to plan the shape of the curriculum of tomorrow (pp. 37-38).

Acknowledging the promises and problems of the elective movement, she advocated this mode of organization as that envisioned by futurists -- a curriculum of numerous components which could be rearranged or replaced to meet unforeseen circumstances. She believed that problems with this innovation have led to positive changes that catalyze continuing educational reform.

Whatever the nature of course scheduling in the future, Messmore (1974, p. 40) stated that elective programs had strengthened the process-centered approach because most English faculty had found they could agree on essential language processes more easily than on a basic core of facts. She contended that from the problem of materials selection, textbound teachers had learned that different materials are more effective with different students and that they could manage a variety of

resources well. The validity of time-honored topics for study had been seriously questioned, and new content introduced without trying to retain or modify traditional areas. She was gratified that areas in English content over-emphasized or slighted had gained a more appropriate balance, and that generally students had proved they could make responsible academic decisions. Especially rewarding outcomes to Messmore (1974) were that English teachers had gained a new realization that they needed additional background in some content areas, while schools of education had sensed the necessity for preparing English teachers in terms of alternative approaches.

CHAPTER III

METHODS FOR THE CASE STUDY

Historical, constructivist, and empirical approaches were involved in this case study to attempt a comprehensive description of development and effects. A macrocosm of perspectives in time, rationale, status, and adaptations of short-course elective English programs was reported in the preceding review of literature. The intent of this chapter was to elaborate on the philosophy and methods of constructivist strategies for research with the incorporation of selected empirical instrumentation and statistical analyses. An explanation and application of Robert E. Stake's Congruence-Contingency Model has been included as the vehicle for systemizing the microcosm of program evaluation in a single school setting.

Rationale

Constructivist approaches to educational research have been a relatively recent adaptation of methodology useful to the social and behavioral sciences (Magoon, 1977; Carini, 1975; Pinar, 1975). In the cited fall issue of The Review of Educational Research, Magoon termed the rationale and strategies as "social anthropological" or "ethnographic... with an extensive descriptive and interpretive effort at explaining the complexity of process as well as product" (pp. 652-653). He had recognized a crisis stage in total reliance on the fragmented inappropriateness and inexplicability of traditional research for the reality of school settings. Magoon stated that the infinitude of interacting variables anew in each locale was insurmountable to experimental design

and supported as preferable "thick description...focusing on how teachers, administrators, and school children constructed and interpreted their situations" (p. 654).

The importance of perception and interpretation was also supported by the Encyclopedia of Educational Evaluation which stated that there are possible outcomes as well as intended outcomes "...with some side effects so crucial that they outweigh intended outcomes" (Anderson et al., 1975, p. 365). This reference cautioned that to ignore positive or negative side effects led to incomplete evaluation and that the myriad possibilities required careful priorities:

In education programs...the evaluator should be concerned not only with cognitive variables and psychomotor variables as outcomes but also with variables related to the feelings and attitudes of those in the program. It may not be worthwhile to learn mathematics if a side effect is to hate mathematics (p. 366).

Since an evaluator cannot measure all possible variables, focusing attention on achievement and a few obvious or important side effects was recommended in this reference as initial strategy with later evaluations simply monitoring the intended with a more elaborate assessment of the possible side effects.

Aside from the obvious philosophical support of humanism for attention to affective variables arising from the educational experience, Magoon (1977, pp. 655-662) substantiated constructivist approaches to educational evaluation by citing a rich heritage that has emphasized the importance of context and personal meaning to human behavior and actions. Selected examples supportive of "thick description" range from the analytic methods of Kant to the nonreductive stances of psychologists Guthrie,

Tolman, and Kaplan. Carini (1975) had evidenced concern that the narrow vision of research based solely on recent technological models "...tends to emphasize a given facet of a given process independent of its meaning in relationship to the other parts" (p. 4). Pinar (1975) voiced this same concern about comprehensive and intensive evaluation by calling for studies of this nature:

...the direct experience of a person or object without the intervention of preconceptions...apprehending in pristine reality rather than through the obscuring panes of glass that represent our misconcepts (p. 360).

Undoubtedly, some reconceptualization of objectivity, reliability validity, and scientific outcomes are inherent in the constructivist stance (Scriven, 1972). Subjective accounts that concur are considered reliable. Construct validation is of more concern than reliability in the traditional sense since prediction is not a goal. According to Magoon (1977), construct validity is "...the meaning of events or situations to participate, i. e., whether the structure of events described by the researcher converges with the structure of events held by participants in the events" (p. 669). The end product of such inquiry into human behavior could be simply explanation which may not or may be compared with other accounts until a pattern appears as a weak form of prediction.

The constructivist perspective has become sufficiently established in educational evaluation to be proposed as a different but legitimate branch of educational research in the Second Handbook of Research on Teaching (Travers, 1973). Though the primary focus in this type of research has been the constructed reality meanings of the observed participants rather than hypothesis testing, Magoon (1977) had

declined to find any conflict with the traditional research framework:

The assumption that meanings should be the prime considerations in some types of research does not necessarily place this inquiry beyond the pale of liberal behaviorism, much less empiricism, for many have argued that meanings are often to be empirically assessed and multiply inferred through such things as observations of behavior. Applications of traditional statistical analyses and tests should be utilized whenever possible, but strictly as servants of a somewhat different enterprise (p. 662).

Procedures and Techniques

Robert E. Stake (Worthen & Sanders, 1973, pp. 106-127) was concerned that description of a school or program be comprehensive, i. e., "in the round" involving both formal psychometric tests and informal measures. He concurred with Lee Cronbach (1971) that such investigations should involve "...a most generous inclusion of behavioral science variables in order to examine possible causes and effects" (p. 672). Stake contended that the full countenance of evaluative research was otherwise distorted by point of view (Worthen & Sanders, 1973):

The specialist in evaluation sees himself as a describer, one who describes attitudes, environments, and accomplishments. The teacher and school administrator, on the other hand, expect an evaluator to grade something or someone as to merit. ...Neither sees evaluation broadly enough. Both description and judgment are essential -- In fact, they are the two basic acts of evaluation (p. 109).

For the full description preliminary to judgement, Stake recommended a model of matrices to serve as guidelines for investigation and to organize subsequent data from various sources into a meaningful plan to compare observed antecedents, transactions, and outcomes with those intended.

(See Figures 4 and 5.)

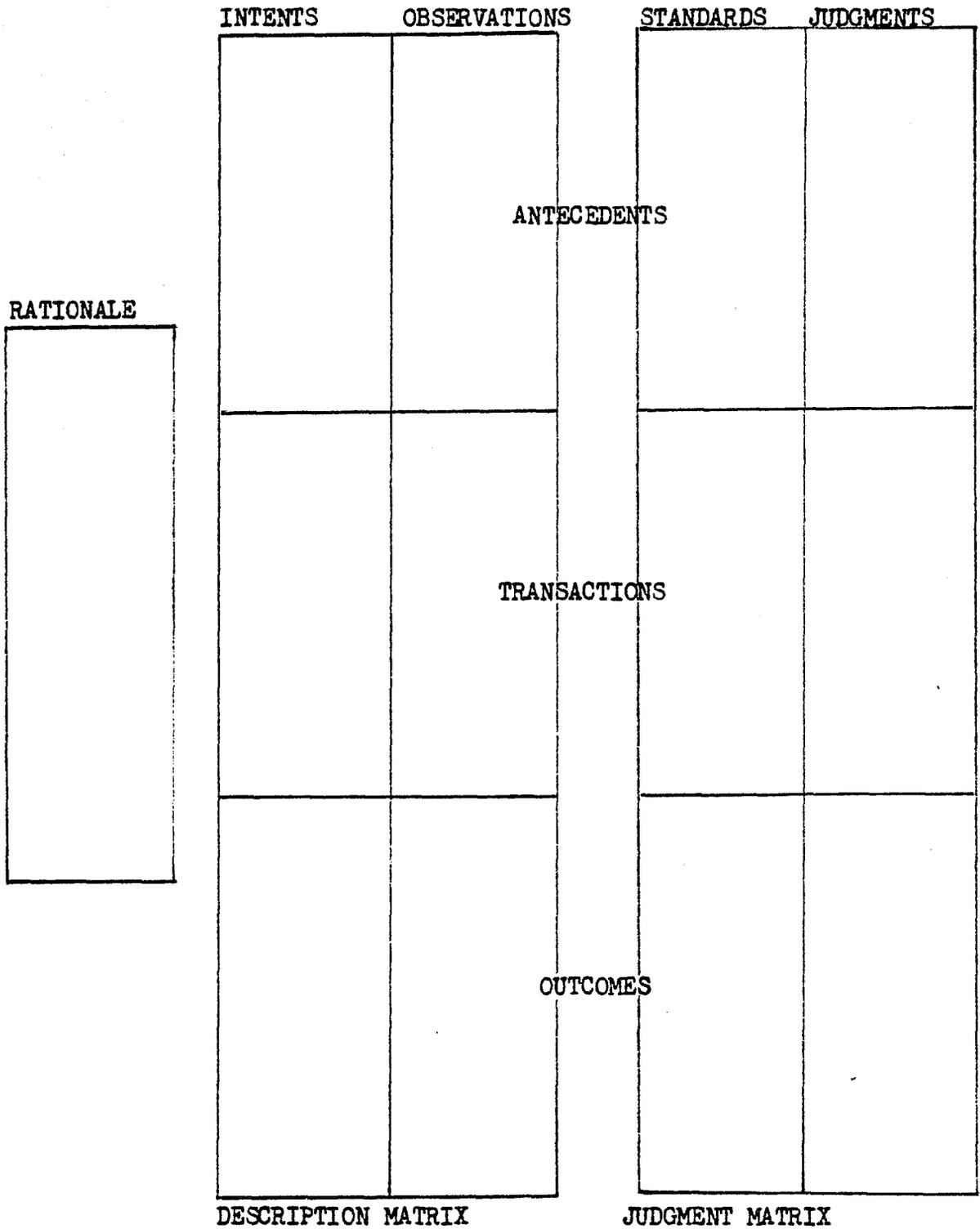


Figure 4. A layout of statements and data to be collected by the evaluator of an educational program (Stake, in Worthen & Sanders, 1973, p. 113).

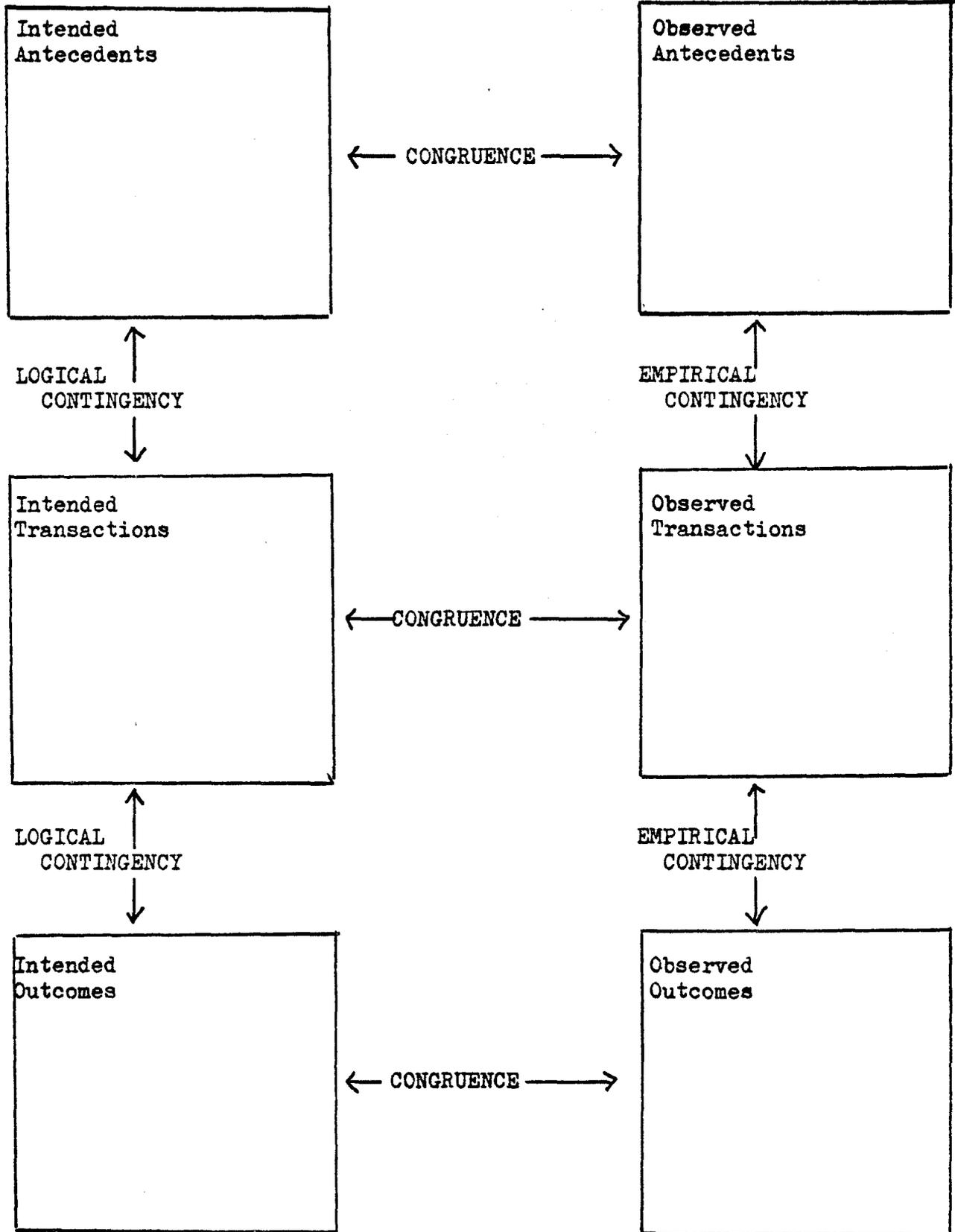


Figure 5 . A representation of the processing of descriptive data (Stake, in Worthen & Sanders, 1973, p. 118).

Among Stake's antecedents were the goals, rationale, or objectives of a given program in the language of the subject(s) under investigation, i. e., "...what teaching as well as learning was intended" (Worthen & Sanders, 1973, p. 115). In this reference, Stake further assumed a liberal position about the fashion in which such aims or objectives might be stated:

How intentions are worded is not a criterion for inclusion. Intents can be the global goals of the Educational Policies Commission or the detailed goals of the programmer (Mager, 1962). Taxonomic, mechanistic, humanistic, even scriptural -- any mixture of goal statements are acceptable as part of the evaluation picture...It is not wrong for an evaluator to teach a willing educator about behavioral objectives -- they may facilitate the work. It is wrong for him to insist that every educator should use them (p. 115).

Other antecedents included the status of students prior to the learning situation(s), i. e., aptitudes and previous experiences. Curricular content, school organization, instructional materials, physical facilities, and community context were also included in the category of antecedents.

Transactions involved the flow of communication, actual or perceived interpersonal relationships, the scheduling or sequence of events, and social climate in general. Stake perceptively delineated and explained the intimate affiliation of transactions with intents, and outcomes in the following manner:

Transactions are dynamic whereas antecedents and outcomes are relatively static. The boundaries between them are not clear, e. g. during a transaction we can identify certain outcomes which are feedback antecedents for subsequent learning. These boundaries do not need to be distinct. The categories should be used more to stimulate rather than to subdivide our data collection (p. 112).

Outcomes in formal evaluation have been viewed traditionally as the immediate measures of the impact of a program or the effects of a

learning environment. Stake's model enlarged and elaborated on this previous definition to include other consequences of learning that are "...immediate and long-range, cognitive and conative, personal and community-wide" (p. 113).

Data on antecedents, transactions, and outcomes were to be collected both from description (intent and observations) and judgment (standards and external assessment) sources. Data for the description matrix, preceded by a separate consideration of program rationale or philosophic background, involved a variety of formal instruments to assess in reality the outcomes of the program. Stake (Worthen & Sanders, 1973, p. 116) recommended inventories, checklists, questionnaires, interview routines, and a range of psychometric tests to measure designated variables. Data for his judgment matrix included benchmarks of performance having widespread reference value, such as evaluation by a noted consultant or accrediting group. Stake was skeptical of multiplicity in standards or value judgments from external agencies, however, and agreed with Cronbach (1963, p. 674) that intensive case studies were probably more valuable than criterion-referenced comparisons of programs.

In the Stake model, data on dependent variables were congruent if what was intended actually happened, but contingencies or relationships among the variables were also important in the Gestaltist sense that the whole was greater than the sum of its parts. Worthen and Sanders (1973, p. 125) viewed the Stake model both as a helpful mnemonic device for collecting data on variables and for determining contingencies that deserve additional attention. The Stake Congruence-Contingency Model was based on description and judgment as the two major activities.

of an evaluative case study. Stake underscored the importance of these activities in the following manner:

What is to be gained from the enormous effort of the innovators of the 1960's if in the 1970's there are no evaluation records? Both the new innovator and the new teacher need to know. Folklore is not a sufficient repository. In our data banks we should document the causes and effects, the congruence of intent with accomplishment, and the panorama of judgments concerned. Such records should be kept to promote educational decision-making, not obstruct it. The countenance of evaluation should be one of data gathering that leads to decision-making, not to trouble-making (p. 124).

Description of School Setting

Bunker Hill High School, located in northeastern Catawba County, served a rural community of some 12,000 residents in 1977-78. The school district included three geographical segments: two townships -- Catawba and Claremont, and the Oxford community. Formerly providing four high schools, the district combined three white institutions in 1954. The fourth, a Negro high school, was closed and subsequently integrated with Bunker Hill High School in 1966. The school building and campus appeared typical of many American high schools constructed in the 1950's to implement consolidation. Additional classrooms and a multipurpose assembly facility were added in 1968. (See Figure 6.) In 1978 the school was staffed by a full-time and an assistant principal, thirty-six faculty members, two guidance counselors, a librarian, and an extended-day coordinator. The well-groomed campus and colorful, attractive interior suggested a sense of responsibility and pride among administration, faculty, and students.

According to the Bunker Hill High School Self-Study Report (1976) to the Southern Association and N. C. Department of Public Instruction, the majority of parents were employed in the furniture and textile

Clines Township
Catawba County
Scale 1" = 200'

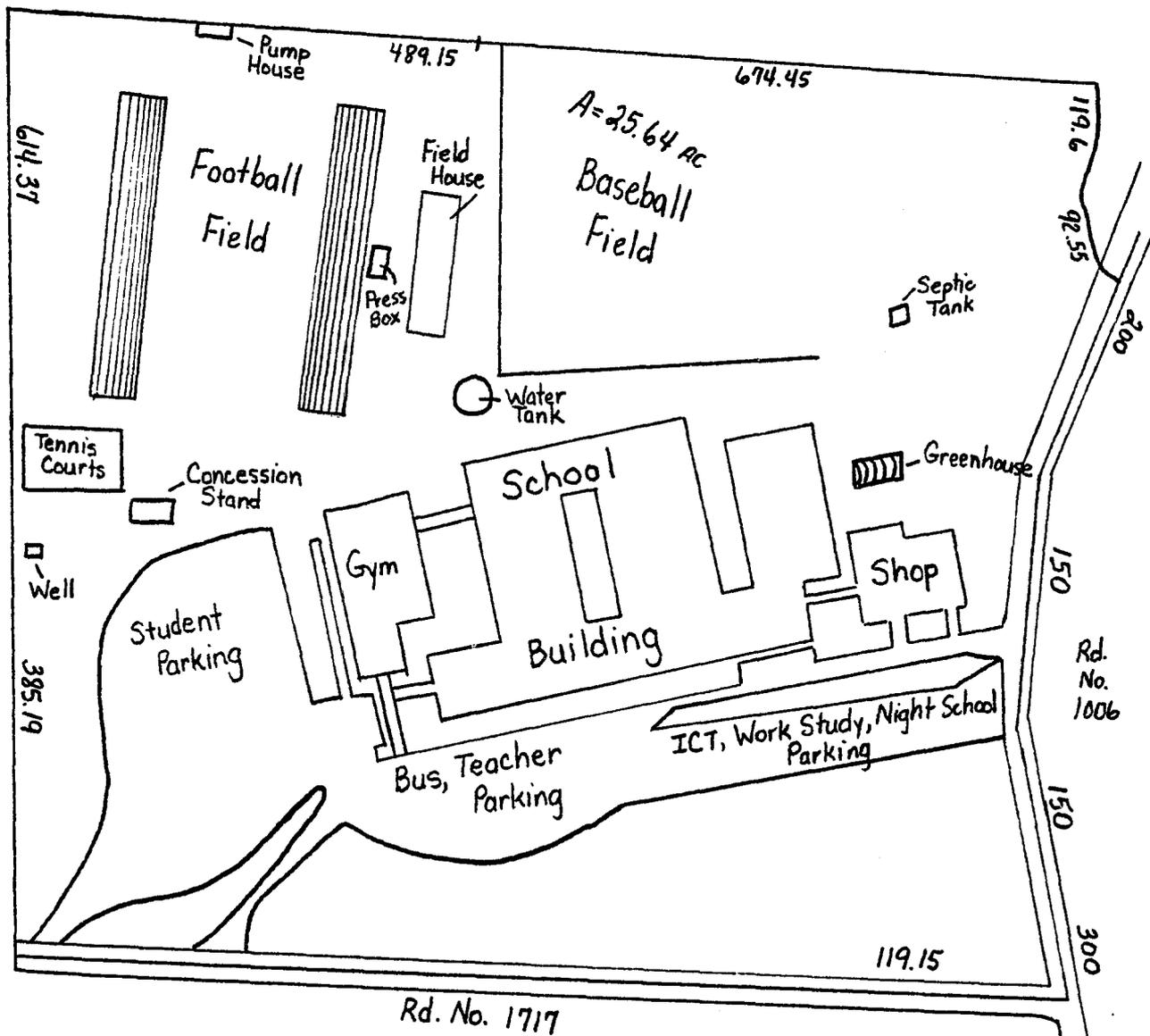
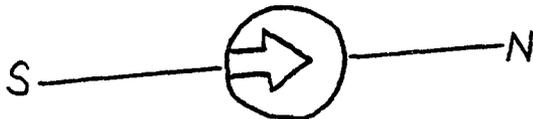


Figure 6. A sketch of the Bunker Hill High School campus and its geographic location.



industries of the surrounding area. Unemployment was minimal, with both parents in most families working in skilled to semiskilled positions. At that time approximately thirteen percent of the parents were college graduates while some nineteen percent had completed a course of study at a technical institute within commuting distance. Nearly half of the parents had less than a high school diploma. A community survey at that time, however, indicated that sixty-four percent of the participant population was enrolled part-time in a variety of post-secondary courses. The principal stated that improved community relations and school support had been continuously evidenced by increased attendance at Parent-Teacher meetings, athletic events, Booster Clubs, and the Spring Festivals.

