DOCUMENT RESUME

ED 056 108 UD 010 714

AUTHOR	Dexter, Gene
TITLE	An In-Service and Advisory Assistance Program Relating to the Problems Coincident With and Incident to the Process of Desegregation of Schools in the Kansas City, Missouri, School District.
INSTITUTION	Kansas City School District, Mo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	67
GRANT	OEG-4-7-000079-4377
NOTE	269p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Culturally Disadvantaged; *Curriculum Planning; *Inservice Teacher Education; *Institutes (Training Programs); *School Integration; Teaching Methods; Teaching Techniques; Urban Teaching
IDENTIFIERS	Kansas City; Missouri

ABSTRACT

This project was conducted for sixty members of the Paseo High School staff. The general objective for this workshop was to acquaint teachers with the social and psychological context of desegregation and with some approaches to teaching learners in situations of educational disadvantage. The participants met for three hour sessions five times in February and March of 1967. Resource persons were called upon to give lectures, demonstrations, and lead large and small group discussions. (Author)

An In-Service and Advisory Assistance Program Relating to the Problems Coincident With and Incident to the Process of Desegregation of Schools in the Kansas City, Missouri, School District

Mr. Gene Dexter

Grant-to-School Board Number OEG4-7-000079-4377
P.L. 88-352, Title IV, Section 405
The Civil Rights Act of 1964

The Project Reported Herein Was Supported by a Grant from the
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

TABLE OF CONTENTS

Project A, Paseo Staff Workshop. A-1

Project B, Paseo Reading Workshop. B-1

Project C, Southeast Human Relations Workshop. . . C-1

Project D, Curriculum for "Humanities" D-1

Project E, Curriculum for "Living in an American Community E-1

FINAL REPORT PROJECT A

THE PROGRAM

An in-service project was conducted for sixty members of the Paseo High School staff. The general objective for this workshop was to acquaint teachers with the social and psychological context of desegregation and with some approaches to teaching learners in situations of educational disadvantage.

The senior instructor for this project was a university professor who is knowledgeable of and experienced in the handling of problems relating to the process of desegregation, Mr. Russell Doll, Instructor in Education, University of Missouri at Kansas City, and Associate for Program Development, Center for the Study of Metropolitan Problems in Education.

In addition, resource persons were called in to give lectures and demonstrations, lead large and small group discussions, and answer questions germane to their areas of specialized experience.

CONTENT AND METHODS

In an attempt to relate the class to the needs of the faculty, as defined by the participants, a faculty committee was formed to advise the instructor and assist in plan-

ning the class.

Taking into account the feelings and recommendations of the faculty committee, individual faculty members and the admistration, the instructor framed the following objectives for the workshop:

I Understanding of:

(a) learning patterns of the disadvantaged child,

(b) attitudes of low-achieving students,

(c) necessity to develop new patterns of teaching in a changing school situation,

(d) personal reactions to a changing school situation,

(e) dynamics of community school relations,

(f) dynamics of student-teacher relations.

II Knowledge of:

(a) a variety of instructional approaches for low-motivated students,

(b) new materials being published for low-motivated and low-achieving students,

(c) programs implemented in other schools.

III Ability to:

(a) relate to a changing school population,

(b) utilize new teaching techniques and approaches in the classrooms,

(c) utilize a variety of machines for facilitating new instructional approaches,

(d) plan for their own classroom and school organization,

(e) draft recommendations to be presented to the central school administration and Board of Education.

IV Application of:

(a) new materials, and approaches to own classroom situations,

(b) machines in preparing materials for new approaches,

(c) audio-visual materials in teaching.

Project A was originally intended to be a human relations workshop. However, after a series of meetings with the administration of Paseo, representatives of the Paseo faculty as well as individual faculty members, the instructor decided to change the primary emphasis from human relations to developing an understanding of the disadvantaged child and the slow learner. The emphasis was changed for a number of reasons. First, individual faculty members, Negro and white, felt that the problems of integration had been handled adequately by the present school administration and that the teacher's biggest problem was attempting to reach the slow learner and the disadvantaged student. Second, the faculty representatives with whom the instructor met expressed the same sentiments as above. Third, the principal, and other members of the administration, stated that integration had been functioning well for some time and they felt it would be unwise to concentrate on human relations rather than the disadvantaged child. Fourth, faculty members, as well as the faculty representatives,

felt that a previous workshop, held the past semester, had covered the subjects of integration and human relations. Fifth, the instructor noted evidence of hostility on the part of many of the Paseo faculty concerning another human relations workshop.

Nevertheless, in changing the emphasis of the workshop, the instructor did not entirely exclude matters relating to human relations or integration. Two texts were selected dealing entirely with these subjects. Every participant received For Human Beings Only and The Teacher and Integration. Further, the instructor dealt, at some length, with these topics within the context of his lectures and the faculty addressed themselves to these topics in small group discussions.

The shift in emphasis was not accepted by all members of the faculty, as the final evaluations point out. Five participants stated that they would have liked to have had more information related to the problems of an integrated school. Some comments were as follows:

> "Could have been more focus on human relations and interpersonal problems, both individual and group."
>
> "Work more in the area of integration rather than general education."

Besides the shifting of emphasis another dimension was added to the workshop. This new dimension grew out of meet-

ings with the faculty committee and individual faculty members. The new dimension concerned the necessity for the faculty to have a chance to communicate with the central administration. Almost everyone the instructor spoke to felt that nothing constructive would come of the workshop because the central administration was unaware of, and not interested in, the problems of Paseo. They also mistakenly felt that the administration will impose on the teachers any plans the administration has already formulated for for Paseo so, "What is the use of the workshop?" A common feeling was that no matter what the workshop accomplished it would have no lasting effect because the central administration would not be willing to supply any needed materials for instructional change. Because of these feelings the instructor decided to make the participants aware that the central office did indeed care what happened and was interested in teachers' ideas. The instructor felt this could be done by allowing the participants to study the causes of some instructional problems, study possible approaches, and recommend possible steps the central administration could take to help solve the problems. The implementation of these plans was facilitated later in the workshop when the participants themselves requested that they meet in interest groups to analyze Paseo's problems and prepare recommendations for solving the problems.

The instructor planned the workshop so that the initial phase would be handled almost exclusively by the instructor and his assistants. This phase was supposed to provide the teachers with an understanding of the disadvantaged child in order to facilitate attitude change and assist them in analyzing their problems as related to their students. This phase lasted for five meetings.

The content of the first five weeks included lectures dealing with the differences between past and present poverty, the teacher's role in a changing school, how the teacher can improve the motivation of low achieving and disadvantaged children, the need for basic instructional change and for a re-evaluation of current materials, methods used in the classroom, characteristics of the disadvantaged child, strengths of the child, and how the teacher may be able to utilize these strengths. These lectures were aimed primarily at developing an insight into the child, into one's self and to provide a foundation for attitude change related to the child and to instructional approaches. This change in the teachers' behaviors could take place. Besides the lectures the content also included films such as Superfluous People, Children Without, and Marked for Failure, which, hopefully, provided a basis for understanding some of the causative reasons for low achievement and low motivation.

To provide a concrete example of what new instructional

approaches the teacher might use to answer some of the needs of the disadvantaged child, demonstrations were given which concentrated on the audio-visual approach; utilization of consumable materials such as newspapers, tape recordings, catalogs, and student-centered materials such as student magazines. During this time, the teachers were meeting in small groups along with staff members to discuss the lectures, demonstrations and films and to report the outcomes of the discussions to the class for large group discussion.

The following agendas were employed during the first five meetings:

SCHEDULE FOR

February 11, 1967

7:30 - 7:45	Welcome - Distribution of Materials - Attendance
7:45 - 8:15	Completion of "Educational Improvement Questionaire"
8:15 - 8:30	Formation of Tentative Discussion Groups
8:30 - 9:00	Expectation for Class - Russell Doll, Shirley Fulda
9:00 - 9:25	Coffee
9:25 - 10:00	"Poverty and the Student: Yesterday and Today"- Russell Doll
10:00 - 11:00	Superfluous People - Film
11:00 - 12:10	Small Group Discussion - Class - (Participants who have signed up for student aides please meet with Russell Doll during the last 10 minutes of small group discussion.)
12:10 - 12:30	Report of Small Group Discussions to Class

SCHEDULE FOR FEBRUARY 18, 1967

7:30 - 8:00 Report of Committees

8:00 - 8:30 Registration

8:30 - 9:15 "Role Conflict in Teaching" Russell Doll

9:15 - 9:30 Coffee

9:30 - 10:15 "Student Magazines as a Basis for Instruction" Marvin Elmore

10:15 - 11:00 Small Group Discussions

11:00 - 11:30 Portrait of an Inner City Child (Teachers with student aides will meet in Room 109 -)

11:30 - 12:15 "Consumable Materials for Teaching General Mathematics" Shirley Fulda

12:15 - 12:30 Closing Remarks

SCHEDULE FOR FEBRUARY 25, 1967

7:30 - 8:00 Report of Committees

8:00 - 8:45 "Use of Consumable Materials for teaching Mathematics" Shirley Fulda

8:45 - 9;00 Questions

9:00 - 9:15 Coffee

9:15 - 10:00 "The Student & Motivation" Russell Doll

10:00 - 10:15 Mr. Luther Crocker

10:15 - 11:15 Small Groups

11:15 - 12:00 Report of Small Groups & Large Group Discussion

12:00 - 12:30 Closing

10

Schedule for March 11, 1967

7:30 - 8:00 Committee Reports

8:00 - 8:30 Where do we go from here? Russell Doll

8:30 - 8:50 "Subject Matter Used in Classroom Learning and for Parental Involvement" Carmen Williams

8:50 - 9:10 Coffee

9:10 - 10:00 "Identification and Image Stories" Russell Doll

10:00 - 10:30 Discussion and choosing of "interest" groups

10:30 - 12:00 Meeting of "interest" groups

12:00 - 12:30 Group singing of favorite old-time ballads. (Soft shoe optional)

Schedule for March 15, 1967

3:30 - 4:30 Marked for Failure

4:30 - 5:00 Discussion of Film and Readings

5:00 - 6:20 Departmental Meetings

The reactions of participants to the first five classes differed primarily in subjects being discussed. There were positive responses toward the lectures dealing with general topics such as the teacher"s role and historical roots of present day poverty. There were negative responses toward lectures dealing with ways and means to increase student motivation and the necessity to re-evaluate instructional approaches. There were also positive reactions towards the group discussions but mixed feelings concerning the film

series. The most negative reaction centered on the demonstrations. These were dismissed by the majority of the participants as "not going to work in my class." It is interesting that those who tried the new approaches in their classes were unanimous in reporting positive student reaction heightened interest and, in some cases, improvement in achievement. When these individuals gave reports to the workshop concerning their "successes," there was still a tendency on the part of the participants to reply, "For you yes; but for me, no." The following comments were made: "They will never get all of that equipment for me anyway."; "That takes too much time to set up and prepare."

During this phase of the workshop some dissatisfaction was openly expressed by a number of participants. These participants complained, quite vociferously, that the class was another "desegregation, human relations workshop." They felt they were "trodding over the same ground as last semester." These complaints were baffling to the instructor as the class was geared towards the general topic of the disadvantaged child and the slow learner. These complaints continued well into the course and a few up until the last meeting.

After the fifth meeting, the format of the workshop change from a rather highly structured, "instructor-centered" workshop. This occurred for a number of reasons:

(1) The faculty advisory committee reported that the participants wished to address themselves to problems of their own interest, which problems they felt must be dealt with before they could implement the instructional changes recommended in the workshop. These problems, as defined by the participants, included lack of relevant material, lack of equipment necessary for new approaches a presumed lack of interest and/or commitment to Paseo by the central administration and lack of communication among the faculty as a whole; (2) The participants, according to the faculty representatives, wanted the instructor to arrange for certain demonstrations and activities they felt would be pertinent to their needs. The teachers requested such activities as a teacher panel to discuss the problems of Paseo, home visitations in the community, reports from Paseo teachers regarding any new and different things they were doing in their classes, as well as an entire workshop period devoted to assessing and correcting reading problems. (3) The instructor felt that at this point the participants could now define and address their problems more realistically because of the foundation of understanding laid down during the first five weeks. Hopefully, this understanding had altered attitudes and provided insight into the dynamics of the child, the teacher and the school, In assuming this, the instructor was to find later, he was totally mistaken. The results

of this mistake severely limited the worthwhile outcomes of the workshop.

To implement the participant's requests, the instructor asked them to choose the "interest group" in which they would like to work. Each group would deal with a specific "problem" or "interest" area such as Home, School and Community Relations; Language Arts; Grading System; etc. This request, and the formation of the interest groups, was welcomed by the instructor since he saw it as facilitating the attainment of objectives, III d, and e. To assist the participants in the interest groups and to help them in researching the problems, a detailed bibliography was prepared for each group and time set aside on Saturdays for some groups, or selected members of these groups, to go to the UMKC library. To the best of the instructor's knowledge, only a few used this time for library work, and when one group did go to the library, they went on a day it was closed. No one, to the instructor's knowledge, did any research outside of workshop time, nor did they avail themselves of addresses of sources to whom they could write for information. An exception to this was the School Organization Group. Some members were sent to different schools to gather information on flexible modular scheduling. This, however, was not on their own time. They were released from school duties to make these trips.

During this phase of the workshop, the instructor continued to include demonstrations relating to new instructional approaches as well as activities designed to deepen the understanding of the child. Demonstrations included such things as the use of dramatics in academic subjects, and the use of new duplicating equipment in preparing consumable materials. The activities included listening to and discussing tapes of Paseo students' reactions to school, examining and discussing new commercially published materials and examining student magazines and other consumable materials which could be adapted to meet specific academic needs. Home visitations were also conducted during one workshop period.

The books and pamphlets provided by the instructor, and kept in an accessible office in the school, were used by only a few participants.

FREQUENCY AND DURATION

One of the major weakness was the number of hours the participants had to meet and number of days they had to attend to meet the requirements. In all, the participants were to meet for 80 hours for sixteen consecutive Saturdays. This meant the participants were to meet every Saturday during the semester with no break. The instructor f els that this expectation was, to say the least, most unrealistic.

In order to allow some Saturdays free a vote was taken among the participants to select various alternate meeting dates and times. While this caused unhappiness among some of the faculty, the final decision was accepted with a minimum of debate. The participants decided to meet five Wednesdays for three hours, thus freeing three Saturdays. These after school sessions, while valuable in some ways, were felt to be an imposition by a few of the teachers.

The afternoon sessions were not considered by the instructor to be as fruitful as they could have been since many teachers could not attend due to night courses at the university or commitments made by teachers before the vote was taken. The second major weakness was the failure to provide money for films. A workshop should always take advantage of the many excellent films being produced in the field of education for the disadvantaged. The third major weakness was the failure to provide enough money for instructional materials and for the duplication of many articles pertinent to the workshop.

Another major weakness in the scheduling of meetings was the failure to take into account the type of workshop (i.e., transmission of skills vs. change of attitude) in planning the meeting times. More will be said about this in the Recommendations.

DISSEMINATION

The objectives of the home-visitations made by the participants were two fold:

(1) to provide the participants with an opportunity to view the environment from which their students came and to receive feedback from patrons concerning Paseo; and

(2) to disseminate to the patrons information concerning the project and the activities of the school in general.

This activity was covered by a local television station. Participants were interviewed and scenes of teachers and patrons engaged in conversation concerning education activities were presented. This station is a local affiliate of the American Broadcasting Corporation.

A number of articles concerning the workshop appeared in the school newspaper, The Paseo Press.

PARTICIPANTS

Presented below is a table indicating the number and position of the staff members eligible to participate and the number and position of those who did enroll:

Position	Eligible to Participate	Enrolled
Principal	1	1
Vice-Principal	2	2
Counselor	4	4
School-Community Agent	2	2
Home-School Coordinator	1	1

Position	Participate	Enrolled
Nurse	1	1
Teacher	80	50
Total		61

The fact that all administrators and all members of the supportive services staff elected to enroll plus 62% of the teaching staff was encouraging. There were no members of the Paseo staff not permitted to enroll. All who desired enrollment were accommodated.

EVALUATION OF CONDUCT OF WORKSHOP

In evaluating the conduct of the workshop, two major errors on the part of the instructor which seriously limited the effectiveness of the workshop can be noted. One error concerns the structure and format of the class and the other concerns the instructor's assessments of the participants' understandings of the child, supposedly during the first phase of the workshop. We will deal first with the structure of the class.

Structure includes demands placed on participants, directions given to participants, and procedures for running the workshop. It is clear now that the class was not structured enough by the instructor. This failing by the instructor severely limited the positive outcomes of the workshop for not only the willing participants but the reluctant ones as well.

Further, the emphasis upon a "democratic" workshop tended to limit inclusion of certain topics and demonstrations the instructor felt the class should have covered. It also pushed the workshop in a direction which the instructor was sometimes sorry to see it go, which direction may have been dictated by a vocal minority swaying the majority.

The idea that the participants could be counted on to define, research and evaluate their own situation, with a minmum of outside interference on the part of the instructor and his staff was ill conceived. It probably would have been wiser had the instructor decided upon the thrust of the workshop, planned activities and lectures around this thrust, and proceeded as he had planned. Within this instructor-planned workshop some time could have been set aside for delving into some of the participants' needs as defined by them. It is clear, now, that the instructor should have stuck to the format of the first five workshop meetings, since, as was shown the participants were not in a position or situation to handle the freedom and responsibility placed on them. The instructor should have included as a course requirement the design and implementation of at least one new instructional approach. In this way, those who were not too vehemently opposed to the new approaches and yet did not want to try an approach, would have become involved instead of straddling the fence.

The second major failing on the part of the instructor was his assumption that progressive exposure to concepts, ideas and facts related to disadvantaged status would lead to attitude change and understanding on the part of the participants, and further, that this change in attitudes and understanding would serve as a basis for instructional change, change in behavior, and greater perception as to how the central administration could help Paseo. The instructor assumed attitudinal and behavioral changes on the part of the participants which simply did not occur after the first five classes. This incorrect assumption led to a premature formation into interest groups and a serious reduction in the participants' ability to make realistic plans.

By the time of the last class meeting, however, the instructor was certain that the majority of the class had begun to enter a new phase in their thinking about the children and about approaches to instruction. This conclusion was based on his reading the participants' comments as written for the evaluation. However, the point is that the participants were evidently operating with less than solid understanding for a greater part of the workshop; they were planning in their interest groups with their former "set" and this tended to make results of the interest groups less beneficial to the child and to instructional

approaches.

ATTAINMENT OF OBJECTIVES

It is difficult to tell at this time how successful the workshop was in attaining its objectives. There are, however, some assessments which can be made in this regard These assessments can be based on the following sources of information: (1) instructor's subjective impressions, (2) participants' comments to the instructor, and (3) the written evaluations made by the participants.

Subjective Impressions.

From the instructor's point of view, the workshop failed to achieve its objectives. Responsibility for this can be placed directly on the instructor for reasons already mentioned. Some secondary responsibility for this failure may also be attributed to the manner in which the classes were set up in the proposal.

The instructor bases his assumptions on the failure of the workshop on a number of things: (1) reluctance of the teachers to try new teaching approaches (2) their inability to construct meaningful reports and their failure to include rationales in the reports based on the child's needs and instructional improvements. and (3) their failure to make any obvious re-evaluation of themselves or their teaching methods.

In only a few instances did the participants attempt new teaching approaches in their classrooms. For the majority of the participants, this aspect of the workshop was considered unrealistic or not addressed to them.

When the participants presented their reports and recommendations to the class, there was an overall tendency to place blame for their problems on sources outside of the school or on the children. There was little evidence shown in the reports that any serious introspection had taken place or that they were aware of the special needs of the disadvantaged which were to form the basis for the recommendations. Nor was there any evidence shown that the things recommended would answer specific instructional needs or would be related to behavioral and instructional changes, based on greater understanding of the child. The majority of the participants seemed ready to absolve themselves of any blame for the child's lack of interest and saw new commercial materials and school equipment as the panacea for their problems.

In speaking to the participants during the course of the workshop, the instructor failed to note (except in a few cases) any evidence of attitude change based on a greater understanding of the forces operating on the disadvantaged child. There were the usual complaints concerning the children, replete with stereotypes and prejudgments. In few cases were there attempts to analyze the whys of behavior and plan from an

insightful position.

Participants Comments to the Instructor

The comments of participants seem to offer a more optimistic evaluation change that which the instructor has just presented. The instructor tends to discount many of the comments, however, since, as mentioned above, he had little solid evidence of implementation of instructional change, attitude change or change of behavior. Further, the participants' comments tended to be concerned with the participant and his "acquaintances". Comments such as "We think we are getting a lot from the workshop", or "I'm learning a lot and so are a lot of others I know", can hardly be reassuring, since only the speaker volunteers the information for the elusive "we" and "a lot of others". Encouragement was obtained, however, when at times during the course of the workshop some participants would say, in effect, "I do think I'm going to have to change my way of teaching" I know my relations with my students have improved." Still, it would have been more encouraging had the instructor actually been able to see changes taking place.

Written Evaluations of the Workshop

The written evaluations of the workshop were the most encouraging. It could very well be, however, that the par-

ticipants, evaluating on the last day of a very long workshop, were generous in jubilation. Also, research shows that evaluations of this kind will tend to be favorable but are no indication that meaningful changes have taken place. In reporting, the responses will be divided into two parts, (1) the results of a forced choice evaluation concerning class activities and (2) written comments as to how the class could have been improved as well as comments relating to the positive outcomes of the class.

A duplicate of the forced choice section is reproduced below with the number of responses in parenthesis.

1. The overall workshop experience was:

OF NO PRACTICAL VALUE (1)	OF LITTLE PRACTICAL VALUE (7)	OF SOME PRACTICAL VALUE (35)

OF MUCH PRACTICAL VALUE (8)

2. The film series as a whole was:

NO VALUE (3)	LIMITED VALUE (8)	SOME VALUE (14)	MODERATE VALUE (18)

GREAT VALUE (14)

3. The lectures by the instructor were as a whole:

NO VALUE (1)	LIMITED VALUE (4)	SOME VALUE (7)	MODERATE VALUE (27)

GREAT VALUE (13)

4. The demonstrations on the whole were:

NO VALUE (2) | LIMITED VALUE (10) | SOME VALUE (15) | MODERATE VALUE (16) | GREAT VALUE (9)

5. The interest groups as a whole were:

NO VALUE (0) | LIMITED VALUE (5) | SOME VALUE (10) | MODERATE VALUE (18) | GREAT VALUE (15)

6. My reactions to the individual lectures were:

	OF NO HELP	LIMITED	MODERATE	VERY
a. Urbanization, Technological Change and the Disadvantaged	(3)	(10)	(15)	(17)
b. Teacher Role Conflict	(5)	(5)	(18)	(17)
c. Student and Motivation	(4)	(8)	(17)	(9)
d. Necessity for instructional Change	(2)	(6)	(15)	(19)
e. A Changing School in a Changing Society	(3)	(7)	(17)	(18)
f. Suggestions for Organizing a School	(5)	(7)	(20)	(9)

7. My reactions to the activities were:

	HARDLY WORTH WHILE	PARTLY WORTH WHILE	MOSTLY WORTH WHILE	VERY WORTH WHILE
a. Teacher's panel	(5)	(18)	(21)	(1)
b. Home visits	(7)	(13)	(7)	(18)
c. Tapes of children's reactions to school	(4)	(15)	(15)	(10)

25

	HARDLY WORTH WHILE	PARTLY WORTH WHILE	MOSTLY WORTH WHILE	VERY WORTH WHILE
d. Visit of Superintendent	(11)	(16)	(12)	(4)
e. Visit of three experts	(4)	(9)	(9)	(22)

The following is a random sampling of the written comments made by participants:

1. Do you feel the class should have been (run) (structured) differently?

No, except the groups should have been structured more.

Should have had an early determination of objectives.

Probably a little more directed at Paseo's problems.

More definite goals for the class.

An early determination of objectives. More time for interest groups.

There seemed to be some confusion as to who was supposed to do what.

No.

Too often we are prone to being structured because we want to be told what to do - - to accept the teacher's role as being the lecturer.

More lectures, stricter format.

Our interest group needed more time in later class sessions to do research and finish our report. Perhaps we had this problem because we were a little slow getting started.

2. What could have been done by the instructor to make the workshop more valuable?

More lectures and visits by other experts. More in-

inventories and feedback from the teachers.

Set more realistic deadlines for each report - Progress reports to large group.

Let more teachers get up and talk about their ideas, gripes, etc.

More preparation, securing of better resource people, lectures directed toward Paseo area and not Chicago.

Leave less or fewer decisions to the class.

More supervision of the largest and most important interest group - On reorganization.

I could have benefitted by more accounts of your own experiences in the Chicago schools, since you had been through it, but good.

Prepare for class. Stop last minute changing of schedule. Teacher should be more experienced, not only in conducting workshops, but in the field he tried to teach.

Encourage more positive goal, for some speakers and demonstrators.

3. What were the negative things in the workshop, if any?

I enjoyed all of it!

Problems weren't discussed in depth. Seems to me that the discussions were not of much lasting value.

In several films and talks the emphasis was on grade schools. It would have been better to get some high school films and talks. But, this is only a slight 'negative'.

More organization and assuming of responsibilities by each group member in interest groups.

Not enough interested sessions.

An alignment of faculty in a superficial sense as 'conservative and liberals'. Untimely comments made by faculty members in men's lounge.

Demonstrations of methods which I had 30 years ago, Not enough teachers were allowed to 'go see'. No guarantee that anyone will pay attention to any of the recommendations.

Perhaps the inattentiveness of some of the participants.

16 weeks is too long. A few sessions were boring - but par for the course.

4. What were the positive outcomes of the workshop, if any?

Results of visits (home). Some new things to try in classroom discovered.

I picked up some insight into the individual child. I think the class on the whole was worth while.

Community improvement. Teacher awareness of problems, better human relations, films, social aspects, new ideas for classroom work.

Teachers have learned to work together more closely.

Teachers working together.

Well, I hope I get four hours graduate credit. The money was not worth mentioning.

Greater understanding of problems of Paseo faculty, students and community; getting to know and share with individual teachers ideas for school improvement.

Teacher communication. Sharing of ideas through demonstrations, tapes, panels, etc. The lectures.

5. Please take this space to comment on the general worth of the workshop - as gripes - as moans - as praise - or sing, but please make some summary comments.

Most of faculty having time to meet together. An opportunity for expression of feelings. Team effort for future planning.

In general, a plus, but a feeling toward the close that we were marking time.

28

I think that it would be a good idea to see if the thoughts, conclusions, procedures, and activities, of this course would make suitable material for an educational movie. There has been a monumental amount of lax attitudes on the part of the faculty. I have learned some things I wanted to learn - and have felt that a lot of my time was wasted by covering things that had been stewed in other courses

I felt more of an outline should have been handed out to teachers at the beginning of the course. Showing what might be done and in what procedure it would be handled. I feel the problem with home visitations could have been avoided if this had been done.

I liked the lectures by Mr. Doll very much. I wish there had been more of them. The class time was too long.

The workshop was beneficial, but, as mentioned above skimped on a few if the things I really enrolled to find out about. Overall I would say it was a good workshop.

The workshop is very, very worthwhile. You did a good job, Mr. Doll, in welding the group together into a unit. Our faculty is good, but for the most part each goes his own way because of lack of leadership. More should have been done with the three experts that were brought in. They were very, very sensitive and perceptive. Their reports should have been prepared given to us for class sessions, and to the Board of Education and Superintendent. There must be a follow through or all is lost. There should be a week before school of <u>all</u> faculty for a miniature workshop on human relations.

I enjoyed most of the sessions (once I was here) and whenever I became bored with something, I tuned the class out and started making lesson plans mentally!! (Using what I learned in class sometimes, too!)

Well run workshop - rather worthwhile. Brought teachers closer together. Had open discussion of school problems.

MENDATIONS BY INSTRUCTOR

1. Workshops s[illegible] not be planned to run for 16 consecutive Saturd[illegible] Saturdays are frequently used as days to conduct pe[illegible] business which cannot be conducted during the wee[illegible] Further, Saturdays often are the only days teachers [illegible]se to rest and relax from the rigors and tensions of [illegible] past week. To take every one of the Saturdays duri[illegible] semester, without having at least one Saturday a mont[illegible]ee, places an intolerable burden on the teacher. S[illegible] a schedule, incidentally, places an intolerable burden upon the instructor.

2. Attempt, in some way, to shorten the length of the meeting time on Saturdays. The fact that a Saturday class is really a sixth day of school means that the classes are often attended when most of the teacher's physical and emotional energy has been expended. Another five hour day mitigates against a profitable last hour and a half of a Saturday meeting. Participants and instructor seemed to feel that the last hour and a half of every session was most unprofitable.

3. When writing a proposal, careful consideration should be given to the purpose of the workshop. This purpose should then dictate the framework for the class (i.e., whether the meetings would take place on separate Saturdays during the [illegible]ool year or a series of consecutive

30

meetings during the summer or the school year). This point is one which, in the instructor's opinion, is crucial to the improvement of future workshops.

It is possible to identify two main types of workshops with two different purposes. One is a workshop where the purpose is the transmission of skills within a conventional framework. Workshops of this type would include those concerned with the teaching of reading methods to faculty, teaching of science methods, social studies methods and English methods. The purpose is to provide teachers with skills in teaching methods. These "conventional" workshops are probably the ones which have the greatest potential for success. In them a teacher can learn skills without necessarily having to undergo a basic change in philosophy. One need not accept or attempt to understand the child. One need not undergo a change in attitude based upon an acceptance of attitudes or behavioral patterns of an ethnic, or racial group and/or "social class" group. One can, therefore, accept the skills offered without having to undergo self-evaluation of ingrained expectations based on one's own experiences of socialization and acculturation within, for example, a middle class sub-culture. Consequently, it is feasible to plan a workshop of this type on a meeting schedule of periodic Saturdays. It is not too dysfunctional to place the teacher back into the working situation

between meetings. The teacher need only accept the theory behind the skills; he need not accept a new theory of his behavior and attitudes. He is not being asked to re-evaluate himself, only his methods. The situation then does not become potentially dysfunctional upon contact but only the method of presentation. Further, the children's attitudes and behaviors are not the problems under discussion and are not the tasks to which the teachers address themselves in the workshop. We may say that when transmission of skills or methodology is the primary aim of a workshop then it can be profitably conducted during the semester on non-consecutive days, placing the teacher back into contact with the working situation.

The other type of workshop is one which deals primarily with attitude change, (such as a human relations workshop) or one which attempts to implement a change of teaching methods and behavior based on attitude change, (such as this workshop). Such a workshop probably has the least potential for success. In it a person has to challenge his long-held beliefs and search inside himself in order to alter attitudes and behavior; even if it is only intellectually. At the very least one must accept various ideas which he may have resisted all his life and which prior training has reinforced. But frequently, surface contact with the people or group with whom he is to

relate have provided no opportunity for insight and often reinforce beliefs. To challenge these ideas is to threaten the very fiber of a person's belief pattern. In planning future workshops, the low potential for success of workshops necessitating attitude change should be taken into account.

Consequently, it is unwise to plan a workshop of this type with non-consecutive meeting dates. Studies point out that attitude change is the hardest change to effect. It has the most chance for success when the subject is removed from the old contact situation and placed in a new situation over substantial and concentrated periods. But to remove a subject from a situation for one day, attempt to effect attitude change, and then return him to the same situation, is to court disaster and to fly in the face of research.

Therefore, it is strongly recommended that any other workshop of this type not be held during the school year but during a period in which the participant can be out of the contact situation. A summer workshop would be the best. Further, provisions should be made to reinforce outcomes of the summer workshop with at least four meetings during the semester.

We may say then that when change of attitude is the primary aim or necessity of a workshop, the workshop

should be planned to meet within a concentrated time period in which the participants are removed from the contact situation which gives rise to the attitudes necessitating change.

Identify schools with similar types of problems and gather faculty with the greatest potential for change into a single class rather than concentrate on one complete faculty. When the different participants enter the class the group lacks cohesiveness; they lack a common tradition, if you will, and they are entirely without formal or informal leaders.

Small group research tells us that when a group is without these leaders and lacks a tradition or cohesiveness, the group gravitates towards a person who actively assumes leadership and/or is a recognized "authourity" figure, such as an instructor. Further, the group tends to identify strongly with this leader and, if a good leader, will more readily accept his ideas and actions. Such an atmosphere is created in a workshop or class which enrolls people from different situations, who have severed relations with a stable situation to enter a fluid one. Such an atmosphere, with the greater potential for acceptance of what the instructor offers, would be created by the adoption of this recommendation.

On the other hand, when the instructor enters an already formed and functioning group, he becomes, to some

some extent, an interloper who is not accepted. He must frequently expend his energies toward swaying cliques, or the entire class, to acceptance of himself before there is acceptance of what he is saying. Much of what he says, and acceptance of expressed ideas, must first wait upon, to a great extent, acceptance of him. Such a situation not only reduces potential for success but limits the influence of the opening sessions and indeed, may prove to be a dysfunctional element during the whole workshop.

If the above recommendation is not feasible, then it is the opinion of the instructor that the participants should be selected according to who is most adaptable to change and can be united to form a part of a core of teachers trying or experimenting with new materials.

FINAL REPORT PROJECT B

INTRODUCTION

The Reading Center staff of the University of Missouri at Kansas City was informed of its obligation to conduct Project B in early September of 1967. Having had no previous contact with Project A, planning began immediately and most of the planning was based on the Final Report, Project A and the experiences of Mr. Doll concerning Project A. Robert E. Leibert, Ed.D., was assigned to assist John K. Sherk, Ph.D. in conducting the workshop sessions. Mrs. Donna Croucher and Miss Judi Ballard of the Reading Center were assigned as graduate assistants on the project.

The Final Report, Project A stated, "It is possible to identify two main types of workshops with two different purposes. One is a workshop where the purpose is the transmission of skills within a conventional framework. Workshops of this type would include those concerned with the teaching of reading methods to faculty. The purpose is to provide teachers with skills in teaching methods. These 'conventional' workshops are probably the ones which have the greatest potential for success. In them a teacher can learn skills without necessarily having to undergo a basic change in philosophy. One need not accept or attempt to understand the child. One need not undergo a change in attitude based upon an acceptance of attitudes or behavioral patterns of an ethnic or racial group and/or "social

entitled Ed. 498R Workshop in Reading, Dr. Sherk outlined the course requirements and delivered the first lecture, "Reading and Study in the Secondary School."

Subsequent to the first meeting, eight of the original twenty class members decided not to continue in the course. The Project Director was then faced with the necessity of persuading other members of the Paseo faculty to fill the class, as the minimum class size was fixed at twenty in the proposal which was part of the contract with the U.S. Office of Education. Two weeks passed, and in the meantime the Project Director received permission to open the course to the elementary teachers from schools feeding into Paseo.

The class re-convened September 30, 1967, and thirty-six persons attended. Among these were reading teachers from the Department of Urban Education; however, these teachers did not receive payment for their attendance.

At this point, the instructor decided, because of the change in composition of the class, to dispose of the original course outline (Appendix A) and construct a new course outline more compatible with the needs and expectations of the class as reconstituted.

In determining what the needs and expectations of the class at this point were, it was decided that the instructors would take a survey of the class which would yield information about present classroom practices regarding teaching, use of curriculum materials, assignments and testing

procedures. A copy of the questionnaire used is found in Appendix B.

The results of the survey can be summarized as follows:

1. Classroom Activities:

The most common and frequently used classroom activities were, by-and-large, routine and traditional. Not one of the "modern" or "novel" types of activities listed by the teachers was in the "most frequent" category of techniques used.

Among high school teachers, the classroom activities with the highest frequency of use were: board work, oral reading, question-answer, films, discussions, vocabulary, spelling drills, summarizing, projects, map-work, textbook lessons, and silent reading.

It is significant to note that oral reading was more frequently listed by high school teachers than was silent reading. The reason teachers gave for this phenomenon was that so many pupils were unable to read the textbook that by reading aloud, more pupils were able to learn by listening to the oral reading than if silent reading were exclusively used.

Several teachers listed, among the more routine practices, activities which could be classed as "novel" or "modern" practices. They were: free reading, guest speakers, skits, newspapers, demonstrations, work-study, choral speaking, and listening activities.

2. Use of Textbooks in the Classroom:

None of the teachers in the survey indicated that they did not use a textbook as the basic tool for learning the content of their subject. Conversely stated, this group of teachers appeared to be completely textbook-oriented as far as teaching a subject was concerned. This was true even though most freely acknowledged that the textbook was, by itself, too difficult for large numbers of pupils in their classes. Apparently, for this group of teachers, if there were no textbook, there would be no way of teaching the subject.

Textbook activities listed by the teachers were: silent reading, writing guide, spelling, homework, oral reading of assignments, grammar exercises, discussion, answering questions at the end of the chapter orally or in writing, oral or writen reports, outlining units, summaries, textbook-suggested projects, and review.

Most of this group of teachers used the textbook, as a rule, every day in class. However, all did not use the book every day; the most frequent patterns reported were daily use or three-times-per-week use.

3. Use of Other-Than-Textbook materials.

While most teaching and class activity was textbook centered, teachers were asked to list other types of materials they used outside the textbook covers.

The following materials were listed in this category:

notes, newspaper, teacher-owned texts, book reports, library books, magazines, television, movies, reading lists, dictionary study, and maps and charts. One teacher listed a rather novel material resource: research projects which were produced by individuals and shared among class members.

4. Homework Assignments:

Only 30% of the teachers stated that they believed in making regular homework assignments to their pupils. Thirty percent stated they believed in making homework assignments under certain circumstances. Thirty percent stated they never gave homework under any circumstances. Most frequently homework was given for the purpose of summarizing class discussions. However, about 30% of the teachers mentioned as purposes for homework "extra work." Here one might question whether a legitimate purpose for homework is "punishment" or whether the true purpose for homework is to provide an opportunity for mastery of the content. Homework assignments were most frequently given at the end of the period and stated orally to the pupils or written on the board. No long-range homework assignments or projects were reported. A few teachers mentioned assigning book reports or written reports.

5. Testing:

Tests or quizzes are given by most teachers one to three times per week. Some of the teachers stated they gave daily tests. Almost universally these tests were

written tests. Some teachers read the questions orally to the pupils and then the pupils wrote or marked the answers. When questioned about what adjustments were made to accommodate poor readers who could neither read the textbook to get the content nor read the test questions so that they could write the answer if they happened to know it; most teachers responded, that no adjustments of this type were made. Most teachers responding stated that they graded pupils by averaging test grades and applying the average to a curve of some type. Some teachers took into account pupil progress and frequency of response in calculating grades. A few teachers used the policy of failing pupils who attained less then 60% of the classwork.

