

THE DEVELOPMENT AND ADMINISTRATION OF THE  
PROGRESSIVE EDUCATION EXPERIMENT IN  
THE LOWELL JUNIOR HIGH SCHOOL  
TULSA, OKLAHOMA

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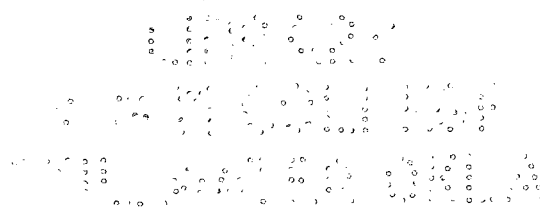
### ACKNOWLEDGMENTS

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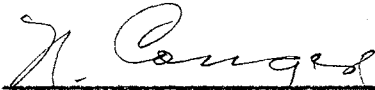
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## TABLE OF CONTENTS

CHAPTER		PAGE
	INTRODUCTION - - - - -	iv
I	EARLY YEARS OF THE EXPERIMENT IN TULSA - - - - -	1
II	APPLICATION OF THE EXPERIMENT IN LOWELL JUNIOR HIGH SCHOOL - - - - -	20
III	INSTRUCTION . . . . .	29
IV	EVALUATION - - - - -	37
	BIBLIOGRAPHY - - - - -	51
	APPENDIX - - - - -	54

## INTRODUCTION

With the great influx of adolescent youth into secondary school during recent years our conception of education has definitely changed. The emphasis is on the child and his needs in a developing and changing society, rather than the memorization of certain abstract matter. This includes a consideration of the whole child and the life he is living at the present time, as well as his future place in society.<sup>1</sup>

Believing the more formalized curriculum and organization of classes failed to meet adequately the interests and needs of adolescent boys and girls, the faculty of Lowell Junior High School decided in 1938 to inaugurate the program of the Progressive Education Association now usually called "The Tulsa Curriculum Revision Program." It is the purpose of the writer to describe the inauguration and progress of this experiment and the changes which have been effected because of its introduction. No attempt will be made to criticize or evaluate the plan since it is so new. The curriculum development in the Tulsa secondary schools will be considered only as it affects the program under consideration.

Certain changes in physical set up, schedule, materials and methods of instruction will be described; source units, teachers' conferences and pupil-teacher planning will be discussed as valuable aids in the administration of this program planned to meet more

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R. Emerson Langfitt, Frank W. Cyr, N. William Newsom, The Small High School at Work, p. 50.

fully the needs of boys and girls. Many administrators and teachers visited the school to study the work, letters from a few of them as well as from some of the pupils will be given in order to give their reaction to the experiment.

Since it is necessary to clarify terms used in this discussion a copy of a bulletin distributed to the Tulsa secondary schools is given here.

## General Education Bulletin

## Terminology

In order to clarify the meaning of a few of the terms which are constantly being used, we wish to call your attention to the following paragraph from Building A Core Curriculum, p. 38.

In building a curriculum based upon helping adolescents to meet their needs, these needs may be stated in different ways. For example, the need "to choose food wisely" is stated in terms of an activity or behavior pattern. The same need under the statement "health" expresses a major purpose for selecting food. If stated as a problem involved in selecting the food which promotes health, the need might be expressed as "what kind of food should I eat?" or again the need might be stated in terms of personal characteristics, I.E., understandings, attitudes, skills, etc., as "to understand and appreciate the relation of food to my physical and mental health." All of these aspects of a need are important in giving a clearer understanding of the need and its curriculum values.

A behavior pattern, then is expressed in terms of activity or overt action. It is the ultimate objective or outcome of any educational experience.

Examples: To choose food wisely.  
To be temperate in eating and drinking.  
To read discriminately.

Personal characteristics are those qualities of personality which are held to be essential to the attainment of the major educational values. They are qualities necessary for producing the desired behavior pattern, e.g., attitudes, understandings, interests, appreciation, skills, habits, appreciations, skills, habits, social sensitivity, knowledge, social adaptability, ability to think scientifically, and emotion maturity. The development of one or more of these personal characteristics is the objective of an educational experience because such characteristics are essential in producing the ultimate objective, the behavior of the child and the adult which the child will become.

- Examples: To develop skill in the selection of food materials.  
To know that a properly balanced diet must contain the essential food elements in a form which the body can use.  
To understand the relation of food to one's mental and physical health.  
To know the criteria by which one judges a good book.

Generalizations. We have found it useful to use generalizations in helping us choose and limit the subject matter to be included in the teaching of a problem. In using a generalization in this manner, the following assumptions are involved and should be understood.

1. The term generalizations is used to mean a truth or a principle which is functional for the child in that it helps him to understand and interpret the experiences of living. Such a generalization must have social significance in that it is interpretative and differs from a pure subject-matter generalization such as a scientific principle or a mathematical theorem.
2. Such generalizations should not be taught as statements of fact to be learned but rather that through the best learning procedures the child will arrive at an understanding of these generalizations and will be able to apply them in new situations.