Administrative records showed that the student body at Bunker Hill had tripled since the opening twenty-five years ago. Total enrollment for 1978-1979 was 680 students. The school population had been extremely stable with ninety-two percent of the 1978 seniors having attended school here their entire four years. The racial mix in 1978 was approximately twenty-five percent black. There had been a slightly larger than average number of students who fell below the low-normal range on tests of mental ability. The principal suggested that this might be due to the limited educational background of many parents with its subsequent impact on reading habits and other aspects of home environment. He stated that a high rate of school drop-outs and retentions in required courses had previously been a problem at Bunker Hill, though both situations have been partially resolved by intensive efforts to improve school climate and individualize curriculum. The drop-out rate of forty-four in 1970-1971 from an enrollment of 599 students was

reduced to twenty-four from an enrollment of 680 in 1977-78. A high percentage of the latter dropouts were pursuing high school equivalency studies in the Bunker Hill Extended Day Program. English retentions had been decreased from sixty-eight students in 1970-1971 to fourteen in 1977-78.

Most of the courses in the English program at Bunker Hill were scheduled in classrooms near the Media Center, others near the Multi-Purpose Room for the convenience of classes in speech and drama. (See Figure 7.) The English program was staffed by seven appropriately certified faculty, who taught five classes each and had one planning period daily. One teacher was also a reading specialist, while another had additional training in speech and drama. The schedule was purposefully planned so the seven teachers all had students from a given grade level during the same class period, i. e., all ninth, tenth, eleventh, or twelfth graders at the same time. Thus all English faculty taught classes from all grade levels 9-12.

The ninth-grade curriculum provided a series of core experiences required of all students, with English electives reserved for Grades 10-12. Students were generally assigned to various sections of all English courses, especially Grade 9, by reading level. Multiple and recurring sections of many electives facilitated options while placing students where they were most likely to perform well. School records showed a range in class size of twelve to twenty-six in sections of Grade 9 English and twenty-two to twenty-eight for elective courses, with fewer assigned as the probability of reading problems increased.

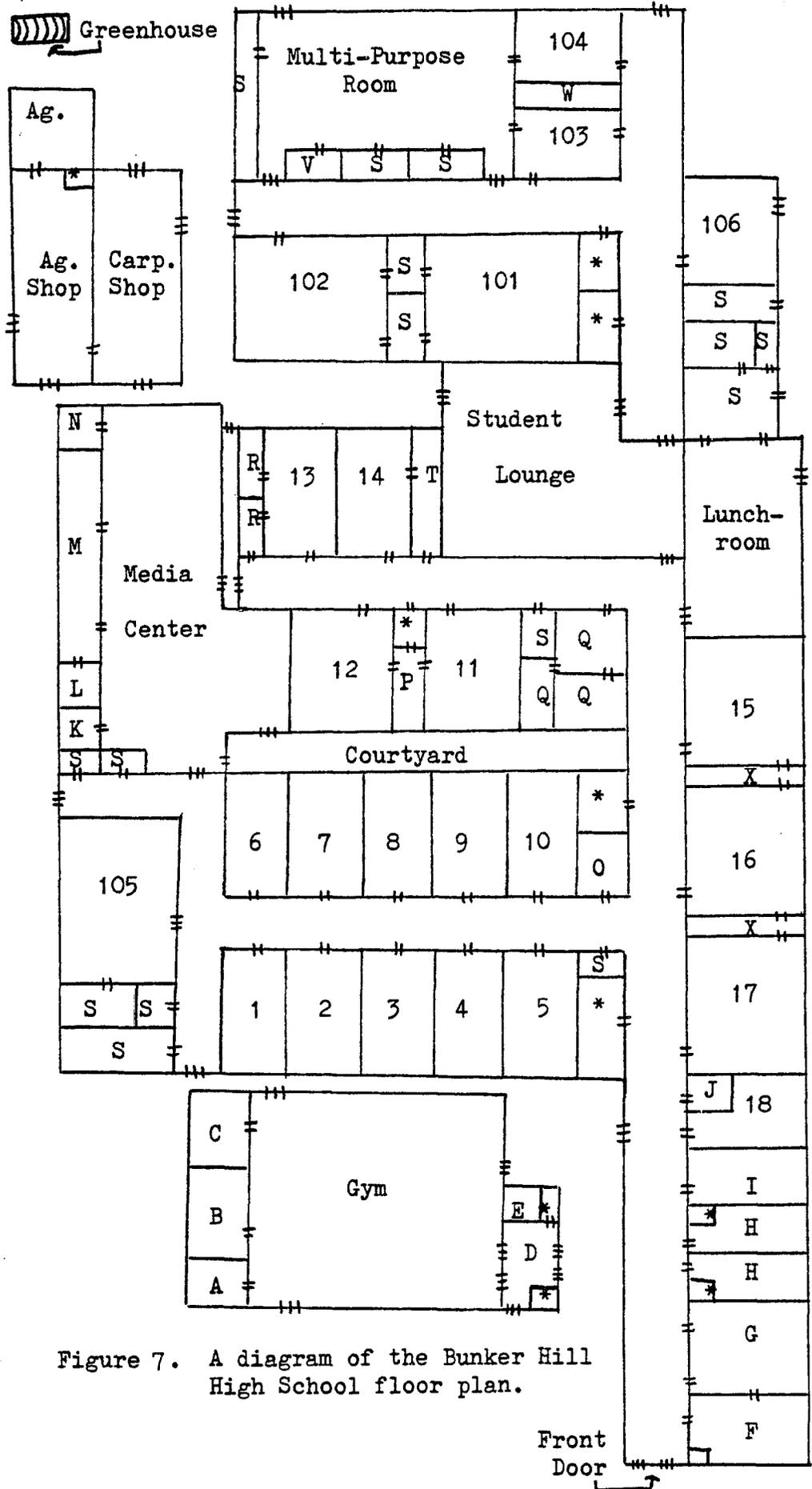


Figure 7. A diagram of the Bunker Hill High School floor plan.

KEY TO CLASSROOMS AND OTHER AREAS

1. Social Studies	A. Coaches Office
2. Spanish	B. Boys Dressing Room
3. English	C. Girls Dressing Room
4. English	D. Lobby
5. Mathematics	E. Concession Stand
6. Social Studies	F. Principal's Office
7. Social Studies	G. School Administration Office
8. English/Art	H. Teachers' Lounge
9. Mathematics	I. Assistant Principal's Office
10. Mathematics	J. School Store
11. DOO/COO/Accounting	K. Conference Room
12. Typing/Shorthand	L. Dark Room (and Storage)
13. ICT	M. Workroom and Office
14. Social Studies	N. Learning Laboratory
15. Science	O. Bookroom
16. Science	P. Offices
17. Science	Q. Guidance Offices
18. EMR	R. Workroom and Office
101. Health Occupations	S. Storage Areas
102. Home Economics	T. Extended Day Program Office
103. English	U. Kitchen
104. English	V. Office (Band/Choral)
105. English/Art	W. Workroom
Multi-Purpose Room (Band/Choral Room)	X. Office and Storage

As with the student body, there had been remarkable stability in the service of English faculty during recent years. The teachers who originally initiated, planned, and implemented the goal-oriented, elective program were still there. This group met regularly, planned together, cooperated with guidance counselors in scheduling, and gave personal attention to English placement for regular students and transfers. Both administration and faculty were presently concerned with diagnostic measures and program revisions to prepare high-risk students for the North Carolina Reading Competency Test in the fall of 1978. The Chairman of the English Department appeared to have excellent rapport with both her faculty and the school principal.

The cooperative attitude of the principal and English faculty, the concurrence of course scheduling, and the proximate location of classrooms, synthesized to create a fertile accessibility to program development and effects. Kerlinger (1964) recommended discretion when investigating a social or institutional situation and cautioned that the researcher must be "...a salesman, administrator, and entrepreneur, as well as investigator" (p. 391). Though cooperative in most respects, the school administration did indeed request that data collection be as limited and unobtrusive as possible since simultaneously a regular administration of the Comprehensive Test of Basic Skills was being given in Grade 10 and a pilot administration of the North Carolina Mathematics Competency Test in Grade 11. The principal and English faculty asked that all students in Grades 10, 11, 12 be involved in the various combination of psychological measures to avoid requesting parental consent as well as

interrupting class routine. They were amenable, however, to a random selection of students from the various subgroups for the interview and questionnaire aspects of the study.

Collection of Data

Both constructivist procedures and empirical techniques were employed during a series of investigations at Bunker Hill High School during April and May of 1978. Methodology for the case study ranged widely from an examination of documents and incidents of participant-observation to a series of interviews, questionnaires, and test administrations. Information from administration and guidance, the English faculty, and various subgroups of the student population was involved in data collection for the program rationale and four cells of the matrices of Stake's Congruence-Contingency Model. (See Figure 8.) Descriptive data came from the intent and observation sources of the first two cells. This data when categorized into evidence of antecedents, transactions, and outcomes gave form and substance to the study of program development and effects.

Descriptive data on program rationale and antecedents was provided by a 1976 statement of the school philosophy and objectives (Appendix H), as well as the goals of the English Department at that time (Appendix B). Additional insights were gained from copies of the 1974 Catawba County Comprehensive Plan for long-range educational change (Appendix G), the 1977-78 Proposal for School Climate Improvement at Bunker Hill (Appendix F), and excerpts from an Institutional Self-Study of Curriculum for a 1976 reaccreditation proposal to the Southern Association and North Carolina Department of Public Instruction (Appendix J). Copies of course

PROGRAM RATIONALE	DATA FOR THE EVALUATION OF EDUCATIONAL PROGRAM			
	Intent Sources	Observation Sources	Standards Sources	Judgment Sources
ANTECEDENTS				
Student Characteristics.....	A.....	E,F,G.....	.....	I,J,K,L,M
Teacher Characteristics.....	A.....	E,F,G,H.....	.....N,O.....	....G,M
Community Context.....	A,B.....	E,F,G,H		
Curricular Organization.....	A,B,C,D.....	E,G,H,O		
Curricular Content.....	A,B,C,D.....	E,G,H.....	A,B,F,H,O..	...B,F,H
School Organization...	A,B,C.....	E,F,G,H		
Physical Plant.....	A,B.....	E,F,H		
Instructional Materials.....	A,D,H.....	E,G,H.....	....B,F,H....	...G,H,J
TRANSACTIONS				
Communication Flow....	A,F,H.....	E,G,H,K,M...	....A,B,F,N...	.G,H,K,M,N
Scheduling of Courses.	A,C,D.....	F,G,H.....	....B,G,H.....	..B,F,G,H
Time Allocations.....	A,C.....	F,G,H.....	....F,G,H.....	..B,F,G,H
Changes in Events.....	C,F,H.....	F,G,H.....	....F,G,H.....	...F,G,H
Reinforcement Schedule	A,D,F,H.....	F,G,H,I.....	...F,G,H,I,L..	..F,G,H,I
Social Climate.....	A,B,F,H.....	E,G,H,K,L,M..	...F,G,H,K,L..	F,G,H,K,L,M,N
OUTCOMES				
Student Achievement...	A,D,H,I,O...	D,E,G,I.....	....A,F,H,I,O..	..E,G,H,J
Student Attitudes.....	A,F,H.....	E,G,H,J,M...	....A,F,G,H...	...E,G,H
Student Adjustment....	A,F,H.....	E,G,H,J,L,M..	..A,F,H,J,L,M.	E,G,H,J,L,M
Effects on Teachers...	A,F,H.....	H,N,O.....	....A,F.....	..E,H,N,O
Institutional Effects.	A,F,H.....	G,F,H,I-O...	....A,F.....	...E,G,H

SOURCES OF DATA

- A. Self-Study Report for Southern Association (1976)
- B. Report of Visiting Committee - Southern Association (1976)
- C. Course Descriptions and Registration Data
- D. Course Syllabi
- E. School and Classroom Observations
- F. Interviews with Administration and Guidance Counselors
- G. Interviews with Students
- H. Interviews with Teachers
- I. CTBS (Reading Comprehension and Written Expression)
- J. Purdue Attitude Scale Toward School Subject
- K. Person-Group Relationship Scale
- L. State-Trait Anxiety Inventory
- M. Student Perception of Teacher Behavior Scale
- N. Teacher Perception of Teacher Behavior Scale
- O. Scale of Priorities in Teaching of English

Figure 8 . An adaptation for this study from an illustration of data representative of the contents of the four cells of the matrices for evaluation of a given educational program (Stake, in Saylor & Alexander, 1974, p. 305).

descriptions and registration procedures (Appendices C , D , and E) were made available, as well as a master schedule of elective course offerings for each quarter of the 1977-78 projected academic year (Appendix K). Data for perusal also included course syllabi, from which representative exhibits were selected (Appendices L and M) and a 1977-78 report to the county office on the content of freshman English (Appendix N).

Clarification and supplementary information about documented antecedents to the study were further provided by formal interviews with the school principal, seven English faculty, two guidance counselors, and twelve randomly selected students -- four each from Grades 10, 11, and 12. The formal interviews were geared to a series of previously distributed questionnaires with comparable items to elicit various viewpoints to the same aspects of the learning situation (Appendices P , Q , and R). Informal interviews were conducted during five participant-observation visits to the school, including classroom observations and conversations with a variety of students from each grade level and attendance at departmental planning sessions for the next school year. Two additional in-depth interviews of two hours each were conducted with both the principal and department chairman.

Documents providing judgmental data on program rationale and antecedents were the 1976 reaccreditation appraisals of the English and reading programs (Appendices I and O) as well as the 1976 summary statement of the reaccreditation visiting committee of the Southern Association and North Carolina Department of Public Instruction (Appendix A). Formal interview-questionnaire techniques as well as the informal

participant-observation experiences listed previously also yielded judgmental data as well as did the English departmental meetings and in-depth interviews. Scores from a spring administration of the Comprehensive Tests of Basic Skills to Grade 10 in 1976, provided by the guidance counselors, were essential judgmental pretest data from antecedents to determine future academic gain for the various subgroups of seniors. A Scale of Priorities in the Teaching of English (Appendix S) administered to all English faculty gave judgmental antecedent data in terms of congruence with the stated philosophy of the school and goals of the target elective program.

Descriptive data on transactions came in part from previously listed assessments by external accrediting agencies, formal interview-questionnaire techniques, participant-observation experiences, departmental planning sessions, and the in-depth interviews. The latter provided numerous verbal examples from real-life interactions with students. Incidental campus conversations with a variety of students were also most helpful in obtaining reactions to the scheduling format, changes in course design, and reassignment procedures. Both descriptive and judgmental data were elicited from the Person-Group Relationship Scale (Appendix T) and the State-Trait Anxiety Inventory which was administered to all students in Grades 10, 11, and 12. A comparison of these results with those predicted by administration, English faculty, and guidance counselors gave judgmental transaction data in terms of congruence. A Student Perception of Teacher Behavior Scale (Appendix U) which was administered in Grades 10 and 11 also gave judgmental transaction data

when compared with the results of its companion instrument, the Teacher Perception of Teacher Behavior Scale (Appendix V).

Descriptive data on outcomes was provided in part by the previously stated sources for data on antecedents and transactions. Measures of the social-emotional impact of the program on the various subgroups of students, perceptions of teacher behavior, and teacher priorities in intents were especially helpful in this respect. Both descriptive and judgmental data were derived from the Purdue Attitude Scale Toward School Subject which was administered to all students in Grades 10, 11, and 12. A comparison of attitudinal results with those predicted by administration, English faculty, and guidance counselors gave judgmental outcome data in terms of congruence. Results from the 1978 senior post-test administration of the subtests in Reading Comprehension and Written Expression of the Comprehensive Tests of Basic Skills gave judgmental outcome data in terms of academic gain for the various subgroups when compared with their sophomore scores from the 1976 administration. A comparison was also made of outcomes in terms of cognitive skills revealed by this latter test and results obtained from the Scale of Teacher Priorities in this regard.

In summary, the data collection was aimed at Magoon's "thick description" of the development and effects of the target program. Historical methods used in researching the literature were augmented by an examination of pertinent documents and intensive consultation with the educators responsible for its design. Various constructivist techniques such as interviews, questionnaires, rating scales, and observation were employed to validate the "real meaning" of events and

experiences to the participants. Empirical measures were used mainly as a means of ascertaining congruence or construct validation though subsequent statistical summarization, comparisons, and correlations were also intended to explore the possibility of contingencies which could highlight or profile reactions of the various subgroups of students to the elective program.

Instrumentation

Both formal psychometric tests and non-standardized measures were involved in data collection for the case study. Completing the panoramic descriptive and judgmental matrices of Stake's Congruence-Contingency Model required a variety of both constructivist and empirical sources. All instruments not under copyright are presented in the appendices. Four nonstandardized but field-tested instruments were employed to assess participant perceptions for purposes of descriptive comparison. Four standardized tests to determine academic gain, attitude toward school subject, level of academic anxiety, and person-group relationships were administered for comparative inferential treatment of subgroups in this setting. According to the Encyclopedia of Educational Evaluation (Anderson et al., 1975), inferential statistical instrumentation "...can serve to evaluate the precision of estimates based on descriptive statistics" (p. 404). This was the intent of the researcher in the selection of the following approaches to measurement.

Academic gain for students in the elective English program was assessed by comparing pre- and post-test grade equivalents of the same students obtained as sophomores and as seniors on the Reading Comprehension and Written Expression subtests of the Comprehensive Tests of

Basic Skills, Level 4 (McGraw-Hill, 1973). According to Buros' Seventh Mental Measurement Yearbook (1972, p. 20:9), validity and reliability determinations for this achievement battery followed closely the 1966 American Psychological Association recommendations for standardized tests. Scores on these subtests had correlated as high as .93 with similar sections on the California Achievement Tests and had shown a .60 to .80 prediction value with subtests of the California Short-Form of Mental Maturity. Buros (1972, p. 21:9) commended the Comprehensive Test of Basic Skills for its high ceiling of eleventh and twelfth grade norms useful in diagnosis for remediation. According to the "Examiner's Handbook" (1974, p. 2) and the "Technical Report" (1974, pp. 5-10), the tests were intended for national use by students taught in a variety of contemporary settings and measured skills common to all curricula at designated levels. To insure content validity, items were written by teachers at the given grade levels in cooperation with curriculum and testing specialists. The basic norms group was a national sample of 212,000 students in Grades 2-10 (Levels 1-4) randomly selected from districts chosen by stratifying all American school systems by size, socioeconomic level, and geographic region.

The item classification plan for the Comprehensive Test of Basic Skills provided a two-dimensional framework: a process dimension and a content dimension. All tests were geared to a simplified version of Benjamin Bloom's taxonomy of intellectual processes: recognition, translation, interpretation, application, and analyses. For example, on the Reading Comprehension subtest under the category of interpretation were specific items which dealt with identifying the main idea. The answer

sheets for the subtests facilitated item classification by cognitive process during the scoring procedure. The "Teacher's Guide" (1976, p. 7) listed areas of content for the Reading Comprehension Subtest as literal recall, rewording, content clues, main idea, descriptive words, conclusions, and structure/style. Usage, diction, syntactical relationships, and organization were designated as areas of content for the subtest in Language Expression. That subtests of the Comprehensive Tests of Basic Skills were appropriate for the goal-oriented nature of the target program and the purposes of this study was substantiated by a statement from the test reviews (Buros, 1972):

The CTBS is designed to measure the extent to which students have acquired skills that are required for effective use in everyday living and for further academic study...This would encourage the use of CTBS scores in planning and evaluating instruction rather than solely as tools for identifying individual differences...(p. 21:9)

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Student attitudes toward the target program were measured by Form A of the appropriate Purdue Master Attitude Scale. Developed by H. H. Remmers in 1934, the Purdue Attitude Scales for a variety of topics were based on Thurstone's psychological principle that equally often observed differences are equal. According to the "Manual for the Purdue Attitude Scales" (1960, pp. 2-3), validity has been demonstrated by differentiating among attitudes known to be different among different groups and against available Thurstone scales which were considerably longer. Information from an experimental study by J. W. Hancock in 1938 demonstrated, however, that scores on the smaller number of items did not differ appreciably from the .71 to .92 reliabilities obtained on the

full-length scales. Normative data for this instrument came from both high school and college groups. The Attitude Scale Toward Any School Subject involved seventeen items which respondents were asked to endorse or reject. The median scale value of the items endorsed was the attitude score.

Anxiety in the academic setting was assessed by the State-Trait Anxiety Inventory, constructed by C. D. Spielberger and R. L. Gersuch at Vanderbilt University in 1964 with subsequent test-development at Florida State University. According to the "STAI Manual" (Spielberger, Gersuch, & Lushese, 1979), state anxiety was "...conceptualized as a transitory emotional condition characterized by heightened autonomic nervous activity" while trait anxiety referred to "...relatively stable individual differences in anxiety proneness based on motives or acquired behavioral dispositions" (p. 3). Normative data for this inventory came from high school and college students as well as patient and military populations. For example, studies with college freshmen showed relatively high test-retest correlations ranging from .73 to .86 for the trait scale and low correlations ranging from .16 to .54 for the state scale in a variety of situations planned for relaxation or distress. Studies of concurrent validity with other personality tests such as the Affect Adjective Checklist and Minnesota Multiphasic Personality Test gave similar and sufficient correlations to consider the State-Trait Scale an alternative measure of anxiety. Form X-1 of this instrument consisted of twenty multiple-choice items designed to measure the degree of temporary tension and apprehension in response to immediate situations perceived as threatening, not a permanent or customary phenomenon.

Scoring involved determining the sum of ten items directly designed as stable distractors, subtracting the sum of the ten reversed items included to describe anxiety, and adding an appropriate constant. Scores could then range from a low state anxiety level of ten to a high level of ninety.