6. Summary of Survey on Teaching:Practices:

The results of this survey indicated that, by-and-large, the program of instruction; whatever, its content, was in practice traditional and outmoded. In none of the five areas surveyed were modern concepts of teaching or instruction found to be used routinely. From the responses of teachers, little difference was noted from teaching practices in high schools of 30 years ago. The emphasis was found to be upon academic standards, lecture-read-test, reproduction of factual detail and dull repetition of activities from day to day. It might be stated that the secondary teachers responding to this questionnaire view the acquisition of information as the legitimate end of education, rather then

viewing the use of information from content areas as a means to an end - the development of critical thinking skills.

THE PROGRAM OF PROJECT B, WORKSHOP IN READING ED 498R(G)

A. Re-making the Program Plan:

As has been previously stated, some of the assumptions upon which the original workshop program was based were found to be invalid. They were: 1. The class members were not all recruited from Paseo High School. 2. The class members were not all teaching in junior or senior high school. 3. The level of sophistication in modern teaching methodology was not as high as the instructors had anticipated it would be.

Therefore, the program of the workshop was re-structured in light of the new composition of the class. These considerations were incorporated in the new plan:

1. The principles, practices and activities presented were to be applicable to elementary as well as secondary teachers concerning reading instruction.

2. Whenever possible, the workshop session would be divided according to elementary and secondary activity groups.

3. Because of the lack of sophistication in the class concerning teaching reading, very little outside work would be required of class members.

4. Emphasis in all workshop sessions would be upon application of techniques.

5. Emphasis in all workshop sessions would be upon involving class members in accomplishing techniques tasks

and practices they would require their pupils to perform in their classes.

6. Stress would be placed upon development of techniques of self-diagnosis, self-correction and self-evaluation of reading performance of class members themselves. This, it was hoped, would lead teachers to institute a more individualized approach to teaching in their classrooms.

7. Emphasis was placed on the idea that teachers could make better use of the tools they had to teach with - namely the textbook; therefore, much time was placed on elaborating the aids provided to accompany the textbook. These aids took the form of "study guides," the term used here in a very specialized sense.

8. Wherever possible, the principle of "modeling" was used to change teacher behavior or in helping to create textbook aids.

B. Program of the Workshop:

1. Analysis of reading performance.

A. Boston Informal.

Levels I, II, III.

Skills Tested

Pronunciation of Polysyllables
Reversals
Hearing Sounds in Words
Main Idea
Oral Recall
Written Recall

B. Informal Reading Inventory.

Levels PP-6

Skills Tested

Word Recognition (Isolation and Context.)
Oral Reading
Silent Reading
Comprehension
Factral Detail
Inference and Conclusion
Hearing Capacity

2. Readability Formulae

3. Textbook Analysis

Skills Tested

Location
Comprehension
Using Parts of Book
Summarizing
Outlining
Vocabulary

4. Vocabulary Development

Film

Lecture

Construction of Exercises

5. Comprehension Skills

Film - Level 1

Types of Questions and Intent of Questions

6. Directed Reading in Textbooks

Steps in DRA

Reading in Content Subjects

Homework Assignments

Tests and Textbook Reading

Single vs. Multiple Textbook Use

7. Teaching a Lesson (Video tape)

8. Educational Views

9. Reading Ability of Teachers

10. Standard Reading Tests (uses and misuses)

11. Scattergram for Grouping a Class

Discussion:

Two demonstrations were conducted on the topic "analysis of reading performance." The demonstrations were conducted in such a way that the class or audience was required to record the pupil's reading performance along with the instructor during the demonstrations. After the testing, the group compared its results and questions were raised and answered concerning the meaning of certain aspects of the recorded data on the pupil. The objectives of this phase of the project were to: 1. Help the class members establish a level of reading which would represent for the student the level at which he could best be instructed in reading and 2. Pinpoint areas of weakness in the reading performance of the pupil so as to enable the teacher to plan instruction in reading so the pupil could overcome the observed weaknesses in reading.

The topic of "readability" wqs included so that teachers could learn how to scientifically determine how difficult their textbooks actually are, and therefore to determine how much help their pupils would need in dealing with the assigned reading in their subject. Each class member was requied to work out five readability samples from the text-

book used for the subject he taught.

The textbook analysis (see appendix for sample) was used as a topic in order to show teachers how they could construct a performance test using their textbook to see how well the class could handle certain reading tasks required in using the textbook, and, also, to enable them to know which skills were in need of general improvement on a class-wide-basis for more effective use of the textbook. These skills they could then include in their lesson planning throughout the year, as they progressed through the textbook with the class.

Emphasis was placed on vocabulary development. The topic was introduced through a Syracuse University Film on the subject. A lecture session followed in which it was stressed that vocabulary development through the use of content materials holds a central place in the program of any good high school curriculum. Moreover, it was stressed that too often teachers assume pupils know more vocabulary than they actually do know. Another aspect of this topic was a session devoted to the creation of vocabulary exercises which would have the effect of reinforcing new and technical vocabulary used in the teaching of the content of the course. Examples or models of these exercises are found in the appendix. The teachers were assigned to create vocabulary exercises of their own, using the exercises in the appendix as models, but adapting the format to their

own subject.

Comprehension skills were handled as a topic in the course sequence. A syracuse University Film was used to introduce the topic. Three levels of comprehension were discussed, each of increasing difficulty. Level 1 skill was recall type comprehension; level 2 was interpretation type questions; level 3 was application type questions. It was concluded that development of comprehension skill was needed in all grades of the secondary school, that the development of comprehension skill in pupils is directly related to the teacher's ability to ask good questions; and that the number of questions should be equally divided between questions that test knowledge of what was read (recall) and questions that teach or extend knowledge of what was read (interpretation and application). This session was followed with one devoted solely to having the elementary and secondary teachers practice writing good questions of the three types listed above. Questions were criticized and rewritten. Then teachers were assigned to create several sets of comprehension questions accompanying portions of their textbook assignments which would provide practice for pupils in answering recall, interpretation and application type questions.

One session was devoted to teaching directed reading of a textbook. A sample of material was presented (see appendix) and teachers, assuming the role of a subject

area class, were taken step-by-step through a guided reading lesson: readiness, silent reading, comprehension, vocabulary extension, oral re-reading, and follow-up. Following this introduction, a group of students from Paseo High School, Mrs. Ann Hurt's ninth grade English class, was taken to the UMKC Television Station where they were recorded on video tape going through a guided reading lesson in literature with Dr. Sherk as the class instructor. As the teachers viewed the tape; they filled out response sheets, and these guided responses to the video taped presentation served as the basis for the class discussion. (See appendix)

The following session of the class was devoted to the class members self-evaluation. Two aspects of teachers self-evaluation were involved. One aspect, Educational Views, was measured by the CNC Educational Views Inventory, a copy of which is found in the appendix. The Educational Views Inventory is designed to help teachers see for themselves, on the basis of their own responses to educational questions, where they tend to fall on the continuum from conservative, traditional, idealistic to liberal, progressive, pragmatic. Each class member scored his own responses and found out for himself how his responses placed him on the continuum. After the educational views had been discussed and the teachers had been urged to present themselves honestly to their pupils, (that is, if they were conservative and traditional, for example, not to try to pass themselves

off to their pupils as liberal and progressive). They were asked to take a reading test. Each teacher took the test and scored his test; the test was the Cooperative English Reading Eomprehension Test. Percentile scores were obtained for Vocabulary, Speed of Comprehension, Level of Comprehension and Total Reading. A rough estimate of the range of scores was made, and it was learned that there was almost as much individual variation in the reading scores of these graduate students (range - Total Reading 13 percentile to 99 percentile) as would be found among pupils in the average public school classroom. Implications of this fact were discussed at some length and extended to their own classrooms. Many teachers in the group decided they needed a course in Reading Development. This activity was followed by a lecture on the uses and misuses of standard test scores in reading. The group appeared very ready to hear this lecture since they had taken and scored such a test and analyzed their own correct and incorrect responses on the test.

EVALUATION OF THE WORKSHOP

In place of a final examination in the course, each class member was required to complete a twenty minute personal interview with one of the instructional staff during the final session of the workshop. It was on the basis of the recorded responses on the interview forms (see appendix) that this evaluation is based.

Instructional staff members met to prepare an interview

form and to decide methods of recording information so that they would have similar data upon which to judge the impact of the workshop. It was decided that three types of information would be collected: 1. Information about quality and pertinence of assignments completed during the course, 2. Information concerning the individual's knowledge of certain key principles taught during the course, and 3. Opinions about the approaches used to induce teachers to change some of their traditional teaching patterns. The interviewers gathered the data on the response sheet (see appendix) and the results were tabulated for each class member and for the class as a whole.

A. Quality of Assignments Completed:

The instructional staff generally rated the quality of assignments completed as inferior. Reasons were that many of the class members did not complete their outside assignments at all, and, of the ones who did complete the assignments, their efforts were slip-shod, lacking in imagination, neatness, time spent upon preparation, dedication, and unwillingness to redo and perfect their products.

B. Knowledge of Principles Taught

Three or four individuals in the class who were in supervisory or consultative positions in the school district were able to articulate in a satisfactory manner most of the key concepts and principles taught. However, the great majority (31 out of 36) were unable to articulate more than

one or two of the dozen most important concepts or principles taught in the course. The interviews went beyond simply asking the "What does so and so mean to you?" type question. Interviewers were instructed to give wide latitude in allowing class members to tell what they had learned in their own words. Even this availed nothing. Rarely was any of the technical vocabulary used in conversation, most had forgotten about or denied they had ever heard of such ideas as Informal Reading Inventory, Readability Formulae, etc. No evidence could be found that nay of the practices advocated were actually put to use or were being used currently.

C. Opinions about the Instructional Staff, the Program of the Workshop, and the Patterns Advocated for Changing Teacher Behavior.

Thirty-five out of thirty-six members of the class gave general approval or high praise to the workshop program and instructional staff for their efforts during the semester. Many (22 members) said the program was among the "most practical" they had ever experienced and many said they were greatful for the opportunity to have "participated" in the program of the workshop.

It can be fairly stated that while the workshop staff was able to present its ideas and have them accepted at an emotional level, they were not observed to have been assimilated into the "cognitive structures" of the teacher, nor were they found to have been given a practical test in the

classrooms of the teachers involved.

It appears possible that human beings can be present in a situation, fully conscious, yet remain aloof. Perhaps this is the general condition of the teacher in the inner-city elementary or high school today.

The crucial question remains unanswered, as it did before the workshop: "How can one get teachers who are in a situation involved intellectually, emotionally and practically in that situation so that desired new forms of teaching behavior are observed to occur?"

Arrangements were made for Dr. Sherk to be assigned for one hour per day to Paseo High School to demonstrate development of particular reading skills with students in a ninth grade English class. Dr. Sherk's instruction was videotaped, using UMKC personnel and equipment. All members of the Paseo staff were given an opportunity to view these tapes and to confer with Dr. Sherk or members of his staff concerning the teaching of reading skills. Appendix K is the results of a study completed by Dr. Sherk during the semester he taught at Paseo.

University of Missouri at Kansas City
Division for Continuing Education Reading Center
4825 Troost Building
Kansas City, Missouri 64110

PROJECT B WORKSHOP

Teaching Reading in English and Social Studies

Course Number - Ed. 498R — 3 Hours Graduate/Undergraduate Credit

Instructor: J. K. Sherk, Jr. — Meetings: Saturdays - 8:30-11:30

REQUIREMENTS

1. Attendance - Students will be required to attend class regularly. Class assignments missed due to absence caused by illness must be made up before a grade will be submitted.

2. Project - Each student will be assigned to a team for the purpose of adapting a textbook used in the classroom by the pupils. Adaptations will be in the form of study-guides. Study guides will be created and reproduced for classroom use and field testing. Project completion will be defined as the complete modification of the textbook via the study guides. Grades will be assigned on the basis of quality, practicality and effectiveness of the material in the study guides.

3. Progress Reports - Teams will submit a paper each week describing the status of the project upon which they are working. These brief resumés will describe the number, content and reaction of pupils to the study guides completed during the preceding week. Files of weekly progress reports and study guides of each team will be reviewed by the instructor. Critique sessions will be held each Saturday concerning the progress reports. The instructor and individual teams will participate in these weekly meetings.

Lectures and demonstrations listed below are designed to supplement the basic purpose of the course, the development and completion of the project. Lectures and demonstrations will be conducted during the first half of each Saturday session. Work on projects and team critique meetings will be conducted during the second half of each session. Students should anticipate that additional team meetings outside of class on Saturday will be required in order to complete the project as described above.

52

PROJECT B WORKSHOP

SCHEDULE

ıte	Meeting Number	Topic
:. 9	1	Introduction - Mr. Dexter Reading and Study in the Secondary School
16	2	Informal Analysis of Reading Performance
23	3	Demonstration: Informal Reading Inventory
30	4	Levels of Competence in Reading - Word Attack and Comprehension
7	5	Guiding The Reading of a Lesson
14	6	Demonstration: Reading Literature
21	7	Vocabulary Development
28	8	Demonstration: Social Studies Lesson
4	9	Developing Basic Comprehension Skills
11	10	Diagnosis of Reading Material: Readability Formulae
18	11	Developing Attitudes, Tastes and Interests in Reading
2	12	Techniques for Promoting Pupils' Use of Independent Reading
9	13	Work-Study Skills in the Literature Program
16	14	Work-Study Skills in Social Studies
6	15	Individual Team Conferences
13	16	Team Project Due Date

53

Appendix B, Revised Program and List of Topics

LIST OF TOPICS

- Analysis of reading performance.
  - A. Boston Informal.
    - Levels I, II, III
    - Skills Tested
      - Pronunciation of Polysyllables
      - Reversals
      - Hearing Sounds in Words
      - Main Idea
      - Oral Rec
      - Writ[illegible] Recall
  - B. IRI
    - Levels PP-6
    - Skills Tested
      - Word Recognition (Isolation, Context)
      - Oral Reading
      - Silent Reading
      - Comprehension
        - Factual Detail
        - Inference and Conclusion
      - Hearing Capacity
- Readability Formulae
- Textbook Analysis
  - Skills Tested
    - Location
    - Comprehension
    - Using Parts of Book
    - Summarizing
    - Outlining
    - Vocabulary
- Vocabulary Development
  - Film
  - Lecture
  - Construction of Exercises
- Comprehension Skills
  - Film - Levels 1
  - Types of Questions and Intent of Questions
- Directed Reading in Textbooks
  - Steps in DRA
  - Reading in Content Subjects
  - Homework Assignments
  - Tests and Textbook Reading
  - Single vs. Multiple Textbook Use
- Teaching a Lesson (Video tape)
- Educational Views
- Reading Ability of Teachers
- Standard Reading Tests (uses and misuses)
- Scattergram for Grouping a Class

54

Appendix C, Instruments Used in the Analysis of Individual Reading Performance

Supplementary Test 1 - Auditory Recognition of Sounds and Syllables

Beginning consonants

1.
2.
3.
4.
5.
6.
7.
8.

Beginning blends

1.
2.
3.
4.
5.
6.
7.

Vowels

13.
14.
15.

Final consonants

1.
2.
3.
4.
5.
6.
7.
8.

Final blends

1.
2.
3.
4.
5.
6.
7.
8.

Syllables

1.
2.
3.
4.

6.

8.

55

Word Recognition

Part I - Analysis of Polysyllables

1. decolorate _____
2. entailment _____
3. Lnelasticate _____
4. millisecond _____
5. sanderling _____
6. detruncation _____
7. anteversion _____
8. extravasate _____
9. ultramundane _____
10. entos[illegible]num _____
11. noctambulistic _____
12. toxoplamosis _____

Time _____

Comments _____

Part II - Reversals

	Reversal	Other
1. bear		
2. crumble		
3. mood		
4. war		
5. peek		
6. loop		
7. diary		
8. dose		
9. tired		
10. bran		
11. sliver		
12. broad		
13. angel		
14. left		
15. verse		
16. course		
17. quiet		
18. sacred		
19. beard		
20. cavalry		
21. conservation		

Time _____

Comments _____

Part III - Accuracy of Perception

1. than _____
2. greet _____
3. move _____
4. change _____
5. thought _____
6. block _____
7. skirt _____
8. freight _____
9. former _____
10. contract _____
11. lovely _____
12. suppose _____
13. medal _____
14. curtain _____
15. terrific _____
16. altitude _____
17. quantity _____
18. vocation _____
19. contraction _____
20. voluble _____

Time _____

Comments _____

MAIN IDEAS IN PARAGRAPHS - Level I

Sample

Wabasso, the snowshoe rabbit, usually lives all of his short life on a very small patch of earth. He is one of three or four brown babies born in a stump or a leaf-lined hollow. From the day he is born until he dies, he never gets far from the big tamarack swamp where his nest is found. It isn't because Wabasso is especially intelligent that he is able to stay near home. In fact, he is not one of the wise animals. But he can escape his enemies by running very fast and by changing his color with the seasons so that they cannot spot him easily. Thus there is no reason why he needs to go far from home.

Main idea: The snowshoe rabbit seldom goes far from the place where he was born.

Main ideas in Paragraphs - I

1. Wabasso is never afraid of starving even when the earth is covered with heavy snow. He can eat clover, grass, leaves, and almost anything else. He eats many kinds of bark, including poplar bark, willow bark and birch bark. Sometimes he even eats cedar and spruce. When he does this, his own flesh may taste of the rosin if human beings shoot him and try to eat his flesh. Sometimes, in a pinch, the snowshoe rabbit will even steal frozen meat from traps set for other animals.

2. It was long believed that the snowshoe rabbit's fur changed in color with the seasons. He is brown in summer so that he looks like the earth and can vanish when his enemies are on his trail; in winter he is white so that he may lie in the snow and "disappear." What actually happens is that he changes his whole coat twice a year. If he loses a tuft of white hair in early spring, it is replaced with a tuft of brown, though snow may still be on the ground. On the other hand, in the fall an accident to his coat results in a patch of white fur, though winter may be weeks away. This ability to change his coat is the snowshoe rabbit's most interesting way of protecting himself.

3. Wabasso has very big feet, about twice as big as those of an ordinary rabbit. The toes grow wide apart. As winter comes, new white fur grows on the rabbit's feet, and by the time snow comes his feet have "feathered" into broad pads which carry him over the top of the drifts without sinking in. This is why he is called the snowshoe rabbit. A deer or a moose may get completely bogged down in the deep drifts, but the snowshoe rabbit goes over the top in great ten-foot leaps. When he needs to, he can use his big feet as paddles. They help him to swim as powerfully as if he carried a pair of paddles.

4. Nevertheless, the snowshoe rabbit has a very hard time. He has many enemies, such as hawks, foxes, dogs, owls, and men. There are also parasites, tiny animals which grow inside his own body and which often kill him even when he is able to escape his outside enemies. A great many snowshoe rabbits are born every year because rabbits have large families, but there are not very many who are able to live through all the dangers which the rabbits have to face in their hard life in the great north woods.

Oral Recall - Level I

Fishing for the Tyee

The word Tyee is an Indian word for King. Any Pacific salmon that weighs more than thirty pounds is called a Tyee.

Anyone who wants to belong to one of the world's most famous fishing clubs has to pass a very hard test: he has to land a Tyee. And he has to do it according to certain rules. All this is to make the sport more difficult and exciting.

First, he has to equip himself with special tackle. His line must be no more than a twenty-five pound one, and no live bait is allowed.

Certain steps must be taken in catching the fish. The fisherman must go out to the mouth of the river in a small lory. He trolls his lines up and down in the water until the rod bends double and someone yells "Salmon on!" Then all the other fishermen must get out of the way, for the battle is on. It often takes an hour to land a fish, and the angler may not have help from anyone.

The fish must be weighed on the club's own scales an by a special weighmaster. The most a salmon has ever weighed s 128 pounds.

Prize for landing a Tyee is a button: bronze up to orty pounds, silver up to fifty, gold to sixty, diamond to s enty, and ruby to eighty.

****

60

Written Recall - Level I

The Wild Turkey

There is more history behind the Thanksgiving dinner than most people realize. The Pilgrims did not discover the wild turkey. More than a hundred years before they landed on Plymouth Rock, Spaniards had found turkeys in Mexico and taken them home to Spain. Turkeys became popular all over Europe.

However, Europeans knew a small bird. They had no idea of the huge and beautiful wild turkey. Its body is almost four feet long; its wings spread for five feet. Its vivid red legs and feathers that glow like copper help to make it a beautiful bird.

The Pilgrims found the turkeys very friendly though they had never been tamed. Indians reported seeing as many as a thousand a day in the woods. They were unafraid partly because Indians had never hunted them except once in a while to get feathers for their headdresses.

With steady hunting their numbers decreased rapidly. By 1842 there were scarcely any left in New England. Today they are coming back in some states because of broad programs for protecting them. Virginia today has as many as 12,000 wild turkeys, of which sportsmen are allowed to shoot about 1600 a year.

Turkeys are wise birds. When they find a rattlesnake, they form a big circle. Drawing in tighter and tighter, wing to wing, they take turns stamping and pecking the enemy to death. They can even deal at times with their human enemies. A wise old gobbler will dart behind a tree or rock and then run as straight and fast as he can keeping the tree or rock all the time in the line of vision of the hunter. By the time the hunter has begun to wonder why the turkey does not come out in sight again, he may be well out of gun shot.

Main Ideas in Paragraphs
Level 2

Sample

Most people think of India as a hot country. There is a desert in northwest India where the temperature may go to 115 in June, but parts of northern India have very cold winters and people ski in Kashmir. Likewise, many people believe that India is dirty. The interiors of the homes are clean even if the streets are not. It is important to remember that Indians consider Americans dirty because they shake hands with strangers and wear their shoes inside the house. Although there are many illiterates in India, there is also a strong tradition of great learning and much oral exchange of ideas.

Main idea: Foreigners have a good many ideas about India that are only half true.

62

Appendix C, Instruments Used in the Analysis of Individual Reading Performance

Supplementary Test 1 - Auditory Recognition of Sounds and Syllables

Beginning consonants

1.
2.
3.
4.
5.
6.
7.
8.

Beginning blends

1.
2.
3.
4.
5.
6.
7.

Vowels

13.
14.
15.

Final consonants

1.
2.
3.
4.
5.
6.
7.
8.

Final blends

1.
2.
3.
4.
5.
6.
7.
8.

Syllables

1.
2.
3.
4.
5.
6.
7.
8.

Word Recognition

Part I - Analysis of Polysyllables

1. decolorate _____
2. entailment _____
3. inelasticate _____
4. millisecond _____
5. sanderling _____
6. detruncation _____
7. anteversion _____
8. extravasate _____
9. ultramundane _____
10. entosternum _____
11. noctambulistic _____
12. toxoplamosis _____

Time _____

Comments _____

Part II - Reversals

	Reversal	Other
1. bear		
2. crumble		
3. mood		
4. war		
5. peek		
6. loop		
7. diary		
8. dose		
9. tired		
10. bran		
11. sliver		
12. broad		
13. angel		
14. left		
15. verse		
16. course		
17. quiet		
18. sacred		
19. beard		
20. cavalry		
21. conservation		

Time _____

Comments _____

Part III - Accuracy of Perception

1. than _____
2. greet _____
3. move _____
4. change _____
5. thought _____
6. block _____
7. skirt _____
8. freight _____
9. former _____
10. contract _____
11. lovely _____
12. suppose _____
13. medal _____
14. curtain _____
15. terrific _____
16. altitude _____
17. quantity _____
18. vocation _____
19. contraction _____
20. voluble _____

Time _____

Comments _____

MAIN IDEAS IN PARAGRAPHS - Level I

Sample

Wabasso, the snowshoe rabbit, usually lives all of his short life on a very small patch of earth. He is one of three or four brown babies born in a stump or a leaf-lined hollow. From the day he is born until he dies, he never gets far from the big tamarack swamp where his nest is found. It isn't because Wabasso is especially intelligent that he is able to stay near home. In fact, he is not one of the wise animals. But he can escape his enemies by running very fast and by changing his color with the seasons so that they cannot spot him easily. Thus there is no reason why he needs to go far from home.

Main idea: The snowshoe rabbit seldom goes far from the place where he was born.

Main ideas in Paragraphs - 1

1. Wabasso is never afraid of starving even when the earth is covered with heavy snow. He can eat clover, grass, leaves, and almost anything else. He eats many kinds of bark, including poplar bark, willow bark and birch bark. Sometimes he even eats cedar and spruce. When he does this, his own flesh may taste of the rosin if human beings shoot him and try to eat his flesh. Sometimes, in a pinch, the snowshoe rabbit will even steal frozen meat from traps set for other animals.

2. It was long believed that the snowshoe rabbit's fur changed in color with the seasons. He is brown in summer so that he looks like the earth and can vanish when his enemies are on his trail; in winter he is white so that he may lie in the snow and "disappear." What actually happens is that he changes his whole coat twice a year. If he loses a tuft of white hair in early spring, it is replaced with a tuft of brown, though snow may still be on the ground. On the other hand, in the fall an accident to his coat results in a patch of white fur, though winter may be weeks away. This ability to change his coat is the snowshoe rabbit's most interesting way of protecting himself.

3. Wabasso has very big feet, about twice as big as those of an ordinary rabbit. The toes grow wide apart. As winter comes, new white fur grows on the [illegible]'s feet, and by the time snow comes his feet have "fo[illegible]nto broad pads which carry him over the top of th[illegible]thout sinking in. This is why he is called the sn[illegible] rabbit. A deer or a moose may get completely bogged down in the deep drifts, but the snowshoe rabbit goes over the top in great ten-foot leaps. When he needs to, he can use his big feet as paddles. They help him to swim as powerfully as if he carried a pair of paddles.

4. Nevertheless, the snowshoe rabbit has a very hard time. He has many enemies, such as hawks, foxes, dogs, owls, and men. There are also parasites, tiny animals which grow inside his own body and which often kill him even when he is able to escape his outside enemies. A great many snowshoe rabbits are born every year because rabbits have large families, but there are not very many who are able to live through all the dangers which the rabbits have to face in their hard life in the great north woods.

Oral Recall - Level I

Fishing for the Tyee

The word Tyee is an Indian word for King. Any Pacific salmon that weighs more than thirty pounds is called a Tyee.

Anyone who wants to belong to one of the world's most famous fishing clubs has to pass a very hard test: he has to land a Tyee. And he has to do it according to certain rules. All this is to make the sport more difficult and exciting.

First, he has to equip himself with special tackle. His line must be no more than a twenty-five pound one, and no live bait is allowed.

Certain steps must be taken in catching the fish. The fisherman must go out to the mouth of the river in a small dory. He trolls his lines up and down in the water until the rod bends double and someone yells "Salmon on!" Then all the other fishermen must get out of the way, for the battle is on. It often takes an hour to land a fish, and the angler may not have help from anyone.

The fish must be weighed on the club's own scales and by a special weighmaster. The most a salmon has ever weighed is 128 pounds.

Prize for landing a Tyee is a button: bronze up to forty pounds, silver up to fifty, gold to sixty, diamond to seventy, and ruby to eighty.

****

Written Recall - Level I

The Wild Turkey

There is more history behind the Thanksgiving dinner than most people realize. The Pilgrims did not discover the wild turkey. More than a hundred years before they landed on Plymouth Rock, Spaniards had found turkeys in Mexico and taken them home to Spain. Turkeys became popular all over Europe.

However, Europeans knew a small bird. They had no idea of the huge and beautiful wild turkey. Its body is almost four feet long; its wings spread for five feet. Its vivid red legs and feathers that glow like copper help to make it a beautiful bird.

The Pilgrims found the turkeys very friendly though they had never been tamed. Indians reported seeing as many as a thousand a day in the woods. They were unafraid partly because Indians had never hunted them except once in a while to get feathers for their headdresses.

With steady hunting their numbers decreased rapidly. By 1842 there were scarcely any left in New England. Today they are coming back in some states because of broad programs for protecting them. Virginia today has as many as 12,000 wild turkeys, of which sportsmen are allowed to shoot about 1600 a year.

Turkeys are wise birds. When they find a rattlesnake, they form a big circle. Drawing in tighter and tighter, wing to wing, they take turns stamping and pecking the enemy to death. T' even deal at times with their human enemies. A wise old go[illegible] will dart behind a tree or rock and then run as straight and fast as he can keeping the tree or rock all the time in the line of vision of the hunter. By the time the hunter has begun to wonder why the turkey does not come out in sight again, he may be well out of gun shot.

69

Main Ideas in Paragraphs
Level 2

Sample

Most people think of India as a hot country. There is a desert in northwest India where the temperature may go to 115 in June, but parts of northern India have very cold winters and people ski in Kashmir. Likewise, many people believe that India is dirty. The interiors of the homes are clean even if the streets are not. It is important to remember that Indians consider Americans dirty because they shake hands with strangers and wear their shoes inside the house. Although there are many illiterates in India, there is also a strong tradition of great learning and much oral exchange of ideas.

Main idea: Foreigners have a good many ideas about India that are only half true.

70

Ideas & Paragraphs - Level 2

1. Sometimes visitors are shocked by the goings-on in Indian temples. There is buying and selling, laughter and talk. Beggars are at the temple doors. To Indians this all seems very natural for religion is to them a part of daily life, not something set apart. They believe that a person who is really sincere in religion is not distracted because other affairs of life are going on around him. Indians combined politics with religion in a dramatic way when they entrusted the political policies of their country to their greatest spiritual leader, Mahatma Ghandi.

2. As much as two thousand years ago the major Indian castes, or classes of society, were set up. Each had its distinctions and and privileges. The Brahmins were the highest caste; originally they were the scholars and priests. You can now find Brahmin cooks as well as priests. One great Brahmin family operates a leather factory; this would have been a shameful occupation for a Brahmin in the old days, because it involves killing animals, working with their hides and making money from the job. In the Indian villages the caste system still dominates; near the villages the untouchables still live in their shabby huts and do their ancient work of cultivating plots of land and repairing the roads. But even these people can escape. They may go to the city or another part of the country and live as well as they can afford. One reason why the decline of the caste system has been slower than it might have been in other countries is that the Hindu religion teaches that the greatest happiness comes from being contented with one's lot in life.

3. In modern India the princes have little or no power. But they still put on a kind of show which keeps them princes in the eyes of the people. The grandest of the pageants is that at Mysore in southern India. For ten days in the fall of the year, nobles come from all parts of the ancient state bringing gifts to the maharaja. Today the sacks of gold coins which they bring are returned to them at the end of the festival. They pay income taxes which support the maharaja, but they still go through the ancient motions of giving gold to the prince. Puppet shows, acrobats, clowns and sword-swallowers perform, and on the last day of the festival there is a tremendous ceremonial procession to the temple. The maharaja rides on the largest elephant. The animal has been decorated with gold necklaces, anklets, gold tips for his tusks, and huge gold earrings. These examples of ancient pagentry and display seem to be a necessary part of the life of the people.

4. Indian men who have traveled or been educated abroad often speak excellent English and are embarrassed to invite foreigners to their homes because they feel that their wives and families are "uneducated." Furthermore, they are convinced that outsiders will not be comfortable in their homes. These homes, even of the well-to-do Indians, are usually very simple, for the Indian does not think of his home as a place to beautify. Most Indians eat, sit, and sleep on the bare floor. If this is true of the Westernized Indians of the big cities like Bombay and Calcutta, it is even more difficult for the outsider to know village life in India or the hard existence of the peasant.

Oral Recall - 2

Plants Get Around

Some plants have been carried purposely thousands of miles from their native home. Some have even been met with on lonely islands in the South Seas. How do they get so far away, to islands where the sea is all around? A few have been taken out by emigrants who thought they would like to see familiar plants growing around their homes in a new country. It is said that in this way, many years ago, a Scotsman who settled in Australia took with him some seeds of the thistle. He sowed the seeds, and the thistles were greatly admired by every Scottish settler who lived anywhere near. All begged for seeds. In a few years the thistles had become a real nuisance to farmers who felt not at all happy about the patriotism of the man who had first brought them.

The watercress was taken to New Zealand in much the same way. Most people think of watercress as a harmless plant, but in its new home it rapidly spread into the rivers and grew so large and strong that it filled up the waterways and sometimes made it impossible for boats to travel.

Seeds have also been carried to distant places by accident. A story is told of the finding of some English chickweed on a lonely island half way round the world from England. Explorers on the island followed patches of chickweed which led them to a little mound. The mound was the grave of a British sailor who had died at sea and been buried by his mates. It seems certain that the spade with which the grave was dug must have had a few seeds clinging to it from former use, seeds which were brushed off in the soil of a far away island.

Seeds, of course, do not have to depend upon man as the of their travels. Seeds of waterside plants are carried for miles by the water itself. For example, the coconut rides the waves from island to island in the South Seas. Hooked seeds cling to the fur of animals and the feathers of birds and are carried long distances. Some seeds are provided with wings which carry them like little airplanes wherever the winds blow.

Whether a certain kind of plant lives at the end of its long journey across land or sea depends on a complex set of circumstances. Many seeds die in the new place in which they find themselves. Plants have to have the right kind of soil and the right temperature in which to live. One kind of plant may like salty sea breezes blowing on it, while another may die if it is anywhere near salt water. Sometimes the growing season is too short and frost kills the plant before it has time to produce new seeds. Many factors are involved in the success of these plant journeys from one part of the world to another.

****

Written Recall - Level 2

Birds on the Wing

Every spring there are ten million birds on the wing traveling long distances to the north. From tiny hummingbirds to giant eagles, they sweep across the country from winter homes as far south as Cape Horn to summer nesting places that range from the Everglades to the ice about the north pole. Barn swallows come from Brazil to lay their eggs in Alaska. Each May the Baltimore orioles arrive from New England and other northern states after a 2000 mile cruise from deep in South America.

A map of the world shows why most migratory birds nest north of the equator. The lands of the north stretch much farther toward the pole than the southern hemisphere, and some birds like the colder climate. Besides, there is more land area in the north. Nine-tenths of the region of the South Temperate zone is covered by ocean. Living space on land is an important factor. In the eastern United States only one or two pairs of land birds can occupy an acre of land. The most favorable area can seldom support more than twelve nesting pairs per acre. There is a housing shortage for the birds too! Another reason why northern lands attract birds at their nesting time, and only then, is that days are long. Insects fly mostly in the daytime, and parents must supply their young with food. The hunting day must be long if the parents are to keep up with the appetites of their young.

The nesting season is a very busy time for the parent birds. A family of purple martins in New England insisted on 200 flights by the parents in one day to keep their hungry mouths filled. Hungry birds devour their own weight in food for all the days they are in the nest. A robin has been observed to eat 17 worms [illegible] hour; a flicker, a daily menu of 300 [illegible] an owl, ten mice in one night.

But death comes often and in many forms to the birds as they migrate. Lighthouses against which they beat themselves to death, snows and gales, grass and forest fires take tremendous tolls. A blizzard in Minnesota, coming late and furious, killed more than a million small birds. Migrating ducks have soaked their feathers in oil in the St. Lawrence river, oil from a tanker run aground. Most small birds live only three to five years.

One of the puzzles of migration has been the heights at which the birds fly. The airplane has helped to solve this mystery. No human being without an oxygen tank could fly as high as some of the birds. Asiatic warblers cross the 20,000 foot peaks of the Himalaya on their way from India to nests in Siberia. There are many collisions between birds and airplanes, most of which occur at heights of 1200 to 2000 feet. On the other hand, low-flying birds beat themselves to death on skyscrapers, to which they are attracted by the lights. Some migrants fly near enough to the ground so that they may be heard above the sound of the city traffic.

The north-bound birds are vital to mankind. In the great land masses of the north temperate zone most of the world's food is grown. Swarms of migrating birds save this food from the swarms of insects that would destroy it.

Main Ideas in Paragraphs - Level 3

Sample

The world is filled with living things. Most of them change little except over very long periods of time. Plants grow and creatures swim the deep much as they have for ages. The dinosaurs are gone, but ants pursue their busy routine which is thousands of years old. Only man of all living things changes rapidly. In his brief history he has revolutionized both the world and himself. His most characteristic quality is purposeful change. The two great human powers of speech and adaptable, ingenious hands enable man to work miracles that no other living thing can achieve.

Main Idea: Man has greater powers to change the world than any other living thing.

Main Ideas in Paragraphs - Level 3

1. Mighty minds have appeared most often at the high points of history. Plato belongs to the golden age of Greece and Shakespeare to the days of the first Elizabeth. The stimulus of challenging events and great associates was all around them. It is good, however, to know that some of the greatest belong to bloody epochs and dark ages. Nameless as most of them are, monks in their solitary medieval cells patiently preserved the great thoughts of the Greek philosophers and gradually reconstructed the world of the intellect. The genius of the Buddha was a lonely one. Sequoya, the Cherokee Indian, created single-minded a written language for his people. Gregor Mendel worked and thought patiently in the garden of his monastery until he had discovered some of the most fundamental laws of heredity.

2. How does a great thinker emerge? Heredity has a part to play as do the accidental circumstances surrounding his life. Potentialities are present in the body and mind with which he is born, potentialities which provide the limits within which he may develop. But there are also two methods of deliberately helping the thinker to grow. One is to give him constant challenge, to question his thinking at every stage. The other is to bring him into contact with other great minds. A man may become a routine diplomat by learning a book of rules, but if he would be a statesman he had better read the thoughts of a Lincoln and a Disraeli. One way to become great is to mix with greatness.

3. The gr[illegible]ks believed that all progress was based on improving the mi[illegible]. In order to help men think, their great poets, philosophers, and orators labored: Plato, Aeschylus, Aristotle, Homer. The ideas of these men have reappeared throughout history. The American constitution illustrates the balance of powers which was first formulated by a Greek historical thinker. Greek teachers first emphasized the brotherhood of man. Greek culture was transplanted to Italy, and the Greco-Roman civilization flourished. More people could read in A.D. 150 than in 1550. The slaves of 200 were much better off than the serfs of 1100 and the slave-prisoners in Russian camps of 1954. Schools were nearly everywhere and libraries flourished. The collapse of this happy civilization came first in the western or Roman part; the Greek-speaking area maintained itself for another thousand years. If there is a single explanation of this disparity, it is that the men of Rome liked wealth and enjoyment, while the men of Greece liked to think.

4. There have always been those who believed that certain kinds of knowledge should be destroyed or kept secret from all but the few. This has usually been because, if known, the facts would damage some special group: political, social, or religious. Galileo was imprisoned for saying that the earth is not the immovable center of the universe but a planet revolving round the sun. He was condemned to withdraw the statement on his knees. During the 19th century Russians forbade the teaching of the Polish language. After Stalin won his struggle with Trotsky, much of what Trotsky had achieved was ordered deleted from Communist history books and is now nearly forgotten in the U.S.S.R. Today there are many who live in countries where half truths are told and tyranny reigns. However, it would be easier to destroy civilization with bombs than to destroy man's mind. For men are adaptable; men can think.