The Person-Group Relationship Scale, conceptualized by Jay Jackson in 1959, was established as having "face validity" in a report by Martin Felsen and Arthur Blumberg to the American Educational Research Association in 1973. This instrument, which consisted of seventeen items, involved a two-dimensional scheme for characterizing the type of psychological group membership an individual held on the basis of attraction (desire to remain or engage with a group) and the basis of acceptance (recognition of affiliation or ability to contribute). The validating study, sponsored by Syracuse University, submitted data collected from high school seniors to an analysis which substantiated the two factors as relatively independent entities and showed a test-retest reliability coefficient of .82. Attraction and acceptance scores were derived by adding separately the Likert-type responses in the two categories. Attraction scores could range from a minimum score of ten to a maximum score of ninety. Acceptance scores had a possible range of seven (low) to sixty-three (high).

The Student Perception of Teacher Behavior Scale was developed in 1975 by Dr. William K. Wiener, professor of education and psychology at Lenoir-Rhyne College in Hickory, North Carolina. This instrument was field-tested with reported success by Dr. Wiener as a formative evaluation device in a secondary inservice program in nearby Alexander County.

The aim of the program was to modify teacher behavior toward the educable mentally retarded into a more indirect and empathic style. Items on the Student Perception of Teacher Behavior Scale were conceptualized from the 1963 interaction analysis categories of Edmund J. Amidon and Ned A. Flanders as well as the moving toward, against, or away patterns of behavior proposed by Karen Horney in 1945. The format of this scale involved weighted responses to four items yielding an indirect score, three items a direct score, and five items a moving toward/against score. A companion instrument, the Teacher Perception of Teacher Behavior Scale, was the researcher's adaptation of the Wiener scale. Both versions were administered to obtain comparative data about the perceived transactions of students in Grades 10 and 11 with their English teachers and vice versa, i. e., to measure and compare construct/reality.

The Scale of Priorities in the Teaching of English, also developed by the researcher, basically presented a scrambled list of instructional objectives geared to the stated philosophy of the school, the goals of the English Department, and the hierarchy of Bloom's taxonomy. Important aspects of the school philosophy reflected in the scale were democracy, individualization, responsibility, adjustment to change, and respect for the opinions of others. The list of scrambled objectives were grouped into the four major areas of departmental emphases: reading skills, writing skills, verbal communication, and literature. All statements were acceptable learning outcomes, but each could be classified specifically into at least two successive levels of Bloom's cognitive levels. The latter was considered a significant facet of teacher behavior because the English subtests for Grades 10 and 12 (Comprehensive Tests of Basic Skills) were

based on Bloom's hierarchy, and this achievement battery was administered regularly by the school as a measure of academic progress. The principal and English department chairman completed the scale as a pretest and agreed to its potential validity if it were geared only to the instruction of further-training students, the most homogeneous segment of the school population. The priority score was the number of appropriate responses in a rank order of sixteen objectives, four in each category, indicating the congruence of that teacher's stance with school philosophy, departmental goals, and the measurable intent of the Comprehensive Tests of Basic Skills. Three open-response items were added to this scale as a concurrent measure of instructional priorities.

Open-response questionnaires, developed by the researcher, were completed by the twenty-two participants interviewed in the target English program. The format was similar to instruments field-tested by the researcher during an independent study project under the direction of Dr. Dwight Clark, University of North Carolina at Greensboro, in 1974. The three questionnaires for students, faculty, administration and guidance were similar in that each included items to elicit information about rationale, advantages, disadvantages, and operational aspects of the program. All three inquired about perceived academic gain, attitude toward school subject, person-group relations, and anxiety in the learning environment. Students and faculty were questioned about provision for individual differences, opportunities for cooperative planning, and desired changes in the program. Administration and guidance personnel were asked to comment on the appropriateness of the program to school philosophy and community context as well as to submit data on program effects in terms of

average daily attendance, English failures, and the trend in school drop-out rates. Faculty, administration, and guidance personnel were questioned about the impact on their program anticipated from the following national trends: the "back to the basics" movement, the decline in Scholastic Aptitude Test (SAT) scores, and state competency requirements for graduation.

Thus instrumentation was selected and/or designed to satisfy Stake's concern for program description "in the round" to avoid distortion of a phenomenon from point of view. Constructivist devices such as the Scale of Priorities in the Teaching of English provided data on antecedents to the investigation. Student and Teacher Perceptions of Teacher Behavior Scales gave information on transactions while the interview-questionnaires elicited data on antecedents, transactions, and outcomes. Empirical instrumentation such as the pre- and post-test administration of subtests of the Comprehensive Test of Basic Skills provided cognitive antecedent and outcome data. The Person-Group Relationship Scale gave additional insights about transactions. The Purdue Attitude Scale Toward School Subject and the State-Trait Anxiety Inventory supplied affective outcomes -- which were necessary, in combination with the preceding, to assess congruence and contingencies.

Analysis of Data

A normal distribution of population, the probable homogeneity of variance, and the continuous equal-interval measures of test scores suggested the appropriateness of a parametric such as the non-correlated t test to identify significant differences in cognitive and affective outcomes (Tuckman, 1972, pp. 85, 226-231). A Decus Fortran t test was

administered to compare the total mean academic gain scores of all seniors with the anticipated national norm, as well as their separate means on the Reading Comprehension and Written Expression subtests. This t test was also employed to compare mean scores for college-bound, further-training, and work-bound groups in Grades 10, 11, and 12 on measures of academic anxiety, person-group relations, and attitudes toward school subject.

Raw score measures on multiple variables for a sizable population in this study seemed to indicate that Pearson product-moment correlations were appropriate and necessary to the reductive analyses of important and pervasive factors in the effects of the target English program (Gay, 1976, pp. 237-246). A Decus Fortran Program, CORREL CORRELATION and PCOMP-VARMX FACTOR ANALYSIS (8-558), by Marjorie H. Klienman of the Center for Community Research in New York, was employed to generate Pearson product-moment correlations. These data revealed the degree of relationship between student subgroups on the bases of year in school, sex, race, final grade last semester, predicted grade this semester, and goal-orientation or area of course selection. Of particular interest was the degree to which the variables of academic gain, subject-attitude, person-group relations, perceptions of teacher behavior, and anxiety in the learning situation were or were not related. Though not necessarily indicating casual relationships, the preceding correlations did suggest several hypotheses that could be tested in more controlled experimental investigations.

Factor analysis was the final procedure used to identify the quantitative intensity of relationships and clarify interrelationships

or variables that depend strongly on certain other factors. This technique was originally developed in 1935 as part of L. L. Thurstone's psychological theory to explain cognitive behavior (Anderson et al., 1975, pp. 161-162). Thurstone postulated that common causative factors underlay much of human activity, and this notion of stable interrelationships or vectors was central to the theory of factor analysis. Thus heavy "loadings" on the correlations of several variables appeared to form hypothetical factors or clusters that might imply patterns in reactions or relationships within a particular group or school setting which were reflective of reality.

CHAPTER IV

REPORT OF THE CASE EVALUATION

The questions posed for investigation in Chapter I served as guidelines for the following account and interpretation of data. Historical and philosophical implications, promises and problems, as well as conciliatory adaptations of the target program were included for consanguinity with the review of the literature in Chapter II. The concerns of the constructivist approach delineated in Chapter III were used to describe the formation of the phenomenon and its construct validity, i. e., whether the results of inquiry were congruent with the perceptions of the participants in the event. Possible outcomes or side effects and contingencies or relationships among variables were also subject to scrutiny as well as intended results from intent, observation, standards, and judgment sources. All of the statistical comparisons and correlations of variables involved in the study were considered significant at the .05 level.

The Stake model for evaluation of an educational program, used for structural purposes, was amenable to the preceding and involved assessing both soft and hard data for congruence in terms of intended and observed antecedents, transactions, and outcomes. Data required for the descriptive and judgmental matrices of the Stake model was a combination: i. e., observation sources by definition included data from interviews and questionnaires as well as psychometric test results while

standards sources involved judgments by accrediting agencies as well as achievement test scores. In summary, processing the data was a search for intended and observed phenomenological integrity and harmony between subjective and objective components of the study.

Development of the Program

Interview data disclosed that the goal-oriented, multidesign, short-course, elective English program at Bunker Hill High School was devised in partial response to a desperate learning situation. According to Principal Glenn Barger, faculty-student morale and the state of human relations were bleak when he first arrived for the 1970-71 school year. For five years racial conflicts had persisted following integration and the closing of a black high school. Barger reflected that moving both the white and black student populations to another building would have been preferable to avoid the vandalism and bitterness that ensued. The deep scars of rebellion against intrusion and resentment from lost identity affected school achievement, exemplified by the retention of 68 English students in 1970-1971 -- many for a second time. Disciplinary problems and suspensions were frequent. There were 44 student drop-outs at Bunker Hill High School in 1970-1971 from an enrollment of 599, 52 drop-outs in 1971-1972 from an enrollment of 615, and 61 in 1972-1973 from the body of 626 students.

These circumstances, according to the principal, prompted a humanistic but practical administrative plan to improve school climate and curriculum. A staff revitalization program, Positive Attitudes Toward Learning (PTAL), conducted by the N. C. Department of Public

Instruction, was attended by some faculty and an inservice course for teachers on ways to individualize instruction was offered with credits for certificate renewal. Evening classes with individualized study for drop-outs were begun at the school, and the English Department began planning an elective curriculum in the spring of 1972. English Chairperson Delores Setzer related that she initiated this latter plan but was given full support by the principal who earlier had observed such an English program in Tennessee. Barger believed that English was a susceptible area for constructive change at Bunker Hill since it involved all students each year and was necessary for satisfactory progress toward graduation.

The chairperson recalled that her English faculty met with the principal and secondary supervisor to plan a developmental strategy. This included visits to area schools with elective programs to profit from their experiences and a collection of elective catalogs with course descriptions. According to Setzer, however, most of the planning was done by the English faculty themselves because they felt the curriculum must be uniquely appropriate for Bunker Hill students if it were to be successful. Questions about the needs and aspirations of students, what should be required and what elective, appropriate levels for various courses, and qualifications as well as interests of faculty members had to be resolved. Available instructional materials, some plan for grouping students, and a strategy for scheduling students into courses were considerations. The length of courses, a grading system, and a policy for assessing credits for graduation also had to be decided. The principal and chairperson confirmed that ideas from students were encouraged in

planning both courses and their content, mainly through input from Student Government and discussion in existing English classes.

Rationale

Diversity of community context and the obvious failure of the customary English curriculum to satisfy needs and interests led the English Department to conclude that three distinct types of students were involved: those who were college-bound, inclined toward further training in community colleges and technical schools, or destined immediately for the world of work. The retention and drop-out rates suggested the need for various modes of individualization and the opportunity to make a new start with greater frequency. The learning readiness and disciplinary problems intimated that some requirements and structure should be retained though changing teachers more frequently might improve rapport in general. English faculty were enthusiastic about planning a variety of short courses of special interest to them, and they were willing to teach several grade levels to keep in touch with student progress over a span of time.

The principal and guidance counselors, Mary Throneburg and Beth Sigmon, commented that the elective English program was compatible with comprehensive planning in the Catawba County Schools at that time as well as the stated philosophy and objectives of Bunker Hill which stressed democracy, accepting responsibility, and preparing for the social demands of the future. (See Appendices G and H.) Otherwise the department chairperson noted that such a student-centered program was contemporary and offered opportunities for multiple types of learning experiences within the confines of departmental objectives. (See Appendix B.)

The English department anticipated that selecting courses according to future plans would give students a sense of reality and new learning commitment, while teachers performing in areas where they were most comfortable would be more inspirational. Principal Barger during a 1978 interview commended departmental enthusiasm and remarked that, "Any curriculum is no better than students and teachers believe it to be."

Organization

To facilitate a personalized program, students from the various feeder schools were grouped by reading level for the required ninth grade common course. See Appendix N. Each of the seven English teachers was assigned a ninth grade year-long course during the same class period and counseled the students about their aspirations, potential, and course selections for the next year. Thereafter each of the seven teachers taught four electives per quarter and advised students taught during the last quarter of each year about their course electives for the coming year. Essentially there were no multilevel or nongraded classes: i. e., all sophomores had English during one period of the schedule (Appendix C), all juniors during the same period (Appendix D), and all seniors during another period (Appendix E). This facilitated moving students in any grade to another course during that period, if the teacher and student deemed it advisable. Occasionally a student with special needs was placed with other grade levels or into another goal orientation if his schedule permitted. Some courses such as Speech, Drama, Creative Writing and Poetry, etc. were offered to students from two or more goal-orientations.

Students selected their quarter courses and alternates at the end of each school year so additional sections of some courses could be added and some courses deleted to meet the choices indicated by registration. Additional changes during a year were necessary for students who changed their minds or transferred from other schools. Several sections of a course during the year, such as The Short Story, were usually grouped by reading level. According to the English Department chairperson Setzer, an advantage of the program was that the student body and staff were large enough to offer a variety of electives but small enough for faculty to know and schedule students individually. Total enrollment in courses for teachers was kept to a balance of 110-135 students per quarter, with each teacher having five classes and a joint planning period. Enrollment in reading and composition classes was intentionally smaller than that in content classes.

Thus all English teachers had sections of all grade levels, or several courses with combination levels, each quarter to facilitate acquaintance with students. Students usually had the same teacher several times during their years in high school, and all rescheduling was completed by the English faculty with the aid of the guidance counselors. For continuity, the same instructor who taught Advanced Composition in Grade 10, also taught Research in Grade 11 and Senior Composition so she knew student background from the previous course and the ninth grade syllabus. The same was true for reading courses offered to workbound and further-training students, as well as Basic Speech for sophomores and Drama for junior students. Fragmentation was further avoided because all courses included some reading as well as oral and

written composition; i. e., book reviews and essays were written in the Science Fiction course. Other courses, such as Research and Creative Writing and Poetry, included a review of usage and mechanics when the need was evident. Each year in Grades 9-12, some study of reading and composition was required to develop proficiency in the communication skills designated by departmental objectives.

Implementation

The elective English program at Bunker Hill was operationalized in the 1973-1974 school year, coinciding with new multiple-state textbook adoptions in literature. This was significant because a larger variety of textbooks was needed for the range of literary selections to be studied. Mrs. Setzer related that only one class set (25 copies) of a particular book instead of the usual 75 was needed, however, since elective courses with several sections were taught during consecutive quarters. Instructional materials for English were housed in a central location where teachers collected, added, and shared what was available. Principal Barger considered this materials center a definite professional aid to new teachers who were adjusting to the use of multiple resources. Only two teachers had been replaced since the program was implemented, and the principal had intentionally sought those who could adjust and contribute to the nature of the elective system.

Administration and English faculty were concerned that parents, as well as students, understand the intents of the program and have confidence in its advantages. An explanatory program was presented to the student body and to the P. T. A. in the spring of 1973. The administration and guidance counselors assured parents that they would maintain close

contact with technical and other nearby post-secondary schools to monitor changes in requirements and the progress of Bunker Hill students enrolled there. The principal noted that parents and other members of the community have responded well "by word of mouth" to the elective English curriculum and enthusiastically attended productions of Drama and Reader's Theater, which were outgrowths of the program.

To encourage student responsibility for academic progress and an exploratory spirit in course selection, the grading period for English classes was changed to nine weeks with the two quarter-course grades combined to give a semester grade. The semester grade gave a one-half credit toward the three units required in Grades 10, 11, and 12 for high school graduation. The grading scale in English was relaxed to a scale of 60-100. A semester average below 60 was designated an E which meant that the student must repeat the courses, take others to compensate, or could rarely be given credit for attendance at the discretion of the English faculty and principal. If a student averaged below 60 during one quarter, he had the opportunity or responsibility to raise his semester average by applying himself more diligently during the second quarter. Letters of commendation and deficiency notes were sent regularly to parents of English students in Grades 9-12 between grading periods.

Revisions

Administration, English faculty, and the guidance department were dedicated to the concept of short-course electives and have continued to capitalize on the inherent flexibility of the program. The chairperson reported that a new reading course, Help!!!, was scheduled for the

1978-1979 school year to remediate those students who were suspect to failing the North Carolina Competency Test in that area. An intensive vocabulary course was also being planned for college-bound students who desired additional preparation for the verbal portion of the Scholastic Aptitude Test. The English Department was further deciding specific language skills for which each faculty member would be most responsible in the various elective courses to reinforce skills initially introduced in Grade 9 and the several required quarter offerings. They were also adding paperbacks and audio-visual materials to develop one new content course per year and enrich existing courses.

Principal Barger noted that the scheduling of external subjects had to revolve around the English program which limited flexibility in other areas; i. e., students could not take other subjects during their designated period for quarter courses. He was encouraging other subject areas to consider the quarter system, either on an elective or sequential basis, generally to offer more choices to students and to provide an opportunity to repeat segments of a course rather than fail for the year. The physical education department later adopted a nongraded quarter system, and the social studies department was considering a semester elective program. Biology and consumer mathematics teachers were implementing a unit-specialist approach, repeating their presentations of the same topic(s) during sequential quarters to different groups of students. These were indications to the administration that the entire school curriculum was adjusting positively to the impact of short-course electives in English though Barger thought it important that each department decide its own plan for improving individualization of instruction.

Results of the Program

Perhaps fortuitously, the target program presented a composite of many events, problems, and points of view related in Chapter II in the literature about the evolution of the elective English movement. Vestiges of the life-preparation and life-adjustment emphases from the past were present as well as a comprehensive concern for learning experiences appropriate for all, personal growth, and social reform (Applebee, 1974). Externally, multidesign was evident in such functional courses as Basic Speech and Advanced Composition, disciplinary content courses such as World Literature and Shakespeare, and experiential courses such as On Stage Everyone and Communications (Gill, 1971). Traditional offerings such as Research and Major American Writers were available in combination with such relevant titles as Mass Media and Sports Literature (Daigon, 1978). Thematic courses such as Love: American Style, topical titles such as People and Places, and genre listings such as A Novel Experience allowed for the "slippage" anticipated by Palmatier and Martin (1976). Courses such as Coping, Attitudes in Action, and Facing Life were similar to Judy's proposal for planning electives based on Carlsen's stages of growth in appreciation of literature (Stokes, 1976). Internally, teaching methods concerned with process and product varied from discussion and library assignments to community projects and videotape (Laroque, 1971). Instructional materials ranged from literary classics and the remedial Gateway series developed during Project English to Learning Activity Packages based on behavioral objectives (Santora, 1979). Sequencing in reading and composition courses at Bunker Hill was reminiscent of the program in Mount Diablo, California, commended by Hillocks (1972)

for its structure of tripartite strands with chains of courses. A unique feature was the premature implementation of Santora's theory (1979), cited earlier, that elective English programs should be based on career aspirations. The following was an attempt to describe the goals, activities, impacts, and merits of this convergence.

Intent Sources

Anticipated student outcomes were increased motivation and attendance with a decrease in failures, drop-outs, and disciplinary problems. A natural consequence of this was to be an improvement in student attitudes, human relations, and academic performance. The specific goals were detailed in the statement of school philosophy and English departmental objectives. (See Appendices B and H.) School records cited earlier and subjective testimony from the school principal as well as the English department chairperson seemed to indicate that these intents were being realized.

To further illustrate the design of this program, course descriptions and registration data were included to specify the content and mechanics for operationalization. (See Appendices C, D, and E.) A master schedule for the 1978-1979 school year was also attached to give some notion of choices in scope and sequence for Grades 10-12 during a given quarter. (See Appendix K.) Syllabi for two courses were included as planning samples of objectives, methods, and materials typical of curricular intents. (See Appendices L and M.) Syllabi were flexible in that content and assignments were numerously differentiated and accommodated visual, aural, as well as tangible modes of learning.

Questionnaires and interview data from teachers, guidance counselors, and students supported the positive responses of the principal and department chairperson. (See Appendices P, Q, and R.) Teachers spoke of the advantages of deliberate scheduling, the likelihood of achieving short-term goals, a lack of stigma for remedial courses, and the camaraderie of student groups with common goals as assets which were realized. Guidance counselors commented that the aura of success in English courses often carried over into other school subjects and that the prospect of failing and/or repeating a short-term course was less awesome than in the past. Students said that they appreciated the freedom to choose courses, the relevance of content to their present and future lives, and an evidence of faith in their ideas when teachers were planning or revising courses.

A major suggestion for improvement from English faculty was clerical aid in scheduling, which was a very time-consuming part of the program. Otherwise additional multilevel reading materials were desired as well as more storage space for instructional materials. The expressed need for a diagnostic testing program in language arts, other than reading, was met later by the North Carolina Achievement Testing Program sponsored statewide in Grade 9.

Observation Sources

Participant-observations in English classrooms during the fourth quarter of the school year, 1977-1978, seemed to indicate a steady flow of constructive activity, a relaxed atmosphere, and frequent instances of good humor. Students freely questioned teachers and each other and moved about when necessary, though an awareness of policies and rules

was in evidence. The core program in Grade 9 was observed first during a lesson on paragraph construction involving the use of an overhead projector for illustration. The following observations were completed at random during a six-week time span to attempt to assess the appropriateness of content and activities for the various grade levels and goal orientations of the elective program.

A college-bound sophomore class in Fiction: Short Stories was engaged in panel discussions of groups of stories related to a similar theme, while the further-training Shakespeare I class was listening to a recording of Romeo and Juliet and following the script in textbooks. The work-bound class in Survival Tactics in Reading was examining contracts and discussing the meaning of legal terminology. An author from a local college campus was explaining his writing strategies to the college-bound junior class in Modern American Literature. Further-training juniors in Advanced Composition were composing themes in a laboratory setting, while work-bound juniors in Love: American Style were exploring the messages in the lyrics to several popular songs. College-bound seniors were conducting a debate in Basic Speech, while further-training seniors in Shorts and Short Shorts were evaluating stories from current periodicals. The class of work-bound seniors in Myth and Mystery was sharing local ghost stories collected from old-timers.

Students in the various courses appeared to be interested and cooperative. Conversations with them after class and during interviews revealed that they often suggested their own assignments or projects and sometimes developed sufficient interest to pursue a topic at the conclusion

of a course. They indicated that they usually were assigned to the courses requested, later if not the first time, and sometimes found alternate courses a helpful surprise. Students were pleased if teachers suggested certain courses that might interest them and relieved not to have to struggle with a poor choice all year. Several students thought the brevity of courses interfered with friendships and student-teacher relationships, but others thought the small size of the school and recurring teachers were advantageous in this respect.

The most prevalent suggestion for improvement from students was more courses from which to choose. Some were practical requests for courses in speed reading, handwriting, and spelling; others were more thematic and genre-oriented literary offerings. Students understood the necessity of the common course in Grade 9 as a time to become adjusted to high school and gain background for the short courses to follow. Work-bound and further-training said they were less anxious about grades with the "second chance" option, but some college-bound students confessed that they "always worry." Most believed that they had improved their English skills in elective courses because more intensive concentration, deeper involvement, and more efficient work habits were necessary in the brevity of the time frame.

During the participant-observations of departmental planning sessions, English faculty seemed to be congenial and genuinely concerned with improving the target program. One meeting was devoted to a brainstorming session about the new reading course, Help!!!, for students likely to fail that part of the North Carolina Competency Test. A copy of performance objectives and indicators circulated by the state

Department of Public Instruction was used as a basis for composing a rough draft of a diagnostic test to screen students and for suggesting course activities for those who failed the teacher-made test. Other meetings were devoted to recommending instructional materials for purchase and to designating certain audio-visual materials to specific courses to avoid duplication. Part of one session involved considering plans for parental consent to literary selections used by three other schools, preliminary to devising a similar policy for Bunker Hill. Faculty priorities at that time were evident in the areas of basic reading, effective multisensory learning experiences, and balancing classical selections with contemporary literature for adolescents.

Indirect observation sources were psychometric measures in the spring of 1978 that described academic anxiety and person-group relations in Grades 10, 11, and 12 as well as perceptions of teacher behavior in Grades 10 and 11. (See Appendices T, U, and V.) Means of the various subgroups on these measures were compared statistically to obtain a more unbiased social-emotional profile of students and teachers involved in the study. College-bound seniors who had been A students and were anticipating A grades in their last quarter showed significantly more academic anxiety than other student groups, though anxiety scores were higher for A students in all grade levels and goal orientations. Seniors in general, further-training juniors, and students from all goal orientations who had past A and B grades indicated significantly more acceptance or sense of affiliation with their classmates. Further-training sophomores who had been A and B students and anticipated the same grades evidenced significantly more attraction or desire to participate than other groups,

though A and B students were more attracted to their classmates in all grade levels and goal orientations.

College-bound students perceived teacher behavior as significantly more indirect, and work-bound students as significantly more direct than other student groups. College-bound students also showed a warmer sense of rapport with teachers in terms of toward/against behavior than students in the other goal orientations. From the composite scores of teacher-perceptions of teacher behavior, the English faculty viewed themselves as both highly direct and indirect as well as empathic and congenial. Teachers reported that they were more flexible, resourceful, and had "a fresher classroom personality" as a result of the elective program.

Standards Sources

A review of 1976 reaccreditation reports from the visiting committee of the Southern Association of Colleges and Schools and the North Carolina Department of Public Instruction revealed that they were favorably impressed with "the spirit of humanism that exists", the time devoted to staff development aimed at providing more individualized approaches, and efforts to involve students in decision-making and problem-solving. The English department was designated "a commendable highlight" on the basis of its goal-oriented, elective program which the committee considered appropriate to the community context and ambitions and/or needs of students. (See Appendix A.) The specialist who appraised the English program concurred, complimenting the variety of instructional modes and balance of emphases in the range of language skills. (See Appendix I.) Evaluation of the reading program was favorable in terms of relaxed

atmosphere, creative activities, and the use of multilevel materials.

(See Appendix O.)

Suggestions for improvement from reaccreditation sources mainly concerned the need for an additional teacher or part-time faculty to provide an alternate English schedule, possibly four classes during periods other than those designated English-per-grade, to provide a schedule for students who had failed quarter courses or desired to take additional English courses. Failures at that time could only be remedied in summer school or evening classes. Such an addition could also facilitate another suggestion of the general committee that more challenging courses for the college-bound were desirable in certain subject areas.

More objective information on the results of the program came from a comparison of academic gains in reading and composition for senior students with normative data provided by McGraw-Hill specialists in standardized testing. Academic gain scores for the same students in Grades 10 and 12 on the Reading Comprehension and Written Expression subtests of the Comprehensive Test of Basic Skills were compared statistically with the anticipated national norm-gain of 2.0 grade levels. Scores of work-bound students were significantly closer to the national norm-gain in Reading Improvement than those of the college-bound or further-training students. Scores of further-training students were significantly closer to the national norm-gain in Written Expression than those of the college-bound and work-bound. Gains of the college-bound were distorted, however, by the ceiling effect of the tests. The possible top score on each subtest was 13.6 grade level, and as sophomores 36 percent of the college-bound students had reached that score in Reading Comprehension and 39 percent had

reached that score in Written Expression. Thus fewer possibilities for evident gain existed within the college-bound group than in the other goal orientations.

On Bloom's process dimension of the subtests of the Comprehensive Test of Basic Skills, results were similar for the three goal-orientation groups of seniors. The items missed most in Reading Comprehension dealt with interpretation skills, and the items missed most in Written Expression were those that involved translation skills. Interpretation skills in Reading Comprehension dealt with finding the main idea, selecting the best descriptive words, and drawing conclusions. Translation skills on this subtest included rewording passages and using context clues to advantage. Students with a past history of C and D grades also scored low in analysis skills involving structure, style, and organization on both the Reading Comprehension and Written Expression tests.

Judgment Sources

Valuations or affective aspects of the situation were somewhat revealed by interview and questionnaire techniques, participant-observations, school records, evaluative reports, and psychometric measures cited earlier under intent, observation, and standards sources. An additional attempt to appraise the disposition of students toward the target program was a psychometric measure of attitude toward school subject. Then an assessment was made to determine statistically whether contingencies existed between the several social-emotional variables and amount of academic gain in either Reading Comprehension or Written Expression. To further explore the most salient priorities of teachers, the English faculty completed a rating scale based on cognitive objectives reflecting the levels of Bloom's taxonomy. (See Appendix S.)

Seniors were significantly more positive in their attitude toward English as a school subject than other grade levels, though juniors and sophomores scored above average. Further-training juniors were significantly more favorable than the college-bound or work-bound students in that grade. Students who had made A grades in the past and anticipated an A grade this quarter were significantly more positive in their attitude toward English in all three grade levels. There were no significant correlations between senior scores on academic anxiety, person-group relations, attitude toward school subject measures and norm-gains on the Reading Comprehension or Written Expression tests. There were, however, significant correlations between person-group relations and attitude toward school subject scores of students in Grades 10, 11, and 12. The analysis indicating pervasive hypothetical factors which were quantitative and depended strongly on other factors was nonproductive, except in this area of the social-emotional factor matrix where correlation values were evidenced at a .001 level of significance.

Priority ratings of the English faculty favored objectives fostering higher cognitive processes for further-training students in 75 percent of their responses. In every instance, reading was listed as the ability of foremost importance in English education because teachers said that confidence here strengthened the other language skills. Teacher guidelines for deciding objectives for courses varied considerably from anticipated level of student performance and nature of student interests to instructional materials available. Only the department chairperson mentioned school philosophy and departmental objectives or achievement test performance as reference points for planning.

Interpretation of the Results

Previously existing conditions which might have affected outcomes, the nature of student and teacher interactions between/among themselves, and the range of effects resulting from this particular educational experience were the concerns of the following explanation based on Stake's Congruence-Contingency Model. Data collected from the preceding four sources of Stake's matrices were synthesized to achieve the purposes of the historical, constructivist, and empirical components of the study and to respond to the questions for investigation.

Antecedents

The social scene of the early seventies, trends in English education at that time, and the exigencies of the moment at Bunker Hill High School motivated the English faculty to create and implement a multi-design, short-course, elective English curriculum. An analysis of the future needs and ambitions of students in this particular community context produced a goal-orientation pattern unique to program description in the literature of the elective movement. Historically and philosophically, course descriptions in the program were a blend of alternative curricular designs intended to provide for a variety of learning styles and ability levels. A reversal of humanistic trends in the late seventies, encouraged by media and collegiate accusations of faltering literacy, caused many elective English programs to pause for self-examination and revamp or return to traditional year-long courses.

Under these conditions, the target program was amenable to an external evaluation of effects to clarify, support, or negate its impact on students. According to 1976 reaccreditation reports, the program was

congruent with the philosophy of the school and the goals of the English department. School records also gave a positive account of its advantages in terms of improved attendance, a decrease in drop-outs, and fewer failures in English courses. Administration and faculty gave testimony that student/teacher morale was high and disciplinary problems in English courses were minimal. The principal, counselors, teachers, and students "thought" the elective program was as effective or more so than a conventional one would be. Yet there were nagging questions of accountability and construct validity which could only be answered by intensive investigation. The high academic anxiety scores assessed among college-bound seniors and A students in all grade levels and goal orientations might have been a partial reflection of this doubt and concern aroused by the media and subsequent conversations among school personnel and parents.

Examples of other antecedent conditions which probably affected psychometric outcomes were the positive, and probably contagious, attitudes of school personnel toward the program. The homogeneity of purpose in the goal-oriented classes probably accounted for a strong sense of affiliation among certain subgroups. The careful orientation of students to program intents probably affected attitudes toward school subject and the significantly higher attraction scores of further-training sophomores. Past emphasis on the importance of reading skills was, for the most part, responsible for the significant norm-gain in reading comprehension for work-bound students. These were circumstances related to learning, but existing prior to actual teaching-learning encounters in the classrooms.

Transactions

Interview-questionnaire and participant-observation data were congruent with the results of the academic anxiety inventory, in so far as the high scores of college-bound seniors and all A students were concerned. Some anxiety may have been aroused by the prospect of a re-test on parts of the Comprehensive Test of Basic Skills, which would not only serve as a reflection of personal progress but also on the reputation of their English teachers and the program under study. Probably many of the college-bound seniors were anxious about their future plans, and some might have been competing for final honors at graduation. Presumably most A students were highly achievement-oriented which would account for apprehension about maintaining high standards of performance in all grade levels and goal orientations. Otherwise the perceptions of indirect teacher behavior indicated by the college-bound might have aroused anxiety in compulsive or dependent students who preferred structure and specificity.

Seniors and further-training juniors probably evidenced a deeper sense of affiliation with their classmates because they had shared many past learning experiences in the same courses. Further-training sophomores were presumably more attracted and eager to participate than other groups because the program was still a novelty for them; moreover, they were convinced of the future value of their courses and enjoyed working with others of similar interests. The findings that A and B students from all goal orientations evidenced a stronger sense of acceptance and attraction with classmates seemed to illustrate the complementary effects of academic and social adjustment. Generally person-group relations

scores in all other grade levels, goal orientations, and academic categories were average to above with no significant difference as to sex or race, which indicated that the plan to improve school climate had been a success.

Student perceptions of teacher behavior were considered appropriate to the given learning situations, in that college-bound students should usually profit from indirect instructional approaches encouraging inquisitiveness and independence in learning. Work-bound students, conversely, who perceived their teachers as more direct in approach might well have required more guidance and supervision for maximum learning to occur. The further-training group, which perceived neither type of teacher behavior to occur significantly, were presumably taught with a balance of direct and indirect approaches appropriate to the given learning situation. Otherwise the further-training response might have come from a blend of exposures to various teachers who exhibited definitely direct or indirect approaches.

The preceding student perceptions were congruent with the results of the measure of Teacher Perceptions of Teacher Behavior, which indicated high scores for all teachers on direct and indirect approaches. Because all teachers taught classes in each of the goal orientations and viewed their behavior as flexible, they were likely to display both approaches alone or in combination under given circumstances. That college-bound students perceived warmer rapport might be the result of a more mature viewpoint about encouragement toward purposeful learning or a congruence of more similar backgrounds, intellectual tastes, and interests with their English teachers. College-bound students were also more

likely to have a strong self-concept, and students who felt good about themselves were more apt to have a positive view of others.

Outcomes

Achievement and attitudes of students resulting from the target program appeared to be congruent with the data from intent, observation, standards, and other judgment sources. Participant-observations agreed with the account of reaccrediting agencies and course descriptions and/or syllabi. Intended student improvements in attitudes, human relations, and academic gains were evidenced by the scores on psychometric measures. The preceding served to substantiate data from questionnaire-interviews and the perceptions of participants in the elective program. Contingencies which appeared to be related to achievement or higher grades in English courses were a discernible degree of academic anxiety, strong mutual social acceptance and attraction, and a positive attitude toward school subject among students.

Required courses and sequencing of skills in reading and composition probably accounted for the significant norm-gains of the work-bound and further-training students in these areas of study. More difficulty with interpretation and translation skills than analysis skills among seniors with A and B grades seemed unusual because the latter represented a higher level of cognitive activity than the other skills. This might have occurred by chance since the English faculty, though they rated favorably course objectives on the higher cognitive levels, did not mention Bloom's Taxonomy as a guide in course planning. That C and D students scored low in all three cognitive skill areas seemed to indicate little previous experience or success with these

particular types of mental activity. Considering the emphasis on reading in the target program, this also was perplexing because many remedial reading materials are geared to comprehension questions based on Bloom's Taxonomy. Perhaps most of the reading and writing experiences of the C and D students had involved literal recall, i. e., recognition and application.

Seniors probably evidenced a significantly more positive attitude toward English as a school subject than the other groups because they were more familiar with the program and more mature in their assessment of its future value. The significantly favorable response of further-training juniors might have been prompted by a backlog of successful experiences in the study of topics deemed relevant to them. Students with past and anticipated A grades and a positive attitude toward English also scored high in person-group relations, which seemed to indicate that they found their courses intellectually stimulating and were socially well-adjusted with their classmates. Another unique feature of the Bunker Hill program which may have contributed to social adjustment in general was the series of English electives in literature designed to facilitate problem-solving, i. e., courses entitled Attitudes in Action, Coping: Getting It Together, Love: American Style, and Facing Life.

In questionnaire-interview data, the English faculty and guidance counselors had predicted that the further-training students would emerge as the group profiting most from their multidesign, short-course, elective program. Their perceptions proved to be congruent with the findings of this study. Further-training sophomores evidenced significantly

more attraction or desire to participate, and further-training juniors indicated significantly more acceptance or sense of affiliation with their classmates. These students scored lower in academic anxiety and showed a significantly more positive attitude toward school subject than the other goal orientations at any grade level. The senior further-training group also evidenced a significant norm-gain on the Written Expression test. Analysis of the data served to affirm Bronson's observation (1971), cited earlier, that elective English programs were influencing the overlooked middle student in an especially productive way.

The English teachers accounted for their choice by explaining that the further-training group was being given a more equitable opportunity to earn better grades if they tried and that some were experiencing success for the first time. Further-training students were said to be feeling less frustration and finding more relevance in their elective course work. They were less certain than the other groups about their future plans but had more courses from which to choose and could change goal-orientations with ease, as indicated on the summary exhibit of Figure 9. Guidance Counselor Throneburg supported her choice of the further-training students as those best served in the following statement from interview-questionnaire data in 1978:

This group has sometimes fallen behind in middle school or has not yet developed a positive attitude toward learning. After they begin high school and feel more pressure to make career decisions, they tend to look for ways of improving themselves and their chances for advancement.

Most realize they are now passing and have no doubts about graduation. Yet these 'middle of the roaders' are less clear-cut about what they want or need. They seem to welcome the variety, the experimentation of new courses, the briefness, and to some extent the lack of depth as a result of brevity.

Figure 9. A flow-chart of scope and sequence in the Bunker Hill High School English program. See objectives in Appendix B.

	Units Grade 9	Courses Grade 10	Courses Grade 11	Courses Grade 12
READING SKILLS Objective 3a	Reading Improvement ...Library Skills	Survival Tactics (WB and <u>FT</u>)	Right on With Reading (WB, <u>FT</u> required)	Advanced Reading Skills (WB, <u>FT</u>)
WRITING SKILLS Objective 3b	Composition Grammar and Usage	Research (CB, <u>FT</u> required) Creative Writing and Poetry (WB, <u>FT</u> , CB) Communications (WB)	Advanced Composition (CB, <u>FT</u> required) Research (<u>FT</u> -- last chance)	Advanced Grammar Composition, and Vocabulary (CB, <u>FT</u> required) Business English (<u>FT</u>)
SPEAKING SKILLS Objective 3c	Grammar and Usage Composition... Listening Skills	Basic Speech (WB, <u>FT</u> , CB) Vocational English (WB)	Drama: On Stage (<u>FT</u> and CB) On Stage Everyone (WB)	Basic Speech II (WB, <u>FT</u> , CB)
SKILLS IN LITERATURE Objective 3d	Introduction to Fiction The Short Story The Novel Mythology	Shakespeare I (<u>FT</u> , CB) Short Stories (<u>FT</u> , CB) Myth and Mystery (WB, <u>FT</u>) Attitudes in Action (<u>FT</u>) Coping: Getting It Together (WB)	Major American Writers (<u>FT</u> , CB) Modern American Literature (<u>FT</u> , CB) A Novel Experience (<u>FT</u> , CB) Mass Media (<u>FT</u> , WB) Love: American Style (<u>FT</u> , WB) Science Fiction (<u>FT</u> , WB) Myth and Mystery (WB) People and Places (WB, <u>FT</u>) Southwestern Sampler (WB, <u>FT</u>)	Shakespeare II (CB) Early English Literature (CB) World Lit. (CB) Sports Lit. (WB, <u>FT</u>) Facing Life (WB, <u>FT</u>) Shorts and Short Shorts (WB, <u>FT</u>) Myth and Mystery (WB, <u>FT</u>) Suspense and Adventure (WB, <u>FT</u>) Transatlantic Experience (WB, <u>FT</u> , CB)

More recently the principal and the chairperson reported outcomes in the target program related to state competency requirements in reading for graduation and changes that were the result of the 1975 Public Law 94-142, requiring equal opportunity for all students in an environment least restrictive to them. In the 1978-1979 school year, five students at Bunker Hill failed the state competency test in reading though they had been enrolled for English in the required Help!!! course for one or more quarters. The entire group of students who were tested passed the reading competency test in 1979-1980. Teachers from all school subjects, with suggestions from the English faculty, had cooperated to prepare students for the second administration of the reading test. The chairperson believed that this approach, with multiple encounters and reinforcements of reading skills in the context of other content areas, was a more realistic learning situation and accounted for the total success.

Martin (1980) observed that a "mainstream" to accommodate exceptional youth was difficult to find in many high schools with some form of assigned or elective grouping. Educable mentally retarded students at Bunker Hill have been assigned to a federally funded Hands and Mind Program, heavy in language arts, for one quarter of English credit and have attended the work-bound classes of two English teachers who cooperated closely with the special education resource teacher for appropriate activities and assignments. Providing for gifted students has proved less difficult, however, than for those students with learning disabilities. The gifted have been assigned to four specific college-bound English electives per year, taught by three faculty presently obtaining

appropriate certification at a nearby college. Currently the gifted have been given assignments additional to those of other college-bound students in these classes. The physically handicapped have been enrolled in all English courses.

Thus the target program in 1978 appeared to have more significantly positive social, emotional, and academic effects on further-training students than other groups. Otherwise the work-bound evidenced meaningful progress in reading skills which would aid them with the state competency requirement for high school graduation and with various vocational choices in the future. The college-bound sensed a harmonious or friendly relationship with their teachers which appeared to indicate confidence in themselves and their mentors, notwithstanding natural or induced tension about academic performance. Students in all goal-orientations with A grades, who were apt to be the most astute critics of the program, evidenced a strong affirmative attitude toward their elective English courses. These results, as well as instances of congruence and contingency cited earlier, seemed to indicate that the phenomenon under study did indeed have construct validity and was likely to accomplish its stated objectives proportionately with all student groups. The vitality and resiliency of the target program were further evidenced by its recent modifications to comply with continuing mandates of society.

CHAPTER V

SUMMARY AND PROSPECTUS

The aims of this final chapter were to highlight the salient features of the investigation, to suggest modifications to enhance the target program, to compare the findings in this study to previous research of a similar nature, to propose related topics for further study, and to consider the implications of this descriptive evaluation of elective English programs. Gunnar Myrdal (1969) advised that earlier writings in the field of inquiry as well as the milieu and personality of the researcher inevitably influenced or biased the interpretation of evaluative data. Tanner and Tanner (1980, p. xvii) further cautioned that a common fallacy in educational research has been that "...given inputs should provide equivalent effects in all situations" though the characteristics of various learning circumstances are vastly different. Therefore no conclusions or recommendations were stated as a result of this study, though the information compiled and generated could serve as a preface to further evaluative research and decision-making about program revision.

The Investigation in Review

The plan of this inquiry was to trace the macrocurricular emergence of multidesign English programs in American secondary schools and to ascertain the microcurricular impact of one such model program for the small high school. An historical stance as well as constructivist and

empirical strategies were involved, with data for the latter circumscribed by Stake's Congruence-Contingency Model for evaluation. The theoretical framework of the investigation was holistic, geared both to the conceptual and practical problems of the movement and the target program. The study was descriptive, not predictive, and attempted to trace past and immediate antecedents as well as determine the construct validity of transactions and outcomes in a selected school setting.

Historically and philosophically, the clash of "formal discipline" and "life adjustment" advocacy for English programs dated from the turn of the century. Gradually the life-preparation thrust gained momentum with the "definite inclusion" report of the Committee of Ten in 1894, the publication of Cardinal Principles of Secondary Education in 1918, the tenets of the Progressive Movement in the twenties, the experiential emphasis of the National Council of English in 1935, the favorable results of the Eight Year Study in 1942, Conant's recommendations for diversity in 1959 and 1961, and the theoretical position of the Dartmouth Seminar in 1966. Conversely the conservative academic attitude, reflecting attempts at college domination of the secondary curriculum, and continuing concerns with functional competency have struggled to control expansive change in the English curriculum.

Events in the larger society have stimulated intermittent conflict that has caused a recurring pendulum swing between subject and student. Seeking to resolve the discord between tradition and reform, English educators in the 1970's proposed an amelioration of multidesign in secondary programs. An elective framework of short courses appeared to be an administrative convenience for providing alternative course

models within a single English program. The ensuing freedom for teachers and students in planning and choosing relevant courses was countered with media criticism as verbal achievement test scores declined. The public response has been a distrust of change and a demand for accountability in "the basics." Thus many elective English programs have been dismantled, and others were endangered if claims of productive effects in actual school settings were not substantiated.