Oral Recall - 3

Education in America

One of the oldest beliefs of Americansis that the success of democracy depends upon the extent to which the citizens are educated to their responsibilities. The schoolhouse was built in colonial New England villages as soon as possible after the church. Harvard College was founded only sixteen years after the pilgrims set foot on Plymouth Rock.

During the 20th century the public school has greatly increased in importance because it now has the responsibility of preparing citizens to face problems which have grown more and more complex. Even by the year 1925 the United States was spending nearly 3 billion dollars every year on education, almost as much as all the other countries of the world combined. In the quarter century since 1925 the cost of public instruction has risen very sharply. This large expenditure of money reflects, of course, the rapid increase in enrollments. In 1900 only about one out of ten boys and girls went to high school. By 1950, three out of four were enrolled.

Teachers have been concerned with rapidly changing ideas of what education should include. They have worked on courses of study, methods of teaching, and teaching materials, hoping to make them more efficient in preparing youth for life in a rapidly changing world. In this connection the man whose philosophy has probably had the greatest influence is John Dewey, a professor for many years at Columbia University. Until the time of Dewey the schools had been mainly concerned with giving pupils factual knowledge. Thus a school had little to offer except book learning. Dewey believed that school should be a place where a student learns about life in many ways and that the child's personal and social development is as much the concern of the school as is the process of feeding his mind with facts.

Many changes have resulted from this point of view. Additions to the curriculum have been many: music, art, physical education are only a few. The emphasis in the modern high school is on meeting life's needs: Preparing for home and family life, for citizenship, and for choosing and holding a job. The high school has developed into a center for providing as broad an education as possible for all American youth. The junior college is in many communities an extension of the high school and provides an additional two years of either general or vocational education.

Colleges grew rapidly also. Taxpayers contributed to the state universities which grew apace. Wealthy individuals made possible the building of great private colleges, like the University of Rochester to which Eastman gave millions or Duke University to which the tobacco millionaire, James B. Duke, gave so liberally that it became known as the wealthiest institution of learning in the South. Enrollments reached an all-time high in 1948 when thousands of veterans, taking advantage of the money provided by the federal government, crowded the campuses. Many of these men had never

expected to afford a college education. With the mature attitude which their years in the service had given them and with their appreciation of this opportunity which was one of the ways in which the American people expressed their gratitude to the men in service, they did much to make the colleges grow up to adapt their offerings to the realistic needs of the 20th century.

Written Recall - Level 3

America Grows Up

The United States by 1900 was a world power, and the American people looked forward enthusiastically to good times in a land of great opportunity. The population had more than doubled since 1865. The extreme hardships of the frontier were largely a thing of the past. The country had only begun to open up its seemingly endless resources.

The principles of democracy were still far from active in all situations. Immigrants in the larger cities still lived in slums and worked for very long hours under unhealthful conditions. Millions of people were illiterate, and some racial groups were unfairly treated. Not all the people had reason to be optimistic about the future.

The greatest of the many rapid changes which occurred between 1900 and World War I was the revolution in transportation and communication. More and more automobiles appeared on the road as Ford proved to the world the efficiency of mass production. By 1915 there were about $2\frac{1}{2}$ million cars in use. The growth of the automobile industry encouraged the construction of better roads. At the same time the cities were increasingly better served by street-car lines. By 1915 many homes in or near the cities were served by telephones, and the telephone was beginning to break down the isolation of country life.

World War I occupied a large part of the attention of the American people from 1914 to 1918. The War helped to change many attitudes and conditions. Disgusted with the tragedies that occurred, the people felt strongly that it was a mistake to take part in Europe's troubles. The greatest wave of material prosperity that the country had ever known followed. Americans began an era in which they lived for the moment and began to enjoy as many of the "good things of life" as possible: cars, refrigerators, and many other things. Sports grew tremendously and were largely commercialized. Americans paid millions of dollars to see their idols in action: Babe Ruth, Red Grange, Jack Dempsey and a score of others. Jazz music became popular, and movies took the country by storm. Flagpole sitters made the headlines with their foolish antics, and people paid admission to dance marathons, in which for days contestants alternated dancing with brief periods of rest in the hope of winning valuable prizes.

After all this, the stock market crash of 1929 was a bitter shock. Millions of people were totally unprepared for the end of the glittering and unhealthy era of the '20's. Even so, most Americans managed to keep their sense of humor and their desire for improving their way of life. They laughed at Donald Duck and bought 52 million radio sets. They putted their way around thousands of miniature golf courses, and they relaxed on pleasure drives in their 27 million passenger cars. They kept inventing new gadgets. Plastics, cellophane, zippers, and nylon stockings became necessities.

(continued on the next page)

In spite of these indications that American life was continuing in many of the same patterns as before, the depression wrought changes beneath the surface. Individuals began to be aware of their obligations to society. The idea of America as the land of unrestricted opportunity seemed to have some limitations. The federal government began to take over some of the responsibilities which had hitherto been controlled entirely by private business. It was no longer possible for a person discontent with life in his community to pick up his family and belongings and "go West." It suddenly became necessary for Americans to develop a maturity in their relationships which they had never before particularly needed.

****

The Dale-Chall Formula for Predicting Readability[1]

The Dale-Chall formula is applicable to materials at or above 4th grade reading difficulty. It is based on two counts:

1. Average sentence length.
2. Percentage of unfamiliar words, i.e., words outside the Dale list of 3000 words.

In establishing the formula, the criterion of difficulty selected was the grade level score equivalent for a group of readers who could get half the questions right on each passage of the McCall-Crabbs Standard Test Lessons in Reading. Therefore, a piece of material having a formula score of 5th to 6th grade level should be within the comprehension of children who have 5th to 6th grade reading abilities, i.e., these children will be able to answer approximately 1/2 to 3/4 of the questions asked on the material.

The Dale list is a measure of familiarity in reading rather than a measure of frequency of appearance in printed materials. It was selected on the basis of 80% of 4th graders (in the sample) checking the words as known.

The following formula was found to be most efficient empirically:

$$X_{c50} = .1579X_1 + .0496X_2 + 3.6365$$

where X_{x50} = reading-grade score of a pupil who could answer 1/2 of the test questions correctly.

X_1 = Dale score, i.e., relative number of words outside the Dale list of 3000 words.

X_2 = Average sentence length.

3.6365 = Constant

This formula produces a multiple-correlation coefficient of .70 was the criterion. Experiments conducted, using this formula against a validity criterion of judgements by experienced teachers and "readability experts", produced correlations of the order .90 plus.

Instructions for Use

The grade-level of material is computed as follows:

I. Selecting Samples:
   a) Take approximately 100 words about every tenth page for books.
   b) For articles, select about four 100-word samples per 2000 words.
   c) Never begin or end a sample in the middle of a sentence.

II. Count the number of words:
   a) Count hyphenated words and contractions as one word.
   b) Count numbers as words, e.g., 1956 is one word.
   c) Count compound names of persons and places as one word.
   d) Do not count initials which are part of a name as separate words.

---

1. Dale, Edgar and Jeanne Chall, "A Formula for Predicting Readability." Educational Research Bulletin, 1948, 27, 11-20.
   Dale, Edgar and Jeanne Chall, "A Formula for Predicting Readability: Instructions", Educational Research Bulletin, 1948, 27, 37-54.

III. Count the Number of Sentences.

IV. Count the Number of Unfamiliar Words:
a) Words which do not appear on the Dale list of 3000 words.
b) Underline all unfamiliar words even if they appear more than once.
In making this count, special rules are necessary for common and proper nouns, verbs, and other parts of speech. These rules are given in the special directions below.

V. Completing the Computation:
a) Compute the average sentence length.
b) The Dale score or percentage of words outside the Dale list is computed by dividing the number of words not on the Dale list by the number of words in the sample, and multiplying by 100.
c) Multiply average sentence length by .0496.
d) Multiply Dale Score by .1579.
e) Add the constant 3.6365, plus result c above, plus result of d above to get the formula raw score.
f) If more than one sample determine the average formula raw score.
g) Convert the average formula raw score to corrected grade-level according to the Correction Table below.

Correction Table

Formula Raw Score	Corrected Grade Levels
4.9 and below	4th grade and below
5.0 to 5.9	5-6th grade
6.0 to 6.9	7-8th grade
7.0 to 7.9	9-10th grade
8.0 to 8.9	11-12th grade
9.0 to 9.9	13-15th grade (college)
10.0 and above	16 - (college graduate)

Special rules for making the "unfamiliar word" count.

A. Common Nouns:
1. Consider familiar all regular plurals and possessives of words on the list. (s; 's; es; y to ies)
2. Count irregular plurals as unfamiliar (unless listed), even if the singular form appears on the list.
3. Count as unfamiliar a noun that is formed by adding er or r to a noun or verb appearing on the word list. (unless this "er" or "r" form is indicated on the list).

B. Proper Nouns:
1. All names of persons and places are considered familiar.
2. Names of organizations, laws, documents, book titles, etc., generally comprise several words.
a) When determining the number of words in a sample, count all the words in such names.
b) For the unfamiliar word count, when such names appear several times within a sample of 100 words, count it only twice.

3. Abbreviations:
   a) In counting number of words in a sample and unfamiliar words, an abbreviation is counted as one word, e.g., Y.M.C.A. is counted as one word.
   b) Nov. is familiar because the months are on the word list. U.S., A.M., P.M. are each familiar
   c) An abbreviation which is used several times in a 100 word sample is counted as two unfamiliar words only.

C. Verbs:
   1. Consider familiar the third-person, singular forms (s or ies from y), present-participle forms (ing), past participle forms (n), and past-tense forms (ed or ied from y), when these are added to verbs appearing on the list. The same rule applies when a consonant is doubled before adding ing or ed. (asks, asking, asked are familiar, although only the word ask appears on the list.)

D. Adjectives:
   1. Comparatives and superlatives of adjectives appearing on the list are considered familiar. The same rule applies if the consonant is doubled before adding er or est. (longer, prettier, and bravest are familiar because long, pretty, and brave are on the list.)
   2. Adjectives formed by adding n to a proper noun are familiar, e.g., American, Austrian.
   3. Count as unfamiliar an adjective that is formed by adding y to a word that appears on the list, e.g., woolly is unfamiliar although wool is on the list.

E. Adverbs:
   1. Consider adverbs familiar which are formed by adding ly to a word on the list. In most cases ly will be indicated following the word.
   2. Count as unfamiliar words which add more than ly, like easily.

F. Hyphenated words:
Count hyphenated words as unfamiliar if either word in the compound does not appear on the word list.

G. Miscellaneous Special Cases:
   1. Words formed by adding en to a word on the list are considered unfamiliar.
   2. Count a word unfamiliar if two or more endings are added to a word on the list.
   3. Words on the list to which tion, ation, ment, and other suffixes not previously mentioned are added are considered unfamiliar.
   4. Numbers. Numerals like 1949, 22, etc., are considered familiar.

DALE-CHALL

Formula for Predicting Readability

;icle:	Page No.	Page No.	Page No.	Page No.
;hor:	From	From	From	From
)lisher:	Date To	To	To	To
Number of words in the sample				
Number of sentences in the sample				
Number of words not on the Dale list				
Average sentence length (Divide 1 by 2)				
Dale score (Divide 3 by 1, multiply by 100)				
Multiply average sentence length(4) by .0496				
Multiply Dale score (5) by .1579				
Constant	3.6365	3.3635	3.3635	
Formula raw score (add 6,7, and 8)				

rage raw score of ___ Samples ___ Analyzed by _____ date _____

rage corrected grade level _____ Checked by _____ date _____

Correction Table

mula Raw Score	Corrected Grade Levels
and below	4th grade and below
to 5.9	5 - 6 grade
to 6.9	7 - 8th grade
to 7.9	9 - 10th grade
to 8.9	11 - 12th grade
to 9.9	13 - 15th grade (college)
to above	16+ (college graduate)

83

GROUP READING INVENTORY OF SOCIAL STUDIES TEXT

INTRODUCTION

There is a lack of standardized tests that measure the pupils' ability to read social studies materials. A simple inventory may be used to obtain information about each pupil's particula difficulties in reading the text and the reason for the difficulties.

ADMINISTRATION OF TESTS

Explain the construction and the purpose of the inventory to the pupils. Assure them that the inventory is not an instrument to measure achievement; that therefore, it will not be used to help determine their grades for the class. Prior to giving the pupils, the questions pertinent to a particular skill, give a brief explanation of the skill.

The inventory can be administered either orally or by means of mimeographed copies. If the inventory is administered orally, each question should be written on the blackboard. If mimeographed copies are used, it may be wise for the teacher to read the questions aloud to assure completion of the inventory by all pupils.

Questions involving skills A and C will necessitate pupil reference to their basic textbook.

Prior to the pupils' reading of the selection upon which the questions for skills D through I are based, the selection should be briefly introduced for the background information, and one or two purpose-guiding questions should be quickly evolved. This introduction should not take longer than two or three minutes. After all of the pupils have had an opportunity to read the entire selection, all books should be closed and not referred to for the remainder of the inventory.

SCORING OF GROUP INVENTORY

Have each pupil score his own inventory; this will eliminate much clerical work and will also give the pupil the opportunity to note his strengths and weaknesses in reading social studies materials.

If the pupil gets more than one answer wrong on any specific skill, he should be considered deficient in that particular skill.

The teacher can tabulate the class scores on the attached form.

Reading vertically on the class tabulation, the proficiency of the class as a whole can be noted. Reading horizontally, the proficiency of each student can be noted.

Teache_____ Name _____

Home Room _____ Age _____

Date _____

Using Your Social Studies Book

Exploring the Old World - Homer, Follett, Gross

Group Reading Inventory

A. Using parts of the book, Exploring the Old World.

1. On what page does chapter 4 begin? _____

What is the title of the third unit of that chapter?

_____ What page? _____

2. On what page would you find a historical map showing the centers of early civilization in Africa? _____

3. What help would the contents of page 15 be? _____

_____

4. What kinds of information do you find on page 446? _____

_____

Is it accurate? _____

What use can be made of it? _____

5. Where would you look in the book to find out where the author tells about hieroglyphics? _____

B. Use of reference material and source materials.

6. What reference books are kept in your room for your use.

_____

7. Give the names of 5 sets of encyclopedias.

_____ _____ _____ _____ _____

85

8. What library aid would tell you the library number of a book about Kublai Khan so that you could find the book on a library shelf?

_____

Can you recite the poem? _____

9. What is biography? _____

10. What maps are there in your room besides the ones in your social studies text? _____

_____

C. Using maps and charts.

11. What does the map on page 366 tell you? _____

_____

What is your estimate of the distance between Saigon and Hanoi? _____ Do you think this is an accurate estimate? Why or why not? _____

_____

12. Look at the map on page 177. Why doesn't this map show the routes through the Panama and Suez canals? _____

_____

13. Look at the map on page 251. What do the black spots between the Canadian border and the Arctic Circle represent? _____

_____

Why were they put there? _____

14. Compare the maps on page 406 and page 458-459. What is the chief difference between them? _____

_____

Are they accurate? _____

How could the teacher aid the student on this? _____

15. Look at the chart in the lower left corner of p. 394. What is being compared by this chart? _____

_____

Practice in Reading Social Studies

Directions: When the signal to begin is given, read p. 366, 367, 368. As soon as you have finished, close the book. Write after the word Time below the number of minutes you spent in reading this selection.

Time _____

When you have finished reading, answer all of the following questions.

REMEMBER: ONCE YOU HAVE CLOSED THE BOOK, YOU CANNOT OPEN IT TO LOOK FOR ANY ANSWERS.

D. Vocabulary

16. Define elaborate. _____

_____

17. What did the author mean when he said, "The 12 million people of South Vietnam were able to preserve their freedom." _____

_____

_____

18. What does "soaring towers" mean? _____

E. Noting Main Ideas

19. What happened on the Southeast Asian peninsula since WW II?

_____

_____

20. What danger is there to the seven countries in Southeast Asia?

_____

_____

What evidence does the author give for this? _____

_____

F. Supporting Details.

21. How many people live on the peninsula of Southeast Asia?

_____

22. What is the major religion of Southeast Asia? _____

G. Drawing Conclusions

23. Why are the rivers of Southeast Asia important? _____

_____

_____

24. Why is the fact that most of the people cannot read and write considered a "major" problem in Southeast Asia? _____

_____

_____

25. Do you consider this coverage adequate for this topic? _____

_____

H. The title of this section in your book is "The History of Germany." The author has given several main ideas and supporting details or facts for each main idea. If you were to make an outline for this section, how would you complete the following? You may use your book.

26. The History of Germany.

I. The region of Germany

A.

B.

C.

II. _____

A. Prussia, in 1871, ruled all Germany

1.

2. Prussian king called kaiser (Caesar)

B. _____

1. Steel and chemical manufacturing

2. Educational progress

3. _____

88

III. World War I.

A.

B. Sides fighting each other

1. Germany, Austria-Hungary, Bulgaria and Turkey

2. _____

C. _____ (Do you believe this?)

IV. After WW I.

A.

B.

C.

V. _____

A. 1938 Hitler took over Austria

B.

C.

I. Writing a Summary.

You are going to read the section "The Story of the Crusades" p. 156 & 157. When you have finished this section about how many Christians traveled to Palestine, close your book. Write a summary of what you have read in four complete sentences.

APPENDIX FIVE-C

BASIC LIST OF INVARIANT WORD PARTS

A. 26 Invariant Combining Forms*
("will unlock the meanings in more than 200 current English words")

Word Part	Meaning	Examples from your Subject
anthro-		
auto-		
biblio-		
bio-		
centro- (centri-)		
cosmo-		
heter- (hetero-)		
homo-		
hydro-		
iso-		
lith-		
micro-		
mono-		
neuro-		
omni-		
pan-		
penta-		
phil- (philo-)		
phono-		
photo-		
pneumo-		
poly-		
proto-		
pseudo-		
tele-		
uni-		

*Reprinted with the permission of the publisher from Lee C. Deighton, Vocabulary Development in the Classroom (New York: Teachers College Press, 1959). Copyright © 1959, by Teachers College, Columbia University, p. 26.

APPENDIX FIVE-C
(continued)

B. 10 Prefixes with Singular and Fairly Invariant Meanings*
("appear in about 650 words")

rd Part	Meaning	Examples from your Subject
o-		
rcum-		
ii-		
ra-		
ra-		
ro-		
l-		
s-		
o-		

"There is one limitation even in the use of these 10 prefixes. They fer, for present purposes, the disability common to all prefixes: there a few words in which these same introductory letters are not prefixes. number of these anomalous words is small, however. They may be brought the pupil's attention at the outset of the study. These anomalous words listed here complete except for formatives to show that the problem y create is not a great one:

equi-	equine
extra-	extract, extradite
intra-	intractable, intransigent, intransgressible, intransitive
mal-	mallard, malleable, mallet
mis-	miscellany, miscible, miser, miserable, missal, missile, mission, missive, mister, mistress
non-	nonage, nonce, none**

C. Two Useful Double-meaning Prefixes***

rd Part	Meaning	Examples from your Subject
***	not	
	in, into, within	
	not	
	the opposite of	

bid.
Ibid., p. 27
Ibid., p. 27-28.

***"in" before words beginning with "r"; "il" before words beginning with "l"; "im" before words beginning with "m," "p," and maybe "b."

APPENDIX FIVE-C
(continued)

D. Six Noun Suffixes*
("always indicate nouns but say nothing of their content")

Word Part	Meaning	Examples from your Subject
-acity	noun	
-hood	noun	
-ness	noun	
-ship	noun	
-tude	noun	
-ty	noun	

E. Eight Noun Suffixes**
("used to form abstract nouns with the meaning of 'quality, state, or condition,' and 'action or result of an action'")

Word Part	Meaning	Examples from your Subject
-ance	"quality, state, or condition" and "action or result of an action"	
-ation, -tion, -ion		
-dom		
-ence		
-ery		
-ism		
-ment		
-mony		

F. Two More-Specific Noun Suffixes***

Word Part	Meaning	Examples from your Subject
-acity	pertaining to	
-arium	a place where or a place for	

*Ibid., p. 29.
**Ibid.
***Ibid., p. 30.

92

APPENDIX FIVE-C
(continued)

G. 24 Specific and Invariant Noun Endings*

Word Part	Meaning	Examples from your Subject
-ana		
-archy		
-ard (-art)		
-aster		
-bility		
-chrome		
-cide		
-ee		
-fer		
-fication		
-gram		
-graph		
-graphy		
-ics		
-itis		
-latry		
-meter		
-metry		
-ology		
-phere		
-phobia		
-ric		
-scope		
-scopy		

*Ibid.

APPENDIX FIVE-C
(continued)

H. Eight Noun Endings*
("used always to indicate an agent either living or non-living")

Word Part	Meaning	Examples from your Subject
-eer	an agent either living or dead	
-ess		
-grapher		
-ier		
-ist		
-ster		
-stress		
-trix		

I. Six Noun Suffixes**
("used to form diminutives" ... "not always serve as recognizable suffixes" ... "This group of suffixes can be used only with great caution in dealing with unfamiliar words.")

Word Part	Meaning	Examples from your Subject
-cle	indicates small size	
-cule		
-kin		
-let		
-ock		
-ule		

J. Five Suffixes Used to Form Adjectives Only***
("these five suffixes cover a whole range of meanings all of them indicating degrees of connection or likeness")

Word Part	Meaning	Examples from your Subject
-aceous	"composed of, like, of the nature of, characterized by, belonging to, connected with, pertaining to, given to, tending to"	
-ative		
-ish		
-ive		
-tious		

*Ibid.
**Ibid.
***Ibid., p. 31.

91

APPENDIX FIVE-C
(continued)

K. 13 Specific and Invariant Adjective Suffixes*
(and combining forms)

Word Part	Meaning	Examples from your Subject
-able (-ible) (-ble-)		
-est		
-...ous		
-fic		
-fold		
-form		
-genous		
-less#		
-like		
-most		
-scopic		
-wards		
-wise		

L. Four Adjective Suffixes with the Same Meaning**

Word Part	Meaning	Examples from your Subject
-acious	full	
-ful	of,	
-ose	abounding	
-ous	in	

*Ibid.

**When used with verbs, "less" means "without power, unable to."

Ibid.

Appendix G, Materials Used in Teaching The Directed Reading of Textbooks

LESSON FORMAT FOR DIRECTING TESTBOOK READING

READINESS (evaluation and teaching)

vocabulary - (technical and unfamiliar)

concepts

organization

purpose(s)

SILENT READING (guided by purposes)

DEVELOPMENT OF CONCEPTS/SKILLS

DISCUSSION AND REREADING

FOLLOW-UP/MASTERY

Paseo Workshop December 2

Directing Instruction

I. A Reading

"Body Ritual Among the Nacirema"

II. Follow-up to Reading

III. A Film

"Reading To Remember"

COFFEE BREAK

IV. A Lesson Strategy

V. Planning a lesson

"One Against A Gang"

ASSIGNMENT: Bring the completed lesson on "One Against A Gang" to the December 9 session. Also bring a text for the next session.

97

Appendix H, Lesson Outline Used with Reading Selection, "One Against a Gang." Demonstration Lesson Shown on Video Tape Recorder

LESSON OUTLINE - "One Against A Gang"

READINESS:

Develop background and concepts through a discussion of the following questions:

1. What happens when someone your age tells you you can't do something you want to do?

   How does it make you feel? Why?

   What would you do if he had friends who would help him to stop you? What if the thing you want to do prevents you from taking your friends along to protect you against another group (see a girl, for example).

2. What does it mean "to prove you are something to yourself"?

   How can you do this? Example.

3. How do you feel inside when you are afraid or in danger of of being hurt?

   What do you do in these situations?

   Your evaluation of pupil's background for this story.

LESSON OUTLINE - "C gainst A Gang"

Vocabulary will [illegible]troduced through a discussion of the meanings of unde[illegible]ed words contained in sentences presented via the overhead p[illegible]jector.

Your evaluation [illegible]e pupil's power in word meanings.

The following purpose for reading will be established:

Your (pupil) solution with Danny's solution.

What are the events of the story in the order in which they come.

99

SILENT READING

Observe the reading performance of the members of the group in terms of:

Lip Movements	Head Movements	Finger Pointing	Distractibility

Development of Concepts--Comprehension or Skills

1. Through discussion identify the events of the story in order of occurrence.

2. Obtain answers for the following questions:

   What reason do the police give for arresting Danny.

   Do you think Danny is guilty?

   What do you think the judge will do to Danny? Why?

3. Think of some other ways Danny could have solved his problems.

   Examples:
   not go to see Betty
   ask Betty to come see him
   use a different route, avoid trouble
   get his own gang together and fight or bluff

100

If these and the one Danny used, which do you think was the best solution? Why?

4. Do you think Danny had courage? Why? Why not?

How well were these pupils able to respond to the questions?

ill Butch Be Waiting?

The TV in the front room is on but no one is atching. Danny has left the sound on so he can ten to the basketball game while he dresses. He lls his comb through his jet-black hair and parts on the side. Looking for a clean shirt, he throws e socks from the drawer on the floor. Then he aches into another drawer of the bureau and kes out a gun. Placing the ugly blunt nose of the stol under his belt, he buttons up his shirt—then s jacket.

"Maybe the handle of the gun sticks out too uch," Danny thinks. "No, it's OK."

Next he takes a slip of notepaper and writes: Dear Mom, I will be back around twelve. Have a te. Please don't wait up. Danny."

Turning off the TV and the lights and closing the or behind, Danny gallops down the stairs, his oes hitting the landing tiles hard.

Outside, the air is cold and the stars are sharp in e sky. As always, the street lights are bright th the same hard glitter. Danny looks at the ck on the City Insurance Building that glows the distance. Will Butch and the boys be waiting?

e Threat

A week ago Butch Anderson's gang told Danny t to be seen near Betty's block. Still, Danny lly liked this new girl, Betty, more than any ner girl, and besides . . . Danny was obstinate. wasn't going to be scared off so easily. He was termined and tough. "You learn how to protect urself, or you get beat up," Danny often rea- ned. "Livin' in the city without nothin', you ain't thin' . . . till you prove you are somethin' to urself." It was this thinking, in this way, on that y a week ago, after the threat from Butch and boys, that set Danny in motion, that seemed compel him to go downtown with determination d pick out the gun.

Now, with the gun firmly under his belt, Danny uld feel the consequences of his decision coming ser and closer.

all Your Boys Off"

If I sneak around the block and pick up Betty, an skip passing the pool hall. Only that would an I was chicken. I'll just have to call their ff and see what happens," Danny considers.

Hunching up his shoulders, Danny crosses over nton Street, past the RKO. This is hostile terri- y. Halfway up the block, Danny sees what he pects. Familiar figures are standing in front of pool hall near Betty's house. And now it looks they've spotted Danny too, as they duck inside return with two more guys.

y just keeps walking, grinding his teeth in his jaw and pushing his heels into the sidewalk.

"Hey, you, keep walkin' or you get your head busted," one of the four shouts.

Butch moves into the middle of the street, with beer bottles in both hands. Zip . . . goes one bottle, and then . . . varoom! Another, right past Danny's head. Sweating, Danny feels his heart choking up in his throat and his temples pounding against his skull. He backs up slow, thinking what to do; then his legs carry him stumbling over a garbage pail onto the ground. A knuckle scrapes against the sidewalk. Danny goes to suck the redness of the wound, but whirls his mind back to the Butch Anderson bunch charging down at him. Here in the stampede of feet, Danny pulls himself away, staggers, and reaches at his belt for his gun. Tensing, he leans up against the shaky glass of a storefront. His trigger finger starts to squeeze.

"Knock it off!" Danny yells. "Call your boys off, Butch, or I'll . . ."

Butch stops dead, and the members of his pack freeze stiff. They look at Danny, then at the gun.

"The Cops!"

A squad car screeches into view. Danny turns to look. Butch and his boys take off, scattering into hallways and down alleys in every direction. Pistols out, two patrolmen, each covering for the other, take aim at Danny.

"OK, kid, turn around slow and drop your gun easy," the tall, older looking patrolman orders.

Danny obeys.

"Now put your hands over your head."

"The gun is harmless. It only fires blanks."

"It may fire blanks, but it's still a weapon. According to the book, a rock intended to be thrown is a weapon; even a pipe or a stick," the officer explains.

Reaching for his back pocket, the patrolman pulls out his duty book. Turning the pages rapidly, he stops to fill in Danny's name and address.

"But it was in self-defense."

"Look, kid," answers the cop, who pauses from writing in his duty book, "let's say you're me. Someone calls in a complaint, and you're dispatched to this block. You see people running from a guy with a gun. What do you do? All you need is one funny move from the guy, and you're a cop who's killed somebody."

"Yeah, I see what you mean, but what will happen to me now?" Danny asks.

"We're taking you to the station house. You tell your story to the Lieutenant. He might call your parents and let you go. Otherwise, you'll go before Judge Morrissey tomorrow morning."

"Betty, Butch, and the gun," Danny thinks. "It's all a confusion of one thing leading to another."

The street lights were still shining with the same hard glitter as the patrol car pulled away.

Form 3

GNC EDUCATIONAL VIEWS INVENTORY

Instructions

This inventory consists of eighteen groups of statements. In each group there are four statements (A, B, C, and D) to be ranked from 1 to 4. Rank the four statements in the order in which you think they characterize what the ideal teacher ought to think, be like, or do. A statement which you rank 1 means that it is the item in that group which you feel describes better than any of the others the ideal teacher. The statement ranked lowest or 4 is the one in that group which is least like your ideal teacher. Please rank every item, but do not mark any ties. Use the separate sheet for marking.

The easiest way to proceed is first to read carefully all of the items in one group. Do not spend an undue amount of time pouring over the meaning of any one statement. Finish ranking the items in one group before going on to the next group; do not skip any group. You are not timed, but the average time is about thirty minutes.

The items in a group are not necessarily related. There is no best or "correct" way of ranking these items; please reflect your honest beliefs and feelings.

Do not mark on the pamphlet itself.

GNC EDUCATIONAL VIEWS INVENTORY

Group 1.

A. It is the function of the teacher to analyze, to systematize, and to present the subject of study in such a manner that the unfolding order of the subject will exactly correspond to the unfolding order of the mind of the student.
B. Students should be taught that critically tested human experience is the best authority available.
C. Knowledge for its own sake is of greater value than knowledge for some vocational or practical purpose.
D. Intellectual discipline is not achieved through mere acquiring of information, but comes from active inquiring into problems seen as significant.

Group 2.

A. Since it is not possible to interest all students all the time in what they need to know, the teacher should on occasion use coercion to achieve student development.
B. Among students respect for fact is not enough; there must be respect for authority - not the authority of a person, an institution, dogma, or doctrine - but the authority of intelligent inquiry.
C. Self-discipline is best achieved by first knowing what objective norms one ought to conform to (i.e., are universally valid) and then, conforming to them willingly.
D. What one knows about anything is what he can do with it or about it.

Group 3.

A. The aim of instruction is mastery of objective knowledge.
B. Learning is essentially the impact of mind upon mind.
C. Every subject has its vocational aspects which are important.
D. A teacher of physics may teach that physical laws are uncertain and subject to change since the best statements about the physical world are based on relativity and probability.

Group 4.

A. Teaching consists of (a) providing and explaining a pattern of behavior for the student to imitate (instruction), (b) arousing the student to activity (motivation), (c) demanding achievement in that pattern through appropriate praise and censure (discipline).
B. Learning and teaching is the cooperative venture of creating knowledge.
C. The student's privilege of making choices should be limited only by his capacity to accept responsibility to himself and others for the outcomes of any choice made.
D. Teaching is most efficient when the teacher has a carefully developed lesson planned, minute in detail and logical in organization.

Group 5.

A. A teacher of physics may teach that physical laws are unchanging and certain in their essential nature, although some slight error of measurement may make their particular expression in the classroom seem crude and imperfect.
B. To the extent that a student is capable of thinking, he puts some portion of an apparently stable world in peril; and no one can wholly predict what will emerge in its place.
C. There is no definite best educational procedure of teaching reading, or any other subject, outside of a specific situation.
D. It makes little difference what subjects the student studies so long as he studies with great minds.

Group 6.

A. The best preparation for the future is a thorough knowledge of the past.
B. The way in which a learner reaches any conclusion (a fact, skill, or attitude) is usually of more significance to his development than the conclusion itself.
C. The beliefs and attitudes of students or teachers should not be accepted merely because they have been held valuable traditionally.
D. There are certain bodies of subject matter which have inherent educational value and which should always be included somewhere in every curriculum.

Group 7.

A. The teacher out of his background of information criticizes society and project ideas for improvement.
B. If you cannot use the subject you are studying it has little value.
C. Teaching implies knowledge. Knowledge is truth. The real truth is everywhere the same. Hence, education is everywhere the same.
D. Minimum standards of achievement should be required for all levels of education.

Group 8.

A. The teacher accepts the fact that he will incur the hostility of people who have reason to fear the search for truth.
B. Students should be helped to understand that no conclusions, doctrines, and viewpoints originate from a source so superior as to preclude criticism, modification, or rejection.
C. Required reading of literary books, even though it may bring an unfavorable attitude toward literature, is necessary in a sound educational program.
D. Upon the schools and colleges of America must rest, as their dominant task, the guardianship and transmission of the race heritage.

105

Group 9.

A. Educational aims as well as content should be continually refashioned for a particular society in a particular place and for a particular time.
B. Students should not be given freedom to control themselves and make their own decisions before they have the knowledge and maturity to do it wisely.
C. Conformity and uniformity among students are of somewhat less value than creativity and inventiveness.
D. Within the classroom, the teacher should have the sole right to decide what controversial issues may be discussed by the students.

Group 10.

A. All students should be helped to understand that there is no authority that is not susceptible to examination, criticism, and evaluation.
B. Students should frequently be required to perform difficult tasks in school as preparation for conditions they may meet later in life.
C. Whatever motivates the learner's efforts defines the actual learning goal that is being sought by the learner.
D. Education is liberal when it forms the student's mind after the pattern of objective reality and scientifically determined natural law.

Group 11.

A. In order for the student to make a moral choice in a given situation he needs to know what is truly right and what is truly wrong in relation to that specific situation before he chooses.
B. Education should be directed primarily toward preparation.
C. On controversial questions which arise in the classroom, the teacher should permit presentation and discussion by students of relevant viewpoints.
D. Moral values, like all other values, are best learned when the learner tries out his value judgments in practice and undergoes the consequences.

Group 12.

A. In this period of rapid change, it is highly important that education be charged with the task of preserving intact the long established and enduring educational aims and social objectives.
B. Educators can never be certain what educational road leads to over-all progress.
C. The teacher is a channel of communication, transmitting knowledge from those who know to those who do not know.
D. Students should learn that moral values are held subject to revision in the light of further experience.

106

Group 13.

A. If democracy in education means shared thinking, then the person who fails to think rather than the one who differs from the majority, is the least democratic in his basic attitudes.
B. It is more important that students first think and attack problems than that they first master specific bodies of required content.
C. In the interest of social stability, the youth of this generation must be brought into conformity with the enduring beliefs and institutions of our national civilization.
D. The good teacher is one who can sense the presence of the Eternal in the temporal; who can think the thoughts of God after him; who can feel that the course of nature is the art of God; who can think the universal reason in all things; and who can discern a universal will in all existence.

Group 14.

A. The more abstract the knowledge, the higher its validity or certainty.
B. A teacher may teach that the individual person is in essence following the unchanging laws of human nature, even though in some cases students appear to violate these laws.
C. Subject matter lacks potency, meaning, and value for the learner unless related to his social context and range of interests.
D. The function of the teacher is ultimately to make himself dispensible in the process of education.

Group 15.

A. There are some aims in education that are inherently right and good and should be followed in all circumstances.
B. Indoctrination stops inquiry; without continuous inquiry the mind is closed.
C. Learning is a process of mastering objective knowledge and developing skills by drill, trial and error, memorization, and logical deduction.
D. When a student is judged to be doing failing work with material within his range of intellectual competence, such a judgment means also that the teacher has failed.

Group 16.

A. In the teaching of some subjects, the attitudes of the teacher should be one of persuasion, not inquiry, in order that he may fulfill his function--that of an instrument of transmission of established truth.
B. A knowledge of history is worthwhile in itself because it embraces the accumulated wisdom of our forebears.
C. The teacher does not teach; he creates a learning situation.
D. Students should not be taught to seek adjustment to things as they are, but should be given tools for the improvement of conditions in terms of what is possible.

Group 17.

A. In all important respects, the subject matter taught should use the students' experiences and interests as a starting point.
B. Liberal education means liberating intelligence for capable self-direction in using the world's knowledge, more or less regardless of how certain that knowledge is.
C. The content of the curriculum should be limited by what will aid the learner in the achievement of his supernatural destiny.
D. The more concrete the knowledge, the more valid and certain it is.

Group 18.

A. Intellectual discipline includes reflection over what has been done, extraction of the net meanings, and the projection of ideas as ways of dealing with future experience.
B. A person improves his thinking by connecting whatever he does with the consequence of doing it.
C. Students profit most from teachers who know their subject, express information objectively and who keep themselves and their personal feelings out of the picture.
D. Schools should indoctrinate the students in the ideals of democracy.

Appendix J, Interview Form used in Personal Interview of all Members of the
)rkshop
:1' 1967-68
Workshop Cl..s
Student Name_____
Address_____
_____

SIGNMENTS

VOCABULARY (completed ____)(Types WR___ Puzzles___)

a. Clarity of directions

b. Choice of exercises (reasons)

c. Classroom usage (pupil and teacher reaction, reasons for not using)

COMPREHENSION

a. Intent of questions

b. Revisions

c. Classroom usage

TEXTBOOK ANALYSIS (completed ____)

IOWLEDGE

1. D.R.A.

   a. What are the important areas of the DRA for your pupils?

   b. What parts do you currently use?

2. a. Of the listed topics which are the most helpful in this course?

   b. Name specific aspects of these topics which make it important (learnings).

3. Of the listed topics which are the least helpful in this course? Why?

omments after interview:

A STUDY OF THE READING ABILITIES OF PRESENT NINTH, TENTH, AND ELEVENTH GRADE STUDENTS ATTENDING PASEO HIGH SCHOOL

I. Background

This study was conducted as a part of the pre-planning phase of the proposed re-organization of Paseo High School's daily schedule and to aid in planning for curriculum revision. As a basis for planning curriculum revisions, faculty members requested that a comprehensive survey be made of the reading abilities of the students attending Paseo High School in the ninth, tenth, and eleventh grades. Such a survey, it was concluded, could serve to guide faculty committees in planning units geared to the reading levels of pupils in the various grades and in purchase of new textbooks and supplementary instructional material.