Data collection and analyses for the selected case evaluation were both subjective and objective, resulting in an intensive examination of program development as well as a responsive evaluation to determine the nature of outcomes and those students most positively affected by the particular elective curriculum. Effects of the target program were clearly beneficial in a differential way to the various student sub-groups, i. e., significant reading gains for work-bound seniors; writing gains for further-training seniors; social accommodation and less academic anxiety for further-training sophomores and juniors; and a positive attitude toward English courses as well as beneficial social adjustment for all who were A students, seniors, or further-training juniors. The further-training group appeared to profit most from the goal-oriented program in terms of academic, social, and emotional outcomes. Perceptions of adult and student participants in the elective English program were congruent with the constructivist and empirical assessments.

Possibilities for Improving the Target Program

Though the Bunker Hill English program appeared to be a creative production of integrity and/or construct validity with multidesign

providing for student groups in a variety of productive ways (Carini, 1975) -- a review of the literature and personal reflection suggested that several aspects of this elective, short-course design could be amended. Following the suggestion of Mescal Messmore (1974), the English department should specify more precisely the language processes to be emphasized or reinforced at each grade level and/or in various courses. As a case in point -- if an administration of the reading and composition subtests of the Comprehensive Test of Basic Skills were to be continued to assess achievement in these areas, some questions and/or activities involving the cognitive levels of Bloom's taxonomy (integral to these test items) should be planned and initiated as a necessary part of English education at Bunker Hill. This would be both judiciously fair and should prove educationally productive for those required to take an achievement test geared to such modes or levels of thinking skills.

Alternate courses and independent study options, both for enrichment and remedial purposes, should be appended to the existing English program to provide for those who fail courses and to augment attempts to meet requirements of Public Law 94-142. Additional full or part-time faculty should be available to provide more specialized options for the gifted, handicapped, and learning disabled as well as other electives for students who desire voluntary courses. Though the most numerous further-training students had many course options, additional selections for the work-bound and college-bound would certainly enhance their range of language experiences. A guidance sequence for the college-bound, comparable to that for the other two groups might also be implemented with emphasis on values clarification, philosophy, and/or problem-solving.

A heterogeneous, common course for all twelfth graders (Bane & Reed, 1976) might give further cohesion in spirit to the diversity of goal orientations.

A continuing plan for formal evaluation of participant perceptions and results could aid in more meaningful program revisions. Another source of affirmative evidence would be to plan and offer more elective courses that culminate with memorable and tangible results (Palmatier & Martin, 1976) to prove to students and others that "something" was accomplished. A capstone of convincing program evaluation would be a follow-up study of the performance of graduates in the area of verbal skills (Riley & Shaffer, 1976). This latter type of summative evaluation -- also advocated by Dupuis (1970), Weise (1970), and Hillocks (1972) -- could involve questionnaires completed by a random sample of employer/management and student/higher education participants during one to five post-secondary years of the elective program.

Relations to Earlier Research

Previous formal studies described in Chapter III usually involved an empirical comparison of cognitive and/or affective results from standardized measures administered in two or more traditional and elective settings. The evaluation of Project APEX (Hillocks, 1971), Coats (1973) and Gage (1973) revealed significantly higher reading and writing achievement in elective English programs and increases over past scores in the same school. Hillocks' national study of program evaluations (1972), Steere (1967), and Marshall (1975) reported no significant differences in the academic results of elective versus traditional and/or

assigned English programs. These findings were dissimilar and the research designs not comparable with that of a case study. Results, however, concurred with Hunt's findings (1971) that neither structure nor flexibility was superior in educational programs because some teaching/learning styles are more compatible with different student personalities than others.

DiStephano (1974) found higher grades, more student-centered activities, and more positive attitudes toward school subject in elective English settings. Hillocks in his APEX evaluation (1971) and national survey (1972) as well as Coats (1973) reported improved attitude toward school subject, and Gage (1973) found that students felt more social acceptance in elective English. Hillocks (1971, 1972) also reported more student-centered activities in both of his studies, which was supported by Olson's research on the relative effectiveness of teaching methods (1971) and the model conceptualized by Styles and Cavanagh (1975). Painter (1974) found college-bound students in both traditional and transitional English programs to have higher academic anxiety, person-group relationship, and subject-attitude scores than those in a stabilized elective program. Students in the latter study with higher person-group relations scores also tended to have more favorable scores in attitude toward school subject.

Descriptive sources such as Miles (1970) and Oliver (1978), numerous accounts of practitioners, and secondary references suggested a variety of subjective and objective plans for evaluation of elective programs which were blended in this study. Findings of this writer that corresponded with earlier research on effects were progress equivalent

to that anticipated in traditional programs, high grades, many student-centered activities, a sense of social acceptance, and a positive attitude toward school subject in the elective English program. Academic gains in reading and writing were similar to the anticipated national norm-gains, though students in this particular school setting were considered to have antecedent disadvantages. College-bound students, in earlier research by this writer, had generally exhibited significantly higher academic anxiety in traditional and transitional English programs and also had the highest anxiety scores in the elective program described in this study. The replication of findings suggested that the college-bound probably were by temperament more apprehensive about academic performance than their non-college-bound classmates. Most important, perhaps, was the repeated significant correlation in the two studies of higher person-group relations scores and higher subject-attitude scores for students, with no indication of which variable affected the other.

Suggestions for Further Study

Based upon the data collection and analyses of this study, three areas for possibly productive investigations became evident. Suggested descriptive studies detailing particular aspects of program designs, some additional empirical research about effects, and several experiments in operationalization might serve as appropriate assets to the elective movement in English education in the future. The latter could involve a realistic attempt to actualize and evaluate the Styles and Cavanagh model (1975) in an English program or course designed to nurture decision-making and self-reliance. Other viable and informative

options would be to replicate the study of the effects of the Bunker Hill program implemented in equivalent rural, or otherwise dissimilar suburban and/or urban settings.

Descriptive studies of ways in which various elective programs have secured and maintained sequential structure could be helpful to others attempting to plan or revise toward that goal. A compilation of operational and proven syllabi for the required course(s) prior to options in English should aid other elective programs seeking basic competencies in the language arts. Descriptive studies of other plans to implement Public Law 94-142 in elective settings would be informative as many high schools seek the "least restrictive environment." An investigation of other appropriate schemes for the more subjective evaluations of performance required in student-centered courses would assist those who view "grade inflation" as a problem inherent to the exploratory nature of elective courses. Descriptions of successfully implemented plans for guidance and counseling in elective programs, schemes for fostering positive public relations, and an account of current teacher-education in the area of alternative English programs would also be of professional value.

Pre- and post-testing of stratified and cluster samplings of larger groups of English students presently in elective programs, when compared with more conventional schedules, might reveal significant data beyond the paucity of research literature now available. Investigations comparing follow-up performance(s) of professional or vocational graduates from elective and conventional English programs could also serve to reveal the verbal-learning advantages or disadvantages of either approach,

as well as side-effects in decision-making and problem-solving. Studies might also be generated to determine the relative effects of multidesign English programs versus those devoted solely to functional, disciplinary, or experiential designs. Studies to determine the incidence and indications of academic anxiety among high school students exposed to direct and indirect teaching styles and their effects on subsequent achievement should interest those planning group or individual activities for the college-bound. Empirical studies to determine the relative nature of increases in person-group relations and measures in subject-attitude would be especially interesting to this writer.

Continuing Concerns

The educational forecast about the fate of elective English programs in secondary schools was somewhat ambivalent. Specialists in curriculum development have recently evidenced concern about the circular effect of short-lived, segmental models -- which interfered with substantive problem-solving -- and the proliferation of piecemeal, empirical studies that were blind to historical sources (Tanner & Tanner, 1980, xv-xvii). Meanwhile the media and much public opinion have continued to blame "...the extreme growth of electives in high school for the lack of focus among recent graduates" and demand the return to a traditional "basics" curriculum (Wellborn, 1980, p. 48). Thus controversy has continued about allegiance to the experiential, functional, or academic alternatives in English education though this writer was encouraged by evidence that synthesis within the discipline had become conceivable.

Harold G. Shane in his prospectus for the 1980's in Today's Education (April-May, 1979) predicted that "Concepts of what constitutes a basic education will move along diverse but compatible tracks" (p. 4). He foresaw that concerns with the decline in standardized test scores and legislated literary requirements would be accompanied by the teaching of "...new basics; the knowledge that will help the next generation work to restore equilibrium between humans and their environment." Owen, Blount, and Moscow (1978) concurred that "...the real basics must begin with the ability to think flexibly and independently...to be able to ask, rather than answer questions" (p. 527). Shane (1979, p. 4) also foresaw as "basic" a revival of the trend toward "educational excellence" which became a slogan of the disciplinary reform movement of the early 1960's.

Negative implications of the current call for "back to the basics" in English education have surfaced in both the theoretical realm of curriculum paradigms and the practical area of effects. Tanner and Tanner (1980) expressed an apprehension that shifting societal responses to excesses in relevance versus the functional model versus disciplinarity have appeared to result "...in movement but not progress with innovations being adopted, discarded, and reinvented like changing fashions" (p. 71). Evolutionary progress has had a spiraling thrust indistinguishable now in plans for curricular change. Whether the present "movement" was a rejection of Toffler's disconcerting view of the future and a nostalgic attempt to return to the security of yesterday or a genuine concern for improving public education has yet to be clarified.

Skeptics have challenged that those who clamored for the "basics" themselves led advanced, computerized lifestyles and those who complained of illiteracy spent their leisure hours before a television screen (Peterson, 1980). A song from a recent media comedy expressed the futility of such popular criticism succinctly ("Friday Edition", ABC-TV, September 20, 1980) in the lyric that "Planning for the future is too hard to do, so we'll plan for the past and put the blame on you." The you in this case is public education, which Shane (1979) noted has been "...constantly seeking ways to eliminate the decline in test scores while striving to retain the schools' proud record of continually increasing its holding power" (p. 5). Wellborn's report of the national drop-out rate in U. S. News and World Report (September 8, 1980, p. 47) showed that more high school students were leaving school in the late seventies, which concurred with the prediction of the eclectic, electivist Daigon (1978, p. 39) that the drop-out rate would soon reflect the banality of the traditional "basics" drill-and-test syndrome.

Positive implications in theoretical and practical matters were the summons of Tanner and Tanner (1980, p. 71) for curricularists to engage the current "problems explosion" apart from theoretical disputations and the counsel of Boyer (1980), Garmen and Acklen (1979), as well as that of Shane (1979) that Toffler's apocalyptic admonitions be heeded in curriculum planning. The Tanners (1980) viewed maturity in any discipline as the struggle to unify conflicting ideas arising from the formative years and blend past achievements into a synthesis or aggregate design for current practice. Ernest L. Boyer (1980, p. 49), former U. S. Commissioner of Education from 1977-1979, has remained supportive of

elective options in senior high school with more guidance in course selection and attention to interests, aptitudes, and specialization during later years.

Garman and Acklen (1979, pp. 36-37) conjectured that a subject-centered or functional curriculum might preclude strong student involvement and reminded architects of curriculum that youth, who were their *raison d'etre*, needed opportunities to practice significant decision-making based on long-range assumptions about the future. Shane (1980) also agreed and echoed the earlier emphases of Daigon (1978) and Santora (1979) on the creation of and commitment to a productive self-image focused on student goals:

If learners have hope that they can fulfill satisfying personal and vocational prospects, they will seek to build skills and talents that make them useful to themselves and society. Giving them this motivation won't be easy, but the importance of the task will certainly be more widely acknowledged in the next decade...In short, despite shoal waters ahead for the schools, the 1980's can bring better times for both learners and teachers (pp. 4-5).

Reflecting in these shoal waters of the eighties would be images of the past and present, merging into the macrocurricular shape of the future in English education. The Tanners (1980) blamed "...the absence of a paradigm or sets of paradigms to synthesize past achievements into contemporary activity and provide the means for making progress through ongoing problem solutions" (p. 71) for the lack of a concerted focus in secondary education today. Elective programs would appear to have provided such a pattern or variety of patterns to accommodate short courses that involved in circumspect the domains of feeling, doing, and understanding. In the diversity of decentralized education in America, the matter of focus on problems for consideration could then remain the privilege of the individual school or particular English department.

The microcurricular segment of this investigation -- the Bunker Hill model -- had a future focus of goal-orientation, a theoretical multidesign of courses, a sequential structure for the development and reinforcement of language skills, careful guidance for selections among course offerings, and adaptability for confrontation with a variety of problems appropriate to the social setting. Inevitable changes in English curriculum should occur there with ease and direction, not usurping time and energies better devoted to providing for a range of student learning styles, interests, and ambitions. The elective mode of organization with its potential for accommodating a variety of theoretical stances, its acceptance of nonpermanence, and an orderly plan for change have emerged from this study as a most viable design to resolve curricular disparity and to aid English education in its continuing quest for maturity.

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APPENDICES

Appendix A

*Summary Statement of Reaccreditation Committee

Bunker Hill High School

* Excerpt from Report of Visiting Committee for Southern Association of Colleges and Schools and the N. C. Department of Public Instruction - 1976, pp. 2-5.

Bunker Hill High School is located in eastern Catawba County and serves the communities of Catawba and Claremont as well as the more rural Oxford area. It contains grades 9-12, and its total enrollment for 1975-76 is 720 students, 61 of whom attend a special evening program called the Extended Day. Twenty-two per cent of its students are black. Bunker Hill was opened 21 years ago and has increased in size two and one-half times since then. Significant racial integration came in 1966 with the closing of an all-black high school.

Bunker Hill's full-time professional staff consists of 30 teachers, a principal, an assistant principal, two guidance counselors, a mediatrixian (librarian), and an Extended Day Coordinator. In addition, there are several part-time persons teaching in the Extended Day program, and several central office-based specialists serving the school on an itinerant basis (driver education, music, etc.).

The student population is remarkably stable. Over 90% of the graduates in any given year will have spent all four of their high school years at Bunker Hill. The drop-out rate has never been extremely high, and currently seems to be falling. Roughly 64% of the 1975 graduates indicated that they intended to enter some type of formal post-high school training, but only about half that number actually enrolled.

The educational status of parents of Bunker Hill students is low. Almost half of the parents have less than a high school diploma. Sixty-nine percent of the mothers are employed full-time. Perhaps these data are in part responsible for the somewhat low average ability level of Bunker Hill students as measured by standardized tests. One-half of the

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1975-76 seniors scored below the 95-99 range on the Otis-Lennon Test of Mental Ability, and one-half of the 1974-75 sophomores scored in or below the 90-94 range on the test.

Bunker Hill considers itself something of a pioneer in individualizing its curriculum. Its faculty has devoted a great deal of time to staff development activities intended to help in developing a more individualized program. There is evidence of some success in developing individualized approaches. The Extended Day program is an outstanding example. Here some 61 students, many of whom are simply not able to adapt to the intellectual, social, or behavioral demands of the regular program, are going to school from 5:00 p.m. to 8:00 p.m., and earning the credits that will eventually result in a high school diploma. Because the numbers are few and the subjects studied are many, individualized approaches abound. The visiting team was generally of the opinion that there is a good bit of individualization in the regular program, though perhaps not as much as exists in some other high schools known to team members.

The visiting committee was unanimous in their favorable impression of the spirit of humanism that exists, and the high morale on the part of both students and faculty. Although the school has identified human relations -- especially race relations -- as one of its major problem areas, there was absolutely no evidence of any overt ill will, or even any "smoldering issues" or "back-burner" irritations. It is the opinion of the committee that the administration has done a remarkable job of involving

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Reaccreditation Committee
Page 3

faculty and students in meaningful decision-making and problem-solving, thereby having gone far toward solving the human relations issue.

The committee wishes to commend the school on the attractive, comprehensive, and well-written self-study. It is obvious that the entire faculty and administration spent a great deal of time in studying, writing, revising, etc. Such professionalism speaks well for the program.

Another commendable aspect of the school's total program is the number and quality of vocational programs. These grow directly out of the philosophy and objectives of the school and are certainly congruent with the needs of the community. Yet another commendation lies in the area of housekeeping. The school is clean, attractive, and "neat-as-a-pin."

Some other commendable highlights observed were the elective courses (particularly evident in the English Department); the abilities and dedication of many teachers; the universal admiration of, and respect for, the principal on the part of faculty and students; the outstanding records earned by Bunker Hill athletic and debate teams; and comprehensive guidance and media programs.

Suggestions for improvement included such items as need for more storage space and more acreage, more faculty in certain areas such as fine art and reading, better pay for Extended Day personnel, and the need for more challenging curriculum for the college-bound senior students in certain subject areas.

Summary Statement
Reaccreditation Committee
Page 4

Other commendations and suggestions for improvement may be found in the reports on individual programs and activities which follow. It is the visiting committee's hope that the school system and the school itself will study carefully these suggestions to determine feasibility of implementation. These concerns regarding standards should not be considered as a reporting of violations, but merely as questionable areas which caused some doubt in the minds of committee members. The committee unanimously and enthusiastically recommends continued accreditation for Bunker Hill High School.

-W. Clyde Taylor-

Appendix B

*Departmental Self-Study: English and Reading

Bunker Hill High School

*Excerpt from Report for Continued Accreditation With the Southern Association of Colleges and Schools and the N. C. Department of Public Instruction - 1976, pp. 33-35.

The English Department offers grammar, vocabulary, and composition to all ninth grade students. At grade levels ten through twelve, each student selects four courses per year from electives geared to meet his abilities, needs, and interests. There are three main areas in which the courses are grouped for this purpose - college bound, further training, and work bound - all of which pertain to future plans.

A reading program, which is an integral part of the English Department, provides opportunities for students to begin at any reading level and work for improvement of their reading skills.

Other areas which broaden this department are classes in journalism, which publish both a school yearbook and periodic newspapers, and a class in public speaking and debate.

Objectives:

1. To analyze student needs and abilities in communication skills in order to develop a sequential English curriculum
2. To utilize materials, courses, and methods that relate to student's present and future interests and needs
3. To achieve the above objectives through instructional emphasis in the following areas:
 - a. Improving reading skills in order to make the student more functional and independent in his learning
 - b. Developing writing skills to allow student to communicate logically and clearly
 - c. Improving verbal communication so student will be comfortable in speaking situations
 - d. Exposing student to varied types and genres of literature in order to assure literary appreciation and/or awareness

English and Reading
Self-Study Report
Page 2

Strengths:

1. A nine-week elective course schedule is provided in the tenth, eleventh, and twelfth grades. Strengths of this curriculum include the following:
 - a. Each year students select four courses from a broad range of subjects.
 - b. Courses are sequentially planned so that sophomores, juniors, and seniors are scheduled by each grade level.
 - c. Scheduling is done individually with department members considering student requests, alternates, future plans, and abilities.
 - d. In most cases, faculty members are teaching courses for which they are best qualified and most enthusiastic.
 - e. Both students and teachers have the opportunity for a new beginning each nine weeks.
 - f. Students benefit by receiving instruction from more than one English teacher; thus, they experience many teaching methods and philosophies.
 - g. Students elect courses within College Bound, Further Training, and Work Bound tracks.
 - h. Some courses are provided which allow students from more than one track to be grouped together.
 - i. There are some required courses within each track stressing basic skills.
 - j. Both teacher and student ideas and suggestions are used in developing new courses and in revising current offerings.
 - k. Class activities and teaching methods are varied. When feasible, LAPS and other types of individualization are being used.
 - l. Multi-level material is being used in each elective.

English and Reading
Self-Study Report
Page 3

2. All English teachers are qualified in their fields.
3. Each teacher has a planning period.
4. The administration is cooperative and supportive. Innovation is encouraged.
5. A multi-purpose room is utilized for presenting programs to English classes. They include Readers' Theatre, resource persons, etc.
6. Members of the department work together in sharing ideas, responsibilities, and materials.
7. The department has a strong remedial and developmental reading program.
 - a. A teacher engaged in a Master's program in reading coordinates the reading curriculum.
 - b. Ninth graders are grouped so that the students most in need of remedial instruction are in smaller classes.
 - c. Both required and elective reading courses are offered to upperclassmen.
 - d. Instruction in reading is included as an integral part of each elective course.
 - e. Reading for enjoyment is encouraged.
 - f. Multi-level reading materials are included in every course.
8. Both newspaper and yearbook journalism are offered as year-long courses.
9. A year-long course in competitive speech and debate is offered.
10. Both journalism and speech classes are taught by instructors who are fully qualified in these fields.
11. Members of the staff are interested in the student as an individual, not just as a number in a class being "exposed" to subject matter.

English and Reading
Self-Study Report
Page 4

Suggestions for Improvement:

1. Because of the pupil-teacher ratio, students who fail English must make up their unit, either in the Extended Day Program or in summer school.
2. All English teachers need to have planning period at the same time in order to facilitate planning of mini-courses, scheduling, exchanging ideas, and to encourage intra-departmental communication.
3. There is a need for more multi-level materials within some of the mini-courses.
4. Some classrooms lack storage and display space for instructional materials, paperbacks, magazines, etc.
5. While overall students-teacher load is commendable, in some classes, there is a need to reduce class size for more effective learning experiences.

Appendix C

***Sophomore English Electives**

Bunker Hill High School

***Registration information and course descriptions for students, 1977-78.**

SOPHOMORES

Name _____

College Bound (circle one)
 Further Training
 Work Bound

Circle 4 course selections
 Underline 1 alternate

College Bound

1. Research (required)
2. Basic Speech
3. Creative Writing and Poetry
4. Shakespeare I
5. Short Story

Further Training

1. Research (required)
2. Attitudes in Action
3. Basic Speech
4. Creative Writing and Poetry
5. Myth and Mystery
6. Shakespeare I
7. Short Story
8. Survival Tactics in Reading

Work Bound

1. Survival Tactics in Reading
(required)
2. Attitudes in Action
3. Basic Speech
4. Communications
5. Creative Writing and Poetry
6. Coping
7. Myths and Mystery
8. Vocational English

Sophomore Electives

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College Bound

RESEARCH is concerned with the organization, development, and writing of two multiple-source themes. Basic research techniques, such as topic selection, locating sources of information, outline development, note-taking, developing and substantiating a stated thesis, correct documentation form, and cohesiveness in writing, will be emphasized.

SHORT STORY is concerned with the development of the short story and the basic elements and techniques involved in its construction. Individual work with representative writers involves analysis of their works with respect to theme, conflict, plot, mood, and point of view.

SHAKESPEARE I is a thorough, basic introduction to Shakespeare and his plays. Several weeks are spent with students researching areas of importance, such life in Shakespeare's time, major theatres of Shakespeare's time, and biographical facts and legends. The remainder of the course deals with an intense study of several representative plays.