Mr. John Beamer and Dr. John Sherk conducted the study with help and cooperation from various faculty members and two graduate students from the Reading Center at the University of Missouri - Kansas City.

The Metropolitan Achievement Test - High School Battery - was administered to all ninth, tenth, and eleventh grade students attending Paseo High School. The reading test section of the battery was used as the basis upon which further examination of the population was based.

II. A. Results of the Metropolitan Achievement Tests - High School Battery - Reading Section

TABLE 1.

Score Distribution Over Test Range

Percentile	0-3.9	4-10	11-22	23-39	40-59	60-76	77-88	89-95	96-100	
Stanine	1	2	3	4	5	6	7	8	9	Total
Grade										
9	51	63	79	72	45	26	18	5	2	360
10	28	53	80	56	39	28	20	5	2	311
11	23	52	53	51	30	15	9	3	1	237

Table 2. Number and Percentage of Pupils Grouped in Stanines 1-3, 4-6, 7-9

Stanine	Low 1,2,3		Middle 4,5,6		High 7,8,9		
	Total	Percent	Total	Percent	Total	Percent	Total
Grade							
9	193	54	142	40	25	6	360
10	161	52	123	40	27	8	311
11	128	54	96	40	13	6	237
TOTAL	482	53	361	40	65	7	908

Discussion:

Slightly over one-half of the pupils tested fell into the lowest one-third of the test range; that is, one-half of the ninth, tenth, and eleventh grade pupils tested placed in the general percentile band - 0% to 22%. The percentages of pupils falling within the low, middle and high thirds of the test are remarkably consistent across grade levels. Forty percent of the ninth, tenth, and eleventh grade pupils scored in the middle range of the test; that is, 40% of the pupils placed in the general percentile band - 23% to 76%. A relatively small number of pupils, 65 out of a total of 908 scored in the top one-third of the test range; that is, 65 pupils scored in the general percentile band - 77% to 99%.

The most striking characteristic of this study appears to be the similarity of reading ability as distributed in the various classes - freshman, sophomore, junior. Since all pupils took the same test, the suggestion is strong that reading performances are similar within the ninth, tenth, and eleventh grades for pupils whose score places them in the low, middle or high one-third of the test range. Thirty-four percent fewer pupils took the exam in the eleventh grade than did in the ninth grade. This may reflect a true difference in class size. If it does, the question arises, how competent in reading were the pupils who have obviously left Paseo High School between ninth and eleventh grades?

The second part of this study has to do with attempting to assess the major strengths and weaknesses in reading of the pupils who took this test. In order to accomplish this, individual oral reading tests (the Gilmore Oral Reading Test) were administered to 98 pupils selected in a stratified random sample from pupil answer sheets of the ninth, tenth, and eleventh grades.

B. Results of Individual Reading Tests of 98 Pupils in Paseo High School

By testing pupils individually, it was hoped that a type of reading profile could be constructed which would indicate the strengths and weaknesses in reading performance of pupils who had scored in the low, middle and high thirds of the test range, and also to indicate whether there were similarities in the reading performances of ninth, tenth, and eleventh grade pupils in the sample. (It should be noted here that it has already been shown that there are similarities in test performance in reading on a standard test purporting to measure reading ability; the attempt in this analysis was to determine whether these similarities could be observed on oral paragraph reading which is more akin to book-type reading).

Three aspects of reading performance were measured for each of the 98 pupils tested. One factor was "accuracy of word recognition"; second, comprehension of material read; third, reading rate.

Accuracy in word recognition is important in reading performance for several reasons:

1. When the pupil's accuracy of word recognition falls below 90% in any passage, the reading task becomes very difficult, unpleasant and frustrating for the student. When one must read material where more than one-in-ten running words is unknown or miscalled, more attention is given to the words themselves than to the meaning of what is written.

2. There is a relationship between fluency in reading and the amount of information gained and retained from reading; when word recognition accuracy falls below 90%, fluency is destroyed.

3. When word recognition accuracy falls below 90%, the rate of reading decreases markedly, and it takes the student an inordinate amount of time to complete reading assignments.

Comprehension is important because reading is used in high school as a tool for learning. Studies indicate that the student should comprehend at least 75% of what he is asked to read in order to maintain satisfactory comprehension. Put another way, the student should be able to answer three-fourths of all questions asked him after reading a selection. If he falls below this level, he is either considered to be deficient in comprehension or the material is considered to be too difficult for him.

Reading rate (words per minute) becomes a factor in high school reading because of the large amount of reading required from textbooks. The Gilmore Reading Test is an oral reading test and therefore not an ideal one for measuring reading rate. However, when oral reading rate drops below 100 words per minute (120-150 words per minutes is the ordinary rate of speech), the indication is that the reading material is too difficult, no matter what the comprehension score might be. The reason for this is simply that, at or below 100 words per minute, it is doubtful if the student would ever be able to complete his reading assignments.

Several more comments on the Gilmore Oral Reading Test should be made before the data on pupil scores are presented. Paragraphs on the Gilmore Test are arranged in order of increasing difficulty from first grade level to tenth grade level. Pupils were asked to begin reading the easier paragraphs, and they kept on reading successively more difficult ones until their accuracy of word recognition dropped below 90% of the words read on any paragraph. After each paragraph, five comprehension questions were asked of the pupil. His comprehension score was determined by averaging the total number of correct answers in relation to the total number of questions asked on the paragraphs read. If a pupil's word recognition accuracy fell below 90% early in the test, it can be understood that his comprehension score might be higher than a pupil who read the more difficult paragraphs where the comprehension questions were also more difficult.

TABLE 3. Results of Ninth Grade Pupils' Reading Performance as Tested by the Gilmore Oral Reading Test

Stanine	Number	Sample Size	Word Recognition Accuracy*	Percent Comprehension**	Words Per Minute
1	51	4	5.2	70	98
2	63	4	8.0	70	133
3	79	10	7.6	64	126
4	72	10	8.8	60	143
5	45	5	8.2	78	155
6	25	4	9.5	73	171
7	18	2	10.0	73	138
8	5	2	10.0	82	190
9	2	2	10.0	82	143
Total	360	43			

*Indicates highest average paragraph where 90% accuracy in word recognition was found.

**Indicates percentage of questions correct based on all paragraphs read.

Discussion:

It can be observed that the range of abilities in accuracy of word recognition spans at least five levels and probably more. The reason is that the ceiling of the test is tenth level and some pupils may have gone above that. These levels are roughly equivalent to grade-level or reader-level. Stating this relationship in another way, ninth grade pupils in stanine 1 can read at the fifth grade level with at least 90% accuracy in word recognition and 70% comprehension at 98 words per minute; ninth grade pupils in stanine 9 (of which there are two such pupils) can read at the tenth grade (or above) level with at least 90% accuracy in word recognition with 82% comprehension at a rate of 143 words per minute. It is important to remember to think of word recognition accuracy in relation to comprehension at any level. Separating word recognition from comprehension renders this type of analysis meaningless.

Pupils in the lowest stanine of the ninth grade were found to be much lower in reading ability than the lowest pupils in grades ten and eleven. These pupils are barely literate according to reading standards of the U. S. Department of the Census. Examination of the performance of pupils in Stanine 1 of the tenth grade, the lowest stanine, indicates that their performance is about three grade levels higher in word recognition accuracy

with about equal comprehension (68%). One hypothesis to explain this would be that the low group in the ninth grade made or makes three grades of progress in the ninth grade year in reading. Another hypothesis would be that the very low ninth grade pupils drop out of school before tenth grade. The reduction of the total size of the pupils tested from 360 in ninth to 311 in tenth grade, a loss of 49 pupils, lends support to the latter hypothesis; that is, that the majority of the very lowest 51 pupils in the ninth grade drop out of school at this time.

Pupils in stanine 1 can be considered four grade levels below their present grade placement in reading ability. Therefore they can be thought of as severely retarded readers. Pupils in stanines 2 through 5 range between one and two grade levels below their present grade placement in reading; therefore, they can be considered mildly retarded readers. Pupils in stanines 6 through 9 perform adequately in reading for their present grade placement; therefore, they are considered developmental readers. The numerical breakdown could be stated as follows: 290 students or 80.5% of the ninth graders are mildly or severely retarded in reading in relation to their present grade placement. Fifty students or 14% of the total tested ninth graders are adequate readers for their present grade placement.

TABLE 4. Results of Tenth Grade Pupils' Reading Performance as Tested by the Gilmore Oral Reading Test

Stanine	Number	Sample Size	Word Recognition Accuracy*	Percent Comprehension**	Words Per Minute
1	28	2	8.0	68	--
2	53	4	8.4	73	132
3	80	10	9.5	66	123
4	56	5	9.2	80	--
5	39	4	9.3	71	167
6	28	3	9	56	--
7	20	2	9	65	154
8	5	1	10	71	139
9	2	1	10	91	--
Total	311	32			

*Indicates highest average paragraph where 90% accuracy in word recognition was found.

**Indicates percentage of questions correct based on all paragraphs read.

Discussion:

Tenth grade pupils in stanines 1 and 2 can be considered at least two grade levels below grade placement in reading ability. Pupils in stanines 3 through 7 are at least one grade level below grade placement in reading ability. Pupils in stanines 8 and 9 are reading adequately in relation to their present grade placement. Numerically, 304 of the 311 pupils tested in the tenth grade can be considered mildly to severely retarded in reading ability with reference to their present grade placement. It appears that no very severely retarded readers, those four or more grade levels below grade placement as in the ninth grade, were found in this sample of tenth graders. This leads to one of the aforementioned hypotheses, namely that either these severely retarded readers have improved considerably or that they have dropped out of Paseo's classes.

TABLE 5. Results of Eleventh Grade Pupils' Reading Performance as Tested by the Gilmore Oral Reading Test

Stanine	Number	Sample Size	Word Recognition Accuracy*	Percent Comprehension**	Words Per Minute
1, 2	75	8	8.0	73	158
3	53	6	8.8	67	137
4	51	5	9.0	80	148
5	30	3	9.3	70	152
6	15	2	9.2	64	171
7	9	2	10.0	84	--
8	3	1	10.0	90	--
9	1	1	10.0	100	177
Total	237	23			

*Indicates highest average paragraph where 90% accuracy in word recognition was found.

**Indicates percentage of questions correct based on all paragraphs read.

Discussion:

Eleventh grade pupils in stanines 1, 2 and 3 can be considered two grade levels below present grade placement in reading ability. Pupils in stanines 4, 5 and 6 can be considered about one grade level below present grade placement in reading ability. Pupils in stanines 7, 8 and 9 read with sufficient power and fluency that they can be considered developmental readers, mainly because they reached the highest levels measured on this test. Numerically,

224 of the 237 eleventh grade pupils who took this test could be considered retarded to some degree in reading ability with reference to their present grade placement. Thirteen pupils who were found in stanines 7, 8 and 9 would probably read adequately.

Overall, there is little difference between the reading performances of tenth and eleventh grade pupils as indicated by the results of the Metropolitan Achievement Test and the Gilmore Oral Reading Test. If the analysis is extended downward, there is very little difference between ninth graders' reading performance (if they score above the third stanine) and tenth and eleventh graders. This may indicate that not much reading progress is achieved from a developmental standpoint in reading in the ninth, tenth and eleventh grades at Paseo High School.

Implications

1. The results of the Metropolitan Achievement Test, reading section, are validated by the Gilmore Oral Reading Test. Therefore, in the future the Metropolitan Achievement Test results can be used as a rough estimate of reading ability for studies at Paseo High School.

2. Large numbers of pupils are handicapped learners at Paseo High School because they cannot read well enough to accurately recognize the words in their reading assignments or understand as much as 75% of what they have been asked to read.

3. There is at least a suggestion that the most severely retarded readers in the ninth grade class disappear from school by the end of the tenth grade year.

4. In setting up a reading program for Paseo High School, it doesn't make much difference how pupils are grouped with reference to grade levels. Portions of the ninth, tenth and eleventh grade cl sses seem to have about the same relative degree of skill in reading.

5. Since the reading deficiency is so widespread among pupils, attacking the problem appears to be a total-faculty problem. No one teacher or group of teachers concentrating on reading alone can make much impact; the problem is just too great.

6. Since textbooks vary greatly in difficulty so far as reading is concerned, it would appear that readability studies should be made of all textbooks currently in use or which are under consideration so as to select ones which are within the reading ability ranges of most of the pupils in the school.

7. A thorough study of school dropouts should be made. If a sizeable majority of pupils who drop out of school are disabled readers, perhaps some could be induced to remain in school if there were a special program to help them improve their reading ability and also to help them seek employment. At least an attempt in this vein might help the school to cease sending functional illiterates into the general society.

FINAL EVALUATION, PROJECT C

The conclusions and recommendations described below are based on formal and informal reports of the workshop participants and the perceptions of the director as well as many other persons whose observations were reported directly or indirectly to him. They bear primarily on the organization and conduct of this kind of workshop rather than with the underlying rationale for it or the desirabiltiy or undesirability of sponsoring similar projects. Recommendations are not stated explicitly as such, but rather in the form of conclusions which have immediate or obvious implications for the conduct of any future workshops dealing with human and intergroup relations. No attempt has been made to organize the conclusions in any particular logical order, but an effort has been made to emphasize those which are most important.

1. In general the workshop was well received, at least to the extent that most believe it was a project worth conducting and that it proved of some value to many of the persons who participated in it. These opinions are based particularly on the results of a short questionnaire which was administered at the conclusion of the last session. An analysis of the responses to the objective items on the questionnaire are shown on the last two pages of this report.

Of the 54 participants who were present to respond to the questionnaire at this session, 38 said they would choose

to enroll again if the workshop were just starting, and 6 said they would not enroll. Among the latter 6 and the 10 who said they were "unsure", several volunteered the information that their uncertain or negative answers were based on difficulties encountered in attending Saturday sessions.

In responding to the question, "In general did participating in the workshop prove to be useful to you?", 41 respondents marked "very often" or "most of the time", 11 marked "sometimes", and 2 marked "seldom" or "not at all".

Other conclusions derived from the questionnaire are as follows:

(a) The group which apparently found the workshop most consistently useful was that consisting of personnel from Bingham Junior High School, Nowlin Junior High School, and Northeast Junior High School. However, the differences between groups from the various schools were small. They probably reflect the fact that problems related to desegregation are less immediate and more manageable at these three schools, and hence there appears to be reduced likelihood for participants from them to feel helpless and discouraged in attempting to bring about the best possible educational conditions in their respective situations.

(b) There was a tendency for the participants from Southeast Junior High School to be slightly more positive about the workshop and the components in it (e.g., discussion, readings, films, etc.) than were the participants from

Southeast Senior High School. The instructional components which were perceived most favorably by the group as a whole were the small group discussions, readings, films, and speakers. The differences among items, however, were generally small.

(c) Other than for a very slight tendency for English and social studies to report more favorable responses than did participants from other fields (e.g., mathematics and science), no consistent differences were found across subject fields or job specialization categories.

(d) When participants were asked to respond to the question, "What changes would you make in order that workshops such as this one can be more effective?", the suggestions most often given were to have more speakers and lecturers (particularly personnel from civil rights or related organizations and professional personnel working in desegregated situations), to have fewer persons in the small groups, to do a better job of clarifying workshop requirements prior to enrollment, to follow the session schedules more closely, to conduct home visitations earlier (and more often) in the workshop, to have more parents and other community representatives involved in the workshop activities, and to make the content of the workshop more practical.

2. Fifty hours of class time turned out to be too few for accomplishing the goals of the workshop. Although an attempt was made to utilize every class session as fully as

possible, more time was needed, among other things, for examining appropriate curriculum materials, for exchanging points of view in small group discussions, for exposure to promising practices on instructional methodology and discipline, and for working out common policies and agreements among teachers. The original proposal for the workshop called for a predominant emphasis on intergroup relations and attitudes, with subsidiary attention to teaching the disadvantaged and general topics related to curriculum, instructional methods, and discipline. However, after the workshop started it became obvious from the suggestions and requests made by the participants that it was necessary to give more emphasis to the latter components. This meant, in turn, that the workshop had to move back and forth between a variety of emphases, trying all the while to avoid too many disjointed changes of pace in giving adequate time to each. As matters turnedd out, it would have been desirable to have another 15-25 hours of class time to do this adequately.

3. Probably the biggest mistake in connection with the planning and conduct of the workshop was the decision we made nearly three years ago to treat the workshop as the equivalent of only one course for one instructor working with more than fifty participants. Since that time our experience in this and other projects definitely has shown that a minimum of ½ time per instructor is needed for every twenty or twenty-five participants in order to allow staff to work

more closely with participants in their classroom settings. Teachers need much more help in workshop dealing with desegregation, teaching the disadvantaged, or other topics in which they have had little previous study than is true with respect to [illegible]pical subject-matter workshop, and the investment of staff time and resources must be commensurate with this need if a project is to have maximum impact.

4. Among the most valuable activities engaged in during the workshop were the visits and interviews with parents, businessmen, and other residents of the southeast community. It would have been much better, however, to have scheduled these visits near the beginning of the workshop rather than at the next-to-last session.

5. Insufficient care was taken to specify and describe workshop requirements before participants enrolled in it, thus leading to misunderstandings which took a good bit of unnecessary time and effort to straighten out.

6. Valuable time also was consumed in establishing the credibility of the instructor's commitments to the participants. A number of participants, for example, apparently found it hard to believe that the readings distributed in the workshop were intended to be put to whatever use each participant could find for them rather than for formal evaluation purposes, and hence it is likely that in some cases these materials were not approached in a frame of mind which would encourage their best usage. To a substantial degree

such problems can be traced ultimately to a lack of previous contact and perhaps also some distrust between personnel from the university and personnel from the public schools. In addition to providing more such contacts which might prove valuable to both parties, it is difficult to see what else might be done to alleviate this problem, but more attention should be given to it in future workshops.

7. As in most workshops of this type, it is also difficult to look back and deide how the activities and schedules should have been revised or altered to make the project more effective. There is no question but that the workshop could have been more effective had the instructor been more astute and competent in conducting it, but recognizing this fact does not in itself point the way toward more adequate programs. Some participants, for example, felt the small group work was given too much time, while others felt it was given too little time. Some felt the speakers were generally helpful and relevant, while others felt the presentations were not particularly relevant or useful. Most reported that the readings stimulated their thinking in a constructive fashion, but some did not. Some felt that the workshop had not sufficiently challenged the ingrained stereotypes which are part of the mental heritage of white Americans, while several of those who withdrew from the workshop expressly indicated they did so because the emotions aroused in discussions of race and desegregation had made them

decidedly uncomfortable. Some felt that the workshop was moving "too deeply" into these matters, while others felt it was much too slow to deal with these realities head on. At one point a Negro participant expressed resentment that the workshop allegedly was teaching that Negroes are inferior, and other participants in one way or another suggested that the activities were somehow "covering up" for alleged deficiencies of black Americans.

A few reactions, however, were more nearly unanimous. Participants justifiably reported that they wished to have more guidance of directly practical value for classroom application. In view of the extreme paucity of concrete materials and experiences related to the problems of desegregated education, this result was anticipated by the workshop staff. While nothing revolutionary can be done to satisfy this need, a continuing attempt to search out or prepare relevant materials and a resolution to draw on Southeast faculty staff who are acquiring experience in dealing with desegregation should contribute to substantial improvement in the conduct of future workshops elsewhere.

8. The reports of the individual projects carried out by participants showed that many made substantial attempts to reassess the situation in their schools and classrooms and to find ways toward successful desegregation and good human relationships in school and community. Although some were unable to pick out projects that had much relevance for

their jobs or their schools and, consequently, were unable to see significant value in the project activity, most reported that the project requirement seemed to be a worthwhile part of the course. It is doubtful, however, whether the projects were sufficiently salient and intensive to have really systematic impact in maintaining good student relationships in the participating schools; to do this, teachers would have to be given more time explicitly set aside for planning and developing such projects, and more help in implementing and following up on them.

9. The most important conclusion which we are coming to recognize based on our experience in this and other workshops and the reports of other public school and university personnel in many cities throughout the country is that in-service training dealing with intergroup relations, desegregated education, teaching in the inner city, or other critical topic in the big city school districts should be provided on regular school time. (The recent full-scale survey of the Washington, D. C. schools, for example, concluded that 15-20% of the time of teachers in the big cities should be devoted to in-service training.)

In the Southeast Workshop it became somewhat more clear exactly why a substantial commitment of this sort should be made to in-service training. Among these reasons are the following:

(a) For a workshop to have anything like its potential

value and impact, it must serve entire faculties and not just the 25-50% of the teachers who generally are able to participate in it on a voluntary basis. Stipends and university credit have been necessary incentives in past programs, but the continuing development of professional competence and staff resources should be viewed as an integral part of every teacher's job.

(b) Saturday sessions are more useful than late afternoon meetings, but for a variety of reasons related particularly to the press of regular school obligations, it has proven unrealistic to expect the majority of teachers to engage intensively in the planning, study, development, and application of ideas and promising practices on an after-school or Saturday schedule.

Until such time as in-service training projects are conducted with the substantial augmentation in district resources implied in the preceding paragraphs, they are unlikely to approach their potential value for improving educational opportunities in Kansas City or other cities.

This conclusion also suggests that one of the most important priorities for maintaining a high quality of education in Kansas City is to work for changes in state laws which inhibit the district's authority to undertake substantial in-service training projects during the regular school year.

e 1. Response to Key Questionnaire Items

	By School									By Subject Area																	
	S.E. Sr.			S.E. Jr.			Other (Bingham, Nowlin, N.E. Jr.)			Total All Schools			Soc.Studies and English			Math and Science			Admin. and Counseling			P. E. & Electives			Other		
	Y*	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U	Y	N	U
Would you enroll in the workshop again if it was just starting? Y=Yes; N=No; U=Unsure	16	4	2	14	2	6	8	0	2	38	6	10	10	2	1	4	0	3	4	2	2	7	3	3	8	0	0
Would it have been better to meet every week for one semester rather than every other week for two semesters?	12	7	4	14	5	2	4	4	2	30	16	8	5	5	2	4	2	1	6	2	0	4	6	3	5	3	0
	Y	N	S	Y	N	S	Y	N	S	Y	N	S	Y	N	S	Y	N	S	Y	N	S	Y	N	S	Y	N	S
In general, did participating in the workshop prove to beluseful to you? Y=very often or most of the time; N=seldom or not at all; S=sometime	16	2	4	15	0	7	10	0	0	41	2	11	10	1	1	6	0	1	5	1	2	8	0	4	7	0	1

*In several cases, respondents answering "yes," "no," or "unsure" to this category specified that their reaction would depend on whether the workshop were scheduled for some time other than Saturdays. It is very likely, in addition, that several of the other "no" and "unsure" answers were due to perceptions of inconvenience arising from the item's assumption that the sessions would be held on Saturday.

Table 2. Response to Workshop Components

By School

In general, how would you rate each of the following components in the workshop? VG=Very Good; G=Good; M=Mediocre; P=Poor; VP=Very Poor	Southeast Senior					Southeast Junior					Other (Bingham, Nowlin, N.E.Jr.)				
	VG	G	M	P	VP	VG	G	M	P	VP	VG	G	M	P	VP
Large group discussions	2	10	6	5	0	4	8	8	1	0	2	7	1	0	0
Small group discussions	9	8	5	1	0	6	14	2	0	0	5	4	1	0	0
Readings	13	6	2	2	0	9	10	3	0	0	7	2	0	1	0
Films	4	16	3	0	0	9	8	4	0	0	3	6	1	0	0
Speakers	6	12	3	2	0	8	10	2	1	0	6	3	1	0	0
Projects	5	8	4	4	1	3	12	4	3	0	5	5	0	0	0
Home visits & interviews	9	7	5	2	0	5	10	6	1	0	5	3	2	0	0
Topics in class	1	15	4	3	0	4	10	7	1	0	4	6	0	0	0
Administration of the workshop	1	16	6	0	0	8	12	1	0	0	5	5	0	0	0
Fellow Participants	11	6	6	0	0	3	17	2	0	0	3	6	0	0	0

Total All Schools

	VG	G	M	P	VP
Large group discussions	8	25	5	6	0
Small group discussions	20	26	8	1	0
Readings	29	18	5	3	0
Films	16	30	8	0	0
Speakers	20	25	6	3	0
Projects	13	25	8	7	1
Home visits & interviews	19	20	13	3	0
Topics in class	9	31	11	4	0
Administration of the workshop	14	33	7	0	0
Fellow participants	17	29	8	0	0

Table 2. Response to Workshop Components

By School

In general, how would you rate each of the following components in the workshop? VG=Very Good; G=Good; M=Mediocre; P=Poor; VP=Very Poor	Southeast Senior					Southeast Junior					Other (Bingham, Nowlin, N.E.Jr.)				
	VG	G	M	P	VP	VG	G	M	P	VP	VG	G	M	P	VP
Large group discussions	2	10	6	5	0	4	8	8	1	0	2	7	1	0	0
Small group discussions	9	8	5	1	0	6	14	2	0	0	5	4	1	0	0
Readings	13	6	2	2	0	9	10	3	0	0	7	2	0	1	0
Films	4	16	3	0	0	9	8	4	0	0	3	6	1	0	0
Speakers	6	12	3	2	0	8	10	2	1	0	6	3	1	0	0
Projects	5	8	4	4	1	3	12	4	3	0	[illegible]				
Home visits & interviews	9	7	5	2	0	5	10	6	1	0	5	3	2	0	0
Topics in class	1	15	4	3	0	4	10	7	1	0	4	6	0	0	0
Administration of the workshop	1	16	6	0	0	8	12	1	0	0	5	5	0	0	0
Fellow Participants	11	6	6	0	0	3	17	2	0	0	3	6	0	0	0

	Total All Schools				
	VG	G	M	P	VP
Large group discussions	8	25	15	6	0
Small group discussions	20	26	8	1	0
Readings	29	18	5	3	0
Films	16	30	8	0	0
Speakers	20	25	6	3	0
Projects	13	25	8	7	1
Home visits & interviews	19	20	13	3	0
Topics in class	9	31	11	4	0
Administration of the workshop	14	33	7	0	0
Fellow participants	17	29	8	0	0

Table 2. Response to Workshop Components (Cont'd.)

	By Subject Area																								
	Soc. Studies & Eng.					Math & Science					Adm. & Cnslng.					Electives					Other				
	VG	G	M	P	VP	VG	G	M	P	VP	VG	G	M	P	VP	VG	G	M	P	VP	VG	G	M	P	VP
Large group discussions	4	5	1	1	0	0	2	3	1	0	1	5	3	1	0	1	7	2	3	0	2	3	3	0	0
Small group discussions	3	6	1	1	0	2	3	2	0	0	3	6	1	0	0	8	3	2	0	0	2	4	1	0	0
Readings	6	3	1	1	0	3	3	0	1	0	6	3	1	0	0	4	7	1	1	0	7	0	1	0	0
Films	2	8	1	0	0	1	5	0	0	0	3	5	2	0	0	6	5	2	0	0	2	4	2	0	0
Speakers	5	4	1	1	0	1	5	1	0	0	3	4	1	2	0	5	5	3	0	0	4	4	0	0	0
Projects	3	6	0	1	0	1	6	0	0	0	1	3	2	4	0	2	5	5	0	1	4	2	2	0	0
Home visits & interviews	3	6	1	1	0	2	2	3	0	0	3	3	3	1	0	5	4	4	0	0	3	2	2	0	0
Topics in class	3	5	2	1	0	1	4	2	0	0	2	5	2	1	0	2	8	2	1	0	1	5	1	1	0
Administration of the workshop	6	4	1	0	0	0	6	1	0	0	3	6	1	0	0	2	8	3	0	0	3	4	1	0	0
Fellow participants	3	6	2	0	0	2	3	2	0	0	3	6	1	0	0	5	5	2	0	0	3	4	1	0	0

SOUTHEAST DESEGREGATION WORKSHOP

First Session: Saturday, September 16, 1967

8:30 Dan Levine - Introduction to the Workshop
9:30 Registration
10:00 Discussion Groups - Topic: "Building Good Intergroup Relationships at the Personal Level"
11:00 Large Group discussion and review; identification of projects cited by participants

Second Session: Saturday, September 30, 1967

8:30 Dan Levine - "A Brief Overview of the Urban Crisis and Its Implications."
9:00 Mrs. Robert Hoyt - "The Challenge to the Southeast Community: What is Being Done; What Needs to be Done; How the Schools Can Help."
9:40 Questions and discussion
9:55 Coffee
10:10 Discussion Groups - "The Role of Teachers and Students in a Desegregated Community."
11:00 Dan Levine - Additional possible projects; housekeeping.
11:30 Adjourn.

Third Session: Saturday, October 14, 1967

8:00 Dan Levine: "A Contemporary Interpretation of the Responsibility of the Professional Educator"
8:25 Assignments, placement in discussion groups, etc.
9:00 Interracial panel conducted by students from Common Learnings class taught by Miss Theo March
9:20 Questions and discussion
9:35 Coffee
9:45 Group discussions
10:40 Dan Levine: "Some Considerations Regarding Teacher Planning for Interracial Student Experiences."
11:00 Adjourn

Fourth Session: Saturday, October 28, 1967

8:00 Dan Levine: "Some Considerations Regarding Teacher Planning for Interracial Student Experiences" (continued)
8:30 Group discussions (finish topics from first week on "Building Good Intergroup Relationships at the Personal Level.")
9:20 Coffee
9:25 Reports of group discussions
9:45 Distribution and explanation of duplicated materials.
10:15 Group analysis of one or two project plans.

Fifth Session: Saturday, November 11, 1967

8:00 Clarification and re-examination of workshop structure and policies
8:30 Group Discussions
9:30 Coffee
9:35 Reports from Recorders
9:55 Miriam Simon: "Possible Classroom Efforts to Achieve the Goals of Integrated Education."
10:15 Questions
10:30 Film: Urbania
11:00 Adjourn

Sixth Session: Saturday, December 2, 1967

8:30 Group discussions on implications of statement or statements assigned to each group
9:15 Reports from group recorders
10:00 Small group meetings by subject field and job specialties.
10:55 Dan Levine - "Distinguishing Between Background Characteristics Associated with Non-Conforming Behavior in the School."
11:25 Looking Ahead

Seventh Session: Saturday, December 16, 1967

8:30 Panel of students from two integrated high schools
9:30 Coffee
9:40 Dr. Merle Ohlsen - "Dealing with Feelings in Achieving Teaching Goals in the School and Classroom."
10:10 Questions and Discussion
10:30 Small group discussion
11:20 Looking Ahead
11:30 Adjourn

Eighth Session: Saturday, January 6, 1968

8:30 Film: Metropolis: Run from Race
9:00 Rev. H. Barnett, "Community Action on the Southeast Side and its Relevance for the Schools"
9:25 Questions and Discussion
9:40 Coffee
9:45 Small group discussion
10:45 Reports from discussion leaders
11:15 Announcements
11:30 Adjourn

Ninth Session: Saturday, January 20, 1968

8:30 Completion of group suggestions on possible school-community-parent contacts. Discussion leaders Gant, Roitman, Wade.
9:00 Film: For All My Students
9:35 Group discussions of film
10:25 Coffee
10:30 Reports from workshop participants on classroom and related activities and projects.
Richard Boatright - Northeast Junior
Mrs. Wilma Johnson - Southeast Senior
Mrs. Marguerite Coorts - Bingham Junior
11:15 Representative selections from essay reactions of participants
11:30 Adjourn

Tenth Session: Saturday, February 3, 1968

8:30 Representative selections from essay reactions of participants
9:00 Registration
9:30 Dan Levine - "Distinguishing Between Background Characteristics Associated with Non-Conforming Behavior in the School."
10:00 Coffee
10:10 Film - Confronted
10:45 Distribution of Second Syllabus
11:00 Television
11:30 Adjourn

Eleventh Session: Saturday, February 17, 1968

8:30 Announcements
8:40 Discussion Groups: "What do we really mean by the term 'disadvantaged students'?"
9:15 Marv Elmore - "Instructional Methods and Materials for Teaching Disadvantaged Youth"
10:05 Coffee
10:15 Russ Doll - "Steps in Composing Identification Stories"
11:00 Mrs. Carmen Wilson - "An Example of Working with Parents of Disadvantaged Students through Classroom Activities."
11:30 Adjourn

Twelfth Session: March 2, 1968

8:30 Ann Johnson: Two Cultures
9:00 Oscar Eggers: "Increasing Interaction and Enhancing Communication in the Classroom"
10:05 Coffee
10:10 Ron Karraker: "Some Examples of Classroom Management Based on Principles from Behavior Modification"
10:40 Dan Levine: Announcements and future plans
10:45 Discussion Groups (Choose One):
1. Topics Raised by or Related to Professor Karraker's Presentation - Gant
2. Administrators and Counselors Meet with Dr. Karraker - Dwight
3. Topics Raised by or Related to Professor Egger's Presentation - Wade
4. Southeast Senior Staff Members (Suggested Emphasis: Identification and Discussion of Solutions for Specific Current Problems) - Roitman
5. Southeast Junior Staff Members (Suggested Emphasis: Identification and Discussion of Solutions for Specific, Current Problems) - Doll

NOTE: If (By 10:35) fewer than 7 participants are present in any particular group, individuals who elected that group are requested to disperse to another group.

Thirteenth Session: Saturday, March 16, 1968

8:00 Joseph Rosen: "An Insider's-Outsider's View of What We Know about Educating the Disadvantaged."
8:15 Questions
8:20 Richard Saxe: "Teacher Training for Desegregated Education."
8:35 Questions
8:40 Coffee
8:45 Group Discussions
1. Southeast Senior
2. Southeast Junior

3. Personnel from other schools
4. Administrators and counselors

10:25 Dan Levine: Announcements and distribution of materials
10:40 Reports on developments at individual schools
1. Thelma Watson - Southeast Senior
2. Bill Merryman - Southeast Senior
3. Don Baer - Northeast Junior
11:00 Adjourn.

Fourteenth Session: Saturday, March 23, 1968

8:30 Report on Specific Proposals for Individual and School Action from Group Recorders
9:00 Group Discussions. (Meet in same groups as on March 16 to complete previous topics and explore new ones.)
9:50 Coffee
10:00 Ed Bailey: "The Person in the Process"
10:50 Questions and discussion
11:20 Announcements
11:30 Adjourn

Fifteenth Session: Saturday, April 6, 1968

8:30 Announcements and planning
8:45 Poems in honor of Martin Luther King
8:55 Role playing session in regular discussion groups
9:45 Reports from discussion group leaders
10:10 Coffee
10:15 Panel on "engaging" the student in the process. (Postponed from last session; Mrs. Alder, Mrs. Brown, Mrs. Coorts; Mr. Kelley)
10:45 Film: "Our Country, Too."
11:15 Reports: Mrs. Cornelius, Southeast Senior High; Mrs. Holbrook, Southeast Senior High
11:30 Adjourn

Sixteenth Session: Saturday, April 27, 1968

8:30 Announcements and assignments for home visits
9:00 - 11:30 Visiting parents and community leaders

Seventeenth Session: Saturday, May 4, 1968

9:30 Discussion groups:
Southeast Junior - Group planning to determine policies for discipline and other matters
Other participants - Review and discussion of community visits
10:30 Workshop Evaluation Questionnaire
11:15 Review and final remarks by workshop director
11:30 Adjourn

HUMANITIES CURRICULUM

BY

Mrs. Linda Buc!le

and

Mr uttz

Overview: Humanities is the study on man's cultural heritage with emphasis on the fine arts and the value which have gone into the composition of our world society today. In the course emphasis should be placed not on merely the factual and logical but on the human, emotional, and expressive sides of man. Humanities is a course which attempts to correlate for the student the facets of art, music, literature, history, and philosophy; to develop an interest in students not actively participating in these creative areas; to help the student to see the importance of his own self in his society; and to acknowledge the timelessness, pervasiveness and vitality of human valves.

Today's materialistic, automated society and segregated courses of study often lead to early specialization creating ignorance of other fields. Ignorance often breeds lack of understanding, lack of communication, and intolerance which can cause splits in human relations -- even world strife. The humanities course attempts to correlate ideas, fields, and values for better understanding, appreciation and tolerance among people.

History: The study of humanities developed in the Renaissance as a revolt against the strict other worldliness of the church. Later, as a result of its association with Greek and Latin classics humanities came to mean a study of languages. In today's world, the term humanities has another meaning -- the area of learning not associated with science but the arts: beauty, music, painting, architecture.

Man can be the master of his own destiny but only if he studies and becomes familiar with his cultural heritage, both classical and contemporary. Humanism is a devotion to, a compassionate concern for all human beings. An individual can find the highest good in working for the good of all, which certainly includes himself, his family, and hi country. The humanities course focuses attention on man, his work, his ideals, and his values through the ages.

General Objectives:

1. To develop student study skills in obtaining and interpreting various types of information.

2. To provide multi-learning activities that will develop in the student an awareness of and an interest in his cultural background.

3. To encourage introspective study of one's self and to attempt to define this "self's" relationship to society.

4. To stimulate judgment based on researched facts and enlightened emotional maturity.

5. To awaken the student's imagination, and appreciation together with experimentation in areas of individual interest.

6. To build poise and language power through a participation in oral classroom activities.

7. To build effective research abilities through the use of library, classroom and private resources.

8. To appreciate various individual's contributions to society and the necessity for continued constructive contributions.