CREATIVE WRITING AND POETRY offers the student an opportunity to express himself in his own writing style. A variety of forms of poetry are read and studied along with reading and discussing of student-selected poetry. Interests and concerns of the students provide topics for discussion and writing assignments. A student gains a better understanding of himself, others, and the world around him while improving his ability to write creatively.

Further Training

SHORT STORY is concerned with the history and development of the short story. Some time is spent studying the forerunners, such as fables, parables, myths, and epics. The remainder of the course involves a study of the basic elements and techniques of the short story: plot, theme, character, and symbol. Emphasis is placed on group interaction and projects. The course ends with students reading short stories they have chosen and completing projects on these stories.

BASIC SPEECH is aimed at improving speech habits, with emphasis on group activities. The major goal of the course is to make the student comfortable in group speaking situations.

In life everyone faces situations which call for decisions. ATTITUDES IN ACTION will attempt to aid one in making decisions necessary to growing up. This course is designed to provoke thought and encourage class discussion.

Sophomore Electives

Page 3

MYTH AND MYSTERY is a study of the myths and mysteries from Ancient Greece and Rome to the present day. We'll find out how these ancient mysteries have affected our lives today. Some mystery selections we'll read concern Sherlock Holmes, Ellery Queen, and many of the T. V. detectives.

SURVIVAL TACTICS IN READING (required Work Bound) uses the modern world we live in as a text. Students work with real situations where reading is a part of life, such as newspapers, speed reading, travel information, and even car racing! The class is geared to the student and each student has the chance to work on his own.

Work Bound

COPING is about the basics of getting together -- you and others, guys and girls, you and your family, and you and yourself. It helps you to find where you stand on teenage marriages (will they work?), to see if you would help a friend to cheat, and to learn that being on your own means more than having a good time.

VOCATIONAL ENGLISH is an orientation to careers, professions, and vocations. Students review practical English usage, do magazine and newspaper research, "how to get a job," and "personality development." Filmstrips, visiting speakers, and individual and group assignments make up the class sessions.

COMMUNICATIONS deals with the basic ways people convey meaning to others. Students spend time in discussing, writing letters, and in reading plays, magazines, and short stories.

Work Bound students may also elect to take the following Further Training courses:

1. Survival Tactics in Reading
2. Creative Writing and Poetry
3. Myth and Mystery
4. Attitudes in Action
5. Basic Speech

Appendix D

*Junior English Electives

Bunker Hill High School

*Registration information and course descriptions for students, 1977-78.

JUNIORS

Name _____

College Bound (circle one)
 Further Training
 Work Bound

Circle 4 courses from one group below
 Underline 1 alternate

College Bound

1. Advanced Composition (Required)
2. Major American Writers
3. Modern American Literature
4. A Novel Experience
5. Drama: On Stage

Further Training

1. Advanced Composition (Required)
2. Modern American Writers
3. Right on with Reading
4. Love: American Style
5. Mass Media
6. Science Fiction
7. On Stage Everyone
8. People and Places
9. Southwestern Sampler

Work Bound

1. Right on with Reading (Required)
2. Love: American Style
3. Mass Media
4. Science Fiction
5. On Stage Everyone
6. People and Places
7. Help!!!

Junior Electives

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College Bound

ADVANCED COMPOSITION emphasizes the development of structured compositions. The student will learn to progress through logical order into a complete and coherent unit of written expression.

MAJOR AMERICAN WRITERS includes selections from major writers. The four major movements in American literature are discussed and correlated with works of the authors. Literature includes both prose and poetry.

MODERN AMERICAN LITERATURE involves a study of literature written after 1900. Major genres of literature are included with emphasis placed on the short story. Group interaction, projects, and independent reading comprise the major portion of the course.

A NOVEL EXPERIENCE deals with the American novel from the first major one, The Scarlet Letter, to the present. Students are given a brief outline and summary of the history and development of the novel, and some time is devoted to the basic literary movements - Romanticism, Realism, and Naturalism. The Great Gatsby and Red Badge of Courage are studied, along with novels selected by the students. Emphasis is placed on group discussion, projects, and tests. Students must be prepared to read extensively.

DRAMA: ON STAGE is a course which will allow every student to try his acting ability. Work will be done with skits, readers' theater, and one-act plays. If you like to act as well as read, see you on stage.

Further Training

MASS MEDIA involves a study of advertising, radio, television, movies, magazines, and newspapers, and their impact and influence on individuals and society. A variety of subjects, such as freedom of the press, positive and negative propaganda, and pornography are studied.

LOVE: AMERICAN STYLE is a thematic unit dealing with the various kinds of love in human relationships. Love between God and man, friends, husband and wife, and family relationships are evaluated through a study of short stories, novels, essays, articles, and poems.

RIGHT ON WITH READING emphasizes getting into the habit of daily reading. Reading selections will be mainly the choice of the individual student. The Charlotte Observer will be used for a unit in the newspaper study.

Junior Electives

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SCIENCE FICTION deals with the progression of science fiction literature from the late 19th Century to its current popular status. A basic text-book is used along with the reading of two contemporary science novels. Each student is responsible for an independent project based on his own observation and theories concerning the relationship of science fiction to today's world.

HELP!! This course is designed to give students an opportunity to review basic English skills which will be included on the state-required test for high school graduation. Students will be expected to show satisfactory progress in the areas reviewed. Further details of this course will not be available until the fall.

A SOUTHWESTERN SAMPLER will give everyone an opportunity to read and study stories with settings in these areas or stories written by authors from the South or West. Each student will enjoy literature from regions with so colorful a past as the South and West have.

PEOPLE AND PLACES: If you like people and enjoy reading about the lives of others and their contributions to mankind, you will enjoy this course. In addition to biography, you will learn about your favorite place and person to read about along with teacher-assigned books, newspapers, and magazines.

Work Bound

Work Bound juniors may take the following courses described in the Further Training offerings:

Right on with Reading -- (Required)

Mass Media

Myth and Mystery

Science Fiction

Love: American Style

On Stage Everyone

People and Places

Appendix D

***Senior English Electives**

Bunker Hill High School

***Registration information and course descriptions for students, 1977-78.**

SENIORS

Name _____
 Teacher _____
 Future plans _____
 College or Technical School _____

 Work _____

College Bound (circle one)
 Further Training
 Work Bound

Circle 4 course selections
 Underline 1 alternate

College Bound

1. Adv. Grammar, Vocabulary, Composition
(required)
2. Shakespeare II
3. Early English Literature
4. World Literature
5. Transatlantic Experience

Further Training

1. Adv. Grammar, Vocabulary, Composition
(required unless you take Business English)
2. Business English (1st semester)
3. Sports Literature
4. Adv. Reading Skills
5. Facing Life
6. Shorts and Short Shorts
7. Suspense and Adventure
8. Transatlantic Experience

Work Bound

1. Adv. Reading Skills
2. Sports Literature
3. Facing Life
4. Shorts and Short Shorts
5. Suspense and Adventure
6. Transatlantic Experience

Senior Electives

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College Bound

ADVANCED GRAMMAR, VOCABULARY, AND COMPOSITION is a review of principles of grammar, capitalization, punctuation, and English usage taught in a programmed manner, allowing students to spend more or less time according to his level of understanding. Students improve vocabulary by working with analogies and other vocabulary-building exercises. Approximately 4½ weeks will be spent on this phase, and composition review comprises the remaining weeks of the quarter.

Techniques of writing about literature are covered in senior composition, including how to analyze a piece of literature, precis, the epitome, the critical review, and paraphrasing. These skills are invaluable to students who are planning to continue their education after high school.

SHAKESPEARE II is an individualized study that includes the plays and poetry of William Shakespeare. Emphasis in class projects will be on group interaction and individual responsibility in completing assignments. Prerequisite: Shakespeare I.

EARLY ENGLISH LITERATURE is a study of early English literature beginning with Beowulf and including Medieval ballads Canterbury Tales, Paradise Lost, and other selections.

BASIC SPEECH is aimed at improving speech habits, with emphasis on group activities. The major goal of the course of study is to make the student comfortable in group speaking situations. Some basic improvisation and drama are dealt with.

WORLD LITERATURE is designed to survey the great authors and works of world literature from the past to the present. The study will encompass works of authors such as Euripedes, Cervantes, Ibsen, Tolstoy, Sartre, Kafka, Mann, and Conrad.

Further Training

BUSINESS ENGLISH is designed for seniors who plan to attend a technical institute to major in business or for a person who wishes to enter office work after graduation. Subject matter includes a study of grammar, punctuation, letters, and other office-related materials. All Cooperative Office students should be enrolled in Business English.

Senior Electives

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ADVANCED READING SKILLS is an individualized course emphasizing daily reading from SRA reading lab, selected paperbacks, Charlotte Observer, and student-selected magazines and books. Skills to be reviewed include getting the main idea, vocabulary development, improving reading rate and listening abilities.

SPORTS LITERATURE is a study of past and present sports figures. Emphasis is placed on recent athletic events and competition. A basic textbook is used along with the reading of several biographies, weekly articles from Sports Illustrated, and daily material from the Charlotte Observer sports section.

FACING LIFE is concerned with individuals in literature and their problems. Students read and discuss short stories, a novel, and several short plays relating to these problem situations. Units included are facing others, facing the law, facing nature and environment, and facing physical handicaps. One of the major sources used is Reader's Digest.

SHORTS AND SHORT SHORTS involves independent work and group projects based on short literary selections. Both fiction and nonfiction works are included. Time will be provided for students to choose selections they enjoy and then to share them with the class.

SUSPENSE AND ADVENTURE is a new course being offered in which the students will read a variety of mystery, detective, and horror stories and books. Sequence of events and logical thinking are skills which will be studied. Also, imagination and writing abilities will be utilized.

TRANSATLANTIC EXPERIENCE is a study of short selections in contemporary world literature including short stories, poems, and excerpts from novels as well as nonfiction. The study will emphasize the different cultures and temperaments of British and European writers.

Work Bound

Senior courses for work bound students are the same titles offered for further training students with the exception of BUSINESS ENGLISH and ADVANCED GRAMMAR, VOCABULARY, AND COMPOSITION. These two courses are not offered to work bound students.

Appendix F

Proposal for School Climate Improvement

Bunker Hill High School, 1977-78

THREE AREAS OF CONCENTRATION FOR THIS YEAR AS SUGGESTED BY THE FACULTY

1. Student Motivation
2. Parent Interest
3. Reading Improvement

Possible Approaches:

1. Student Motivation
 - A. Teach them on their level.
 - B. Praise the students.
 - C. Give recognition to more students by means of banquets, etc.
 - D. Publicize the programs we have here this year through the different media.
2. Parent Interest
 - A. When P. T. A. meetings are scheduled here, parents (from School Improvement; P. T. A.) call other parents to inform them.
 - B. When there is a problem with the student, inform the parents.
 - C. Use interim days for parent conferences.
 - D. Suggest parent conference on mid-quarter slips.
 - E. Have parents ride buses occasionally.
 - F. When grading students according to expectation, convey this situation to the parents.
 - G. Could use parents in the daily schedule within reading classes as library aids, assisting in a conference room where students work independently.
3. Reading Improvement
 - A. In the media center have high interest, low reading level material.
 - B. Encourage student use of filmstrips and other audio-visual supplements.
 - C. Find related subject material on the students' reading levels.

Teachers willing to co-ordinate teacher needs and parent resources are as follows:

Margaret Garrison
 Judy Elmore
 Tommy Teague
 Sharon Pennell
 Phyllis Bumgarner
 Lucinda Lundy

Appendix G

Comprehensive Planning in Catawba County Schools, 1974

In keeping with the State Agency's commitment to planning as a major approach to educational improvement, comprehensive planning is now being expanded in local education systems across the State. Planning is a key element in the management skills that will be required to find solutions to the educational problems of the 70's. Planning is not an end in itself but a process whose goals are improved educational decision-making; a commitment on the part of the educational leaders to educational improvement; and, a written plan which identifies where a school system is, where it wants to be, and how it is going to get there.

The teacher, principal, and superintendent, are all educational managers. Together, all share the responsibility of preparing students to live in a society likely to be quite different from today's world. Educators must create an environment where students can develop and accomplish their aspirations.

In July, 1974, a Central Planning Committee was organized to begin working on beliefs of our system. After the beliefs were crystalized, a set of continuing objectives was worked out and submitted to each faculty for its approval. Now that these have been finalized, with the input from all faculties, a set of specific objectives for the County, in each major area, are currently being formed with many of you participating on various committees.

Contrary to some rumors that are being spread concerning this planning, it is not a "scheme" to "fire" teachers anymore than it is a scheme to fire principals, supervisors, assistant and associate superintendents, superintendents, or school board members. This is purely a planning program to improve our schools; from the School Board to the classroom, including every administrative step in between. Resulting from the planning, a part of the future accreditation of all our schools will have been achieved.

Many of you have already been called upon to help in this planning, and we hope to have input from all of you before it is complete. Each school will have to set its own objectives and percentages it hopes to reach. From these will come our county average we hope to attain.

Our appreciation goes to all of you for your efforts on this worthwhile endeavor.

C. H. Tuttle
Superintendent

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Catawba County Schools
Page 2

Catawba County Schools

October, 1974

WE BELIEVE:

1. The Board of Education, administration, principals, teachers and supportive personnel are accountable for the relevant and appropriate public education of every pupil in the Catawba County Schools.
2. That every student should regularly experience success.
3. That every student develop a positive perception of himself.
4. That the curriculum should be designed to meet the individual needs of students.
5. That the concept of continuous student progress should be the basis of curriculum design.
6. That every student should experience a program of learning which permits him to fulfill his potential.
7. That students should be prepared to be gainfully engaged in a career for which they have aptitude and/or interest.
8. That every student should learn that education is a continuous process which will benefit him in school and throughout life.
9. That every student should acquire the skills of learning which will serve him in school and throughout life.
10. That every student enrolled in Catawba County Schools should be prepared to function as a responsible and contributing citizen.
11. That students should acquire the skill and knowledge and develop the understandings which can enable them to be effective family members and parents.
12. That every student should be taught the values of ethics, morals and manners.
13. That the schools have a responsibility to help students develop a system of values which will enable them to exercise self-discipline in a changing society.

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Catawba County Schools
Page 3

14. That each student should learn the skills of logical decision-making.
15. That students should develop the skills involved in "getting along with others."
16. That appreciation and love of country and the responsibilities of citizenship be taught.
17. Every student should be prepared to communicate and compute effectively.
18. That students should engage in activities which contribute to physical development and the maintenance of physical fitness throughout life.
19. That the schools should provide for the development and refinement of the creative arts.
20. That each student should practice health and safety habits.
21. Students should experience and develop skills in leisure time activities.
22. The school environment should be one conducive to good learning and the awakening and nurturing of aesthetic appreciation in each student.
23. That the means of pupil evaluation should be appropriate to their innate abilities.
24. When working up to their potential, students should be rewarded for what they do well, rather than criticized for what they do poorly.
25. Small group instruction is more effective than large group instruction and students should be grouped and regrouped as often as necessary to meet students' needs.
26. Appropriate materials in adequate amounts should be provided in all areas of the curriculum to meet the instructional needs in all programs of instruction.
27. It is essential that we maintain an ongoing program of utilization of human resources both inside and outside the school system.
28. That continuous staff development and support and assistance from the central staff are essential if the school system is to meet its obligations to students.
29. Wholesome communicative professional relationships should be maintained among all personnel in the Catawba County Schools.

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Catawba County Schools
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30. That open, relevant, and meaningful communication should be maintained between students, school personnel, and patrons.
31. That we should continue to search for and utilize effective ways of communication between the school and community regarding the total school program.
32. That the school system should have a working relationship with external agencies that administer to the special needs of the children.
33. That job descriptions of all vacancies be made available to interested prospects.
34. That job vacancies should be filled by the best qualified applicants as determined by appropriate staff personnel using predetermined criteria for employment (to be developed).
35. That qualified personnel within the Catawba County School System should be given strong consideration for advancement opportunities within the system.
36. That the program to locate and attract qualified candidates for job openings be expanded.

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CATAWBA COUNTY SCHOOLS

August 1, 1974

The mission of the Catawba County Schools is to involve each student in an educational program based on his needs, interests, capabilities and efforts, that will insure the development of skills, knowledge, and attitudes necessary for continuous learning, productive citizenship, continuous career development, and a healthy and positive attitude toward himself and society.

Continuing Objectives

TO ENSURE THAT EACH STUDENT:

1. Develops and maintains self-respect and self-discipline.
2. Develops the skills of "getting along with others" and is prepared to become a contributing and responsible citizen and consumer in family and community (local, state, national and world).
3. Is prepared, according to his aptitude and interest, to be gainfully employed and/or continue his education.
4. Develops the abilities of problem solving, including the communicative, computative, and decision-making skills, concepts and applications.
5. Develops an appreciation of our heritage as it relates to our system of economic, social, political, and cultural values.
6. Develops an understanding and appreciation of the physical world and the ability to adjust to it in a safe and healthy manner.
7. Knows the value of maintaining physical fitness, practices health and safety habits, and engages in activities which continually can contribute to personal development and the wise use of leisure time.
8. Identifies and develops his creative skills.

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CONTINUING OBJECTIVE 1

1.0 TO ENSURE THAT EACH STUDENT DEVELOPS AND MAINTAINS SELF-RESPECT AND SELF-DISCIPLINE.

Explanatory Note: Measurement of the following specific objective statements will be at pre-determined benchmark levels, the conclusions of Grades 3, 6, 9, and 12. Decisions regarding the methods and techniques of measurement will be made by local teaching, supervisory and administrative personnel. The selection or development of tests or other measuring devices will be based upon criteria determined by local personnel. Dates and projected standards for summative evaluation of each specific objective will be established at points in the future where local teaching and administrative personnel feel confident that the appropriate time for measurement has arrived.

1.1-4 Students will reveal a positive self-concept by responding in a favorable way to statements and actions regarding themselves.

- 1.1 Third grade students
- 1.2 Sixth grade students
- 1.3 Ninth grade students
- 1.4 Twelfth grade students

1.5-8 Students will demonstrate a perception of themselves as successful persons.

- 1.5 Third grade students
- 1.6 Sixth grade students
- 1.7 Ninth grade students
- 1.8 Twelfth grade students

1.9-12 Students will display positive attitudes toward people and have positive experiences within the environment in which they find themselves.

- 1.9 Third grade students
- 1.10 Sixth grade students
- 1.11 Ninth grade students
- 1.12 Twelfth grade students

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Catawba County Schools
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CONTINUING OBJECTIVE 1

- 1.13-16 Students, given opportunities to persist in tasks, participate in activities, and comply with assignments, will indicate favorable attitudes toward school and the learning process.
- 1.13 Third grade students
 - 1.14 Sixth grade students
 - 1.15 Ninth grade students
 - 1.16 Twelfth grade students
- 1.17-20 Students will be able to identify ways people react to emotional stress and be able to describe how they and their peers handle stress.
- 1.17 Third grade students
 - 1.18 Sixth grade students
 - 1.19 Ninth grade students
 - 1.20 Twelfth grade students
- 1.21-24 Students will demonstrate the ability to assume responsibility for their work, work independently, and maintain emotional control in personal interactions.
- 1.21 Third grade students
 - 1.22 Sixth grade students
 - 1.23 Ninth grade students
 - 1.24 Twelfth grade students
- 1.25-28 Students, having experienced an attitude of mutual trust in the school setting, will be willing to try again a task in which they had not succeeded previously.
- 1.25 Third grade students
 - 1.26 Sixth grade students
 - 1.27 Ninth grade students
 - 1.28 Twelfth grade students

Appendix H

*Institutional Self-Study: Philosophy and Objectives

Bunker Hill High School

*Excerpt from Report for Continued Accreditation With the Southern Association of Colleges and Schools and the N. C. Department of Public Instruction - 1976, pp. 13-17.

We believe in a democratic form of government. The perpetuation of this form of government is dependent upon educated people. Education is not only necessary for maintaining a democratic form of government, but also a fundamental part of it inasmuch as it is a basic right. Furthermore, we believe that every student has a right to an education which is consistent with his aptitude and capabilities. The framework of his education should include learning experiences in the areas of acceptance of responsibilities and social demands which will prepare him for life in an ever-changing society.

The specifics of our philosophy fall under five general categories which are as follows:

1. School Climate

We believe that in order to sustain a healthy school climate, it is the duty of educators to promote a desirable relationship between all factions of the school community. This includes encouraging respect of opinions, cultures, and property.

2. Academic Instruction

We believe that the academic instruction should be geared to the individual needs of students including offering a wide and diversified field of subject areas, utilizing a multi-media approach, and providing instruction conducive to enlightenment, yet encouraging further self-study with the hopes of insuring student success experiences.

3. Creative Arts

We believe that all students should be provided the opportunity to become acquainted with and develop an appreciation for the various phases of the creative arts.

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4. Extra-Curricular Activities

We believe that each student should be given the opportunity to participate in some form of extra-curricular activity whether it be sport, club, or social event, in the hope of his realizing the importance of co-operation and acceptance of responsibility, achieving a measure of self-esteem, and developing school spirit and community pride.

5. Community Relations

We believe that the school policies should be open to community consideration, suggestion, and co-operation in the hope of forming a unified body to improve our educational environment.