9. To develop effective skills in observing and listening.

10. To show that events in literature, government, and art reappear to stimulate people throughout history.

Hardback Books

Author	Title	Publisher	Order Address
Coon, C.	The Story of Man	Alfred A. Knopf	501 Madison Avenue N. Y., N. Y. 10022
Howell, Clark	Early Man	Silver Burdett Co.	Park Ave. & Columbia Rd. Morristown, N. J. 07960
Moore, Ruth	Evolution	Silver Burdett Co.	Park Avenue & Columbia Rd. Morristown, N. J. 07960
Time Life Library	The World of Michelangelo	Silver Burdett Co.	Park Ave. & Columbia Rd. Morristown, N. J. 07960
Time Life Library	The World of Leonardo	Silver Burdett Co.	Park Ave. & Columbia Rd. Morristown, N. J. 07960
Time Life Library	The World of Vermeer	Silver Burdett Co.	Park Ave. & Columbia Rd. Morristown, N. J. 07960
Time Life Library	The World of Giotto	Silver Burdett Co.	Park Ave. & Columbia Rd. Morristown, N. J. 07960
Time Life Library	The World of Rubens	Silver Burdett Co.	Park Ave. & Columbia Rd. Morristown, N. J. 07960

140

The Great Ages of Man Series

Time Life Library

Bowra, M.	Classical Greece	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Hadas, M.	Imperial Rome	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Fremantle, A.	Age of Faith	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Hale, J.	The Renaissance	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Casson, L.	Ancient Egypt	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Davidson, B.	African Kingdoms	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Sherrard, P.	Byzantium	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Wallace, P.	Rise of Russia	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Burchell, S. C.	Age of Progress	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Stewart, D.	Islam	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960
Gardner, H.	Art Through The Ages	Silver Burdett Co.	Park Ave. & Columbia Morristown, N.J. 07960

Paperback Books

Sophocles	Oedipus Rex	Appleton, Century, Grofts, Inc.	440 Park Ave. S. N. Y., N. Y. 10016
MacLeish	J. B.	Houghton, Mifflin Co.	2 Park Str. Boston, Mass. 02107
Richards, I. A.	"Why So Socrates"	Cambridge Univ. Prsss	32 E. 57th Street N. Y. , N. Y. 10022
Jonson	Volpone	Appleton, Centruy	440 Park Ave. S. N. Y., N. Y. 10016
Marlowe, C.	Dr. Fauster	Appleton, Century	440 Park Ave. S. N. Y., N. Y. 10016
Huxley	Brave New World	Bantam Book Inc.	271 Madison Ave. N. Y., N. Y. 10016
O'Neill	Mourning Becomes Electra	Random House	201 Park Ave. S. N.Y.,N.Y. 10003
Ralph, P.	Story of Our Civilization	E. P. Dutton & Co. Inc.	201 Park Ave. S. N.Y., N.Y. 10016
Milligan, H.	Stories of Famous Operas	New Amer. Library Inc.	1301 Ave. of America N.Y., N.Y. 10003
Westrup, J.q	Introduction to Music Hist.	Harper & Row Publishers	49 E. 33rd St. N. Y., N.Y.
Laird, C.	A Miracle of Language	Premier Books-Fawcett Publishers	Greenwich, Conn. 06830
Lei, M.	The Story of Language	New Amer. Lib. Inc.	1301 Ave. of Amers. N.Y., N.Y. 10019

142

Alpenfels, E.	Sense & Nonsense About Race	Friendship Pr	475 Riverside Drive N.Y., N.Y. 10027
Reinert, Otto	Drama: An Introductory Anthology	Little, Brown & Co.	200 West Street Waltham, Mass.
Janson, H.W.	The Picture History of Painting	Harry N. Abrams Inc.	6 West 57th Street N.Y., N.Y. 10019
Franklin, J.	Three Negro Classics	Avon Book Div., Hearst Corp.	959 8th Ave. N.Y., N.Y. 10019
Mead, M.	People and Places	Bantam Books, Ir	271 Madison Ave. N.Y., N.Y. 10016
Lisitzky, G.	Four Ways of Being Human	Viking Press, In	625 Madison Ave. N.Y., N.Y. 10022
Myrnal, G.	American Dilemma	McGraw-Hill, Inc.	330 West 42nd Street N.Y., N.Y. 10036
Starkie, W.	Don Quixote	New American Library	1301 Avenue of America N.Y., N.Y. 10019
Faulkner, W.	Sartoris	New American Library	1301 Avenue of America N.Y., N.Y. 10019
Marx, K.	Communist Manifesto	Appleton, Century Crofts, Inc.	440 Park Ave. S. N.Y., N.Y. 10016
	Art Prints	Barton-Cotton, Inc.	2604 Sisson Street Baltimore, Maryland 21211

UNIT I - AN INTRODUCTION TO THE FUNDAMENTALS OF THE HUMANITIES

Suggested Time: Three Weeks

Overview: Because this course deals with cultural contributions to our world today the student must have the tools necessary for an understanding and appreciation of the gifts left him by his ancestors. This first unit is designed to acquaint the student with the necessary knowledge of basic art forms, techniques and terms. The student should become familiar with these fundamentals and achieve facility in their use.

Specific Objectives:

1. To investigate and understand why a study of this nature is necessary.
2. To acquaint the student with basic knowledge in the arts: music, painting, sculpture, literature, and architecture.
3. To equip the student with the ability to continue study on his own.
4. To develop interest and skill in researching for further information on specific subjects.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES
I. Subjects in Art	Show introductory humanities film to introduce the general scope of the course. In a general class discussion attempt to have the students define "subject" as found in the various arts. Discuss with students the various presentations of abstraction (Chagall), nonobjective (P[illegible]lock), realism (Courbet), distortion (El Greco).	OX-"The Humanities" 0-989 "The Artist and Nature" (Catalogue numbers are given for films found in the Kansas City Schocld District Audio-Visual Department.)
A. Ways of Dealing With Subject	Show prints, slides and films to illustrate.	Film: "Four Artists Draw One Tree" 00835 "Making of a Mural"

1. Realism 2. Distortion 3. Abstraction 4. Nonobjective		Slides and prints of Courbet, El Greco, Chagall, Pollock, and others.
B. Symbols	Consult book dealing with symbols in art and literature	Brown, Heritage
1. Object Symbols a. Candle b. Mind Coat c. Snake d. Lion e. Lamb f. Dove g. Tortoise h. Hawk i. Eagle j. Oak	Show symbols and discuss with students where they may be seen today and the meaning attached to them.	De Jong, Paintings of the Western World
2. Color Symbols a. Red b. White c. Blue d. Black e. Purple	Discuss symbols and their use. Have students bring literature, newspaper and magazine examples of symbols used to class.	Barrett, H. Lilies of the Field Walpole, H. Tortoise and the Hare Van Druten, J. Bell, Book and Candle
3. Sound Symbols a. Crashing symbols b. Rattling chains c. Creaking doors d. Bugle e. Harp Glissando f. Drum Roll	Play appropriate recordings. Discuss sound symbols Have students identify the symbols represented. Show and discuss film	"Taps" "Hall of the Mountain King" "Grand Canyon Suite" 077 "What Is Poetry"

II. Subject Sources

A. Historical	Play records illustrating historic events and discuss.	"Songs of the Civil War"
	Play "1812 Overture" and discuss.	Tschaikovsky, "1812 Overture"
	Discuss historical implications of several novels.	Dickens, C. Tale of Two Cities Mitchell, M. Gone with the Wind
	Play recordings based on historical western legendary figures, i.e., Billy The Kid, Davey Crockett, Baby Doe, etc.	
B. Mythology	Show film and discuss	CX-387 "Odyssey, Parts 1 and 2"
	Have committee retell several incidents from the Iliad and Odyssey.	Homer, Iliad and Odyssey
	Compare and contrast Jeffers' and Sophocles' Medea with the mythological story	Jeffers, R. Medea Sophocles, Medea
	Play recording of Medea starring Judith Anderson for enjoyment and discussion.	Medea Recording--Judith Anderson
	Committee report on the Norse gods and myths.	Bullfinch, Mythology Frazer, The Golden Bough
	Play music from The Ring of the Nibelung noticing the original account of the Norse gods and heroes.	Wagner, The Ring of the Nibelung
	Students read and retell the Russian folk legend of the Firebird before listening to Stravinsky's "Firebird Suite".	Bullfinch, Mythology Stravinsky, "Firebird Suite"
C. Christianity	Show and discuss filmstrip	Life, "Michelangelo's Sistine Ceiling"

	Compare the text of such compositions as Haydn's "Creation" or Handel's "Messiah" with its biblical source.	Haydn, "Creation" Handel, "Messiah" Johnson, J.W. "The Creation" Bible
	Find suitable quotations from the Bible to use as captions for illustrations of paintings whose source of subject matter is biblical.	Giotto, "Flight Into Egypt" Masaccio, "The Tribute Money" Brueghel, "Cenus In Bethlehem" El Greco, "The Nativity"
	Assign individual book reports on books dealing with Biblical subjects.	Douglas, L. The Big Fisherman Caldwell, T. Dear and Glorious Physician Asch, S. The Nazarene
III. Elements of Art	Show film and discuss information given.	0-819 "What Is Art?"
A. Visual Art	Show films and discuss.	00-372 "Art and Motion" 00-662 "Discovering Color"
1. Color	Discuss hue, value, and intensity.	
	Compare colors used by different artists, i.e. Matisse's reds, with Cezanne's low intensity reds, Brueghel's "Peasant Dance," and El Greco's "View of Toledo".	Selected Prints
	Construct eighteen hue color wheel.	
	Notice different values and intensities of green, blue, yellow in nature.	
	Take a campus field trip to observe color in nature.	
2. Line	Show film and discuss.	00-1030 "Discovering Line"
	Have students draw on paper all the different types of lines they can.	

	Show reproductions illustrating use of line. Van Gogh's "Starry Night" - quick curves. Giorgione's "Sleeping Venus" - slow curves. Raphael's "Madonna and Chair" - both curves.	
	Project on a screen reporductions in which various lines obviously predominate (see above). Ask students to sketch the predominant lines and shapes. Give them less than one minute to do this in order to avoid distracting details. Have them draw frame of picture first, no erasures. If the students are too concerned with their inability to draw, turn picture upside down. Always point out the center of interest.	
	Have students do a line and shape analysis of advertisements in magazines	
3. Perspective	Show and discuss film	00-45 "Discovering Perspective"
	Have students draw boxes and cylinders from different points of view to get an appreciation for the representation of perspective.	
	Explain foreshortening of figure. Have a student be a model and have the class work with foreshortening. Show examples of early artists working with some problem.	Mantegna, "Pieta" Rembrandt, "The Anatomy Lesson"
	Show class some of the work of Picasso and Duchamp in which they use multiple points of view. Locate points of view.	Duchamp, "Nude Descending a Staircase"
4. Texture	Show films and discuss.	0-1024 "Cardboard Melodrama" 00-72 "Discovering Texture"

	Ask students to write brief descriptions of the textures of fabrics in the classroom in terms of line, shape, values, hues intensities, and feel.	
	Compare a still life by Chardin with a still life of Cezanne for discussion of textures	Chardin, "Kitchen Still Life" Cezanne, "Fruit Bowl, Glass and and Apples"
B. Music	Give out music vocabulary. Include such terms as meter; tempo; largo, adagio; andante, allegro, presto; dynamics: pianissimo, forte, fortissimo, crescendo; prelude; symphony; concerto; melody; timbre. Prepare for listening quiz later.	
	Identify and discuss the use of instruments in the orchestra.	
	Show and discuss films.	00-53 "Instruments of the Orchestra" 00-447 "Symphony Orchestra"
	Listen to recording "What is Jazz" for a good introduction for all elements of music	Bernstein, L. "What is Jazz"
	Listen to recordings of difference types of jazz in Chicago, New Orleans, Kansas City, etc.	
	Play recordings for more complete comprehension of vocabulary terms through illustration of these terms.	
C. Literature	Give out literature vocabulary. Include such terms as meter; tone; imagery; figures of speech: simile, metaphor; epic; ballad; ingredients of the novel: plot, theme, setting, mood; tragedy; comedy; essay; lyric; etc.	
	Show film and discuss.	OX-359 "Novel: What It Is, What It's About, What It Does"

Bring illustrations of literature vocabulary to read and discuss with students for more complete comprehension of terms.

Suggest students read weekly an art and entertainment newspaper supplement or magazine. Clippings could be kept throughout year for an up to date resource in discussions on the modern age which will comprise the final study unit on the course.

UNIT II - THE DAWN OF MANKIND

Suggested Time: Five Weeks

Overview: Man is a constantly evolving animal who needs to be aware of his ancestors throughout the course of time in order to appreciate fully the intricate complexities of the mound of history upon which he stands. In the study of primitive man an attempt is made to develop an appreciation of early man's contribution to today's civilization, his importance, his distance in time and his struggle for existence. This knowledge is gained through the study of socialogical, anthropological, and archeological writing of authors part and present.

Specific Objectives:

1. To help students acquire a knowledge and appreciation of the contributions to civilization made by peoples during the primitive period of man's existence.

2. To illustrate that no link in man's history is ever forgotten, but always holds some lessons for later generations.

3. To broaden the student's field of contact and knowledge through an introduction to noted anthropologists and archeologists.

4. To stimulate an acquaintance with and an interest in professional magazines.

5. To stress that man has always felt the urgent need to communicate and record.

CONTENT	SUGGESTED ACTIVITIES	RECOURCES
I. Cultural Life of Prehistoric Man	View and discuss films	"Birth of a Florda Key" 0-933 "Prehistoric Times"
	Locate areas on map where early man is known to have been.	
	Have individual class members write their own definition of culture to discuss and to use throughout the course. Check on modification in emphasis and scope of the definition as the year progresses.	

Discuss and identify various ages in the development of man.	
View and discuss reproductions of cave paintings. Why did prehistoric man attempt art?	00-730 "Cave Dwellers of the Old Stone Age"
View and discuss films	00-16 "Ancient World Literature" 00-949 "Archeologists At Work"
Assign individuals to read and report on the first book in Michener's Hawaii. Compare with film "Birth of a Florida Key."	Michener, J. Hawaii
Students prepare charts of early man's developmental ages.	Howell, Early Man
Assign selection for reading and discussion from Alpenfels.	Alpenfels, E. Sense and Nonsense About Race
Read and discuss selection, short stories, anthropological reports.	Scott Foreman's, Accent: U.S.A. Leakey, L.S.B. Adam's Ancestors Cram, Gods, Graves, and Scholars
Assign reading selections from writings by anthropoligists and archeologists.	Leakey, L.S.B. Adam's Ancestors Mead, M. Persons and Places Montague, A. Man: His First Million Years Ralph, P. Story of Our Civilization
Have committee research and report to class on major findings and major hoaxes in the archeological field.	
Individual book reports and discussion on Ishi In Two Worlds and others.	Kroeber, T. Ishi In Two Worlds Kroeber, T. Last of His Tribe
Show and discuss film.	00-653 "New Lives For Old"

Have class read and discuss short story "Walkabout" by Marshall.

Suggest discussion: How has prejudice and fear brought about casualities, upheavals, death?

Listen to Margaret Mead record.

"Interview With Dr. Margaret Mead", Folkway Records

Selected readings of Origin of the Species by Darwin followed by discussion of the plausibility of the theory.

Moore, R. Evolution
Darwin, Origin of the Species

Assign class members to take school and class poll and record student comments on opinions about the evolution theory. This activity should help to increase students' judgment and awareness of the lack of definite accurate information had by the public.

Invite university professor to speak on Darwin's theory of evolution.

Selected individuals should research and report to class on the Scopes' Trial.

Have class read, and a selected group should act out cuttings form the play Inherit the Wind.

Lawrence and Lee, Inherit the Wind

Show and discuss film.

00-104 "Primitive Man In Our World"

Discuss the influence of prehistoric man in today's society, i.e., television, movies, books, etc. ("Tarzan", "Flintstones")

II. River Valley Civilization		
A. India	Read selections from The Rig-Veda, The Mahabharata, and other Indian theological writings. Class discussion of similarities and dissimilarities between Christian and Indian religions.	The Bhagavad Gita The Rig-Veda The Mahabharata
	View ancient and modern Indian art prints.	
	Have class discuss the epic form with emphasis for discussion on the Odyssey, then read the Indian epic Ramayana.	Homer, Odyssey Ramayana
B. China	View and discuss film.	"Buddhist World"
	Read and discuss writings of Confuscious.	
	Give individual oral report on Confucious' life and writings.	
C. Mesopotamia	View Babylonian art. Discuss subjects portrayed and why.	De Jong, Paintings of the Western World Janson, The Story of Painting
	Have committee report on novel Caravan.	Michener, J. Caravan
D. Egypt	Assign all students to become experts in one of the following fields through research: death masks, Egyptian funeral practices, various Egyptian religions, Hammurabi's Code, and on modern novels depicting Egyptian times. Divide class into several discussion groups, each group containing an expert on each of the above topics.	Egyptian Wall Paintings (A Mentor Book) Muller, Loom of History Muller, Uses of the Past Cram, Hands on the Past Waltairi, The Egyptian
	Show Egyptian art reporductions, bas reliefs, sculptures, etc. Discuss. Note changes through the years.	'The Head of Queen Nefertiti' c. 1350 B.C. 'Basalt Head of a Priest' c. 600 B.C.

		'Bronze Cat' c. 500 B.C.
	Suggest interested students construct break away models of Egyptian pyramids.	
	Show and discuss film.	00-717 "Ancient Egypt" "Ancient Egyptian Art"
III. Africa	Distribute prepared sheets of African poetry for the class to read and enjoy. Discuss symbols used and the subjects.	
	Work on individual research for information and reporting on ancient African cultures. Volunteers for oral reports. Others written.	
IV. Culture of the Western Hemisphere		
A. Inca	Introductory lecture covering several civilizations and cultures.	
	Assign oral presentation of various Indian religious sacrifices.	
	View and discuss subjects represented in Incan art.	De Jong, Paintins of the Western World Janson, The Picture History of Painting
B. Maya	Give oral presentation of various Indian religious sacrifices.	
	See and discuss film strip.	"Heritage of the Maya" Janson, The Picture History of Painting

	Have students clothe dolls, sketch clothing, recreate textile patterns in the style in Incan and Mayan art.	
C. Aztec	Have committee present journalistic report of the Aztec destruction. Show slides of University of Mexico. Discuss Indian art influence.	Coon, C. The Story of Man
D. American Indian	Have students list for class discussion any remnants of our Indian heritage; names, words, tales, etc.	
	Show film and discuss music, symbols, story.	0-502 "The Loon's Necklace"
	Show film and discuss for summary of unit.	00-394 "Man and His Culture"
	Culminating activity: Field trip to Marshall, Mo. to view excavation, relics, skeletons, hill fort of primitive American Indians.	
	Administer test covering major archeological finds, major researchers and subjects of primitive artwork.	
	Have students locate the various cultures on a blank outline map. This should improve their general and geographical knowledge.	

(NOTE: At various times throughout the course, spot quizzes should be given over the major points which the instructor hopes the student will retain from his study of humanities.)

UNIT III - GREECE: MAN AS THE MEASURE

Suggested Time: Six Weeks

Overview: It is essential in a study of man's cultural development that the student gain a thorough knowledge of life as it was in ancient Greece for there lies the cultural foundation of the western world. Its men of science, philosoph, drama, and art initiated the reasoning, inventiveness and enjoyment of today.

The story of Greece, its greatness and its decline, yet its dedication to freedom, understanding and great thought is one of the most fascinating in history. The lesson of Greece is one which shows the well roundedness of man - athlete and poet. Man in the Greek society perhaps reached his zenith leaving forever his mark to be a goal for all mankind to emulate.

Specific Objectives:

1. To develop in the student a knowledge and understanding of the importance of Greece's geographic location in its growth.

2. To acquaint the student with the definite Greek styled contributions upon which to base judgments of the scope of Greek influence today in architecture, theater, sculpture, education and government.

3. To help the student identify the thread of our Greek heritage which runs throught our society today.

4. To acquaint the student with mythology so that he might understand and identify later literary allusions.

5. To improve the student's powers of observation and discrimination for a more aesthetic enjoyment of his culture and community.

6. To develop reading skills in the reading of Greek drama.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES
I. View of Greek Culture	Introductory lecture and film on Greek culture and life.	00-574 "Life In Ancient Greece"
A. Map Work	Suggest that students prepare topography map of Greece for extra credit.	
B. Mythology	Read scriptographic cartoon information concerning gods.	Channing-Bete, Scriptographic Mythology
	Read and discuss selected chapters concerning Greek gods and heroes in Hamilton's Mythology.	Hamilton, E. Mythology Hamilton, E. The Greek Way Bowra, C.M. Classical Greece Durant, W. The Life of Greece
	Encourage students to assemble folio of photos, of local representations of Greek mythology in statues and architecture.	
	Have students bring to class and discuss Greek allusions in advertising.	
	Discuss and prepare documentive list of words with Greek etymology and enlarge on the story behind the origin of the words, i.e. panic, from the antics of Pan.	
	Compare biblical and mythological stories of creation of the world	Hamilton, E. Mythology Channing-Bete, Scriptographic Mythology

	Divide the class into groups with each group taking a different Greek mythological family. Have each group prepare a geneological chart of the family heroes. Individuals within the groups should become informed of and report on stories of heroes' lives.	Hamilton, E. Mythology
	Show reproductions of paintings throughout the history of art based on mythological subjects.	Titian, "Bacchus and Ariadne" Titian, "Laocoon" Titian, "Hermes and Dionysius" Titian, "Orpheus and Eurydice" Tiepol, "River God and Nymph" Raphael, "Galatea" Botticelli, "Birth of Venus" Brueghel, "Fall of Icarus"
	Listen to and duscuss any music, operas, concertos, etc. which deal with mythological themes.	Strauss, "Electra" Offenbach's Opera, "Orpheus in the Underworld" Gluck's Opera, "Orpheus and Eurydice" Henri's Atonal Modern Music, "Orpheus"
	Assign the student a paper in which he creates a myth to explain the origin of some natural object from his own environment.	
C. Philosophers	Show film and discuss.	OX-363 "Athen, The Golden Age"
1. Socrates	Introductory lecture by teacher concerning overall view of the three major philosophers' lives and teachings.	
	Discussion of Socratic method of learning and teaching.	

	Have students organize into groups and prepare an original dramatization of the Socratic method of presenting facts.	
	Read Hamilton and discuss. Relate events in Socrates' life to those of modern-day philosophers and statesmen.	Hamilton, E. "Witness to Truth"
	Show film and discuss.	OX-364 "Plato's Apology"
	Select various groups of students to enact Dramatization of Socrates' teachings and the events of his life as given in plays.	Richards, I.A. "Why So Socrates?"
2. Plato	Report by individual on Plato's life and writings. Emphasize that any report must give an overall view of the subject as a human living an everyday life, not a stilted chronological purely factual calendar of events in his life.	
	Read the "Death of Socrates" by Plato from the Phaedo and compare with the dramatization given above.	Plato, "Death of Socrates"
	Select two students to read Warren's, The Cave. Caution them to work together. Have them retell the story to the class. Class should relate Warren's story and philosphy as set forth in his novel with that of Plato in The Republic.	Warren, R.P. The Cave Plato, The Republic, "Book VII" Jowett, B. The Republic
	Have committee discuss and present the Platonic method	Buchanan, S. The Portable Plato
3. Aristotle	Show and discuss film.	OX-365 "Aristotle's Ethics: Theory of Happiness"

	Divide class into groups for discussion and research on special assigned topics, i.e., Aristotle's scientific method, his influence on Alexander the Great, Aristotle's views of politics, and ethics, etc.	McKeon, ed. The Basic Works of Aristotle
	Have class read Nichomachean Ethics concerning happiness and discuss Aristotle's theory in the light of today's society.	Aristotle, Nichomachean Ethics
	Show the film a second time and assign students a critique showing their growth in understanding of Aristotle's views between the first and second showings. (This technique may be used several times in the course of the year to good effect.)	OX-365 "Aristotle's Ethics: Theory of Happiness"
4. Prevailing Philosophies	Instructor should select and prepare for class several representative writings from Epicurean, Stoic, and Sophic philosophies. Selections should be given to the class with brief explanations.	Hyde, W. The Five Great Philosophies of Life
	Divide the class into several groups for original role playing illustrative of above philosophies.	
	Assign individual or group reports on the lives of Zeno and Epicurius.	
A. The Arts	Introductory lecture by instructor briefly explaining Greek influence and contributions in the arts.	Durant, W. The Life of Greece
1. Architecture	Show and discuss films.	"The Rise of Greek Art" "Greece: The Golden Age" "Athens" "Great Age of Warriors, Homeric Heroes"

a. Ionic b. Doric c. Corinthian	Encourage interested students to prepare a portfolio of photos or sketches complete with addresses and background information of local buildings using Greek architectural style.	Boardman, Greek Art
	Have the students collect cutouts of buildings from magazines. Indicate the Greek influence on these buildings. Identify the architectural form in the structures.	"The Architectural Forum" "National Geographic"
2. Sculpture and Painting	Read pages 22-30 in Janson.	Janson, The Picture History of Painting
a. Geometric b. Archaic c. Classic	Discuss differences in three forms and predominant colors.	Read, H. The Meaning of Art Dudley and Faricy, The Humanities Baldinger, The Visual Arts
	Discuss the styles represented in the following: "Apollo From Melos", c. 570 B.C. "Charioteer From Delphi", c. 470 B.C. "Winged Victory of Smothrace", c. 200 B.C. "Old Market Woman" "Dying Gaul" "Child and Goose" "Cupid and Psyche" "Laocoon", c. 100 B.C. Discuss Bronze Horse Fraud of 1967. Compare Egyptian are ("Bronze Cat") with Greek art.	
3. Dramatists	Show and discuss film.	OX-173 "Theatre: One of the Humanities"

	Introduce through selected readings the background of Greek and modern drama.	Bieberm, History of the Greek and Roman Theatre Cheney, S. The Theatre, Three Thousand Years of Drama Nicoll, A. World Drama Gassner, J. Treasury of the Theatre
	Interested students should prepare a mock-up of the Greek theatre complete with labels and captions.	Keinert, O. Drama, An Introductory Anthology
	Have students prepare tapes on the development of Greek drama i.e., the chorus.	
	Students prepare tapes of selected passages from plays of three dramatists studied. (Aeschylus, Sophocles and Euripides)	Nathan, G. ed. World's Great Plays
	Interested students should act out scenes from plays of dramatists' studied for extra credit and enlightenment.	
	Encourage the students to make paper-mache representations of Greek drama masks.	
a. Aeschylus	Assign individual students to report on and lead discussion of plots in Agamemnon, The Libation Beaters, and The Eumenides (Orestia, Trilogy).	Aeschylus, Orestia Trilogy
	Assign individuals to read and report on R. Turney's Daughters of Atreus or Jeffers' The Tower Byond Tragedy.	
	Class discussion of Aeschylus' work to show Greek influence on today.	
	Assign selected individuals to report to class on the heroes and the curse in the house of Atreus.	

b. Sophocles	Individual reports on Sophocles and a discussion of the playwright and his times.	Durant, W. The Life of Greece
	Read Oedipus Rex aloud interspersing the reading with film showings and discussions.	Sophocles, Oedipus Rex OX-180 "Age of Sophocles" OX-181 "Character of Oedipus" OX-182 "Man and God" OX-183 "Recovery of Oedipus"
	Instructor select and prepare readings for a brief introduction to Sigmund Freud and his philosophy concerning the Oedipus and Electra complexes.	Hall, C. Primer of Freudian Psychology
	Have selected class group read and present representative enlightening cuttings from O'Neill's Mourning Becomes Electra for the class.	
	Invite university professor to class for informative lecture and discussion on basic Freudian psychology.	
	Listen for appreciation and enjoyment to Strauss' "Electra" and Stravinsky's "Oedipus".	
c. Euripides	Instructor should assign various plots of plays, events of life, and other associated topics to various individuals for research, oral reporting, and leading of class discussion concerning the life and writings of Euripides. Previous to general class discussion, class should be divided into various discussion groups with several diverse experts in each group to spark discussions.	Durant, W. Life of Greece Gassner, Treasury of the Theater and others
	Have poetry reading contests with readings chosen by the students from the works of the three Greek dramatists. Girls might be particularly interested in readings from Euripides' The Trojan Women.	

Draw comparisons with Ibsen and Shaw in the treatment to character studies.

Assign student research and oral reports on the Galatea and Pygmalion myth, drawing contrasts particularly with Shaw's book and the musical production My Fair Lady.

Shaw, G. Pygmalion
Lerner and Lowe, My Fair Lady

Show representative art works, i.e., "Pygalion and Galatea".

4. Mathematics — Instructor should select several scientific men. Have individual students report orally and discuss their principles, and theories, i.e. Euclid, Pythagoras, and Archimedes.

5. History — Read selections from Herodotus and Thucydides in class. Discuss realistic sounding quality of these early historians in view of our huge source of knowledge today.

Herodotus, A History of the World
Thucydides, History of the Peloponnesian War

Have students give individual oral reports on the historians.

6. Athletics — Interested students should prepare for class edification, models of game equipment used in the athletic games. The use of equipment should be explained or demonstrated.

Entire class should read selections concerning Greek games. Discuss the superior unfying effects in Greece of sports over religion.

Durant, W. Life of Greece page 211

(NOTE: Whenever possible arrangements should be made to transport class to Philharmonic Orchestra Concert to enjoy appropriate music for the unit being studied.)

UNIT IV - ROME

Suggested Time: Three Weeks

Overview: This unit will be mainly a research and discussion unit in which the student attempts to define the lines of Roman family, religious, artistic and educational life. The study should be directed towards the identification of modifications and variations on Rome's Grecian heritage.

Specific Objectives:

1. To develop in the student the inclination toward, and the skills of, research and deductive thinking.
2. To indicate the realistic nature of the Romans and its influence on art, philosophy, family and religious life.
3. To seek out Rome's contributions to our society.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES
I. Rome	Show and discuss films.	0790 "How To Read Poetry" OX-385 "Spirit of Rome" OX-386 "Emperor and Slaves"
	The understanding of Roman culture in fact and fiction should be gained primarily through the student's researching assigned topics from library and other resources and through the readings of historical novels portraying the period. The individual's findings should be brought back to group and general class discussion.	Sienkieweicz, Quo Vadis Douglas, The Robe Gibbons, Decline and Fall of the Roman Empire Warner, The Young Caesars Fast, Spartacus
	The culminating experiences should include a discussion and a paper deciding if the fictional depiction of Rome coincides with the historical fact.	Suggested Topics: The Roman Family Life Education Training of Gladiators

Roman Gods
Roman Stoicism
Epicureans
Roman Theatre
Military Life
Roman Statesmen
The Caesars
Roman Architecture
Roman Music
Roman Authors

167

UNIT V - THE AGE BETWEEN: A MEDIEVAL MOSAIC

Suggested Time: Four Weeks

Overview: The struggle of Medieval man in finding a "self" in relation to his God and in seeking a reason for his own existence make an interesting segment of study. Medieval man's religion influenced all of his undertakings be they cultural, philosophical, artistic or educational.

Man as an individual was seen as sinful. Manfind lost its Romanistic realism and importance and became represented in the various arts as an agonized and stylized creature constantly under the condemnation of a fearsome God.

This Medieval search for the self was simultaneously occurring not only in Europe, but in quite different and distinct ways in the Islamic and Byzantine empires. These separate and unique cultures of the Dark Ages laid the foundation for the colorful Renaissance which was to follow.

Specific Objectives:

1. To continue the development of the skills of research.
2. To encourage the student's skills of, and participation in, various types of oral discussions.
3. To illustrate for the student the complete omnipotence of religion in all fields of life in the Medieval Ages.
4. To direct listening for more knowledge, appreciation and enjoyment of the music of various ages.
5. To encourage understanding and appreciation of the various artistic styles and forms which came into prominence during the period.
6. To help the student recognize and appreciate contributions of the Medieval Age to our society.

I. Knowledge of the Middle East

A. Byzantine

Locate and shade in the area to be discussed on an outline map.	Outline map of Eurasia
Show prints or slides of religious paintings and mosaics.	
Have interested and capable students do a paper on the tile chip mosaic in the Byzantine style.	
Show film and discuss.	0-745 "Modhammedan World"
Lecture and discussion on the different types of Byzantine architecture.	
Encourage students to prepare folder of pictures showing Byzantine architectural influences in Kansas City and the world.	Canaday, J. Keys to Art
Show slides and discuss.	Hagia Sophia slides
[illegible], and capable students might use library or private collections to prepare a tape with commentary on chants and music from the Eastern church.	
Individual oral student reports on Mohammed, Genghis Khan, Saladin, Justinian, etc.	
Assign book reports, written and oral, on books portraying the period or on books influenced by the the Middle Ages.	El Cid (Castile) Arabian Nights Eliot, T. Murder in the Cathedral Stevenson, R. The Black Arrow Shellabarger, T. The Black Rose Shellabarger, T. The Captain from Castile

	Divide class into three committees which will report on the Byzantine, Islamic, and Judaic civilizations of the Medieval era. After these committee reports, another committee selected at random from class members will report on the similarities and differences in these cultures as revealed in reports of the previous three committees.	
B. Judaic	Invite rabbi from community to briefly discuss the early Jewish religion.	Uris, Exodus
	Assign committee or individual report on Exodus.	
	Play recording of theme music from Exodus.	"Exodus Theme"
	Discuss the Dead Sea Scrolls.	National Geographic Wilson, E. The Dead Sea Scrolls

(NOTE: Each student should start preparing a time line of events in man's cultural history which that student feels is significant. This time line should be kept up to date throughout the year's work to be turned in for grading at the end of each semester. Students should be allowed to use their creativity in construction of the time line's form, information and other embellishment thereon.)

II. Knowledge of England's developments		
A. Development of the universal use of the common man's language and literature	Show film and discuss insights gleaned from it.	0-1172 "Medieval World"
	Note differences between Old English and Middle English through readings, recordings and films.	0-1094 "The Alphabet"
	Read Beowulf and Canterbury Tales selections.	Beowulf Chaucer, The Canterbury Tales
	Show filmstrips and discuss.	F-3482 "Beowulf" F-3484 "Nun's Priest's Tales"

	Listen to recordings of Old English ballads.	"Get Up and Bas the Door" "Sir Patrick Spens"
	Selected individual oral reports on social ranks, and their importance in Medieval society.	
	Oral reports on Chaucer, Charlemagne, and others.	R-398 "Chaucer"
	Discussions of the plausibility and possibility of "A World Language".	
	Write two original sentences using one of the artificial languages, i.e., Esperanto.	
	Read and discuss B. Ward essay.	Ward, B. Faith And Freedom
	Assign selected reading on the development of language and communication.	Pei, M. The Story of Language Laird, C. The Miracle of Language Bryant, M. History of Language
B. Relationship and importance of the church in Medieval man's life with all its economic and artistic ramifications	Show and discuss filmstrip.	F-2064 "Creativity and Change in Middle Ages"
	Distribute and discuss examples of basic architectural forms.	Gloag, J. Guide to Western Architecture
	Show and discuss film.	OX-368 "Art of the Middle Ages"
	Invite Roman Catholic priest to discuss schism between Greek Orthodox Church and Roman Catholic Church.	
	These discussions from varying view points on the Medieval church activities should help the students realize there are two sides to every question.	

Class should read "Everyman", a morality play, for a feeling on the times. Show film or filmstrips to correspond with reading of play.	0-789 "How To Read Plays" F-3487 "Everyman" "Bruges, A Belgium Town"
Interested students should tape and narrate illustrations of church music of various centuries.	
Show and discuss film.	OX-369 "Chartres Cathedral"
Assign individual oral reports, group discussions and general discussions on the giants in the Medieval world, i.e., Aquinas, Augustine, St. Francis Assisi, Dante, Abelard, Joan of Arc, Guttenburg, Giotto.	Levey, M. A Concise History of of Painting
Read appropriate material from text.	De Jong, Paintings of the Western World
View prints of Giotto's work and others.	Canaday, J. Keys to Art
Assign students the reading of the Book of Job from the Bible. Have students outline the action.	Bible, "Book of Job"
Read aloud in class and assign role playing from the play, J. B.	MacLeish, J. B.
Compare and contrast biblical action with action in J. B.	
Listen to recordings of Gregorian chants noting Western musical influence and development.	"History of Music in Sound", RCA Victor
Read Aquinas essay "On Cheating" to acquaint students with the man and the enduring universality of moral problems.	Aquinas, "On Cheating" from Summa Theologica
Assign individual research and study for participation in group discussion and for selection for membership on a committee to report on heraldry.	

Invite speaker to discuss heraldry in class.	
Assign each student the designing of his own appropriate shield and crest for display in the room. Stress the use of accurate designs, symbols, and materials.	
Read and discuss selections from Dante's work.	Dante, The Divine Comedy, "The Inferno"
Assign individual reports on Dante and Balzac, the French writer.	Maurois, A. Prometheus
Have interested committee read The Human Comedy to see in what ways, if any, Balzac was influenced by Dante.	Balzac, The Human Comedy Soroyan, W. The Human Comedy

UNIT VI - THE RENAISSANCE: AN AGE OF GENIUS

Suggested Time: Six Weeks

Overview: The Renaissance was a time of genius, beauty, study, development and conditioning. Of all times the men who lived during these years seemed to recognize they lived in a time of greatness and of great change. An awakening or rebirth of great proportions occurred during this time in all fields. The men of the day became almost interchangeable in their work; the painter was a sculptor and poet, the doctor was a teacher, the artist was an inventor for the military much as some Greek mathematicians had been.

The music became a real part of the life of the people as it never had before.

Each genius in his way conditioned the age for those who followed after him, not only in Italy, but in the Netherlands and England, so that toward the end of his life Newton could say in all sincereity, "If I seem to have seen farther than other men it is because I am standing on the shoulders of giants." Such was the Renaissance Age - age of genius - in poetry, painting, sculpture, research, music, and literature.

Specific Objectives:

1. To help the student recognize the need for constructive and penetrating thinking on problems in science, literature and government.

2. To increase the awareness of the factors which contributed to the rise of mercantilism and the interchange of ideas between countries which it made possible.

3. To achieve awareness on the part of the student on the emergence of learning from the dark ages.

4. To have the student understand the difference that developed in the art of painting and sculpturing the human body.

5. To describe the age, its causes, its aims, its genius, and its problems.

6. To encourage the appreciation of the flourishing art of these years which gave great encouragement and experience to later artists.

7. To give the student some basis for the judgment of what is considered great art.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES
I. Renaissance man and his awareness of his place in time		
A. Vitality of Italy	Introductory lecture of the spirit of the Renaissance.	
	Shade in Renaissance area on map noting particular city-states in Italy.	
	Show films and discuss.	OX-11 "Renaissance" F-3285 "Rome Renaissance"
	Assign committee reports on major families of the period, i.e., Borgia (Pope Alexander VI, Cesare) Medici, (Cosimo, Lorenzo). Have committees stress the families' involvement in mercantilism, banking, patrons of art, nouveau riche.	Durant, W. The Renaissance
	Individual reports on commercial rivalry of Italian city-states: Florence, Siena, Genoa, Venice, Bologna.	
	Interested students should prepare reports on Isabella d'Estes, Pope Julius II. Will help show increasing stature of women in the Renaissance.	
	Have two students read Agony and The Ecstasy, reporting to class.	Stone, I, The Agony and The Ecstasy
	Pass out selected writings and poems of Michelangelo.	Gilbert and Lenscott, Complete Poems and Selected Letters of Michelangelo
	Listen to history of music recordings dealing with the period.	"History of Music In Sound" RCA Victor

Show color prints and slides indicating the organic unity, center of interest, contrast and balance of elements, humaness.

Assign several groups of four to become experts on an outstanding artist of the Reniassance (for example, four will become experts on da Vinci, four on Cellini, four on Donatello, etc. After researching has begun divide into four groups for discussion with only one expert per artist in each group so each student may share his knowledge of his artist with other students researching on other artists. This should allow the students to teach his subject and to see his artist in relation to the other artists of his time. Research and discussion should culminate in individual papers concerning the artist's style, inspiration, influence, and personal life.

Gardner, Art Through The Ages
Whittick, Symbols
Lehner, Picture Book of Symbols
Berneson, Italian Painting of the Renaissance
Janson, The Picture Story of Painting
Read, H. The Meaning of Art, A Concise History of Modern Painting
Copeland, A. What To Listen For In Music
Da Vinci, Various Paintings
Masaccio, "Tribute Money"
Fra Angelico, "The Annuciation"
Raphael, His Madonnas
Giotto, "Flight Into Egypt"
Titian, "Bacchus and Eurydice"
Michelangelo, Various Painings
Tintoretto, "Marriage of Bacchus and Ariadne"
Botticelli, "The Birth of Venus"
Illustrations of Divine Comedy
Michangelo, "Pieta", "David", "Medici Tombs"
Donatello, "Sy. George", "Zucone" (Punmkin Head)
Cellini, "Salt Cellar", "Perseus With The Head of Medusa"
Ghiberti, "Paradise Doors"
Pisane, "The South Doors to the Florence Baptistery"

Show film and filmstrip and discuss.

0-676 "Renaissance"
F-2065 "Renaissance"

II. Renaissance in Europe		
A. England	Introductory lecture on spirit of England.	
	Show films and discuss.	"Shakespeare: Soul of an Age" Part I and II
	Listen to recordings of poetry and music of the Elizabethean Age.	R-305 "Musical Panarama of Shakespeare's England" R-307 "Songs of Shakespeare"
		Buller, Erewhon Thoreau, Waldon Skinner, B. Waldon Two Huxley, Brave New World Wells, The Time Machine More, Utopia Milton, Paradise Lost Bacon, The New Atlantis Bacon, "Of Studies" Donne, "Meditation XVII" Ekken, Kaibana. "On Books"
B. Netherlands	Show prints and slides of Dutch Renaissance painters, i.e., VanEyck, Van der Weyden, Brueghal, Rubens.	Slides of Dutch Masters Carlson, G. R. Western Literature
	In depth report on Erasmus by student.	
	Individual student read and report on "In Praise of Folly" by Erasmus.	Erasmus, "In Praise of Folly"
C. Germany	View prints and slides of German artists and discuss the unity of form, contrast, and color, subjects and themes.	Holbein Durer Cranach Bosch

	Assign committees to investigate and make comparisons of Brant's Ship of Fools with Katherine Porter's Ship of Fools. Show and discuss Bosch's painting "Ship of Fools".	Brant, Ship of Fools Porter, Ship of Fools Bosch, "Ship of Fools"
D. Spain	Show and discuss prints and slides of Spanish masters.	Goya Velasques Murillo El Greco
	Read selections from Cervantes' Don Quixote.	Cervantes, Don Quixote Frank, B. A Man Called Cervantes
	Assign special individual report on El Greco and Goya.	
	Arrange Trip to Nelson Gallery for viewing of Renaissance Art.	
	Students should select a figure anywhere from the Renaissance to prehistoric man with whom he would like to converse. A well-thought-out paper should be written concerning the questions he would choose to discuss with this historical character, the reasons for choosing the character questions, and the answers the student would expect to recieve.	Rosten, L. The Story Behind The Painting De Jong, Paintings of the Western World

UNIT VII - THE ENLIGHTENMENT: THE MIND'S THE THING

Suggested Time: Four Weeks

Overview: The Age of Enlightenment was an age of intellectual explosion. Here at last from a long metamorphosis through the Middle Ages and the Renaissance emerged in concrete form the ideal of freedom for the individual man.

Here the writers of political treatises and satirists came to the fore for man's freedom of thought and action in a way seldom equaled before. These writers paved the way for the political changes of the American and French revolutions.

It was an age of excess and these excesses exploded in the artwork of the era as seen in the elaborate baroque and intricate rococo styles. Even the masters of music grew great indulging in and echoing the extravagant boldness of the age.

There are lessons for today in the educational treatment of children of this time and its later inclusion of some teaching methods. The arguments for man in his natural state versus man in his civilized state continue today.

The lasting contributions of these people to our own thinking in the areas of freedom of speech, religion, and assembly can never be underestimated nor can it be properly repaid except in a sincere study of this era for its political, artistic and philosophical meanings.

Specific Objectives:

1. To help the student achieve an appreciation and understanding of the music and art forms developed during that age.

2. To improve the students' listening and discernment of various types of music as contrasted with the music of the students' own enviornment.

3. To help the student realize the foundation upon which our questioning scientific and complex society is laid.

4. To help the student see the beginnings of reform in the treatment of the underprivileged and handicapped.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES
I. The Mind's The Thing	Introductory lecture on the spirit of the time.	Carlson, R. Western Literature
	Assign reading selections from Swift and Rousseau. Discuss their philosophies and any remnants of these philosophies in today's world.	Swift, "A Modest Proposal" Swift, Guliver's Travels Rousseau, Social Contract
	Assign appropriate dramas from textbook.	Nathan, Great World Dramas
	Select students for debate concerning Rousseau's philosophy in the light of today's civilization. Suggested topics: Rousseau vs. Dr. Spock, The Curse of Civilization.	
	Assign others to report on manners, family life, child rearing, fashion, etc.	
	View and discuss slides and prints concerning artists and styles of the time.	Rembrandt, Hals, Vermeer, Hogarth, Gainsborough, Constable, Turner, Watteau, Poussin, Chardin, David.
	Read appropriate chapters in De Jong, Paintings of the Western World	De Jong, Paintings of the Western World
	Introduce and discuss the Baroque and Rococo influence through slides and films and prints and recordings.	Baroque Music Scarlatti, Bach, Handel. Baroque Painters El Greco, Carravaggio, Rubens, Velasquez, Poussin. Baroque Sculptors Bernini, Formal Gardens and Waters. Baroque Architecture Bernini, Borrmini, Versailles.

	Rococo Artists Fragonard, Boucher, Watteau, Tiepolo, Gainsborough.
Discuss with the class definition, types and forms of music i.e., symphony, sonata and fugue. Play recordings. Notice contrasts in rhythm, intensity, instrumentation, and variation of theme and form. Show the students the score of the music before listening to it. Include modern composers to show similarities and variations.	Mozart, "Eline Kleine Nachtmusik" Haydn, "Sunprise Symphony" Bach, "Organ Fugue in F Minor" Beethoven, "Symphony No. 5 in C Minor" Honegger, "Fugue and Postlude" "Baroque Trumpet" Nonesuch Records "Treasures of the Baroque" Nonesuch Records "Masters of the Italian Baroque" Odessey "The Art of the Fugue" Helidor
Show film and discuss.	"Beethoven, The Ordeal and Triumph"
Listen to "Beggar's Opera" and compare to the modern version called "Three Penny Opera".	Gay, J. "Beggar's Opera" Brecht, B. "Three Penny Opera" Newman, E. Stories of the Operas
Group of interested students should read Goethe's Faust and present a representative cutting of the play to the class. Care should be taken to show comparison and contrast between Marlowe's Faust and Goethe's, "Devil and Tom Walker", Benet's "Devil and Daniel Webster" and Damn Yankees.	Nathan, Great World Dramas
Encourage individual students to assume the character of one of the following for an in depth oral report of the life philosophy and accomplishments of that person: Voltaire, Rousseau, Goethe, Swift, Wordsworth, Johnson, S., Rembrandt, Mozart, Newton, Stradivari.	Voltaire, Candide, Chapters 1 and 2

Class should listen to the musical score from the Broadway comic operetta Candide.

Instructor should have at hand planned comprehensive questions on the individuals above in order to spark discussions concerning their contributions to society then and now.

Entire class should read Great Expectations except for those reading books for special reports.

Assign individual papers on Charles Dickens' life and writings.

"Charles Dickens: Background for his works"
"Dickens: A Chronicle"

Show and discuss the films.

OX-360 "Early Victorian England and Charles Dickens"
OX-361 "Great Expectations Part I"
OX-362 "Great Expectations Part II"

Those students not reading Great Expectations should choose and report to the class on one of the following books of the period: Richardson's Pamela, Joseph Andrew; Fielding's Tom Jones; Walpole's Castle of Otranto; Sterne's Tristram Shandy; Goldsmith's Vicar of Wakefield, etc.

UNIT VIII - RISE OF THE MODERN AGE 1750 - 1968

Suggested Time: Six Weeks

Overview: Science, conflict, revolutions, and social consciousness - all are important building blocks for our modern age.

Improved, more accurate scientific methods have brought about tremendous changes in social standards in our world. Science has matured man's mind and widened man's horizon. Man everywhere can improve his common lot, has realized this and is attempting to "live" better, even if this must often be achieved through social and militant revolution.

Man's various explorations have brought about an increased awareness of his total world - including a concern for his fellow man. This awareness has awakened a social consciousness, often the major instigator of the various revolutions of the time, which has brought a new foundation stone into our modern world - Brotherhood.

Increased means of communication and improved travel have shrunk man's world so it is now necessary for man to know, understand and respect not only his neighbor across the street, but his neighbor across the world. The fact that man's communities are closer has brought him into conflict in our modern industrialized world. Man's massively populated cities are not conductive to his knowing a neighbor as a brother; but the cities are, rather, a great impersonal mass of persons, each going his separate way. This mass must not go its "separate" way, but the individual must integrate himself into his society for the betterment of that society and that individual.

Man must learn to live together and this is the challenge of our modern age.

Specific Objectives:

1. To aid the student in developing an attitude of critical thinking on the problems of the age at home and abroad.

2. To increase awareness of factors both economic and social which are bring about changes during this age.

3. To achieve the harmony between self and "selflessness" which is so necessary in this age.

4. To have the student understand and respect the differences, both individual and collective, among the peoples of the world.

5. To encourage an appreciation of the growth and contribution of the creative arts - classical and modern - as a universal language.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES
I. Social Consciousness and the Rise of Man	Administer a diagnostic test on the times to include people, places, and events in art, music, philosophy, science and history. This should indicate areas in which students need special emphasis and study. Brief discussion to review the areas in which students already seem knowledgeable might prove helpful in clarifying any misinformation in the minds of the students.	
	Instructor should present an introductory lecture to prepare students for their study.	
	Read aloud the prologue to Tale of Two Cities. Discuss the implications then and today.	Dickens, Tale of Two Cities Record, "Tale of Two Cities"
	Assign individual students to become experts concerning the following events and areas: The Bastille court life in France prior to the revolution, life of the peasant and the worker in France. Have student develop discussion questions for use in general class discussion. With similar idea in mind, do the same for American Revolution and in Russia before the revolution, i.e., life of the serf, and court of the Czar, etc.	Mitford, The Sun King Lewis, W. Louis XIV An Informal PORTRAIT Lewis, W. The Splendid Century Morehead, A. The Russian Revolution Rivet, A. The Last of the Romanoffs Marsak, French Philosophies from Descartes to Sartre Massie, R. Nicolas and Alexander Pasternak, Dr. Zhivago
	View works of artists picturing conditions and revolutions. Discuss events surrounding scenes depicted and the emotional or realistic presentation.	Delacroix, "Liberty On The Barricades" Daumier, "The Rue Transnonian" Daumier, "The Uprising" Daumier, "The Laundress"

David, "The Death of Marat"
Kollwitz, Various Works

185

Individual reports on Locke, John Stuart Mill.

A committee should read and discuss "Declaration of Independence" and "The Constitution" with attention to the ideas of Locke, Rousseau, and Mill.

Use outline map work to have students indicate the location of the major inspirational events in Europe. Also indicate how place names have been changed.

Have speaker on geneology come to class to lecture on foundations of his work. Suggest that he bring all visual aids possible.

Present a family tree with signs used by geneologist to indicate death, divorce, etc. Have students make own family tree as far back as they can go.

Encourage the students to trace family tree of famous person of the era for extra credit.

Have a committee discuss the uses of propaganda (Marat, Paine, Goebels).

Have a committee report on leaders of French Revolution and their fate with emphasis on mob rule and its consequences.

Bring to class models of Napoleonic era styles in dress and furniture.

Divide class into large committees to report on and discuss among themselves on the class subject

"furniture through the ages". Present examples from books, magazines, slides, and overhead projectors for information of all.

Assign students to compare and contrast in a paper Voltaire and John Dos Passos, Rousseau and Bertrand Russell, or Robespierre and Malcolm X.

Have class prepare short article or essay on the subject, "Revolution Today".

II. Art

Show and discuss art films and slides as introduction to this section.

"Art in the Western World"
What Is Modern Art?"
(NOTE: Available through the Kansas City Public Library)

Organize trip to Nelson Art Gallery to view paintings from impressionists to the present day.

Recall for class discussion art work in the entertainment media, television, movies, etc.

Show films and discuss.

"Renoir to Picasso"
"Matisse"
"Marc Chagall"
(NOTE: Available through KCPL.)

Divide the class into small groups of students interested in separate artists to assemble representative prints of their work and chart the important biographical highlingts to present to the class for discussion.

De Jong, Paintings of the Western World
Read, H. The Art of Sculpture

	Show slides of romantics, impressionists, post impressionists, cubists, surrealists, modernists pointing out differences in style, lighting, meaning. Run through a second time asking for student comments and questions on an artist and his work.	Lautrec, Van Gogh, Monet, Manet, Roualt, Renoir, Seurat, Dali, Picasso, klee, Chagall, Kandinsky, Mondrian, Modigliani, Miro, Cassett, Calden.
	Show film and discuss.	"The Louvre"
	Have local artist come to class to discuss use of palate, mixing oils, subject, mood, etc.	
	Contact local film exhibitors and student council to arrange school showing of movies on the lives of the artists i.e., "Moon and Sixpence," Lust for Life," "Moulin Rouge," etc.	
III. Architecture	Have students bring in representative illustrations of modern architecture in buildings.	
	Read essay by Frank L. Wright on architecture.	Wright, F. The Autobiography of Frank Lloyd Wright
	Assign individual reports on architects and their practicality, influences and creaions: Buckminster Fuller, Frank L. Wright, Edmund Stone, Louis Sullivan, Walter Gropins, etc.	
	Arrange field trips to representative modern buildings in the area.	
	Invite a speaker from the city planning or park department to discuss his work.	
	Have students draw a blueprint of a model city labeling the various areas.	

	Encourage students to participate in the fall and spring Tour of Homes completing their tour with a paper on the homes they liked and why.	
	Divide class into committees for library research project on life in urban America - its pleasures and problems. "The City-Curse of Democracy"	Jacobs, J. Death and Life of the Great American Cities
IV. Literature	Most of the class should be assigned to read novels, plays, etc. of listed authors. Those remaining should conduct extensive research on the various authors. Researching members of the class will present oral reports on the authors while students who read the novels will report on the book.	
	Those reading and those reporting on the same author should meet for several discussions in order to exchange information. Occasionally during reading or discussion periods play quietly on phonograph or tape recorder the music of the era under consideration.	Mann, Flaubert, Wilde, Turgenev, Chekhov, Dostoyevsky, Dickens
	Show films and discuss.	"Mark Twain Grants an Interview" "Mark Twain's America" "Huck Finn" "What Does Huck Finn Say?" "Huck Finn, The Art of Huck Finn"
V. Music	Have students co-ordinate oral reports on composers with appropriate musical selections.	
	Show and discuss film.	'Beethoven, Ordeal and Triumph'
	Have in depth reports on Lizt, Chopin, Tschaikovsky, Strauss, Wagner, Verdi, Puccini, Copeland, Honegger, etc.	Leindorf, "The Sound of Wagner" Capital Records

	Show and discuss Honegger film.	0-700 "Honegger: Pacific 231"
	Invite speaker to discuss the history of music, or to present the story of his favorite musican(s).	
	Review fundamentals of opera before listening to selections from such works as "Aida", "Madame Butterfly" and "La Traviata". Use any slides, films, prints available to enliven and clarify the presentation.	Cross, M. The Story of Opera Copeland, A. What to Listen for In Music
	Show film on opera.	OX-44 "Inside the Opera with Grace Moore"
	Before listening to "La Traviata" trace story of Camille thru prose, play and opera.	
	Show film and discuss.	"Steps of the Ballet"
	Use any student knowledge of ballet to supplement this presentation.	
	Report on Bolsoi Ballet. Report on Pavlova, Nijinsky, Tallchief, etc. Show film on "Nutcracker Suite".	
VI. Theatre	Show slides and prints, overheads of interiors of famous theatres of the world.	
	Review Greek and Elizabethan theatre noting similarities between then and now.	
	Discuss Modern Theatre	
	Read Ibsen play.	
	Read and report on essays, articles and criticisms of Ibesen's theatre and his times.	

	Committee discussion of society's morals, manners and attitudes as revealed in Ibsen's plays.	
	Study and discuss through individual or group reports such early stars as Sarah Bernhardt, Joseph Jefferson, Otis Skinner, Daguerre. (Photos for advertisement)	Skinner, C. Madame Sarah
VII. Philosophy	Introductory lecture for background on modern philosophers-i.e. Mill, Thoreau, Marx, Freud, Jung, Wundt, Darwin, Sartre, Nietsche, etc.	Untermeyer, L. Makers of the Modern World
	Lecture on background of societies which bred the ideas of Marx and Freud, i.e. social paotest, social concern, the factory system.	
	Divide the class into groups with each group selecting a man to report on and discuss as to his background, philosophy and influence on modern times. After each discussion the teacher should reiterate, clarify and emphasise important aspects.	
	Show any available films on modern philosophies and the men who developed them.	
	Read and discuss The Communist Manifesto. Discuss modern communism in light of the Manifesto.	
	Show films about communism. Use film strips of "Why Study Communism" series.	00752 "Soviet Russia from Revolution to Empire" OX-71 "Freedom to Learn" Communism-"Why Study Series" F-2898 "Why Study" F-2899 "What It Is" F-2900 "History-Marx to Lenin" F-2901 "Stalin to Khruschev" F-2902 "Communism as in the "USSR" F-2905 "Meeting the Challenge"

	Assign readings in Makers of the Modern World on such men as Freud, Marx, Sun Yat Sen, and others.	Untermeyer, L. Makers of the Modern World
	Review selected letters and prints of Kaethe Kollwitz.	Kollwitz, H. Diaries and Letters of Kaethe Kollwitz
	Assign special reports on modern communist leaders Lenin, Trotsky, Stalin, and their influence on communism and the world.	
	Have segments of class read Animal Farm and Brave New World to show how politics influence literature.	Orwell, Animal Farm Huxley, Brave New World
VIII. Modern Age	Discuss Civil War and World War I and their effects on America's coming of age. Focus emphasis on writers from 1900.	
	Assign Faulkner's novel Sartoris to class for reading and delving into "the Faulkner myth".	Faulkner, W. Sartoris
	View and discuss film "Hemingway".	"Hemingway" C.B.S.
	View prints and slides of artwork inspired by and referring to the major novels, wars, and revolutions.	
	Discuss through readings and viewing of prints and films the efforts of the individual to rise, assert his rights, and express himself.	
	Divide class into groups to read and discuss three Negro classics.	Washington, B. Up From Slavery Bubois, The Souls of Black Folks Johnson, Autobiography of an Ex Colored Man
	As the discussion on the rise of the individual continues have each student select the modern novel, autobiography, beography, political,essay, etc. in which he has an interest. This book should be read	

and reported on either written or orally. Class shared information enligtens more people.

Through the last semester of the school year divide the class into several rotating committees to report on the two most compelling articles appearing monthly or weekly in the particular magazine to which they are assigned. This will provide a broader knowledge of publications.

Scientific Amercian
New Yorker
Atlantic
Harpers
Ebony

Listen to recordings of the poetry of Vachel Lindsay beating out rhythm on desk

Selected sections of Under Milkwood.

Thomas, D. Under Milkwood

Have students bring own recordings of folksingers. Have students discuss story and motivation behind them.

Suggested Songs
"Yellow Bird"
"Go Down Moses"
"Casey Jones"
"John Henry"
"Waterboy"
"If I Had a Hammer"
"Blowin in the Wind"

Through recordings trace the history of folksinging throughout the world.

Read Masters, E., Robinson E.A. to show elevation of common people to poetic aesthetic subjects.

Have general class identify select various revolutions and protests of 20th Century. Students select a discussion group in which to discuss the justification of that particular protest.

Show and discuss films on Our Town.

"Our Town and Our Universe"
"Our Town and Ourselves"

Invite speaker from CORE and NAACP to discuss their organizations.

Discuss the origin and spread of jazz as a means of expression.

Play "History of Jazz" recordings. "History of Jazz"

Have students bring jazz records to class for a listening session.

Have a student jazz group come to class for a brief session.

Have class discussion with examples of the work of George Gershwin, W. C. Handy and others.

The timeline of people and events which each Individual student has felt to be significant should be turned in, graded and returned to the student so he will have it for permanent reference.

Throughout this unit on the modern age discussions, lectures and assignments should reflect the interests and problems of the moment.

Culminating activity: Have each student prepare a well-thought-out paper concerning what he feels will be the significant artistic, cultural contributions of his own society which future generations will applaud as being important and meaningful to their lives. Good support needs to be given to his choices. This could be handled as a representative time capsule of the age.

EVALUATION OF PROJECT D

The Project Director met with the students enrolled in the humanities classes at both Paseo and Southeast Senior High Schools in an attempt to get feedback on the project. Their reaction was very favorable. The Project Director attempted to communicate his sincerity to receive their true feelings and not just what they thought the Project Director wanted to hear. This was approached by providing a nonthreatening atmosphere and without the teacher being present. After reviewing the curriculum one might not have anticipated such a reaction. However, it seems the teachers felt that they had to "get something on paper" but in the operation of their classes they used other approaches. It appeared that they followed the interest of their students in determining the direction of the course to a greater extent then one might expect in reading the formal curriculum. There was an effort made to refine the curriculum during the academic year based upon the experiences the teachers were having, but this is a very difficult assignment. The problem is how do you give the students a preference in the curriculum development process and write a curriculum to be used by other students and presented by other teachers? This dilemma caused much worry and decreased the amount of energy and interest that went into the development of the formal curriculum.

The problem of dissemination was the key factor in achieving the purposes of this project. The Project Director phoned various newspapers and broadcasting stations everytime a member of the university staff visited one of the schools. News releases were sent to all the mass media a number of times indicating activities that might be of interest to the general public. We never received one response. We were able to arrange for the teachers and Dr. Hillix, Professor of Psychology and a resource person in the program, to appear on "Community Dialogue," a thirty minute television program. The Project Director appeared on the local educational television station and explained the objectives of the program. However, it is most unfortunate to report that these two presentations were the extent of our dissemination to the public. We did spend some time and energy to insure that all students and staff members of both schools were aware of the project.

The other most difficult aspect of this project was the fact that the teachers would not take advantage of the resources of the university unless they were reminded periodically. They appeared to be so involved and, at times, they seemed to feel that the university personnel were "outsiders." The same problem that has developed when team team teaching has been implemented as various schools.

The Project Director and the teachers never made one request for university personnel that was not granted. It appears that the university has a sincere desire to become a part of the surrounding community. It is felt that this project has started a working relationship between the university and the school district that will be very helpful to both.

LIVING IN AN AMERICAN COMMUNITY

BY

Miss Barbara Love

and

Mr. William Marryman

UNIT ONE: DEMOCRATIC PROCESSES IN THE CLASSROOM
Suggested Time: Two Weeks

OVERVIEW

Democracy is in reality more than a form of government; it is a way of life, a way of looking at issues, a way of accomplishing individual and group goals. It is important that students as people be democratic and act democratically. By this we mean that individuals respect themselves and their rights and also respect others as worthy individuals to be taken into account who also have the same rights as human beings and citizens. Thus to act democratically will be to act other than thoughtlessly toward others, other than patronizingly or disdainfully, other than despotically. It means the inclusion of all people according to their abilities in sharing the work involved in achieveing those goals.

Certain methods of organizing groups for democratic action have evolved in our country so that full group participation can be carried out orderly and with fairness to every person. Democratic methods recognize differences in persons and respect and use those differences. It is important, therefore, for students to recognize their mutuality, recognize and establish common goals, identify divisive issues and set about organizing and working together to achieve their goals and resolve the issues in some mutually satisfactory manner.

Young people need to learn and to begin early to practice democracy -- to learn how to organize and how to face divisive issues by discussion which is orderly, fair, and logically analytical. The classroom activities can largely be carried out by students organized to do it, the issues or dilemmas which democracy must face and resolve as a perpetual concomittant of democracy. In this unit a method of facing issues by discussion will be developed which will be applied to issues in other units. The issue to be faced now will be used as a practice case for the students as they learn the elements and techniques of democratic group discussion.

SPECIFIC OBJECTIVES

The student is --

--To develop the knowledge of the structure of a democratic group organization and the methods of establishing such organization so that he will be able to tell what officers are needed, what work the organization is to accomplish, what committees will be needed to divide the labor and carry it out, how to acquire or choose such officers and committees, and what duties such officers and committees are to perform.

--To learn how to function as a member of a committee so that he will be able to isolate issues, recognize assumptions, collect necessary facts, arrive at valid conclusions, defend his point of view, and at the same time recognize valid evidence presented by others, keep an open mind, and recognize logical fallacies

or tricks of argument (propaganda devices) unfairly used.

--To begin to understand that democracy demands mutual respect of individuals, cooperation in achieving mutual goals, a spirit of tolerance, and a willingness to compromise for the sake of a reasonably satisfactory consensus.

MAJOR CONCEPT

--Practicing Democracy in the Classroom

MAJOR GENERALIZATION

--The classroom can be a democratic society in which students come to know the methods of democratic organization and to understand and practice democratic means of resolving issues.

VOCABULARY FOR THE UNIT

agenda	majority
democracy	minority
dissent	moral value
equality	persuasion
expression	problem solving
freedom	relevance

RELATED CONCEPTS AND GENERALIZATIONS	ACTIVITIES AND INVESTIGATIONS
A. Understanding the Group	
--Social Distance --Groups will naturally form according to patterns which may or may not be democratic or socially just.	Administer sociometric test to class in order to ascertain how the students relate to each other. This information can help the teacher in the formation of study and project groups which will more nearly meet the objectives. Book: Northway, Mary L. and Weld, Lindsay. Sociometric Testing, A Guide for Teachers. Toronto: U. of Toronto Press, 1957.
B. Democratic Organization	
--Democracy --Democracy requires rules and organization	Discuss with the class the meaning of "democracy," "freedom," "equality," "rules." Students shall imagine themselves all cast away on a deserted island; this is to be role-
--Freedom --Freedom without rules ends	

in tyranny by one or a few.

--Equality
  --Reasonable social, ecomonic, and political dquality can not obtain without enforcible law.

--Law
  --In a democracy the rules (laws) are made (ultimately) by the people themselves.

  --The making of rules and establishment of goals require democratic organization.

  --Democratic orgabization provides an orderly means of regulating a group and granting members a voice in their regulation.

--A Democratic Classroom
  --A demoratic classroom is one that respects the rights of the students in working out objectives, goals, and in assuming responsibilities in the learning activities.

played. There are enough plants and game for food and trees for lumber. Let the class discuss how they will get along without rules. The teacher will oversee the discussions and insist that there be no rules. Class will discover that they need rules.

Discuss why rules are needed; how they should be made; who should make the rules; and how and by whom the rules should be enforced.

Simulate again the desert island situation. Have the students proceed to establish rules for themselves. Let them see that they even need rules on how to make rules. Have the students organize to govern themselves on the "desert isle."

Discuss the similarities and differences between the organization for village government in Missouri and the organization developed by the class.

View the film Practicing Democracy in the Classroom (00-325). 21 min.

(NOTE: Teacher should preview every audio-visual instrument himself and properly introduce it before using it.)

Book: Dale, Edgar. Audio-Visual Methods in Teaching (New York: Dryden Press, Revised Edition, 1954).

View the filmstrip, Practicing Democracy in the Classroom (F-829)

Discuss the method of class structure and procedure shown

with the class. Get them to imagine such a class and ascertain their reactions and desires regarding it.

Hypothesize such a class method and have students discuss what kinds of things they might study.

C. Issues of Democracy

--Equality and Freedom
  --Absolute freedom destroys equality; can we have both equality and individual freedom?

--Order and Dissent
  --The right of dissent can lead to the destruction of political and social order and peace; or, conversely, emphasis on the maintenance of law and order can lead to limitation and ultimate loss of the right to dissent; can we have both public security (law and order) and unlimited right of free speech (right to dissent)?

Have class consider what are the issues, or problems, of American society today.

Have class look up and be able to define "issue."

Have students search newspapers, majazines, books for stories and articles which deal with these "issues" or "problems" of democracy.

Have a general report by students on the examples they found.

Discuss the kind of problem each example involves, that is, what concepts of democracy conflict?

Have students file clippings and reports in their folders or notebooks under appropriate generic headings.

(NOTE: They may look for instances involving Martin Luther King, Dr. Benjamin Spock, Rev. William Sloan Coffin, Jr., Father Groppi and other contemporary dissenters. From the past they could look up Mohandas K. Gandhi; John Brown, William Proviso, Frederick Douglas.)

--Equality and Property Rights
  --Too much regard for property rights leads to great wealth for some and poverty for many; can we have both economic and

Have students find out how many millionaires we have in the United States; how many classified in the poverty group.

social equality and private ownership of property (means of production)?

Discuss the unrest in the cities in the light of the number of unemployed and poor to be found there.

--Majority Rule and Minority Rights.
--The unity of purpose gained by majority rule can lead to the denial of rights to minorities; can we have political cohesion and at the same time grant broad rights to minorities without splintering the nation?

Have students define "minority" and "majority." Discuss in what manner the majority in a school 80% Negro is still a "minority."

Book: Gittler, Joseph B. (ed.) Understanding Minority Groups ("Science Editions"; New York: John Wiley and Sons, Inc., 1964), Chapter VII, pp. 126-47.

(NOTE: Activities will center upon the technique of problem-solving discussion and will focus upon the issue of law and order versus dissent (the maintenance of the letter of the law in the face of the disagreement of conscience) as a practice case.

D. Kinds and Purposes of Discussion in a Democracy

--Persuasion
--Some discussion is basically aimed at bending others to yield to the will of one person or group.

View filmstrip Do You Wi Arguments and Lose Friends? (F-2 ')

Discuss with class: Wha ind of discussion is invo ed in the filmstrip? Ar such discussions productiv of better understanding? Do they present evidence properly? Why do people argue? Are arguments really democratic discussions?

--Expression
--Some discussion is for the "unloading" of personal feelings which has psycho-therapeutic value but seldom helps clarigy issues or persuade others.

Have class examine different kinds of discussions or conversations and evaluate them for the reasons they were carried on.

Book: Pearson, Craig and Sparks, David G. (eds.) Taking a Stand, a Guide to Clear

200

	Discussion of Public Issues adapted from the Harvard Social Studies Project directed by Donald W. Oliver and Fred M. Newman ("Unit Books"; Columbus, Ohio; American Education Publications, 1967), pp. 4-7.
--Problem Solving --The most meaningful sort of discussion is to clarify issues and to seek a consensus for group action following the steps of problem solving, via, (1) Identify and define the issue(s) and terms; (2) Recognize the various assumptions the discussants make; (3) Collect all available facts and data relevant to the issue(s); (4) Evaluate the evidence presented; (5) Draw warrented conclusions and (6) Summarize results.	View film Group Discussion (0-860), or perhaps Discussion Technique (0X-74). Discuss in small groups each having a discussion leader the elements of purposeful discussion as portrayed by the film. Have each group report what they derived, making a general summation on the chalkboard. Have each student enter the summation of the elements of purposeful discussion in his notebook or folder. View films, Making Yourself Understood (00-393) and Effective Listening (00-735). Discuss the elements of good listening and the elements of putting yourself across in discussion. Students will derive a consensus summation for inclusion in their notebooks or folders.
E. Elements of Good Democratic Discussion of an Issue (The Law and Conscientious Dissent).	Read excerpt for Billy Budd by Herman Melville. Book: Pearson and Sparks (eds.) Taking a Stand, pp. 9-16. Review the pertinent facts in the case with the class. Test class for their understanding of the facts. Small group discussions: have

the groups identify the issue; have them look up "dilemma" and tell what the dilemma was which confronted Captain Vere.

Classroom study: have the class study sample discussions of this problem given by Pearson and Parks in Taking a Stand, pp. 17-21.

View film, How to Think (00-527). Lead the class to abstract from the stofy the elements of sound thinking (problem solving).

Have students enter in their notebooks the essentials of problem solving.

(NOTE: Film, Scientific Method (0-711) could be used instead of How to Think.)

--Sensitivity
--A discussion with direction requires that listeners be responsive or sensitive to what is said.

Have class think of things they have argued over with friends or parents. Have some of these repeated in class.

Discuss the question, "Did some of these discussions get nowhere?" "Why not?"

Have class write down the main parts of these discussions or make up and write down other discussions which show both high and low sensitivity.

Have students study specimen descussions for high or low sensitivity.

Check the class for availability of small battery driven tape recorders to use in "candid camera" - type situations.

Tape record some discussions in different situations such

as panels, cafeteria, the dinner table at home, a drive-in or restaurant, or meetings to discuss school activities.

Listen to these tape recordings carefully. Try to evaluate how sensitive people are to one another in different discussion situations.

Summarize in writing some of the statements by various participants.

Review notes stating the essentials of effevtive listening.

--Clarity of Problem
--Discussion with direction requires the clear statement of the issue.

Work in groups: working together in groups write several brief dialogues in which there is a clear division of opinion over some issue. Examples of issues: wheter or not spring or some other season is near; boys are reckless drivers.

Role-play and tape record several of the better of these dialogues. See if the students can identify the main issues being discussed just by listening.

--Continuity
--Discussion with direction demands that issues be pursued with continuity.

Locate examples of recorded debates or dialogues.

Have students examine these debates or dialogues and pick out (1) the central issue; (2) additional issues inserted into the argument; (3) the unnecessary statements which impede the flow of the discussion.

--Transition
--When a discussant chooses to change the issue under consideration, he should make this known with an explicit transitional statement;

Have the class examine some arguments or discussions to detect where the subject or issue has shifted without all the participants being aware of the shift.

everyone needs to know that the subject has been changed.

Have the students reword the discussion so that the transition is explicit.

--Relevance
--Statements in discussion should be related to the issue under consideration.

Listen to previously taped conversations again, or read written discussions. Have students pick out the statements people make which are not at all related to the subject under discussion.

--Position
--The discussant must take a stand on the main issue and apply reason in defense of his stand and at the same time continue to keep the discussion process moving (that is, "two-level" thinking must be maintained).

Evaluate in writing statements which help to move discussions along and those which are irrelevant and serve to hamper discussion.

Book: Pearson and Sparks, pp. 25-26.

F. Types of Issues which Divide People

--Public Policy Issues
--The main issues are those questions which involve a choice or a decision for action by citizens or officials in affairs that concern a government or a community. Sub issues are as follows:

Have groups working together compose general questions as policy issues. Example: Should the U.S. be in Viet Nam? Should the voters in the referendum approve open housing ordinance?

Have class also write out questions phrased as choices for personal action. (Thus they will distingui distinguish between public policy issues and personal choice issues.) Example: Should I burn my draft card?

--Moral Value Issues
--There can be disagreement over the question implied or stated that some idea, course of action, or person was either good or bad, or there can be disagreement on the conclusions derived from moral assumptions.

Have the class study closely the strategies by which value statements can be challenged or supported as given by Pearson and Sparks, pp. 29-32.

Examine statements of policy questions and try to determine what kind of value conflicts may be involved. Example: Should federal aid be given to parochial schools? The

value conflict might be the question of freedom of religion or separation of church and state.

Group work: Have groups work together to consider moral value principles. Let each group take one statement such as "Majority rule is good." Have the groups each take a different such statement and then develop some statements that challenge the value and some statements that support the value.

Present group summaries to whole class. Have class determine which of the four strategies is used in each statement, that is, (1) use of value-laden language; (2) use of venerable sources; (3) prediction of a value consequence; (4) use of analogy to show conflict.

Reverse the process. Have students challenge or support a value statement by each of the four strategies.

--Issues of Definition
--Disagreement about the meaning of important words and phrases in the discussion need to be resolved.

Discuss how terms can be defined so that their meanings can be more precise.

Book: Pearson and Sparks, pp. 34-5.

Investigate the methods used by lexicographers in deciding whether a particular meaning is correct or incorrect. What criteria or standards govern their shoice of definition? Evaluate this process or method; is it a good way or an ineffective way to decide on a definition? Sources to consult might be unabridged dictionary introductions; books of English grammar; works on rhetoric and logic; speech books;

general encyclopedias.

--Issues of Fact and Explanation
--Factual claims must be accurate and supported by acceptable evidence or authority.

List several statements of fact. These will be elicited from students and put on the chalkboard.

Answer questions: How do you know that? How can you make sure? What manner of supporting the statement are you making? Is it by common sense? By personal observation? Reference to an authoritative source? By showing that the factual claim is consistent with a number of other well-established claims?

--Legal Issues
--Legal issues usually consist of a combination of value, definitional, and factual questions.

Have class re-examine the case of Billy Budd. Did Billy's act of striking Claggart fall within the words of the Mutiny Act? What are all the questions we must answer in order to determine whether the law should be applied in this case?

Book: Pearson and Sparks, pp. 38-9.

--Frame of Reference Disagreements
--Facts and issues are usually viewed from the frame of reference of a particular discussant viewing them differently.

List the major issues in the Mutiny Act case involving Billy Budd. Compare the lists of various students to see wherein they differ.

G. Means of Moving Discussion Forward

--Agenda
--A discussion group should agree to a list of issues which will be considered.

Pose some public policy issue (or reconsider the case of Billy Budd). Have students working in groups make a list of the related issues which they might agree to take up in a specified order.

--Stipulation
--Wherever facts cannot be verified or consequences accurately determined the group may stipulate for the sake of discussion that such a matter be accepted.

--Concession
  --When a discussant sees that his facts or point of view is in error he should concede the point or modify his position.

--Summarization
  --Notes should constantly be kept to keep the discussants abreast of their progress so that regression and repetition may be avoided.

--Roadblocks
  --Shortcomings in the discussion process can be handled if participants are sensitive to them.

Study the list of roadblocks given by Pearson and Sparks, pp. 42-3.
(1) Monopolizing the conversation.
(2) Proof by repetition.
(3) Failure to listen and pursue.issues systematically.
(4) Personal attack.
(5) Worrying about winning an argument.