OBJECTIVES

The objectives of Bunker Hill High School reflect our basic philosophy. These objectives include attempts to:

1. Incorporate acceptable manners and responsible behavior into classroom and extra-curricular activities. This is achieved through:
 - a. Rules and guidelines set forth in student handbook
 - b. Teachers exemplifying acceptable manners and responsible behavior in their own classroom conduct
 - c. Delegating individual responsibility and encouraging action and interaction of the students in group projects
 - d. Recognition and appreciation of good sportsmanlike conduct in athletic endeavors
 - e. Orientation for ninth grade students
 - f. Individual counseling
 - g. Who's Who (Student Climate Committee)
 - h. Writing letters to parents of children who exhibit maturity and progress in their attitudes and actions
 - i. Social activities
 - j. College bowl

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2. Foster a climate conducive to acceptance of social and racial differences. This is achieved through:
 - a. Creating group activities involving all races in group work
 - b. Inclusion of all groups in extra-curricular activities
 - c. Respecting the worth and dignity of the individual
 - d. Emphasizing the positive contributions of all races and nationalities
 - e. Conscientious efforts to never show favoritism based on social position or race
 - f. Selecting of materials and topics which build self-awareness and self-appreciation as well as a concern and respect for others

3. Promote pride in academic achievement resulting in the students' experiencing the self-satisfaction which is concurrent with self-motivation. This is achieved through:
 - a. Focusing on each student's distinct ability
 - b. Academic honors such as Junior Marshal program, publication of honor roll, Beta Club, Debate, Various awards for academic excellence presented by various departments
 - c. Individualized instruction
 - d. Grading him according to his progress rather than on a classroom scale
 - e. Placing proportionate emphasis on good points as well as mistakes
 - f. College bowl

4. Encourage recognition of responsibility for individual roles in home, school, and community. This is achieved through:
 - a. School-wide recognition of individual achievements
 - b. PTA
 - c. School and community related projects
 - d. Band
 - e. Vocational education
 - f. Booster Club
 - g. School elections
 - h. Family Living classes
 - i. Courses based on the principles of government
 - j. School publications

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5. Insure that each student is encouraged and prepared, according to his aptitude, talents, and interests to be gainfully employed and/or continue his education. This is achieved through:
 - a. Academic instruction
 - b. Vocational guidance
 - c. Vocational classes
 - d. Guidance counseling based on various test results and on individual interests and ambitions
 - e. Extended Day program

6. Create situations in which students are challenged to utilize problem solving abilities including the communicative, computative, and decision-making skills, concepts, and applications. This is achieved through:
 - a. Projects simulating real-life situations and problems
 - b. Social living classes
 - c. Job communication classes
 - d. All vocational skills taught
 - e. Emphasis on following directions in any given class or activity
 - f. Responsibilities designated to students
 - g. Junior-Senior Prom
 - h. Debate and competitive speech

7. Instill a basic respect for economic, social, political, and cultural values through recognition of their interdependence upon one another. This is achieved through:
 - a. Sports program
 - b. Study of the mass media
 - c. Social living classes
 - d. Cultural activities
 - e. Study of history and government
 - f. Student Government and club projects
 - g. Study in foreign language

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8. Provide students with various activities that will encourage enjoyable use of leisure time. This is achieved through:
 - a. Mini-mester -- hobbies, recreation
 - b. Resource people
 - c. P. E. skills
 - d. Dances
 - e. Sports events
 - f. Musical training -- band, chorus
 - g. Art training
 - h. Home crafts
 - i. Horticulture
 - j. Club activities

9. Instruct students in the fundamental processes involved in the physical world in the hopes of encouraging wise use of resources for the purposes of the improvement of our environment. This is achieved through:
 - a. Field trips
 - b. Campus landscaping carried out through clubs
 - c. Science courses
 - d. Futuristic fiction and environmental literature
 - e. Ecology classes

10. Assist students in the recognition of the value of maintaining physical fitness, practicing health and safety habits, and engaging in activities which will contribute to physical development and personal enjoyment. This is achieved through:
 - a. Basic P. E. program
 - b. Elective program
 - c. Various sports offered
 - d. Extended Day gym program
 - e. Health education
 - f. Field Day

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11. Identify and provide an opportunity to develop creative talents and skills. This is achieved through:
 - a. Art classes
 - b. Spring festival
 - c. Music education
 - d. Debate
 - e. P. E.
 - f. Mini-mester -- hobbies, recreation
 - g. Using student ideas in planning
 - h. Journalism
 - i. Home Economics
 - j. Creative writing
 - k. Drama program
 - l. Athletics

Appendix I

***Reaccreditation Appraisal of English Programs**

Bunker Hill High School

***Excerpt from Report of Visiting Committee for Southern Association of Colleges and Schools and the N. C. Department of Public Instruction - 1976, p. 16.**

Students have exceptional pride in their school. They have tremendous input in determining what happens to them in every aspect of their school lives. The faculty, administration, and students have an excellent rapport and a mutual respect.

The organization of the school curriculum is appropriate to the needs and interests of the students. The physical facilities and overall school atmosphere are bright and conducive to learning. Although some departments have developed diagnostic testing instruments and/or procedures, there is no school-wide testing program; however, some steps are being taken to remedy this situation.

STRENGTHS:

1. The principal, students, and faculty are committed to the mini-course design.
2. A variety of instructional approaches is evident in each classroom.
3. The speech and debate program is particularly commendable, as evidenced by the high calibre of student performance.
4. Some strong efforts are being made toward individualization.
5. The English program is consistent with the philosophy and objectives of the school.
6. The English faculty is open to change and willing to identify problems and solutions to them.
7. Course syllabi are comprehensive and commendable.
8. There is a balance of emphasis upon reading, writing, speaking, listening, and thinking skills.

SUGGESTIONS:

1. Work toward developing a school-wide diagnostic testing program.
2. Intensify emphasis upon dialect study.

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3. Provide more facilities for storage and display of materials and equipment in English classrooms.
4. Intensify emphasis upon teaching about mass media.
5. Intensify efforts to correlate instructional program in English with the media center.
6. Provide alternative English classes, other than those during designated grade-level periods, for failures and those desiring more English courses.

-Dr. Denny T. Wolfe-

Appendix J

*Institutional Self-Study: Curriculum

Bunker Hill High School

*Excerpt from Report for Continued Accreditation With the Southern Association of Colleges and Schools and the N. C. Department of Public Instruction - 1976, pp. 19-21.

The curriculum at Bunker Hill High School consists of a wide variety of courses for grades nine through twelve. Students can select courses from programs planned to prepare them for post-high school training, college, or job market entry. Much emphasis is placed on offering courses which cater to different needs, interests, ability levels, and future goals and on individualizing instruction.

The largest percentage of graduates from the school enter technical or vocational schools or go directly into the work force. Thus the curriculum offers many vocational programs from which students can choose, and these provide him with either a good foundation for further training or actual job entry skills. Students can choose a cooperative work program, if they like, and combine work and school.

Flexibility has been a keynote for the curriculum. Courses are available on independent study when the schedule does not allow a student to take necessary courses, or for the gifted student who desires an additional course beyond the normal six allowed by the schedule.

The curriculum includes quarter, semester, and year-long courses. The majority of the courses are set up for one 55-minute period; however, five vocational courses have two or three hour blocks of time. The length of the grading period is nine weeks. This is significant as all other schools in the system utilize the six-week period. The Bunker Hill High School grading period was instigated in order to accommodate the elective system in the English Department. The English program is significant as well since it has been a recent major curriculum change as an attempt to better meet student needs. Still yet another area of significance in the

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total school program is the Extended Day program. This program adds a great deal of flexibility to the curriculum as it affords an alternative schedule combining school and work. Students with unique needs may opt this program if they are sixteen years of age. The curriculum is tailored to suit the needs of the individual student. The program is flexible in that a student in the regular day program may do makeup work as well.

Strengths:

1. The curriculum reflects the basic beliefs expressed in the school philosophy and objectives.
2. Students may choose from a wide variety of programs planned to prepare them for post-secondary training, college, or job entry.
3. Co-operative work programs provide an alternative for those students who desire to combine school and work.
4. The curriculum provides flexibility in that a student may enroll in a course through independent study when the master schedule does not permit his taking the course; gifted students serve to benefit from this as well.
5. The course sequence is well organized and reflects community needs. Advisory committees have suggested courses which have been added to the curriculum.
6. The nine-week grading period allows the necessary flexibility to provide for such things as the elective program in the English and Physical Education departments, as well as semester courses.
7. The curriculum recognizes the importance of development of avocations through the Mini-Mester (2 weeks), and scheduled activity periods.
8. The school's commitment to the need for individualized instructional methods and techniques is reflected throughout the curriculum.

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9. The Extended Day Program provides an alternative school program and gives added flexibility.
10. The quality of instruction is good and a wide variety of methods, materials, resource people, and styles are employed.

Suggestions for Improvement:

1. Additional semester or quarter courses should be included in elective areas where interest justifies. Also other types of schedules (i.e. added periods in the school day) could be a source of improvement.
2. More correlation between different departments relating to similar units of instruction is needed.
3. Planned follow-up studies of former students (graduates and dropouts) revealing information pertaining to curriculum evaluation are needed.
4. Added methods for student involvement in curriculum planning would be advantageous.

Appendix K

*Master Schedule for Elective English Program

Bunker Hill High School

*Excerpt from Self-Study Report for Continued Accreditation with the Southern Association of Colleges and Schools and the N. C. Department of Public Instruction - 1976, pp. 104-106.

SOPHOMORES

	<u>First Quarter</u>	<u>Second Quarter</u>
CB	Research (required)	Basic Speech Creative Writing and Poetry
FT	Fiction: Short Stories Creative Writing and Poetry Myth and Mystery	Research (required) Creative Writing and Poetry Basic Speech Fiction: Short Stories
WB	Coping (required) Survival Tactics in Reading Creative Writing and Poetry Vocational English	Survival Tactics in Reading Myth and Mystery Vocational English
	<u>Third Quarter</u>	<u>Fourth Quarter</u>
CB	Shakespeare I	Fiction: Short Stories
FT	Survival Tactics in Reading Attitudes in Action Fiction: Short Stories	Creative Writing and Poetry Shakespeare I Basic Speech Attitudes in Action
WB	Attitudes in Action Communications Getting Together Survival Tactics in Reading	Survival Tactics in Reading Attitudes in Action Communications Basic Speech

CB = College Bound

FT = Further Training

WB = Work Bound

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 Elective English
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JUNIORS

	<u>First Quarter</u>	<u>Second Quarter</u>
CB	Advanced Composition (required)	A Novel Experience Drama: On Stage
FT	Modern American Literature Research Mass Media Southwestern Sampler	Advanced Composition (required) A Novel Experience Drama: On Stage
WB	Myth and Mystery Right on with Reading (required) Help!!!	Science Fiction Mass Media Right on with Reading
	<u>Third Quarter</u>	<u>Fourth Quarter</u>
CB	Major American Writers	Modern American Literature
FT	Modern American Literature Science Fiction Love: American Style Southwestern Sampler	Major American Writers Advanced Composition Right on with Reading Love: American Style
WB	Science Fiction Love: American Style On Stage Everyone Right on with Reading	Love: American Style Myth and Mystery

CB = College Bound

FT = Further Training

WB = Work Bound

Master Schedule
Elective English
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SENIORS

	<u>First Quarter</u>	<u>Second Quarter</u>
CB	Advanced Grammar, Composition, and Vocabulary (required)	Shakespeare II
FT	Advanced Grammar, Composition, and Vocabulary (required) Business English Suspense and Adventure	Advanced Reading Skills Sports Facing Life Business English
WB	Sports Shorts and Short Shorts	Sports Facing Life Advanced Reading Skills
	<u>Third Quarter</u>	<u>Fourth Quarter</u>
CB	Early English Literature Basic Speech	World Literature Basic Speech
FT	Basic Speech Sports Facing Life Transatlantic Experience	Basic Speech Shorts and Short Shorts Myth and Mystery Advanced Reading Skills
WB	Basic Speech Myth and Mystery	Basic Speech Myth and Mystery Advanced Reading Skills

CB = College Bound

FT = Further Training

WB = Work Bound

Appendix L

*Sample Syllabus: Mass Media Elective

*Selected from Bunker Hill High School Curricular Report to the Catawba County Schools Administration Office, 1977-78.

MASS MEDIA

Offered to Workbound and Further Training Juniors

RATIONALE:

The average person spends an estimated fifty hours per week in media consumption; therefore, mass media are accepted as literature worth studying. Because the media have become powerful tools through their persuasive influence, students need to be aware both of the media and the message. In order to make intelligent decisions, citizens must be informed. This study then of the main sources of information is necessary to help students separate fact from fiction and positive from negative propaganda. The study of recordings, radio, television, movies, magazines, and newspapers and their impact on the American individual as well as society can help the student to use these sources more wisely.

OBJECTIVES:

1. To become acquainted with various types of mass communication
2. To encourage growth in and appreciation for critical listening, reading, and writing
3. To develop an understanding of positive and negative propaganda
4. To acquaint students with the assets and liabilities of mass media
5. To give standards for evaluating radio, television, movies, newspapers, and magazines
6. To develop an awareness of the impact that the media have on the attitudes and actions of the individual and society
7. To develop an understanding of the four basic functions of the media: to entertain, to inform, to influence, and to make money
8. To identify characteristics of the American system of mass communication
9. To help students recognize the methods of advertising and their impact on the consumer
10. To help the student become a more selective and critical consumer of the media
11. To help the student realize his responsibility as a consumer to maintain or to raise the standards of the media
12. To help students identify their own value systems

Unit One: Introduction

Sources:

Basic Texts: Coping With the Mass Media
Media Casebook: An Introductory Reader in American
Mass Communications

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Supplementary books used in this and other units:

Mass Media Guide: Loyola University Press

Mass Media: Our Moving Fingers: A Mini-Course in M. M.
Educational Impact, Inc.

CREATIVE COMMUNICATIONS: Teaching Mass Media, National
Scholastic Press Association

ENGLISH EVERYWHERE: Meaning, Media, and You, Globe Book Co.
Voices III, Ginn and Co. (Newspaper Unit only)

The following terms and questions are discussed after students have found answers in classroom books:

1. What is communication?
2. What is mass communication?
3. How does mass communication differ from inter-personal relationships?
4. How does mass media have an indirect impact?
5. What is the role of mass media in a democracy?
6. What are the four basic functions of mass media?
7. What is the most important function? Why?
8. What are the assets and liabilities of mass media?

Unit Two: Recordings -- "Is Someone Buying Your Tastes?"

Students help in planning this unit which includes up-to-date Top 40 sheets along with current articles on subjects, such as payola, radio disc jockeys, and statistical information about the recording industry. Students examine their own buying habits and survey those of their peer groups.

Magazine articles studied by the class include the following:

Voice "You and the Top Forty" September 27, 1973

Voice "New Life in Longhair" April 25, 1974

Unit Three : Radio

Sources (Supplementary):

Magazines: Scope "Scope Visits a Radio Talk Show" April 25, 1974

Scope "Have You Seen Any Radio Lately?" February 7, 1974

Read Radio Script: "The House That Death Built"

September 6, 1974

Voices Radio Script: "Lost Dog"

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Suggested Learning Activities:

1. Survey five people from different age groups concerning their favorite radio stations and programs. A form will be provided.
2. One group will tape record five different radio stations. Other students are to identify call number of station and give possible listening audience.
3. One group of students prepare a radio drama to be read over intercom system for the class.
4. One group tapes a radio drama for class presentation.
5. Survey the students at BHHS to determine the radio stations and programs most frequently listened to. Set up a panel discussion to probe the appeal of those stations and programs.
6. One group makes an informal survey to determine changes in format and programming desired by area residents.
7. One group tours a radio station and presents findings for the students.
8. A disc jockey or radio operator of the area is interviewed on tape after questions are submitted by the class.
9. Discussions of the current trends in programs such as radio drama and talk shows are held. Students discuss the reasons for their popularity.

Unit Four: Advertising -- "Why We Buy What We Buy"

Sources:

Magazines: Voice "The Advertising Game" November 8, 1973
Scope "Scope Visits an Ad Agency" February 7, 1974

Posters on Propaganda

Guidesheets on the ten most common methods of advertising

Suggested Learning Activities:

1. Study carefully radio and television ads with references to techniques of advertising. Answer a short set of questions relating to three ads.
2. Prepare two ads -- either print ads or radio or television ads. An individual may work with another student in preparing and presenting the ads to the class. Follow instructions given on worksheet and follow those given in guidelines noted in Voice magazine.
3. Work on bulletin board to depict the ten most common methods of advertising. Refer to "Advertiser's Bag of Tricks."
4. Have students select two magazines which contain advertising for the same product but which also appeal to different audiences. The students analyze how the advertisers slant their ads differently for different audiences.

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Unit Five: Television -- "Pablum With Promise"

The study of television is set up with individual assignments, culminating with group presentations to the class pertaining to the subject selected. Subjects in the reports and research include the following:

1. Television programming
2. Ownership of broadcast stations
 - A. FCC policies
 - B. License renewal
3. The Fairness Doctrine
 - News- Is the news biased?
 - How is a news program evaluated?
4. Violence - How great an impact?
5. Smut, pornography, obscenity
6. Television and censorship
7. The audience
8. Taking action

Group studies include a discussion of the "Hidden Messages" which are prevalent in TV, a study of the different types of shows, how TV influences individuals and society as a whole. Some assignments are class oriented and some are individually and group oriented. Materials in addition to the regular classroom texts used include the following:

Books: Coping With Television McDougal, Littell, 1974

TV Action Book McDougal, Littell, 1974

Magazines: TV Guide Many current as well as back issues relating to topics student selected to research

Scope "A History of Television" October 18, 1973

Voice "The Two-Way Turn On" October 11, 1973

Voice "This Message Will Not Self-Destruct"

Voice "How TV Makes You a Monday Night Quarterback"
February 6, 1975

Voice "Presenting the TV Family" May 1, 1975

Suggested Learning Activities:

1. Students keep diaries of TV viewing.
2. Students survey viewing habits of these groups:
 - Children 2-11
 - Teens 12-17
 - Men 18-49
 - Women 18-49
 - Older viewers
3. Compare class surveys of favorite TV shows with national ratings.
4. "All in the Family", "Maude", and "Sanford and Son", are all popular programs that have frequently made light of bigotry, family relationships, sexual problems, etc. Have a panel of "experts" discuss the value of joking about serious matters; does it help us to laugh at ourselves, or is it harmful to find serious social concerns humorous?

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5. Students take one of the following types of programs for viewing and reviewing: situation comedy, series drama, western, or crime show. Students follow a suggested form for writing and reporting about the programs.
6. Tape programs which are selected for class discussion and evaluation.
7. Adapt a short story to be used as a TV program. Arrange dialogue and include background needed for understanding the program. Include camera directions and camera movements for selected scenes.

Unit Six: Film -- "Tarnish on the Silver Screen"

Magazines: Voice "How Would You Rate It?" October 4, 1974
 "Where the Action Is" November 14, 1974
 "Your Oscars and Mine" February 14, 1974
 "This Movie Has Been Edited for TV" May 2, 1974

Using current rating procedures, students read movie plots and determine ratings given. They view movies and write a review based on forms provided. Class discussions are held on current trends in the industry, their impact on the public, and changes which students feel should be made. Various articles are read concerning the making of movies.

Suggested Learning Activities:

1. Write movie reviews.
2. Survey the community to determine movie favorites and frequency attended.
3. Study the vocational opportunities involved with movie production, such as the director and the producer.

Unit Seven: Newspaper

Why study the newspaper? This unit helps to guide students to the realization of the value of the newspaper in their lives.

Objectives:

1. To secure current information
2. To become familiar with the various sections and features
3. To become familiar with the methods a reader can use to voice his opinions in the newspaper
4. To realize that newspapers are a means of influencing people
 - a. By showing use of slanted and biased reporting
 - b. By pointing out advertising and other propaganda techniques
 - c. By guiding students to distinguish fact from opinion
5. To point out the entertainment value

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Sources:

1. Voices III textbook - chapter on newspaper
2. Coping With the Mass Media -- paperback text
3. Charlotte Observer and other newspapers provided by students
4. Newslab (SRA) Media Center
5. Filmstrips "Improving School Newswriting"
 - O70 A-10 "Basic Newswriting"
 - O70 A-11 "Feature Writing"
 - O70 A-12 "Columns and Editorials"

Units of study:

1. Why read the newspaper?
 - a. Introduction
 - b. Study of general terms
 - c. Background information and general overview of newspaper
2. The News Story
3. Editorials: Opinions and Views on the News
4. The Feature Story

METHODS OF EVALUATION:

1. Grade given to each unit when complete
2. Test grade at the end of each unit
3. Oral work
4. Art work correlated to units studied

Deadlines will be announced after students are nearing completion of the units. An attempt will be made to give slower students time to successfully complete each unit while realizing that too much time can mean time wasted and interests lagging. Preliminary objectives and questions from Unit I will be reconsidered in culmination.

Units prepared are basic guidelines. The plans will be flexible to allow for individual as well as class differences. During most class sessions some time will be given for "free" reading. In addition to the assignments on the unit sheets, short daily assignments will be given at times to encourage discussion and to enable the learning activities to be relevant and up to date. These assignments will be instrumental in helping with reading improvement by means of vocabulary improvement, etc.

Appendix M

*Sample Syllabus: Creative Writing and Poetry Elective

*Selected from Bunker Hill High School Curricular Report to the Catawba County Schools Administration Office, 1977-78.

CREATIVE WRITING AND POETRY

Offered to All Sophomores

RATIONALE:

Creative Writing and Poetry is designed for the student who has a desire for self-expression and creativity. Realizing that all writing is creative and that all teen-agers have something to say, the student is encouraged to write in his own style. The student experiences a feeling of satisfaction as he expresses and shares his own feelings and emotions with others who have a common interest. Using originality, sincerity, along with environmental and other timely subjects, the student reads about, discusses, and reflects on many different aspects of life. These activities lead him to become more aware of his own worth, to have an appreciation of others, and to possess a new approach to the world around him.

OBJECTIVES:

1. To offer writing experiences which draw on students' imaginative and creative abilities
2. To stress the use of writing tools necessary to write with coherence, simplicity, clarity, and freshness
3. To present a wide range of writing opportunities, allowing individual choice and development
4. To help students understand and appreciate poetry in its many forms
5. To emphasize techniques of reading, interpreting, and writing poetry
6. To develop an accurate observation with a perceptive eye
7. To increase vocabulary
8. To express opinions with greater depth of thought
9. To help the student understand himself as he examines the attitudes of others and writes of his own attitudes and experiences
10. To help the student look at himself, his friends, and the world around him, and to be inquisitive about tomorrow

BASIC STUDY:

Through the use of pictures, quotations, poetry, and magazine and newspaper articles as "food for thought," the student is given a variety of writing suggestions from which to select. Students keep a weekly journal, review mechanics and usage when exhibiting a need, and are given points on a daily basis for their accomplishments and ideas expressed. No textbook is used for this course. Most poetry and examples of writing forms are duplicated for distribution. Students are given an opportunity to help plan the class activities, assignments, and the material to be studied. A typical day's activities may include the reading and discussing of a poem, oral reading of a favorite selection by a student discussing a newspaper reference, and the writing of a descriptive paragraph relating to a poster on display. Works from the students are displayed on the bulletin board, and the best ones are submitted to the editors of the COLLAGE, the school literary publication. Students are encouraged,

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though not required, to read their written work in class. This provides for an exchange of ideas. Students use their artistic talents to illustrate their own as well as other writing.