Watch TV or listen to radio discussion programs, for example, Joe Pine or Meet the Press. See if the discussions "go any place." Make a list of reasons why or why not. It will be easier to evaluate sheet prepared ahead of time for notes. Divide the sheet into six sections to provide room for answers to these six questions:
(1) What issues were discussed?
(2) What positions were takesn, and by whom?
(3) Was agreement reached on any issues? Which ones?
(4) What things happened that helped move the discussion along?
(5) What things happened that bogged the discussion down or made it unproductive?
(6) What should have been discussed next? Why?

EVALUATING AND CULMINATING ACTIVITIES:

--Select, on the basis of observation, tests, and student preference several will balanced discussion groups. Every student should participate in a group.

--Have students submit lists of issues which are of interest or concern to them.

--Choose a general committee which will select, with the teacher's help, the topics taken from the lists which will be discussed by the groups.

--Give the groups a chance to select topics of their own choice from the select list. They should make second and third choices. When more than one group has chosen the same topic, choice can be determined by lot.

--Let each group begin by discussing together their particular topics, letting them organize themselves properly to tackle the problem. Assign each group a date for formal discussion of its problem before the entire class.

--Let the teacher evaluate the effectiveness of each group in coping with their problem. Let him also evaluate the effectiveness of each individual student in participation and contribution to the discussion process.

--Prepare evaluation forms for use by every member of the class for each discussion heard. Have every student evaluate every discussion and every other student's effectiveness in his own discussion group.

RESOURCES:

Books:

-Auer, John Jeffrey. Handbook for Discussion Leaders. New York: Harper and Brothers, 1947.

-Baird, Albert C. Argumentation, Discussion and Debate. New York: McGraw-Hill, 1950.

-Beard, Charles Austin. The Discussion of Human Affairs. New York: The MacMillan Company, 1936.

-Bowman, LeRoy Edward. How to Lead Discussion: A Guide for the Use of Group Leaders. New York: The Woman's Press, 1934.

-Broomell, Anna Pettit. What Do You Think? A Record of Discussions with Questions and Answers Arranged for Contemporary Use. New York: Harper and Brothers, 1950.

-Buys, William E., Murphy, Jack, Kendal, Bruce. Discussion and Debate, a Textbook for High School Students. Lincolnwood, Illinois: National Textbook Corporation, 1961.

-Clark, Nadine. A Guide to Critical Thinking. New York: The MacMillan Company, 1965.

-Du Bois, Rachel (Davis) and Li, Mew-Soong. The Art of Group Conversation. New York: The Association Press, 1963.

-Ewbank, Henry Lee and Auer, J. Jeffrey. Discussion and Debate: Tools of a Democracy, 2nd Ed. New York: Appleton-Century-Crofts, 1951.

-Fansler, Thomas. Creative Power through Discussion. New York: Harper and Brothers, 1950.

-Garland, J.V. Discussion Methods Explained and Illustrated. New York: The H. W. Wilson Company, 1951.

-Gulley, Halbert E. Discussion, Conference, and Group Process. New York: Henry Holt and Company, 1960.

-Hoffmann, Randall W., Plutchik, Robert. Small-group Discussion in Orientation and Teaching. New York: G. P. Putnam's Sons, 1959.

-Howe, Reuel L. The Miracle of Dialogue. Grenwich, Conn.: The Seabury Press, 1963.

-Howell, William S. and Smith, Donald K. Discussion. New York: The MacMillan Company, 1956.

-Lasker, Bruno. Democracy through Discussion. New York: The H. W. Wilson Company, 1949.

-McBurney, James Howard and Hance, Kenneth G. Discussion in Human Affairs. New York: Harper and Brothers, 1950.

-Sutherland, Sidney Samson. When Your Preside. Danville, Illinois: Interstate Publishing Company, 1962.

-Talking It Through: A Manual for Discussion Groups. Washington D. C.: National Education Association Department of Secondary School Principals, 1938.

-Utterbach, William E. Decision through Discussion, a Manual for Group Leaders, erd Ed. New York: Holt-Rinehart-Winston, 1960.

-Utterback, William E. Group Thinking and Conference Leadership: Techniques of Discussion. New York: Rinehart Publishing Company, 1950.

-Zapf, Rosalind Marie. Democratic Processes in the Secondary Classroom. Englewood Cliffs, New Jersey: Prentice-Hall, 1959.

-Pearson, Craig and Sparks, David G. Taking a Stand. "An American Education Publications Unit Book, Harvard Social Studies Projects:" Columbus, Ohio: American Education Publications, 1967.

Audio-Visual: (Note that these are available in the Kansas City School District Audio-Visual Center. The numbers are the catalogue numbers of the Center.)

16 mm. b & w sound movies--

-Discussion Technique (OX-74)

-Effective Listening (00-735)

-Group Discussion (0-860)

-How to Think (00-527)

-Making Yourself Understood (00-393)

-Practicing Democracy in the Classroom (00-325)

-Scientific Method (0-711)

Filmstrips--

Do You Win Arguements and Lose Friends? (F-2317)

Practicing Democracy in the Classroom (F-829)

UNIT TWO: PREJUDICE
Suggested Time: Four Weeks

OVERVIEW

In this unit students will engage in activities and investigation from which they will derive some experiential knowledge of group co-operation through the use of democratic techniques in the classroom. They will face the fact and presence of prejudice in themselves and others and will be helped to discover the baleful consequences of prejudice and discrimination both to individuals and groups as well as to society as a whole.

This unit should lead students to infer the irrationality of prejudice and to decide upon positive actions to deal with it and to make democraaic principles and practice truly universal.

The unit will introduce students to some important anthropological and biological findings regarding man and will thus help them to be able to judge for themselves how much of what passes for knowledge regarding race is pure misinformation, ignorance, and Prejudice.

SPECIFIC OBJECTIVES:

The student is --

--To develop more positive attitudes toward minority groups so that they will accept individuals who are different racially and culturally from themselves, associate with them on the basis of individual worth as equals, exert effort to constrain name-calling, exclusion, and scapegoating of minority persons, and refrain themselves from acts of discrimination.

--To develop knowledge of the psychological facts regarding the phenomenon of prejudice and be able to recognize prejudice when they see it and tell what are the likely causes of expressed prejudice as well as the probable consequences.

--To acquire a knowledge of the steps that can be taken to overcome prejudice in themselves and others and be able to relate them verbally.

--To develop a knowledge of the scientific anthropoligical and biological facts regarding human nature, race, inheritance,and culture and be able to answer questions put to them regarding these matters.

--To develop an ability to recognize and cite the different forms that prejudice takes.

--To develop a deeper understanding of the principles of democracy and be able to demonstrate that understanding by relating democratic principles to the needs and aspirations of minorities in written or oral expression as well as by demonstrating these principles in their own behavior toward minority group members singly or collectively.

MAJOR CONCEPT:

--Prejudice

MAJOR GENERALIZATION:

--Prejudice is caused by cultural influences and results in varying degrees of negative, or undemocratic behavior toward minorities often with baleful consequences to the total society.

VOCABULARY FOR THE UNIT:

aggression
attitude
behavior
belief
bias
bigot
caste
civil liberties
civil rights
class
desegregation
discrimination
ethnic origin
exclusion
frustration
ghetto
immigration
in-group
integration
majority
minority
national origin
nationality
out-group
prejudice
propaganda
quota system
race
rejection
religion
scapegoating
stereotype
tolerance

RELATED CONCEPTS AND GENERALIZATIONS ACTIVITIES AND INVESTIGATIONS

A. Prejudiced Attitudes

--Racism

--The attitude that one race is innately superior and others innately inferior is the basis of most of our intergroup friction.

--The nature, extent, and intensity of prejudiced attitudes need be determined in order that steps can be taken to correct them.

Test the students to dete[illegible] their attitudes toward minority groups and the problems raised by belonging to one or the other of these groups. Direct the class activities in this unit toward meeting the ignorance, misinformation, fears, and suspicions thus discovered. Retest at the end of the course to see if there has been any significant change in attitude and behavior.

212

There are many carefully devised attitude scales available to the teacher. He should note, however, that no one scale will perfectly suit his own situation and care should be taken in adapting any kind of instrument to his own particular classes. If any class is nearly evenly divided between Negro and white students, there can be special areas of sensitivity. The teacher needs the confidence of the class, and the class needs to understand fully what the tests are for. They must be assured that every set of responses will be kept inviolate.

In general the type of approach suggested by Gertrude Noar (Teachers' Supplement for What Do We Know About Race, p. 2) may prove most practical in a regular classroom situation. Below are given types and suggestions. Adapt them to fit the particular class. Avoid adding unnecessary tensions.

Methods of discovering existing attitudes:

1. Open end questions. These will stimulate highly thoughtful creative writing and will reveal negative attitudes based on stereotypes. Let the teacher take ten or fifteen minutes before hand as a "warmup" period. He can tell of his own experiences and feelings and try to elicit students to talk about themselves. Then let him put the questions on the chalkboard. Each student will choose one question, whichever one he wants to write on. Assure the students that only the teacher will read their papers.

Example of open end questions or sentences:

To my mind races ought to be segregated because_ _ _ _ _ _

I am afraid of people whose skin color is not the same as my own because_ _ _ _ _ _ _

I went to a party for Negroes and whites which turned out to be a (bad or good) experience because_ _ _ _ _

When I think about (Negroes, Whites, Chinese, Jews) I see_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

2. Devise and administer tests which give clues to attitudes such as:

Choose one or more words from the list of characteristics on the right, which, to your mind, describe each of the peoples listed on the left:

People	Characteristics
White	superior
Negro	inferior
Yellow	cultured
Mexican	uncivilized
Aryan	smart
Anglo-Saxon	educable
American	democratic
French	reserved
Italian	aggressive
English	servile
	undemocratic
	musical
	indolent
	energetic

3. Use a social choice inventory which consists of having pupils answer such questions as:

If you had a party, which kinds of people (white, Negro, Oriental, Mexican, etc.) would you exclude?

Name three kinds of people (races) you would be willing to live near.

4. Present and discuss a film on housing, such as:

Crisis in Levittown, Pa.
Wanted--A Place to Live
The Story of Sammy Lee
To Find A Home
No Hiding Place

(May be obtained by rental from Anti-Defamation League of B'Nai B'Rith, New York.)

Methods of discovering the extent of misinformation and information:

Construct and administer a pre-test which will give an indication of what facts are already generally known by which students, and what fallacies are generally held to be true. This test can take the form of short questions which lend themselves to "yes" and "no" or single sentence answers such as:

Are all people in the same "race" of the same color?

It can be a set of statements to be marked true or false such as:

The white race is superior to all others.

Negroes have less mental ability than whites.

It can be a completion test such as:

Three "races" of mankind are _____, _____, _____.

Negro blood is _____ white blood.

One test can contain all three types of questions.

Methods for evaluating changes in attitudes:

Re-use, at a later date, tests and other devices which were used to discover the prejudices and attitudes of students. A comparison of the two results for each student would show what change, if any, took place.

Keep a record of the nature of ethnic and/or racial make-up of research committees and conversation circles in succeeding class activities. Note if the matter has any effect on the make-up of the groups when they are formed voluntarily.

Compare the quantity and quality of work accomplished by hetegeneous and homogeneous groups.

Keep anecdotal records of what individuals say and do during the course of the unit. Study them for evidence of changes in attitude and actions.

(NOTE: The foregoing was taken from Gertrude Noar, Teacher's Supplement to What Do We Know About Race.)

B. Principles and Values of Democracy

--Human Personality
  --Basic to democracy is the recognition of the integrity and worth of every human being.

Conduct class discussion focusing upon the question, "What are all the things you can say that will describe democracy?" The teacher can ask leading questions in order to elicit all these "principles and values." Ask also, "Where do you think we got such ideas?" The answers might be historical experience, religion, philosophy, polictical science and the documents it evolved, such as the Declaration of Independence, Declaration

of the Rights of Man, English Bill of Rights, etc. as well as later conclusions of the social sciences.

Have the class procure copies of these historic declarations. Let them see that they are the basis of American political and social institutions.

Analyze and discuss " principles and values" so that their meaning and application are clear to students.

--Public Policy
  --In a democracy all who are to be affected have the right to share in policy making. (Example: "Taxation without representation is tyranny.")

Have class write in notebooks these seven "principles and values." Go over them one at a time and ask, "Can you think of any way that we violate our basic principles in the things people say and do these days?"

--Individual Freedom
  --In a democracy every individual has the right to determine the course of his own life.

List examples of the ways we violate our principles on the chalkboard. Ask class to consider them carefully and try to determine why people violate our basic democratic principles. The conclusion should indicate that the majority withhold acting upon them because of prejudice. In spite of the phrase in the pledge of allegiance, "...with liberty and justice for all," many people say the "for all" with reservations. As a result we violate our democratic principles when they are not applied to all our people.

--Popular Government
  --Decocracy is based upon the intelligent participation of all citizens equally.

--Personal Association
  --As long as the rights of others are not infringed, democracy involves the right of personal preference and voluntary association.

Compare democratic principles with totalitarian principles. Have more able students look up the nature of Fascism and Communism and report to class. Let the class compare the difference in beliefs between our democratic principles and values and the principles of Fascism and Communism.

--Nature of Man (Human Nature)
--While mankind encompasses a plethora of group and individual differences they comprise but one species with the same universal basic nature.

Discuss the comparison in class. Ask, "if we violate our basic principles, in what way are we better than Fascists or Communists?"

Books:
Emerson Chapin, Freedom vs. Communism (New York: Anti-Defamation League).
Earl Raab, The Anatomy of Nazism (New York: Anti-Defamation League).

Assign five good students to read and make individual reports from the following booklet. Let each take one chapter and let the last two chapters be done by one student. Chapters are:
I. Our Common Identity
II. Homo Sapiens at Work
III. Beliefs, Laws, and Traditions
IV. Homo Sapiens at Play
V. Man's Art
VI. The Human Species

Book:
Harold Courlander, On Recognizing the Human Species (New York: One Nation Library: Anti-Defamation League, 1960).

--Cultural Pluralism
--The strength and richness of American culture derives from the diversities of cultures which it comprises.

Note: A separate unit will study the subject of Cultural Pluralism.

C. The Nature of Prejudice

--The Phenomenon of prejudice
--The subject of prejudice has been studied and analyzed scientifically and has evolved a vocabulary largely its own.

Vocabulary Study. The investigation of this subject involves many terms and word usages not familiar to ninth graders. These need to be defined, possibly spelled, and recognized in reading materials.

Have students make a list of the words and terms listed with this unit.

218

Have students work in groups with dictionaries to look up definitions, discuss meanings, and drill each other on these words and terms.

--Overgeneralization
--Prejudice results from forming general attitudes without sufficient evidence, that is, pre-judging minus the facts or in spite of the facts.

Let the teacher express a prejudiced attitude. Let him "shake up" his class by announcing that he will not give any girl (or boy) a grade higher than "M." When someone asks why, let the teacher justify an attitude of prejudice against girls (or boys), such as, "They are inferior; they don't really want good grades, etc."

Get class to evaluate teacher's behavior as prejudice--not knowing the facts; being guided by emotions, etc.

Have group discussions. Let the groups each be assigned one human category such as Frenchmen, Englishmen, Chinese, Women, Men, Teachers, Parents, Politicians, etc. They are to discuss the characteristics of this category of people. A summary report will be written.

Have reports read to class for general discussion. Have the class determine if there has been over-generalization or negative attitudes expressed. Have them inquire into the basis of these ideas.

View a series of photographs of attractive young women. Tell the class that three were selected as most beautiful. Ask each student to make his own selection of the three most beautiful girls. After submitting their selections the students will view the pictures again. This time let every picture be labelled by

a nationality, some Americans, some from other countries. Have them select the three most beautiful again. Total the votes for each time and compare the results. It is likely that those labelled American will receive more votes than before.

Discuss the changed attitudes with the class. Why did the American girls receive more votes than before when the class did not know what country the girls came from?

--Stereotype
--Prejudice stereotypes people attributing to individuals general characteristics, usually objectionable, of the group to which they seem to belong.

Show the class that they think in stereotype patterns. Construct, duplicate, and distribute copies of such devices as:

a. Simple matching tests containing nationalities, religious and races such as as the following:

Germans	Musical
English	Lazy
Italians	Sly
Irish	Reserved
Jews	Shrewd
Negroes	Methodical
Chinese	Hot-tempered

b. A completion statement containing such statements as:

I believe Negroes are_ _ _

c. A true-false test containing such statements as:

All Italians are gay, musical, and dark-skinned.

Develop and indicate on board some of the common stereotypes derived from the class answers.

Test these for reality by asking pupils to describe people they like who belong to one of the

above groups, without mentioning the affiliation. Have class guess to which group that individual belongs.

--Hostility
--The complex emotional response called prejudice results in a hostile attitude usually directed toward a person because he belongs to a group believed to be objectionable.

View the film What About Prejudice? (McGraw-Hill, No. 402044). Discuss the attitudes of the various students. Discuss the unseen boy, Bruce Jones. What is there about him that makes the students so negative in their attitude toward him? What if he had not had the chance to do a heroic deed? What would have happened to him?

Role-play a different ending to the film based on suppositions involved in the above questions.

View film The Toymaker (00-439). Discuss why visible differences may lead to prejudice.

View film Boundary Lines (0-44). Discuss how and why groups and persons tend to alienate themselves from other groups and persons.

View filmstrip Stereotypes (F-3334). Have students review their ideas of various groups previously discussed. Can they identify cases of stereotyping?

Play a game. Select a committee to choose various students to be guests on a "What's My Line" program. Students should be selected as much as possible because they seem to "fit the type" for a role they are assigned. Then let them assume a different "line." Ask class, however, if they can really tell by "types" of appearance. Get three people from the community to come and be guests on "What's My Line?" Get people who belie any stereotyping.

--Intensity
--Prejudices vary in intensity along a spectrum which proceeds from preference, through bias, dislike, hostility, bigotry.

Class discussion. Let the teacher lead discussion concerning the shades of meaning involved in the degrees of intensity in prejudices. Develop examples of each kind of feeling or attitude.

D. Sources and Forms of Prejudice

--Emulation
--Prejudice is learned from observation of the attitudes of parents, peers, or others whom children admire as they grow up.

View filmstrip _____ So Blind (F-2278) which summarizes the origin of prejudice and considers some steps the individual can follow to overcome it.

Have various members of the class do some reading of articles or chapters of books on the nature and origin of prejudice.

Books:
Kenneth B. Clark, Prejudice and Your Child (Boston: Beacon Press, 1962), Part I, "The Problem of Prejudice, pp. 17-84).

Gordon W. Allport, The Nature of Prejudice (Boston: Beacon Press, 1954), Chapter I, "What Is the Problem?" pp. 3-16; Part V, "Acquiring Prejudice," pp. 285-311.

Reprints of Articles:
Margaret H. Bacon, "Prejudice Doesn't Come Naturally," Parents' Magazine, Reprinted by National Conference of Christians and Jews.

Harry A. Overstreet, "The Gentle People of Prejudice," Saturday Review, January 21, 1950, reprinted by Community Relations Service, Institute of Human Relations, January, 1963.

Katherine Davis Fishman, "Bridging the Prejudice Gap," New York Times Magazine,

October 23, 1966, reprinted by Anti-Defamation League of B'Nai B'Rith.

Have enough copies of reprints so that each student can have a copy to read in class.

Have class write: What article did you read? What were some things it said about prejudice? How do children learn to be prejudiced? Can you tell something that children do that may teach younger children to become prejudiced? Can you tell something that some parents might do that would make their children prejudiced?

Tell a couple of stories to the class that illustrate how prejudices are taught. (Two good examples are given in Frances Horwich's article; another in Margaret Bacon's. Another story which can be used is in the booklet by Jean E. Alexander, Let's Get Down to Cases (New York: Department of Interreligious Cooperation, Anti-Defamation League of B'Nai B'Rith, 1949). p. 23.

Role-play one of the stories instead of having students read it or instead of telling it. For example, the one told by Frances Horwich of the two mothers who had their children with them in the supermarket. As they chatted their children played. A little Mexican girl (or Negro, if one wishes) stepped up to play with them. Let the role-players play out alternate endings of this experience.

Discuss the role-playing experience. How did the mother feel? How did the children feel? What influence did the mothers have on their children?

Or, omitting some of the activities and investigation previously suggested, let the class activities center upon the study of the small book by William Van Til, Prejudiced--How Do People Get That Way? Some of the activities used previously may serve very well as an introduction to this book, but if many of them have been omitted, the book may be introduced by having group discussion. It is strongly suggested that there be enough copies of this little book for each member of the class to have one.

Book:
William Van Til, Prejudiced--How Do People Get That Way? (One Nation Library; New York: Anti-Defamation League of B'Nai B'Rith, 1964.)

Let the class discussion include descriptions of personal experience and free expression of feeling on a voluntary basis; do not force discussion.

Have a student read aloud the first section of the book, "School Opens for Everybody."

Ask students to pick out the snatches of conversation which led to the question, "How do people get that way?" and to suggest what else they might have said.

Raise the question, "What way?" and allow as much disucssion and illustration as seems fruitful.

Put some key open-end statements on the board and have pupils write about their own personal experiences, e.g., "When I overheard Jack say, 'I couldn't

invite her to the party _____ _____."

NOTE: These papers should be kept confidential, not read to the class nor graded. The teacher can use them for diagnosis of human relations needs. (See Hilda Taba and Staff, Diagnosing Human Relations Needs (Washington, D.C.: American Council on Education, 1951), which describes services helpful in diagnosing and closing gaps in social learning of children and adolescents.

Or, use pictures which suggest situations involving prejudice and let the class discuss the background of the problem and possible solutions.

Special Materials: Focus on Choices Challenging Youth, Series A. (New York: National Conference of Christians and Jews). This is a discussion kit comprising a series of six pictures, several copies of each, which depict problems of young people. Pictures number 2, 3, and 5 are particularly pertinent to the concept of group prejudice. Discussion questions are printed with each picture.

--Defamation
--Stereotyped thinking is often used to defame a person through rumor and hearsay.

Conduct a Rumor Clinic. Material for this clinic has been prepared by the Anti-Defamation League of B'Nai B'Rith, 315 Lexington Avenue, New York, N. Y., 10016. It consists of a short filmstrip depicting scenes involving intergroup relations. "Reporters" are given a description by one who has looked at the projected picture. The "Reporter" then passes on what information he has been told. The class meanwhile is looking at the actual scene and can see the deviation from fact and the particular "slant" or "bias"

that deviation shows. They thus learn that people frequently misinterpret what they see because of prejudiced views and that the information passed on by hearsay is even further from the truth. After having six such reports lead the class to discuss their experience. (Instructions are included with the filmstrip from A. D. L. Follow them closely.)

--Defamation
  --Much behavior which reveals prejudice is in the form of verbal aggression including rumors, jokes, doggerel, accusations, teasing, threats, and name-calling.

View film, The Gossip (00-423) and/or film-strip Gossip (F-3145). The motion picture "demonstrates that opinions should be based on facts, and illustrates how a person can misunderstand and misinterpret the actions of another by putting his own interpretation (prejudiced) on a series of incidents."

E. The Results of Prejudice

Have class read section 2 of Prejudiced--How Do People Get That Way? "The Evil That Prejudice Does," pp. 6-9.

--Discrimination
  --Discrimination is the behavior which proceeds from prejudiced attitudes.

  --Discrimination includes such behaviors as

    --coercive action
    --scapegoating
    --exclusion
    --rejection

Assign to individuals or committees such historical references as:

the carpetbaggers
the Ku Klux Klan
the Know Nothing Movement
Nazism

Have a class committee put on playlet, Mission Accomplished.

Play:
Gladys Baker Bond, Mission Accomplished (New York: Anti-Defamation League of B'Nai B'Rith). This playlet costs 15¢ per copy. It depicts the harmful effects of social exclusion when one girl invites all her classmates but one to a birthday party.

View filmstrip "The Ins and the Outs." (F-3525) Discuss in class.

Have students relate analogous incidents in their own experience or knowledge.

Have class search news media for instances of discrimination based on race, religion, sex, or national origin. Let each student bring the account to class prepared to discuss the example.

F. Overcoming Prejudice

Read Section 5 of Prejudiced--How Do People Get That Way? "The Circle of Prejudice Can Be Broken," pp. 12-15.

--Communication
  --When communication can be established between the majority and the minority understanding and appreciation can ensue.

See and discuss the film, An American Girl. This 30 minute film tells the story of an American teenager who is mistakenly believed to be Jewish by her friends and neighbors, who react with irrational prejudice. May be obtained by rental from Anti-Defamation League.

Relate this film to The Toymaker which was previously seen.

Plan ways in which the group can help its members to cure their prejudices and to control their actions and speech.

--Ideology
  --The beliefs of democracy and religion oppose prejudice.

Read section 6 of Prejudiced--How Do People Get That Way? pp. 15-20.

Read, discuss and arrange to display copies of the great documents of democracy.

View filmstrip, Milestones of Liberty: Great Documents (FS 3513).

Arrange for representatives of the three major faiths to have a panel discussion on interfaith cooperation. Have them also elucidate the teachings of their faith regarding its

universality; toward minorities and various races.

--Knowledge about Race
  --Racism is the result of ignorance concerning the nature of "race" and is one of the most pernicious of prejudiced attitudes.

  --The scientific facts concerning the nature of race can help to alleviate the attitudes of racism.

Have the class members consider their attitudes toward the idea of "race." The teacher may devise open-end questions that fit the teacher's own particular class situation and will not disrupt the class unduly. Special care should be taken if the class is nearly equally divided between Negro and white students. Perhaps these examples may stimulate thought:

To my mind races ought to be segregated because _____ _____ _____ _____ _____ _____.

I am afraid of people whose skin color is not the same as mine because _____ _____ _____ .

I went to a party for Negroes and whites which turned out to be a (bad/good) experience because _____ _____ _____ _____.

When I think about (Negroes, or whites, or Jews, or Chinese), I see _____ _____ _____ _____.

This will stimulate highly thoughtful creative writing and will reveal negative attitudes based on stereotypes. Let the teacher take 10 or 15 minutes before writing in order to "warm up" the class. He can tell of his own experiences and feelings and try to elicit students to talk about themselves. Then put the questions on the board and let each student choose which one of the questions he wants to write on. Assure the students that only the teacher will read their papers.

Or, let the teacher devise and administer tests which give clues to attitudes. For example,

228

see the tests suggested by Gertrude Noar in her "Teachers' Supplement" to What We Know About "Race" by Ashley Montagu. Miss Noar suggests other alternatives as well:

Administer a social choice inventory such as the example given on pp. 2 and 3 of the Teachers' Supplement.

Let the teacher discover or devise methods for discovering the extent of misinformation and information. It will be the purpose of succeeding activities and investigation to correct misinformation and to give the scientific facts regarding "race." Miss Noar in the aforementioned "Teachers' Supplement" suggests methods to test the quantity and quality of the students' information. See supplement, p. 3.

Book:
Ashley Montagu, What We Know About "Race" (The One Nation Library: New York: Anti-Defamation League of B'Nai B'Rith, 1967), 40 pp.

Pamphlet:
Gertrude Noar, "Teachers" Supplement to What We Know About "Race" (New York: Anti-Defamation League of B'Nai B'Rith). Note that this leaflet comes with every copy of the book ordered.

--Race
--There is no genetic superiority of any one "race" over another; all men are of the same species, and their observable differences are largely environmentally and culturally determined.

View the filmstrip Exploring the Myths of Prejudice (F0-255, comprising filmstrips, one record and a teacher's guide).

Have the class spend some time in the study of the concept of race. Study and focus learning activities upon the booklet What We Know About "Race." It would be

advisable for every student to have a copy.

Conduct a word study so that pupils can comprehend the information in the booklet regarding race. Gertrude Noar suggest the following technique: (Pp. 3 and 4 of supplement)

Develop a unit of study around the booklet What We Know About "Race". Use the pupil teacher planning process which will insure the selection of those experiences and materials which are most likely to accomplish the objective, since they will then be chosen on the basis of maturity levels, backgrounds of the students and the nature of the community from which they come.

Following are some suggestions for direct learning experiences given by Miss Noar in the teachers' supplement to Montagu's booklet.

Use conversation circles, p. 4.

Put committees to work., p.4.

Use resource persons, consultants, and speakers, p. 5.

Take "field" trips, p. 5.

Conduct interviews, p. 5.

Conversation Circles. Be sure each circle of about ten students contains a cross section of the racial or ethnic groups in the class. Preceding conversation, have the pupils scan the text of the pamphlet for something which reminds them of personal experiences, the exchange of which makes for good conversation.

Committee Work. One of the objectives of committee work is to provide opportunities for association across group lines. Therefore, some attention should be given to group composition. Sometimes the groups should be organized according to personal choice of associates. The teacher can then note where and where not interracial or inter-ethnic grouping takes place.

The "research" job (mobilization of facts) to be done by each committee should be developed around that portion of the pamphlet's content in which the committee is most interested. For this purpose, the class should formulate questions raised in the pamphlet. Pupils can then be grouped according to their interests. Examples of questions suggested by the text are:

What are other theories of race advanced by other scientists?
What is the theory of evolution and what are its implications?
How do people learn?
What are the present conditions of the American Indian "race"?
What roles do heredity and environment play in the development of an individual? or of a race?

The principal categories into which content can easily be divided for committee work are:

Concepts of race.
The relation between "race" and intelligence.
History of various races or ethnic groups in America (and elsewhere).
The theory and application of environment on race.
The effects of heredity and

environment on race.

After discussing what facts are needed to answer the committee's questions, each member should be asked to tell how he will gather facts. This permits each to use the method most effective for him.

Some pupils will want to use reference books, other's newspapers. Some will prefer to search for pictures, diagrams, charts and cartoons. Others will decide to listen to radio and watch TV. Some will plan to interview parents, other adult friends and teachers.

At succeeding committee meetings, facts gathered by all the members of the committee should be pooled and complete answers to the questions formulated. Then reports to the class should be planned and presented by each committee.

Use of resource persons, consultants, and speakers. The teacher can, perhaps, with some suggestions by class members, find informed and capable adults who will be willing to come to assist. Send written invitations which include the questions with which the class wants help. Students should be prepared to introduce and thank speakers. "Thank you" letters should be sent.

Trips. Trips may be taken to museums of natural science to get anthropological and biological date; to historical museums to get the facts of racial or ethnic group developments, contributions and conflicts; to various business, industrial and governmental centers to investigate discriminatory

practices, negative and positive attitudes and working and living conditions.

Interviews. Class members can conduct interviews with outstanding members of the racial and ethnic groups in the community. These may be professional people, government officials, musicians, artists, authors, athletes and community leaders.

EVALUATING AND CULMINATING ACTIVITIES:

--Since one of the primary objectives of this unit has been to try to affect a positive change in attitudes towards minorities, Negroes in particular, and racism in general, it is important to evaluate attitudes at the end of this unit.

Methods for evaluating changes in attitudes:

Re-use the tests and other devices which were used to discover the prejudices and attitudes of students. A comparison of the two results for each student would show what change, if any, took place.

Readminister the sociometric test given at the start of unit one. This might reveal a change in the group attitudes when compared with the sociograms of the first test.

Keep a record of the nature of ethnic and/or racial make-up of research committees and conversation circles in succeeding class activities. Note if the subject matter has any effect on the make-up of the groups when they are formed voluntarily.

Compare the quantity and quality of work accomplished by heterogeneous and homogeneous groups.

Keep anecdotal records of what individuals say and do during the course of the unit. Study them for evidence of changes in attitudes and actions.

--Have students list the sources of prejudice and define the various forms of discrimination such as predilection, bias, hostility, exclusion, scapegoating, etc.

--Have students write a short essay giving their views as to how prejudice can be overcome.

--Devise and administer an objective test covering the material in Montagu's booklet on What Do We Know About Race. Include items on "strength," "blood," "intelligence," "creativity," "physical appearance," "environment," "culture," and "heredity."

--Cite cases of prejudice and ask students to identify the nature or form of the prejudice involved.

--Have students list the democratic ideas regarding the nature of man and write an essay on the relationship of the Declaration of Independence to one of these ideas (as given in the unit).

234

RESOURCES:

Books:

-Adorno, T. W., et al. The Authoritarian Personality. New York: Harper and Brothers, 1950.

-Allport, Gordon W. The Nature of Prejudice. Cambride, Mass.: Addison-Wesley Publishing Company, 1954.

-Baruch, Dorothy W. Glass House of Prejudice. New York: William Morrow and Company, 1946.

-Brown and Roucek. One America. Englewood Cliffs, N. J.: Prentice-Hall, 1952. The history, contributions and present problems of religious, ethnic and racial groups in America.

-Cantrill, H., ed. Tensions that Cause Wars. Urbana, Ill.: The University of Illinois Press, 1950.

-Clark, Kenneth B. Prejudice and Your Child. Boston: Beacon Press, 1964.

-Combs, Arthur W., and Snygg, Donald. Individual Behavior, a Perceptual Approach to Behavior. New York: Harper and Row, 1959.

-Davenport, Charles B. and Steggerds, Morris. Race Crossing in Jamaica. Washington D.C.: Carnegie Institute, 1929. Dr. Davenport ineffectually seeks to "explain away" the superior traits of Negroes. Dr. Steggerds, however, dissociated himself from such "explanations."

-Goodman, Mary Ellen. Race Awareness in Young Children. Cambridge, Mass.: Addison-Wesley Publishing Company, 1952.

-La Farge, John, S. J. No Postponment. New York: Longmans, Green, and Co., 1950.

-Lowenthal, L., and Guterman, N. Prophets of Deceit. New York: Harper and Brothers, 1949.

-Marrow, A. J. Living Without Hate. New York: Harper and Brothers, 1951.

-Montagu, Ashley, ed. The Concept of Race. New York: The Free Press, 1964. A critical examination of the concept of "race" by ten authorities.

-Montagu, Ashley. Man's Most Dangerous Myth: The Fallacy of Race. 4ch ed. Cleveland and New York: World Publishing Co., 1964.

-Murphy, G. In the Minds of Men. New York: Basic Books, 1953.

-Pettigrew, T. F. and Campbell, E. A. Christians in Racial Crisis. Washington, D. C.: Public Affairs Press, 1959.

-Trenkle, Clare. You. Phoenix; New York: Frank E. Richards 1966.

Klineberg, Otto. Social Psychology. New York: Henry Holt and Co., 1954. An excellent source for material on intelligence tests, especially that relating to American Indians and Negroes.

-Rose, Arnold. The Negro in America. Boston: The Beacon Press, 1948.

Pamphlets or Booklets:

-Klineberg, Otto. Race and Psychology. New York: UNESCO, 1951. Provides evidence that there are no inherent racial differences in intelligence, and that differences are due to environment and opportunity.

Montagu, Ashley. What We Know About "Race". The One Nation Library: New York: Anti-Defamation League of B'Nai B'Rith, 1967.

-North, Robert D. Research Report Bulletin--The Intelligence of the American Negro. New York: Anti-Defamation League of B'Nai B'Rith, 1956.

Allport, Gordon W. The A. B. C.'s of Scapegoating. Freedom Pamphlets; New York: Anti-Defamation League of B'Nai B'Rith, 1956.

-Benne, Bradford, and Lippett. Group Dynamics and Social Action. Freedom Pamphlets; New York: Anti-Defamation League.

-Green, Robert. The People Next Door. New York: National Conference of Christians and Jews.

-Gillan, John. Race. New York: National Conference of Christians and Jews.

-Irving, J. L. How Do You Talk About People? Freedom Pamphlets; New York: Anti-Defamation League.

-Levine, Naomi. The Myths of Racial Integration. New York: American Jewish Congress.

-Alpenfels, Ethel. Sense and Nonsense About Race. New York: Friendship Press.

-Mack, R. W. and Duster, Troy S. Patterns of Minority Relations. New York: Anti-Defamation League.

-O -Overstreet, H. A. The Gentle People of Prejudice. Community Relations Service, Institute of Human Relations, 165 E. 56th St., New York, N. Y. 10022.

-Pettigrew, Thomas. Epitaph for Jim Crow. New York: Anti-Defamation League, 1964.

-Raab, Earl and Seymour, M. L. Prejudice and Society. Freedom Pamphlets: New York: Anti-Defamation League.

-Rose, Arnold. The Roots of Prejudice. New York: UNESCO.

-Taft, Charles P. and Pelknor, Bruce. Prejudice and Politics. Freedom Pamphlets; New York: Anti-Defamation League.

More Books:

-Freed, Stanley A. and Ruth S. Man from the Beginning. Mankato, Minnesota: Creative Educational Society, Inc. 1967. Excellent for Junior High.

-Roy, R. L. Apostles of Discord. Boston: Beacon Press, 1953.

-Saenger, G. The Social Psychology of Prejudice. New York: Harper and Brothers, 1953.

-Sherif, M. and Carolyn W. Groups In Harmony and Tension. New York: Harper and Brothers, 1953.

-Simpson, G. E., and Yinger, J. M. Ethnic Relations in the United States. New York: Appleton-Century-Crofts, 1953.

-Tumin, M. M. et al. Desegregation; Resistance and Readiness. Princeton, New Jersey: Princeton University Press, 1958.

Audio-Visual: (Note that the following may be bought or rented from Anti-Defamation League of B'Nai B'Rith, 315 Lexington Avenue, New York, N. Y. 10016.

16 mm. films--

-All the Way Home 29½ min., b & w. Deals with housing discrimination.

-An American Girl 29½ min., b & w. Because of a necklace she bought a girl is thought to be Jewish and is cut by classmates.

-Brotherhood of Man 10½ min. color. Scientific, how people are essentially alike.

-The Burden of Truth 2 reels, 67 min. b & w. Mobs gather because Negroes move into white neighborhood.

-Boundary Lines 11½ min. color. animated. The world is our backyard; what divides us is in our minds.

-Boy 12 min. b & w. An experience in the search for identity.

-Can We Immunize Against Prejudice? 16½ min. b & w. Audience participation type.

-Case History of a Rumor 52 min. b & w. C.B.S. Reports award winner in 1964.

-Cast the First Stone 42 min. b & w.

-Commencement 21½ min. b & w. Discriminatory employment practices.

-Crisis in Levittown 31½ min. b & w. Integration in a suburban development.

-A Day in the Life of Jonathan Mole 33 min. b & w. J. Mole, a bitter and prejudiced man, dreams he has power "lesser" minorities.

-Divided We Stand 25 min. b & w. Anti-Catholic prejudice.

-For White Christians Only 30 min. b & w. Housing discrimination.

-For Fairplay 25 min. b & w. Discrimination in employment.

-The High Wall 30 min. b & w. How a younger man became a bigot.

-The House I Live In 10½ min. b & w. Frank Sinatra takes a stand against discrimination by kids in the neighborhood.

-A Letter From a Soldier 9 min. b & w. Anti-Jewish prejudice.

-Make Way for Youth 19½ min. b & w. Prejudice and gang fighting.

-The New Girl 30½ min. b & w. Job discrimination.

-Nineteen Trees 13½ min. b & w. Planting trees helps group understanding.

-No Hiding Place 50 min. b & w. Housing, blockbusting, etc.

-Picture in Your Mind 16 min. color. Tribal roots of prejudice.

-Prejudice 57 min. b & w. 2 reels.

238

-Rumor 5½ min. b & w.

-The Story of Lee 22 min. b 7 w. Well known Negro denied ho[illegible].

-To Find a Home 9 min b & w. Discrimination in housing.

-To Live Together 34 min. b & w. Children in interracial summer camp.

-The Toymaker [illegible]in. color. Different colored toys discover they are both creatures of the toymaker, more alike than different.

-Tragedy in a Temporary Town 47½ min. b & w. A rumor causes an innocent victim to be accused of a crime he did not commit.

-Unlearning Prejudice 29½ min. b & w.

-Walk in My Shoes 42min. b & w. Negro reaction to prejudice.

-Wanted--a Place to Live 15 min. b & w.

The following may be ordered through the National Conference of Christians and Jews, 43 West 57th Street, New York, N. Y. 10019.

-Everybody's Prejudiced 21 min. b & w.

-The Eye of the Beholder 28 min. b & w. How we get prejudiced.

-For Fair Play 25 min. b & w. Employment practices.

-The Newcomers 28 min. b & w. Housing.

-Greater Understanding: the People Next Door 25 min. b & w.

-Property Values and Race 24 min b & w. For Adults.

-Star-Spangled Extremists 28 min b & w. Use for analysis of propaganda techniques.

-A Trumpet for the Combs 81 min. b & w.

-Willie Catches On 28 min. b & w.

Film Strips (N[illegible] the following may be ordered from Anti-Defamation League.)

-About People 63 frames, color, silent. $5.00. The origin of races.

239

-The Good Neighbor 130 frames, color with captions. $6.00.

-None So Blind 57 frames, color with script. The origins of prejudice and how to overcome it.

Available through Kansas City School District Audio-Visual Center.

-The Ins and the Outs with guide (F-3525)

-Exploring the Myths of Prejudice 2 filmstrips, 1 record, guide (FO-255)

Please note that some of the projected materials listed above are available also through the Kansas City School District Audio Visual Center. Consult catalogue.

240

UNIT THREE: LIVING IN THE CITY
Suggested Time:. Four Weeks

OVERVIEW

This unit on the student and his government is designed to help the student understand how the government functions in fulfilling the human needs of society. Primary emphasis is given to the local government because America is primarily a nation of city dwellers, and the local government more than any other, touches each citizen.

The numerous agencies that have been established to aid the citizen are explored with the aim of allowing the student to see how he can effectively participate in the governmental process and introduce students to their own potential to affect that process as well as to the advantages and disadvantages they may experience as urban Americans.

SPECIFIC OBJECTIVES:

The student is --

--To know the types of city governments.

--To know some of the problems that confront urban areas.

--To be able to suggest workable solutions to urban problems.

--To know some of the methods used by urban areas to cope with their many problems.

--To know how laws are made.

--To know how laws are enforced.

--To be able to list some of the agencies that exist in cities to aid the citizen.

--To be able to name some of the types of groups that make up a city's population.

MAJOR CONCEPT:

--City and local governments manage the affairs and provide the services for a city or other local area.

MAJOR GENERALIZATION:

--People in a city demand more services, need stricter regulation, and require the helping hand of government more often than do their country neighbors.

VOCABULARY FOR THE UNIT:

blight
borough
city council
city manager
city planning
commission
community
county
franchise
industrial areas
mayor
metropolitan area
morning rush hour
population change
residential areas
revenue
sanitation
slum area
social work
town meeting
transportation
urban
urban fringe
utilities

RELATED CONCEPTS AND GENERALIZATIONS	ACTIVITIES AND INVESTIGATIONS
A. The Complexity of Urban Government.	
--Kansas City is a highly complex, urban government.	List the three types of city governments. Ask class to find out how each of these are structured. List the advantages and disadvantages of each. Have a group of students report on Kansas City's form of government. Have them show, through posters and charts, the structure of the government and how authority is delegated. Have a student or group of students present to the class a map of Kansas City showing each of the councilmanic districts. Ask them to find out who the councilmen are from each district, how they are chosen and what their qualifications are. A transparency showing Kansas City's form of government may be prepared and used as a starting point for a discussion of the structure of the city government. A committee of students may visit a meeting of the city council or arrange to be present when

a council committee holds public hearings on a proposed orinance and report to the class.

Ask a student to report on other officials in the city government. Have him show how they are chosen and what their duties and responsibilities are.

Take a specific decision facing the city council and investigate it in depth. Class officers might make assignments to various members of the class. Have the students vote on the issues before the council does to determine if the council is reflecting their solutions. (Role play this situation.)

--How the city government functions.

Have a student investigate and report on how an ordinance is passed by the City Council.

A student might examine the "Charter, Administrative Code, and Revised Ordinances of Kansas City, Missouri, Revision of 1956." This book includes the Charter of Kansas City (annotated) and the Administrative Code, which provides for the administration of affairs and transactions of business in the various departments of the city government, and the ordinances of the city in a codified form, all fully indexed. The students may discover types of subjects ordinances deal with. Types of problems the various agencies of the government encounters may also be examined and how they cope with these problems.

A student might be assigned to investigate and report on the duties of the city councilmen. He may interview a city councilman and report on a weeks activities of the councilman.

Prepare a transparency showing the major steps in the adoption of an ordinance.

Determine some ordinance that the class agrees should be revoked and let them see if they have an effective voice.

--City dwelling creates many problems.
  --Housing
    --slums
    --renewal projects
    --public housing projects
    --integration in housing
  --Education
    --overcrowded schools
    --new schools
    --double session
    --bussing
    --integration in education
  --Delinquency and Crime
    --employment
    --better police force
    --other solutions
  --Intergroup Relations
    --education
    --housing flight to suburbs
    --employment patterns

Class may be divided into groups or committees and asked to investigate to what extent Kansas Citians are faced with those problems listed or others and what steps are being taken to solve these problems.

Students may be asked to propose a city ordinance to deal with some aspect of one of the listed problems. They should prepare to defend their proposed ordinance before the class which may act as a council.

A selected group of students may hold "public hearings" on a "proposed ordinance" with other members of the class acting as interested citizens who present their views for and against the bill. The committee will then recommend to the council (class) that the ordinance "pass" or "do not pass".

A selected group of students may simulate a council meeting and discuss some problems presently facing Kansas City. Differing solutions may be proposed and debated by the group.

  --Traffic control
    --freeways
    --better city planning
    --public transportation
    --parking

Discuss how the movements of large numbers of city dwellers to the suburbs complicates city problems. Points to include: (a) people with greater incomes no longer contibute to city taxes, (b) commuters cause traffic problems, and (c) old dwellings turn to slums.

Discuss the Kansas City Fair Housing Ordinance. (a) What are its' major provisions. (b) What is hoped to be accomplished? (c) Is this a practical solution to some housing problems? (d) Is it a workable solution?

--A recent tendency toward violence in the city.
  --Cases
    --Chicago
    --Watts
    --Detroit
    --Kansas City
  --Causes
  --Cures - solutions

Have several students read and discuss with the class: Miller, Alexander, Crisis Without Violence, (ADL, B'Nai B'Rith)

"Violence In The City-An End Or Beginning." (A report by the Governor's Commission On The Los Angeles Riots.) A panel of students may be asked to study this report and report to class.

From newspapers and current magazines, find out as much as possible about the civil disturbances in each of the areas that have been victimized. Discuss causes, patterns and solutions.

B. There are many private and public agencies in Kansas City whose design is to fulfill the many needs of its populace.

--Fire Department
--Health Department
--Kansas City Commission on Human Relations
--Law Department
--Liquor Control Department
--Park Department
--Personnel Department
--City Planning Department
--Police Department
--Pollution Control Department
--Public Works
--Traffic Department
--Water Department
--Welfare Department
--Housing Authority of Kansas City
--Land Clearance For Redevelopment Authority.

Prepare a transparency on a typical American city. The picture should show advantages and disadvantages of todays cities. Ask students to examine picture carefully and list ways in which citizens are served. Note that not all services are provided by city government. Some are provided by private business. The students may be helped by leading questions as:
  Do you see any evidence of public transportation facilities (busses)?
  What do people in this community do for recreation? (Theaters, parts, etc.)
  Is there any evidence of traffic control? (lines in streets, traffic lights, etc.)
  Can you find a way in which the federal government is serving the community? (mail delivery)

Have a student secure a copy of the annual budget from the Finance Department. The budget is published annually in April of each year and shows the estimated revenues and expenditures for the fiscal year running from May 1 through April 30. The students may examine budget and find out what percentage of total expenditures is spent on public services. On welfare.

How is welfare costly to the city?

How may some welfare expenses be reduced and/or eliminated?

Students should examine each of the departments and agencies and determine what their functions are.

A student may be assigned to investigate private agencies that perform public services and report findings to class. The pupil may be asked to visit one such agency (religious agencies, Salvation Army, Legal aid societies, Fellowship House) to gather information first hand.

C. <u>Kansas City is composed of a variety of ethnic, national and social groups</u>.

--The people of our society are interdependent-a good life can be attained only by organized cooperation of all our people.

--All of our citizens have a responsibility to society.

--The continuation of democracy depends on the participation of all its people.

--Each citizen has a role to play in the workings of our democratic system and should

Secure a copy of "Report: Selected Characteristics Of The Population-Kansas City, Missouri" (Community Studies, Inc.) Have a panel of students examine and discuss with the class: (a) composition of Kansas City's population. (b) minority groups of the Kansas City area:

1. employment patterns
2. occupation prospects
3. educational attainment
4. family income

The class should examine the significance of the information presented to intergroup relations in the city, particularly as it relates to sub-concept (a).

realize their personal importance to our democracy.

--The work of society is carried out through groups; group membership involves opportunities, responsibilities, and the development of leadership.

Ask a student to read Gertrude Noar's "Living With Difference." He should prepare to discuss implications of pamphlet with group.

Have a student read and prepare to discuss with class, Wolfe, Ann G., "Differences Can Enrich Our Lives," (Public Affairs Pamphlet, 1957).

EVALUATING AND CULMINATING ACTIVITIES:

--Reports may be assigned to individual members of the class on such topics as:

The role of the city government in social change.
How the rights of a minority are protected in a democracy.
The possible results of an inadequate police force.
Suggestions to city officials concerning revenue problems.
Citizen responsibilities in municipal government.

--Role play a city council meeting using current city problems as the topics for discussion.

--Arrange for a dialogue between students and members of the police department.

--Have committee to report all news each day concerning city hall activities and decisions.

--Have a student committee publish a weekly news sheet summarizing the activities of the city hall and departments.

RESOURCES:

Books:

-Abrams, Charles. The City Is The Frontier, New York: Harper and Row, 1961.

-Black, Algernon. Who's My Neighbor?, Washington, D.C.: Public Affairs Pamphlet.

-Brown, Claude. Man Child in the Promise Land, New York: Signet Books, Inc. 1963.

-Clark, Kenneth. Dark Ghetto

-Horowitz, Walter. "Cleveland Crisis Ghetto," Transaction Vol. 4, No. 9, Sept. 1967, p. 33.

-Miel, Alice and Kiester, Edwin. The Shortchanged Children of Surburbia.

-Miller, Alexander. Crisis without Violence.

-Noar, Gertrude. Living with Difference.

-Piven, Frances F. and Cloward, R. A. "Black Control of Cities," The New Republic, Oct. 7, 1967, p. 15.

-Violence in the City: An End or Beginning, A report by the Governor's Commission on the Alos Angeles Riots, Dec. 2, 1965.

248

Audio Visual:

-How We Govern Our Cities F 2026

-How Cities Enforce The Law F 2027

-Good Citizens Cooperate With Others F 2693

-Keeping the City Alive F 1333

-Living In The City F 1335

-Problems Of The City F 1334

-Citizens' Agencies F 2416

-Here Is The City F1332

-Citizenship and You 004

-City: Changes In American Life F1338g

-City and State F 3498

249

UNIT FOUR: OUR CULTURAL HERITAGE
Suggested Time: Four Weeks

OVERVIEW

It has been a long time since America startled the world by proclaiming that all men were created equal, that they were endowed by their creator with certain inalienable rights, that among these were life, liberty and the pursuit of happiness.

Since that time, millions of people from all over the world have joined the population of the United States to make America their home. These people comprise a variety of ethnic, racial and national groups. Yet, while they are different, they have much in common. They are citizens of the United States, all are taxable, are subject to the draft and other laws of the land. Each of these groups have added their contributions to the building of the American nation and the development of the American culture.

Still, Americans have a long way to go in recognizing that a community or nation which consists of a multitude of groups can only operate effectively when the members of all of them are treated fairly and equally.

As Wendel Wilkie once said, "Our way of living together in America is a strong but delicate fabric. It is made up of many threads...It has been woven over many centuries by the patience and sacrifice of countless liberty loving men and women. It serves as a cloak for the protection of the poor and rich, black and white, of Jew and Gentile, of foreign and national born. Let us not tear it asunder. For no man knows, once it is destroyed, where or when man will find its' protective warmth again."

Thus it is the aim of this unit to help students understand and appreciate their culturally diverse heritage.

SPECIFIC OBJECTIVES

The student is --

--To know the groups that make up American society.

--To know some of the contributions that have been made by individuals and groups to the past and to the present.

--To know the ways people of different ethnic, religious and socio-economic groups are alike and are different from each others.

--To know that there is value in a culturally diverse society.

MAJOR CONCEPT

--America is a pluralistic society.

250

THE GENERALIZATION:

--America is a culturally diverse society, having been developed by a variety of ethnic, racial and national groups.

VOCABULARY FOR THE UNIT

alien
assimilation
americanization
culture
cultural
ethnic group
heritage
immigrant
majority group
minority group
national group
national origin
pluralistic
sub-culture
values

RELATED CONCEPTS AND GENERALIZATIONS	ACTIVITIES AND INVESTIGATIONS
A. America Is A Pluralistic Society	
--America is a nation of immigrants.	To initiate discussion on this concept, write this excerpt from one of Oscar Handlin's speeches on the board and ask students to comment on its meaning: "Once I thought to write a history of the immigrant in America. Then I discovered that the immigrants were American history." The class may be divided into committees to work on the following problems: (a) The history of immigration to America. (1) periods of immigration. (2) sources of immigration. (3) reasons for immigration. (b) The development of immigration laws in America. From a copy of the Report Of The President's Commission On Immigration, 1952 (or from some other source), select the names of immigrants who have made significant contributions to the development of American history and culture. Ask students to report on these individuals. The list might include:

Andrew Carneige
John Astor
Michael Cudahy
Albert Einstein
Joseph Pulitzer
Enrico Fermi, etc.

Let as many students as possible read "In Quest Of Freedom", (U.S. Government Printing Office, Washington, D.C.). Ask them to tell the class what their impressions were of the people written about in the pamphlet and of America's acceptance of these individuals. Ask them to pose as one of these immigrants and tell how they might have felt.

Plan a debate on: "Resolved: That the United States needs a more democratic immigration policy." After the debate, the remainder of the class may be asked to write individual papers on which side they would have been on and why.

Ask students to write an essay answering the question: "Who are Americans?" They may be given a minimum number of words to insure that they explain their answer in detail.

--Many groups have contributed to the development of the American culture.

Have the class list the types of groups that go into the making up of a culture.

Prepare a transparency from the may "They Have Built A Nation". Use it as a discussion starter on the various groups that have made contributions to the American culture.

Prepare a transparency on "A Nation of Immigrants". Use this to show which groups settled the different parts of America.

252

To help clear up misconceptions concerning race and racial groups, some time at this point may be devoted to the study of race.

Show film on "Brotherhood of Man." Discuss with the class the differences and similarities between the races of mankind.

Let members of the class read for discussion: Montagu, Ashley, What We Know About Race.

Ask a member of the class to read Benedict, Ruth, The Races Of Mankind, and prepare to report to the class.

Show film "Color of Man." Discuss with the class the scientific theories as to why people have different skin colors.

Show F O Series on "Minorities Have Made America Great." Discuss the contributions of these groups.

Read excerpts from "The Immigrant Contribution," pp. 64-68, A Nation Of Immigrants, John F. Kennedy. This may be used to conclude discussion on minority group contributions.

B. Our Culture is based on the recognition of the worth and dignity of each individual.

Discussion should center around the following points: (a) Each person has a contribution to make. (b) There should be ample opportunity for each person to make his contribution. (c) Each American must respect minority differences and help safeguard their rights.

Have the class read, Overstreet, Bonaro W., The Responsibility Is Ours. Members of the class may be asked to lead discussion on each of the topics treated.

EVALUATING AND CULMINATING ACTIVITIES

--Reports may be assigned to individual members of the class on such topics as:
  Race and intelligence
  Culture and race
  Environment, heredity and race
  Minority groups in America
  The Negro In America

--Write the following statements on the board and ask students to comment.
  "Whether we like it or not, race has ceased to be a human division, and it is the realist's duty to proclaim the truth. All the stubborness of the minds that live in the past will not remove the truth from the earth. They may spend their lives in struggle against it, but the truth goes marching on."

  Pearl Buck

  "On the list to be renounced, if the new democracy is to be realized, are irresponsible national sovereignty, power politics, military and economic imperialism, racist notions of world rule and dominance, rersecution of particular minorities and the bigotry of cultural superiority."

  Alain Locke

  "There are no superior or inferior groups by birth. If there are any inborn mental differences associated with physical differences which distinquish different ethnic groups, then science has been unable to discover them."

  M.F. Ashley Montagu

  "We talk about tolerance but tolerance is not a word which I like, when it means mere apathetic acquiescence in the rights of other people. If democracy is to win out we must do more than acquiesce. We must fight for the basic rights of individuals and nations. No child must leave school without the realization that these rights are dear to him and cannot be retained by him unless he makes sure that they apply to all other people as well.

  Mrs. Franklin D. Roosevelt

  "If we were to select the most intelligent, imaginative, energetic, and emotionally stable third of mankind, all reaces would be represented."

  Franz Boas

--Show film Man And His Culture.

--Objective and essay tests may be prepared testing knowledge and understanding of the students.

RESOURCES

Books:

-Adams, Louis. A Nation of Nations. Harper & Brothers: N. Y., 1945

-Black, Algernon. Who's My Neighbor. Public Affairs Pamphlet No. 173, 1962: U.S. Government Printing Office, Washington, D.C.

-Barzum, Jacques. Race: A Study In Superstitions, Harper & Row: N. Y. 1965.

-Courlander, Harrold. On Recognizing The Human Species. ADL, 1960.

-Kennedy, John F. A Nation of Immigrants. Harper Torchbacks: N. Y., 1964.

-Alexander, Jean S. Let's Get Down to Cases. ADL, 1960.

-Montagu, Ashley. The Concept of Race. Free Press: N. Y. 1965.

-Overstreet, Bonaro. The Responsibility Is Ours. ADL, 1960.

-Wolfe, Ann G. Differences Can Enrich Our Lives. Public Affairs Pamphlet, No. 399, U.S. Government Printing Office, Washington, D.C.

-Silberman, Charles, "Beware The Day They Change Their Minds" Fortune, November 1963.

-"Speak Up: Make Democracy Work." NCCJ

-"In Quest Of Freedom," U.S. Government Printing Office, Washington, D. C.

-Montague, Ashley. The Idea Of Race. Univ. of Nebraska Press: Lincoln, 1965.

-Montague, Ashley. What We Know About Race. ADL

-Manihan, Glazer. Beyond The Melting Pot.

-Brown, Claude. Man Child In The Promised Land.

-Baldwin, James, The Fire Next Time.

-Goodman, Mary E. Race Awareness In Young Children. Collier: N. Y. 1914

-Handlin, Oscar. Out of Many.

255

-Corsi, Edwards. Paths To The New World
A History Of American Immigration. Rand McNally
"The Races Of Mankind" Public Affairs Pamphlet

-Semis, Clarence. The Puerto Ricans: Strangers: The Neighbors
The Story of Skin Color

-Brown, Understanding Other Cultures

Audio-Visual:

-Color of Man (00-74)

-Color of Man (F 1155)

-Man And His Culture (00-394)

-Brotherhood of Man (00-607)

-No Man Is An Island (0X-137)

256

UNIT FIVE: CIVIL AND HUMAN RIGHTS
Suggested Time: Four Weeks

OVERVIEW

Because democracy is dependent on an informed and enlightened people; because the individual is the all important unit in our society; because the American creed assumes that every man and woman has some measure of respect, honesty, integrity, rationality and goodness; because Americans have established a goal for themselves--the elimination of all discrimination on the basis of ethnic and racial backgrounds in civic rights and civil liberties, we engage in the study of civil and human rights.

There is little controversy over what provisions of the constitution protect individual liberty. When it comes, however, to determining their meaning and how far they go in shielding the individual, controversies often arise. Hence, we feel that our young people ought to be acquainted with and understand the principles underlying what we term civil rights and liberties in our society.

SPECIFIC OBJECTIVES

The student is --

--To know what rights are guaranteed the individual by the constitution and the amendments to the constitution.

--To know which sections of the constitutions and the amendments deal with each of these rights.

--To know what limitations are placed on the powers of the state and federal governments.

--To know how civil rights relates to public education, housing, suffrage and employment.

--To know what role the courts play in protecting and promoting civil rights.

--To know what role legislation play in protecting and promoting civil rights.

MAJOR CONCEPT

--The American system is based on the twin ideals of freedom and equality.

MAJOR GENERALIZATION

--The American system is designed to protect and preserve the rights and liberties of every American.

257

VOCABULARY FOR THE UNIT

arraignment
acquittal
abridgement
appeal
Bill of Attainer
bail
burden of proof
clear and present danger
common law
concurring opinion
contempt of court
discrimination
dissenting opinion
double jeopardy
due process of law
eminent domain
ex post facto law
grand jury
indictment
injunction
invalidate
judicial review
jurisdiction
libel
lower court
precedent
prosecurtion
self incrimination
slander
trial jury
warrant
writ of habeas corpus

RELATED CONCEPTS AND GENERALIZATIONS	ACTIVITIES AND INVESTIGATIONS
A. Liberty Under the Law	
--Foundations of our legal safeguards.	The class should review excerpts from our basic documents of liberty: (a) Declaration of Independence (b) Constitution of the United States (c) Amendmends to the Constitution. Initiate a discussion on "Foundations of our legal safeguards." Important points should include: (a) The individual is innocent until proven guilty. (b) An individual charged with a crime has to be proven guilty beyond a reasonable doubt. (c) Constitutional guarantees include: 1. ex post facto laws 2. writ of habeas corpus 3. trial by jury
--The fourth amendment serves both the ends and the means of justice.	Examine the Fourth Amendment in detail. Disucss how it serves both the ends and the means of justice.
--Rights of the accused prior to his indictment and trial. --preliminary hearing --grand jury indictment --bail	For related readings, case studies and activities, see: Quigley, Charles, Your Rights and Responsibilities As An American Citizen, (Ginn & Co.

--self-incrimination
--fair and impartial trial:
-public
-by jury
-right to confront accusers and summon witnesses.

--Due process of law.

Boston, 1960) Parker, O'Neil and Econopouly, Civil Liberties: Case Studies and The Law, (Houghton, Mifflin: Boston, 1965) Rafferty, Max, The Bill of Rights: Source Book For Teachers, (California State Board of Education) Kienow, Robert, The Citizen and His Government, (Houghton, Mifflin: Boston, 1967) pp. 131-143.

--Morality of Law
--Why we need laws.
--How laws should be written.
--A good education helps make better laws.
--What happens when a ruler is given too much power.
--What happens when a government is given too little power.

To initiate discussion on morality and the law, give students an assignment that must be completed in the classroom. (This may take more than one class period.) There are to be no rules. When the students ask the teacher for advice on settling disputes, the teacher should refrain from doing so, should be anti-rules. Then when the students find that no progress can be made without rules, a student may be asked to lead a discussion on the points listed under 'Morality of Law.' Or: Ask class to imagine what one day in school would be like if there were no rules. Then discuss the four points listed under 'Morality of Law.'

B. Basic Constitutional Freedoms

--Freedom of expression.
--Freedom of speech.

As a discussion starter, ask a student to read "Freedom of Expression", Barth Alan, Heritage of Liberty, (McGraw-Hill: St. Louis, 1965) pp. 14-16, aloud to class. Then ask students, "In peace time, can the national objectives and security of the American people best be served by allowing full exercise of the right of free speech and press as guaranteed by the first amendment to the constitution?"

259

Initiate discussions on: (a) The place of free speech in our society. (b) Why free speech is essential to a democratic society. (c) How absolute is the right to free speech.

Ask students to prepare a short essay on "Why we have free speech."

Read excerpt from John Stuart Mill, On Liberty, (Gateway Editions Inc.: N. Y.) pp. 22-23. Ask students to translate and interpret.

Discuss with the class limitations on freedom of expression: (a) peaceful demonstrations. (b) proper and improper use of free speech. (c) abuses of free speech.

--Freedom of press.

Ask students to bring to class a cartoon which shows that Americans are free to criticize the policies of government leaders. Prepare to interpret the cartoons.

Ask a student to investigate the trial of Peter Zenger. Report on the events leading to his trial and the results.

--Freedom of assembly.

Also see....
Rienow, Robert, pp. 131-143.
Parker and et. al., pp. 157-161.
Quigley, p. 18.
Barth, p. 14.
Douglas, p. 23.

C. Equality Under The Law

--Civil Rights and Public Education.

Ask the class to find out the details of the Plessy V. Ferguson (163 U.S. 537, 1896) and the Brown V. Board of Education (347 U.S. 483, 494-495, 1954) decisions of the Supreme Court. Use these to illustrate how civil rights has been extended and

related to public education.

Ask students to write an essay on "Why we have free schools."

For exercises and case studies relating to civil rights and public education, see: Quigley, p. 51. Parker, pp. 79-83. Rafferty, pp. 33-46.

--Civil Rights and the Electoral Process.

Review with the class those sections of the constitution, amendments and acts of congress dealing with voting. These should include: (a) Article I, Sections 2, 4 and 8. (b) 14th Amendment. (c) 15th Amendment. (d) 17th Amendment. (e) 19th Amendment. (f) 24th Amendment. (g) Civil Rights Acts 1957, 1960 and 1964. (h) The Voting Rights Act of 1965.

Ask a student to review those sections of the Civil Rights Acts of 1957, 1960 and 1964 that relate to suffrage. Prepare to report to class.

Ask a student to make a list of the major provisions of the Voting Rights Act of 1965. Prepare to report to class.

Discuss with the class those groups that were at one time excluded from the suffrage. The list should include: women, Negroes, the poor, etc.

Discuss with the class methods that were used by some states to exclude Negroes from voting after the passage of the thirteenth and fourteenth amendments. List should include such devices as: the poll tax, grandfather clauses, literacy tests, white primaries, etc.

Ask a student to find out about Missouri's voting laws. Prepare

to report to class on: (a) voting requirements (b) laws regulating elections. (c) groups denied the suffrage in Missouri.

--Housing and Civil Rights

Initiate a discussion on housing and the equal protection clause. Discussion should evolve around these points: (a) Is discrimination in housing legal? (b) Should everyone have the right to live where he chooses?

Ask a student to report on the major provisions of the Kansas City, Missouri Fair Housing Ordinance. A copy might be secured from the City Clerk.

Ask a student to find out the major provisions of the Federal Open Housing law. Tell how it differs from the Kansas City Fair Housing Ordinance. Tell how both laws affect: (a) individual property owners. (b) real estate agents. Discussion questions may include: (a) What is the purpose of a Fair Housing ordinance? (b) May a home owner be forced to put his home on the market? etc.

Have students read for discussion: Black, Algernon, Fair Play In Housing.

For related readings, see: Quigley, p. 53. Rafferty, p. 49.

--Civil Rights and Employment

Write the following statement on the board to stimulate class discussion:

"Employment opportunities play a major role in determining whether civil rights are meaningful. There is little value in a Negro's obtaining the rights to be admitted to hotels and restaurants if he has no cash in his pockets and no job."

Ask students to write answers to these questions:

"Should a person in a business have to give all people equal rights in hiring? in benefits? in services offered?

Ask students to find out the major provisions of Title VII of the Civil Rights Act of 1964. Discuss their implications with the class.

Ask students to read, "Preferential Hiring for Negroes: A Debate," (American Child, Vol. 45, No. 4, November, 1963.) Discuss with the class the demand for preferential treatment by some of the civil rights groups. Suggested questions include:

Why do civil rights groups suggest preferential treatment as a solution the the Negro's employment problem?
To what extent is it a good idea?
Do you think it is a good idea? Why or why not?

For related readings, see:
Quigley, p. 54-5[illegible].
Parker, p. 92.
Rafferty, pp. 54-56.

D. Property and Economic Rights

Initiate discussion by asking "How absolute is the right to private property?" The class may be asked to cite some examples suggesting that economic rights are not always clear cut.

Ask the class to list some of the limitations on property rights.

Assign the following problems for investigation:

What is the purpose of Eminent Domain?
What requirements must be met by the federal and state government in making use of private property?
Are there cases in the Kansas City community in which private property has been acquired through the process of Eminent Domain? Cite examples.

Ask a student to find out what the rules are regulating the zoning of property in Kansas City. Prepare to report to the class.

Stimulate class discussion by asking:

Why may the power to tax be considered as one method of taking one's private property?
Why are so few objections raised against this power?
Does the consitution delegate to the state and federal governments the power to tax?
State the relevant portions of the constitution.
What is meant by a progressive income tax? Is it constitutional?

EVALUATING AND CULMINATING ACTIVITIES:

--Read excerpts from President Johnson's July 2, 1964, address to the nation on Civil Rights; John F. Kennedy's June 11, 1963, address to the nation; or Associate Justice William J. Brennan's speech to the 42nd Annual Meeting of the National Council of Social Studies in November, 1962, to the class. Ask students to sum up the content of what the speaker was saying and give implications of each speech. (Appropriate selections may be found in Gertrude Noar's Civil Rights and Civil Liberties, pp. 3-4 and Brennan's Teaching The Bill of Rights.)

--Have students make a list of the rights guaranteed by the Bill of Rights and the 13th, 14th, 15th, and 19th amendments to the constitution. They are to keep this list in their notebooks for reference during classroom discussions.

--Case studies may be prepared dealing with each of those rights guaranteed by the constitution and given to students. The student should be asked to find the issue involved in each case, formulate points of view, and determine their own position with respect to the problem. Class discussion will uncover ignorance to be replaced by information and faulty thinking that needs correction. Not only will students learn about their civil rights and liberties, but hopefully, they will internalize their learnings. The cases may be reports of the facts and decisions in real court cases or they may be hypothetical, simulated cases designed to present unsettled legal decisions. For references to real cases, see: Douglas, William C. A Living Bill of Rights, Doubleday and Co., 1961; Noar, Gertrude. Civil Rights and Civil Liberties, ADL; Rafferty, Max. The Bill of Rights, California State Department of Education, 1967.

--Organize class discussions around such topics as: (a) The role of legislation and the courts in promoting civil rights; (b) Problems and programs of desegregation of public schools in the north and south; (c) Current non-violent resistance movements, sit-in demonstrations and freedom riders; (d) Techniques and propaganda of organized "hate groups." (The Ku Klux Klan, Black Muslims, American Nazi Party, etc.); (e) Reactions around the world to newspaper items which describe America's failure to permit all of its people to exercise the rights guaranteed in the Bill of Rights and to enjoy first class citizenship.

--Ask a student to find out the following: (a) How are jurors chosen in Missouri? (b) What are the qualifications for jurors in Missouri? (c) Is a trial by jury required in criminal cases in Missouri?

--Invite a member of the district attorney's staff to talk to the class about the responsibility of his office before and during a criminal trial.

--Invite a member of the local bar association to talk to the class on the role of the lawyer in a criminal case.

--Allow two students to debate the question: "Resolved: That the priviledge against self-incrimination be deleted from the Federal Constitution."

--Allow two students to debate the question: "Resolved: That the death penalty constitutes cruel and unusual punishment."

--Ask students to read "Civil Disobedience: Conscience vs. the Law," from Powell, David. Ideas in Conflict, pp. 162-178.

--Ask students to think of an amendment that would improve our present constitution. Will any future amendments be necessary? Give reasons for your opinion.

--Ask students to write an essay on the fourteenth amendment explaining its provisions, the reason for its adoption and the extent to which it has been enforced.

--Ask a student to make a list of the chief rights and duties of American citizenship.

--Ask students to write an essay on our most important rights as a good citizen.

--An objective type test may be constructed to evaluate the students' knowledge of their rights as well as their responsibilities as an American citizen. An essay question testing their understanding of their rights and the resulting responsibilities may also be included.

RESOURCES

Books:

-Barth, Alan. Heritage of Liberty, McGraw Hill, 1965.

-Black, Algernon. Who's My Neighbor, Public Affairs Pamphlet, N. 273.

-Brennan, William J. Teaching the Bill of Rights.

-Dobler, and Toppins. The Unfinished March: The Negro in the United States, Zenith, 1967.

-Dorman, Michael. We Shall Overcome, Dell Books, 1965.

-Douglas, William O. A Living Bill of Rights, Doubleday Co., 1961.

-King, Martin Luther. Why We Can't Wait, Signet, 1964.

-Mill, John Stuart. On Liberty.

-Noar, Gertrude. Civil Rights and Civil Liberties, Anti-Defamation League of B'nai B'rith.

266

-Parker, O'neil and Econopouly. Civil Liberties, Houghton Mifflin and Co. 1965.

-Powell, David. Ideas in Conflict, Scott, Foresman and Co., 1967.

-Quigley, Charles. Your Rights and Responsibilities as an American Citizen, Ginn and Co., 1967.

-Rafferty, Max. The Bill of Rights, A Source Book for Teachers, California State Board of Education.

-Report: The Missouri Commission on Human Rights, June 30, 1966.

-Rienow, Robert, The Citizen and His Government, Houghton Mifflin and Co., 1967.

EVALUATION OF PROJECT E

On September 8, 1967, the first formal meeting of persons concerned with the special curriculum project in citizenship education (Training Project E) was held in the offices of Dr. Donald Hair, Assistant Superintendent in Charge of Instruction. Present at that meeting were Miss Barbara Love, teacher at Paseo High School; Mr. William A. Marryman, teacher at Southeast Senior High School; Mr. Robert MacNeven, Assistant Superintendent of Human Relations; Dr. Gordon E. Wesner, General Director of Instructional Services; Mr. Gene Dexter, Project Director; and Mr. Jack L. Casner, Supervisor of Secondary Curriculum.

Miss Love and Mr. Marryman were charged with the responsibility of developing the curriculum designed to effect desirable changes in attitudes of students attending schools which are in a state of transition from a racially homogeneous population to a heterogeneous one. Mr. MacNeven, Dr. Wesner, Mr. Dexter and Mr. Casner were to function in an advisory capacity to help guide the project to a successful conclusion.

The September 8 meeting was devoted to a basic discussion of the goals of Training Project E. Suggestions were made concerning possible areas to be emphasized in designing the curriculum. Agreement was reached that the curriculum should concentrate on social issues with continuous emphasis being placed on critical thinking skills intended to assist students in making intelligent appraisals of commanding social problems.

Dr. Wesner suggested that Mr. Marryman and Miss Love begin their work by making a brief survey of contemporary literature pertinent to their needs. He offered his assistance with the preliminary work and further suggested that all persons working with this program should try to clear their minds of preconceived notions which might inhibit the acceptance of new ideas and procedures.

In addition to the group indicated above an advisory committee was organized to meet the same objectives, but was composed of individuals working in fields other than education. The committee was selected to assure representation from the various ethnic and racial groups within the district. The committee was composed of the following individuals:

Mr. Carmen Ramirez	Mr. William Agins
Dr. Dan Levine	Dr. C. Kermit Phelps
Dr. Eric Gwynne-Thomas	Mrs. Edward A. Smith
Mr. Chester Stovall	Mr. Sidney Lawrence

A special thanks to this group for giving of their time and energy. They indicated their awareness of the truly significant gains that will be accomplished by incorporating an effective program concerning intergroup relations at the ninth grade level within the total school curriculum.

The first meeting of the advisory committee, working in conjunction with school personnel, took place on October 30, 1967. During this first meeting the committee made many helpful suggestions that were incorporated in the curriculum. Miss Love and Mr. Marryman received permission from the members of the committee to contact them at any time for consultation. These individual meetings appeared to be more

meaningful than the assembly of the complete committee. Therefore, it was decided that the committee would not reconvene until the two teachers were prepared to present the finished product.

On the evening of May 28, 1968, the complete committee reassembled. The curriculum had been distributed by mail previous to this date to allow the committee an opportunity to review it. The following suggestions were presented:

1. The objectives would have more meaning if they had been stated in behavioristic terms, and they would be much easier to evaluate.

2. This program cannot be implemented district wide unless funds are allocated for the purchase of necessary materials. These are not now available in all schools offering ninth grade citizenship.

3. The curriculum is limited to the black and white relations and should be expanded to include all racial and ethnic groups.

4. Most teachers have not had the training to present such a unit of study; therefore, there is a need for in-service training before this type of curriculum is implemented.

5. The concepts presented in the curriculum should not be presented as a unit of study, but these concepts should be considered as they arose during the course of history. The courses in world and American history should be expanded to include these concepts.

6. An attitude scale should be presented before this unit of study and after it in order to make an evaluation of changes in attitude.

7. The curriculum should be periodically reviewed by groups of teachers.

8. Incorporate small group methods in the teaching of the concepts presented in the curriculum. The small group method as used in this suggestion has reference to an unstructured interchange of feelings between students.

9. Form a committee of teachers to make list of "tried" materials dealing with the concepts in the curriculum.

In attempting to evaluate this project the Project Director and the teachers had a number of meetings to discuss the progress and to share experiences that might be helpful. The Project Director acted in the role of a substitute for a period of three days at each school. During this experience the Project Director received feedback that ranged from general acceptance of the concepts to some tolerance. Both white and Negro students indicated that they felt that the course was geared to make the opposite race appear "good." However, they were at least talking about the subject which was once a topic that was never mentioned during class periods and discussed only in segregated groups between and after classes. There did not appear to be any great change of attitudes, but a start. It was at least an acceptable subject for discussion.