FORMS OF CREATIVE WRITING INTRODUCED:

- | | |
|---------------------|----------------------------|
| 1. Humorous Epitaph | 9. Rock Lyrics |
| 2. Epigram | 10. Diamond |
| 3. Limerick | 11. Clerihew |
| 4. Ballad | 12. Terse Verse |
| 5. Cinquain | 13. "I Might Have Been..." |
| 6. Haiku | 14. Alphabet Poems |
| 7. Tanka | 15. Syno-Rhymes |
| 8. Picture Poems | |

Students read and discuss poetry and then write their own. They attempt to discover what poets of the "Now Generation" have to say about government, love, truth, and human relationships in an age of turmoil and uncertainty.

SELECTIONS TO BE READ:

1. "Auto Wreck" Karl Shapiro
2. "Grass Will Grow" Jonathan Kariara
3. "First Ice" Andrey Voznesensky
4. "The Tables Turned" William Wordsworth
5. "My Heart Leaps Up"
6. "Lines Written in Early Spring"
7. "London 1802"
8. "The Great American Teen-ager" E. J. Zagorski
9. "The Blue Ridge Parkway" Joseph Todd
10. "Epitaph" Grigor Vitez
11. "Every Man" Aldous Huxley
12. "Dreams" Langston Hughes
13. "Gos's Dark" Unknown
14. "Lies" Yeugeny Yevtushenko

SOURCES AND MATERIALS

FILMSTRIPS:

- "Figures of Speech" 808.1 F7
 "Getting Meaning From Poetry" 808.1 F9
 "How to Read a Narrative Poem" 808.1 F9
 "Rhythm in Poetry" 808.1 F13
 "Emily Dickinson" 808.1 G32
 "The Poetic Experience: What Is Poetry: A Closer Look"
 "William Wordsworth: The Times, The Words, The Life" 820 W
 "Carl Sandburg: Prairie Poet" "Poet of the People" 921 S

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CASSETTES AND FILMSTRIPS:

"What to Look for in Poetry"
 "Meaning Through Structure"
 "Meaning Through Sound"
 "Meaning Through Simile and Metaphor"
 "Meaning Through Symbol"
 "Meaning Through Theme"
 "Meaning Through Tone"

SLIDES made by Melvin Little to accompany poem "The Blue Ridge Parkway"

MOVIES:

"What Is Poetry?"
 "Carl Sandburg Discusses His Work" 826
 "Robert Frost" 827

PRINTED MATERIAL USED

Books, magazines, and other materials may vary according to student ability, interest, and timeliness. The following list is a partial one.

MAGAZINE: VOICES

"Do Manners Matter?" March 7, 1974
 "Do Plants Have Feelings?" March 21, 1974
 "Choosing Your Future" February 27, 1975
 "What Do You Value Most?" September 19, 1974
 "When We Were Young" "Foxfire: A Dramatic Reading" February 14, 1974

BOOKS:

Ciardi, John. How Does a Poem Mean? New York: Houghton Mifflin Co.
 Cutler, Charles, ed. Now Poetry Xerox Ed. Publications
 Fischer, Carl, ed. 40 Plus 1 Pflaum Publishers
 Hook, J. N. Writing Creatively Dallas: D. C. Heath Co., 1967
 Houston, James D. Writing From the Inside Addison Wesley
 Hyde, Simeon, Jr. Composition of the Essay Addison Wesley
 Lockerbie, D. Bruce. Purposeful Writing Addison Wesley
 Macrorie, Dan. Uptaught Hayden Book Co., Inc.
 Mason, Dorothy A. Creative Ideas for the English Teacher Perfection Form Co.
 Tanner, Bernard. Your Goals in Writing Addison Wesley
 Tanner, Bernard. Writing Sentences and Paragraphs Addison Wesley

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LEARNING ACTIVITIES

Students are given envelopes containing quotations or slogans which they use as writing subjects.

Students use lyrics to favorite songs to paraphrase and to use as a basis for discussions.

Students write original lyrics on a theme of their choice.

Students write seasonal messages in their own forms.

Pictures from magazines are distributed. Students use these as a basis for descriptive, narrative, journalistic, or another writing assignment.

Students illustrate original poems as well as those of a favorite poet.

Students select a poet to study. They write a short biographical review and survey ideas expressed by the poets. Oral reports centered around this creative research assignment gives the other students an opportunity to increase their appreciation and knowledge of many poets.

Activities in VOICE magazines are used as a review in word usage, mechanics, vocabulary, and other skills.

Students rate a list of eighteen values. They select one of their most important values and one of those rated last for writing assignments.

Students select a poem, article, story, book, or quotation to share with the class. They relate reasons for selections as well as important points brought out by the writer.

Students tape poems with musical backgrounds.

EVALUATION PROCEDURES

Creative Writing
Oral Presentations
Journals
Activities
Artistic Illustrations

Appendix N

*Freshman English Requirement

Bunker Hill High School

*Excerpt from Curricular Report to the Catawba County Schools Administration Office, 1977-78.

Most students enrolled in English I come from three feeder schools: Oxford, Catawba, and Claremont. Initially, students are grouped in eight English sections according to their post high school plans and their reading test scores. Students who are most behind their grade level in reading skills are placed with a teacher who has an extensive background in teaching reading skills. Teacher-pupil ratio is lowest in these two sections. English offerings on the seventh and eighth grade levels differ somewhat in the three feeder schools; therefore, early in the school year the Iowa Test of Basic Skills is administered to determine the level of achievement in basic English. Test results are used in planning the English program around needs of the students. Follow-up tests are given at the end of the school year to note pupil progress and to aid in working with the students in the tenth grade elective courses. Evaluations are discussed with individual students so that they may be aware of their progress and the areas of their strengths and weaknesses.

A master syllabus, incorporating ideas from all English faculty, serves as a guide to freshman teachers who adapt their course of study to the level of student performance. Advanced English students work extensively from this course outline, while students needing more basic review and study progress at a lower level. Plans in the ninth grade program remain flexible to adapt to student needs, abilities, and interests.

Ninth grade units include the following: Grammar and Usage, Reading Improvement, Introduction to Fiction -- Short Story and Novel, Mythology, and Composition. Other materials, such as listening and library skills, are included for classes showing a need for review.

Appendix O

*Reaccreditation Appraisal of Reading Program

Bunker Hill High School

*Excerpt from Report for Continued Accreditation With the Southern Association of Colleges and Schools and the N. C. Department of Public Instruction, 1976, p. 24.

Bunker Hill Senior High School is housed in a spacious, attractive, flexible building designed to encourage pleasant learning experiences. The students are courteous and disciplined. Teachers are very warm and friendly. There seems to be a cooperative spirit and openness between teachers and administration.

Congratulations are extended to the entire school and community for a thorough and accurate self-study.

STRENGTHS:

1. The teacher has a planning period.
2. The reading teacher has a personality that is conducive to working with students with reading problems.
3. There is a relaxed atmosphere that is conducive to learning.
4. The teacher feels free and is encouraged to experiment with new approaches to learning.
5. Individual differences are provided for through use of multi-level materials.
6. Evidence of creativity in instruction in the classes, and student response, interest, and participation are gratifying.

SUGGESTIONS:

1. Continued addition of multi-level materials to keep the program exciting and relevant is needed.
2. In-service visitation to other high schools would be helpful in obtaining new ideas for teaching reading skills.
3. A full-time, certified reading teacher is needed.
4. Reduce class size for more individualized instruction.
5. Broaden the diagnostic and evaluative procedures.

Reaccreditation Appraisal**Reading Program**

Page 2

6. Make use of the library.
7. Use a volunteer or a paraprofessional to work with severe remedial problems and record-keeping.
8. Include more listening and spelling activities.

-Hazel M. Jackson-

Appendix P

Interview-Questionnaire for English Students

Bunker Hill High School

Name _____ Age _____ Sex M F
(Circle one.)

Grade 11 12 Your usual average in English 100-90 90-80
(Circle one.) 80-70 70 and Below
(Circle one.)

CIRCLE YOUR AREAS OF COURSE SELECTION. See note below!

College Bound Further Training Work Bound

Courses Taken Each Year

10

11

12

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Why do you think your school has an elective short-course English program for Grades 10-12?

2. What do you think is the purpose of having a year-long English course for Grade 9?

What part of this course do you consider most helpful? Least helpful?

3. What do you like best about the elective program in Grades 10-12?

What do you dislike about the elective program in Grades 10-12?

ALL OF THE INFORMATION YOU PROVIDE IS CONFIDENTIAL AND WILL BE GIVEN TO ME IN A SEALED ENVELOPE. YOU WERE CHOSEN AS A TYPICAL STUDENT.

Interview-Questionnaire
Students
Page 2

4. Have your teachers in Grades 10-12 provided for differences in student interests, needs, abilities, and ambitions other than your opportunity to elect different courses? How so?

5. Have you been asked or been able to participate in planning courses, activities, or assignments in your elective English program for Grades 10-12? In what ways?

6. Have you been assigned to alternative courses which were not your first or second choices at registration? What was your reaction to this when it happened and later?

7. Have you ever been changed from one course to another after the quarter began? Why did this happen? What was your reaction to this then and later?

8. Do you think most students find their elective courses more interesting than year-long courses to which they would be assigned? Why so?

9. Do you think you make as many friends when changing courses four times a year as if you were in a year-long course? Why or why not?

Interview-Questionnaire
 Students
 Page 3

10. Do you think your teachers get to know you and help you as well in short elective courses as they would in year-long courses? Why or why not?
11. Do you worry about grades and whether your courses will help you in the future as much, the same, or more during your elective courses than you think you would in year-long English courses? Why so?
12. What suggestions do you have for improving English courses at Bunker Hill in the future?

WRITE IN ONE WORD FOR AN ANSWER AND EXPLAIN WHY BELOW, IF YOU WISH.

Do you think you have learned the SAME, MORE, or LESS about the following English skills in your elective courses as opposed to year-long required English courses?

Thinking _____

Reading _____

Writing _____

Speaking _____

Listening _____

Why so?

Appendix Q

Interview-Questionnaire for English Faculty

Bunker Hill High School

Name _____ Sex _____ Race _____

College(s) Attended _____

Major(s) _____ Type of Certificate _____

Years of Teaching Experience _____ Bunker Hill _____

Courses Taught in Traditional English _____

Courses Taught in Present Short-Course Elective Program _____

- _____
1. What do you perceive to be the rationale or immediate background reasons for your present program in English? Continue on back, if you so desire.

 2. What professional preparation (inservice courses, other school visitation, reading, etc.) did you receive for planning and participating in this program?

 3. What do you think are significant advantages of your present English program?

 4. What do you consider to be possible disadvantages of your present English program?

Interview-Questionnaire
English Faculty
Page 3

9. What procedures have been and are used for course planning in your English program? Departmental brainstorming, team planning, individual design, etc.?

10. What impact on your program and/or courses do you anticipate from each of the following national trends?

"Back to the basics" movement

Decline in SAT scores

State competency requirements for graduation

Appendix R
Interview-Questionnaire for Administration
and Guidance Department
Bunker Hill High School

Name _____ Sex _____ Race _____

College(s) Attended _____

Degree(s) _____ Major(s) _____

Type of Certificate _____ Years of teaching _____

Total years in present role _____ Bunker Hill _____

1. What do you perceive to be the rationale or background reasons for the present English program implemented in 1973-74? Continue on back, if you so desire.

2. How does this English program serve to implement the philosophy and objectives of your school? You may wish to refer to statements in your recent accreditation reports.

3. Why do you think this English program is appropriate to the particular community served by your school? What has been the nature of feedback from parents?

4. Has the impact of your English program on recent graduates been evaluated in any way? If so, with what results?

Interview-Questionnaire
Administration and Guidance
Page 2

5. Have there been problems with scheduling, staffing, and/or providing instructional materials for your English program? If so, what were they -- and how were they solved?

6. Has the elective English program had any effect on the number of behavior problems and failures in English classes -- those that would ordinarily come to your attention? How so?

7. Has the elective English program had any effect on the number of high school drop-outs at your school? How so?

8. What impact on your English program and/or courses do you anticipate from each of the following national trends?

"Back to the basics" movement

Decline in verbal SAT scores

State competency requirements for graduation

Interview-Questionnaire
Administration and Guidance
Page 3

CIRCLE YOUR ANSWER AND EXPLAIN WHY IN EACH CASE.

Which of the following groups of students do you perceive to be the most enthusiastic and/or satisfied with the structure of your present English program?

Those with the following grade averages in English

100-90 90-80 80-70 70 and Below

Why so?

Those in the following areas of course selection

College Bound Further Training Work Bound

Why so?

Which of the following groups of students do you perceive to have the best person-group (social) adjustment with their classmates within the structure of your present English program?

Those with the following grade averages in English

100-90 90-80 80-70 70 and Below

Why so?

Those in the following areas of course selection

College Bound Further Training Work Bound

Why so?

Interview-Questionnaire
Administration and Guidance
Page 4

CIRCLE YOUR ANSWER AND EXPLAIN WHY IN EACH CASE.

Which of the following groups of students do you perceive to be the most secure or evidence the least degree of academic anxiety within the present structure of your English program?

Those with the following grade averages in English

100-90 90-80 80-70 70 and Below

Why so?

Those in the following areas of course selection

College Bound Further Training Work Bound

Why so?

Which of the following groups of students do you perceive to have made the most improved progress or academic gain in English language skills within the present structure of your program?

Those with the following grade averages in English

100-90 90-80 80-70 70 and Below

Why so?

Those in the following areas of course selection

College Bound Further Training Work Bound

Why so?

Interview-Questionnaire
Administration and Guidance
Page 5

AFTERTHOUGHTS.....

Any impact on extracurriculars?

Any impact on school attendance?

Any articulation with colleges and technical schools to find what preparation they desire for their future students?

Any personal examples of your students who have especially benefited from the elective program in Grades 10 - 12?

Appendix S

Scale of Priorities in the Teaching of English

BUNKER HILL FACULTY

Name _____

(Only FURTHER TRAINING students)

Rank order the following objectives in order of their importance as you plan and conduct your classes. Obviously all of these are acceptable learning outcomes for the teaching of English, so there are no right or wrong answers. Simply rank the four items in each set as to first, second, third, fourth priority in what you desire your FURTHER TRAINING students to be able to do as a result of their English courses with you.

Reading Skills

- A. _____ To answer accurately factual questions about comprehension of content after a first reading (Levels 1, 2)
- B. _____ To detect and react to conflicting ideas and the use of propaganda techniques in two or more selections (Levels 4, 6)
- C. _____ To read aloud in class smoothly and with appropriate expression (Level 3)
- D. _____ To outline printed material revealing a sense of how the content was organized by its author (Levels 5, 6)

Writing Skills

- E. _____ To paraphrase and/or footnote combined ideas from references written by others (Level 2)
- F. _____ To write legibly with perfect capitalization and punctuation (Level 3)
- G. _____ To be able to develop ideas for composition in a variety of ways, i. e. descriptive, narrative, argumentative, etc. (Level 5)
- H. _____ To write sensible short papers freely and often on a variety of original topics practical as well as literary in nature (Level 6)

Verbal Communication

- I. _____ To deliver before a large group a memorized selection such as a poem or political speech (Levels 1, 3)
- J. _____ To participate courteously and voluntarily in thought-provoking class discussions of contemporary topics (Levels 5, 6)
- K. _____ To cooperatively plan and produce from varied materials purposeful group presentations such as panel reports and demonstrations (Levels 4, 5)
- L. _____ To explain content, i. e. newspaper or magazine articles, to others through individual oral reports (Level 2)

Scale of Priorities
Teaching of English
Page 2

Literature

- M. _____ To accurately describe selected literary masterpieces and name their authors (Levels 1, 2)
- N. _____ To understand and explain the structural differences in various types of literature (Level 3)
- O. _____ To evidence empathy and identify with literary characters as having problems similar to their own (Levels 4, 5)
- P. _____ To voluntarily share events from favorite selections and explain why classmates might profit from reading these (Levels 4, 6)

Which of the preceding four skill areas do you consider of foremost importance in English education? Why so? Use back of sheet, if necessary.

What guidelines or reference points do you use when deciding objectives for courses? Use back of sheet, if necessary.

* Key to objectives was not indicated on original SCALE OF PRIORITIES administered to teachers in target program.

Levels of Bloom's Taxonomy

- | | |
|--------------------------------|-------------------|
| 1. Facts...Recognition | 4. Interpretation |
| 2. Translation...Comprehension | 5. Synthesis |
| 3. Application | 6. Evaluation |

Appendix T

*Person-Group Relationship Scale

* Attraction (At) and Acceptance (Ac) items were not identified on original Person-Group Scale administered to students in target program.

Name _____ Bunker Hill High School

CIRCLE YOUR ANSWER HERE.

Your year in school 10 11 12 Sex M F Race B W O

Your average final grade in English last semester
100-90 90-80 80-70 70 or below

Your predicted average final grade in English this semester
100-90 90-80 80-70 70 or below

Your area of course selection
College Bound Further Training Work Bound

Decide which of the answers best applies to your English classes this year.
 Place the number on the line at the left of the statement.

none of the time	1/4 of the time	1/2 of the time	3/4 of the time	all of the time				
:-----:	:-----:	:-----:	:-----:	:-----:				
1	2	3	4	5	6	7	8	9

- At _____ 1. I liked the ideas that my classmates had.
 _____ 2. It was easy to get along with the member of these classes.
 _____ 3. It was good to be with the members of these classes.
 _____ 4. I liked the way the members of these classes were grouped together.
 _____ 5. I liked the way the class members did things.
 _____ 6. I liked to join in when members of these classes did things.
 _____ 7. I thought the effort which the class members put into their school work was about right.

- Ac _____ 8. The way that my classmates talked with each other was good.
 _____ 9. I liked the way my classmates behaved in school.
 _____ 10. I got a lot out of the time I spent with my classmates.
 _____ 11. My classmates liked it when I took part in class activities.
 _____ 12. I knew where I fit in my classes.
 _____ 13. The classes thought that I was friendly and helpful.
 _____ 14. These classes saw me as a good member.
 _____ 15. My classmates let me take part in what they were doing.
 _____ 16. I knew the right things to say about what went on in these classes.
 _____ 17. I was sure of how friendly I could be with my classmates.

Appendix U

Student-Perception of Teacher Behavior Scale

Your job in filling out this questionnaire is to try to answer the questions from the point of view of how you felt about what your English teachers did this year, not how you feel about what your teachers should do.

Listed below are a few ways that your teachers might have acted in your classes. We are interested in the emphasis you saw your teachers putting on each of these areas in the classroom. Place at the left of each statement the number for the answer that best describes how your teachers acted.

Student's
Name _____

Grade _____

Circle One: College Bound Further Training Work Bound

almost all the time	a lot of the time	some- times	once in a while	almost never	never
:	:	:	:	:	:
-----	-----	-----	-----	-----	-----
1	2	3	4	5	6

- IS _____ 1. My teachers accepted our feelings and moods. They treated us like human beings.
- _____ 2. My teachers praised and encouraged us. They joked with us and tried to get us to do our best.
- _____ 3. My teachers accepted our ideas and opinions about what happened in class. We felt free to express ourselves in their classes.
- _____ 4. My teachers asked us questions about what we were studying.
-
- DS _____ 5. My teachers lectured to us. They gave us facts and opinions about what we were studying.
- _____ 6. My teachers gave directions, commands and orders. We were expected to follow them.
- _____ 7. My teachers criticized us and our work. They yelled at us to behave and do our work.

Student Perceptions
 Teacher Behavior
 Page 2

almost all the time :	a lot of the time :	some- times :	once in a while :	almost never :	never :
1	2	3	4	5	6

- TA _____ 8. My teachers told us about their personal experiences. They showed us how what we learn can be used outside of classes.
- _____ 9. My teachers worked with us individually when we were having trouble with what we were studying.
- _____ 10. My teachers listened to us about our problems. They were interested in us as people.
- _____ 11. My teachers used us to help them plan lessons and teach.
- _____ 12. My teachers liked me.

If you wish to add comments about how your English teachers conduct their classes, please do so. You may refer to the previous items, or share any information you wish. Use back of this sheet for answer, if necessary.

*IS (Indirect Score), DS (Direct Score), and TA (Toward-Against Score) items were not identified on original SPTB SCALE administered to students in target program.

Appendix V

Teacher-Perception of Teacher Behavior Scale

Your job in filling out this questionnaire is to try to answer the questions from the point of view of how you felt about what you did this year, not how you feel about what you should do.

Listed below are a few ways that you might have acted in your classes. We are interested in the emphasis you saw yourself putting on each of these areas in the classroom. Place at the left of each statement the number for the answer that best describes how you acted.

Teacher's Name _____

Subjects:	College Bound	Further Training	Work Bound
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

almost all the time :	a lot of the time :	some- times :	once in a while :	almost never :	never :
-----	-----	-----	-----	-----	-----
1	2	3	4	5	6

- IS _____ 1. I accepted my students' feelings and moods. I treated them like human beings.
- _____ 2. I praised and encouraged my students. I joked with them and tried to get them to do their best.
- _____ 3. I accepted my students' ideas and opinions about what happened in class. They felt free to express themselves in my classes.
- _____ 4. I asked my students questions about what they were studying.

-
- DS _____ 5. I lectured to my students. I gave them facts and opinions about what we were studying.
- _____ 6. I gave my students directions, commands, and orders. They were expected to follow them.
- _____ 7. I criticized my students and their work. I yelled at them to behave and to do their work.

Teacher Perceptions
 Teacher Behavior
 Page 2

almost all the time :	a lot of the time :	some- times :	once in a while :	almost never :	never :
1	2	3	4	5	6
TA _____	8.	I told my students about my personal experiences. I showed them how what they learn can be used outside of class.			
_____	9.	I listened to my students about their problems. I was interested in them as people.			
_____	10.	I worked with my students individually when they were having trouble with what they were studying.			
_____	11.	I used my students to help plan lessons and teach.			
_____	12.	I liked my students.			

What changes, if any, have you perceived in your teacher behavior since the goal-oriented English program was begun? You may refer to the previous items, or give any comment you wish to share. Use back of sheet for answer, if necessary.

*IS (Indirect Score), DS (Direct Score) and TA (Toward-Against Score) items were not identified on original TPTB SCALE administered to teachers in target program.