In testing the validity and usefulness of a generalization for curriculum purposes the following questions should be asked:

1. Do the experiences by which you expect children to arrive at an understanding of the generalization challenge their interests?
2. Is the generalization sufficiently specific to suggest to you and to those working with you the activities appropriate to the attainment of the generalization?
3. Will an understanding of the generalization enlarge the students' horizon and contribute to his ultimate understanding of the problem so that he may make more satisfactory



adjustments to the problems which will enter his life as an educated citizen?

Examples: Plant and animal life influence human welfare. War is destructive of human resources. A close relationship exists between man's recreation and his natural environment.

Curriculum Council  
February 28, 1939

## CHAPTER I

## EARLY YEARS OF THE EXPERIMENT IN TULSA

Education for intelligent citizenship must be made the most important continuous subject in the curriculum.

The curriculum of the secondary school must give much less emphasis to the more purely intellectual and college-preparatory objectives and subjects and much more time to subjects and aspects of subjects more closely allied to the problems of individuals as citizens, homemakers, workers, consumers of goods and participants in leisure activities.<sup>1</sup>

In 1933 the Tulsa Public School System began participation in the Eight Year Study conducted by the Progressive Education Association. Being one of the thirty schools selected for the study, the Tulsa schools were freed by the colleges and universities from meeting the conventional pattern of college entrance requirements and were permitted to modify the content of traditional courses to reorganize the curriculum to meet the needs of high school boys and girls, and to introduce more functional experiences into their school life.

For the first three years the teachers who taught the experimental groups were free to determine methods of instruction and the content of the curriculum without consideration of traditional requirements, but when the first of these groups entered Central High School in September 1936, it became evident that a

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<sup>1</sup>Harl R. Douglas, Secondary Education, p. 152.

coordinating committee was necessary. A Curriculum Steering Committee was appointed to study conditions and to recommend to the secondary school staff curriculum adjustments and teaching practices which seemed necessary for improvement in the Progressive Education Association experiment. On December 10, 1936 the principals and subject matter directors adopted the report of this committee and submitted to the entire teaching staff the following aims of education which it included.

Believing that the democratic way of life in its concern for the promotion of the common interests and common purposes of man is the best way which man has evolved for successful and happy group living and believing in the dignity and worth of the individual we recognize that it is the obligation of the school:

1. To develop a fundamental faith in the American ideal of democracy and to develop those attitudes, skills and understandings which will enable the individual, as a member of the social group concerned, to become a positive force in the process of its achievements.

An acceptance of this aim would obligate the school to provide experiences which will:

- A. Furnish opportunities to the student for participation in desirable democratic procedures during his school life.

- B. Develop in the pupil an understanding of American ideals and institutions and a desire to preserve and improve them.

- C. Enable the student to understand the social, political, and economic society of which he is a part.

- D. Develop an understanding of, and a desire to use, the democratic method as a way of solving economic and social problems.

- E. Develop in the pupil an understanding that progress can come only through the cooperative effort of men and communities.

F. Develop in pupils a sense of social responsibility which recognizes the duties and obligations which one has toward the groups of which he is a member.

G. Develop in the pupil a knowledge not only of our dependence upon the past but of the international interdependence of the world today.

H. Develop in pupils an appreciation of the life and customs of the people of other lands and a consciousness of their problems and difficulties.

I. Develop in pupils the ability to recognize and respect the rights of others.

J. Develop in him the ability to assume leadership, and to recognize and be willing to respect and follow sound leadership.

K. Develop in pupils an understanding of the physical world which is about them and how it can be made to serve the needs of man.

L. Develop in a student the courage to face intellectual opposition and to stand for one's own convictions against popular clamor and material gains.

M. Develop in pupils the ability to think critically and independently.

2. To develop an effective personality through an understanding of self and through an appreciation of the importance of the aesthetic and the spiritual in human activities.

An acceptance of this aim would obligate the school to provide experiences which will:

A. Develop in the pupil the attitudes and skills which are necessary in establishing and maintaining satisfactory adjustments in his immediate personal and social relationships.

B. Be of such nature as to give the pupil an understanding of himself and to foster the development of physical and mental health.

C. Furnish opportunities for creative participation in vocational, recreational and spiritual activities which will recognize and develop the needs, interests, abilities and aptitudes of the individual pupil.

D. Help the pupil to develop into a poised, self-disciplined and resourceful individual.

E. To provide experiences which will direct the pupil into such lines of endeavor as are compatible with his abilities, aptitudes, and interests.<sup>2</sup>

Obviously the conventional plan of dividing the curriculum into subject-matter divisions of history, English, mathematics, art, music, etc. possesses definite weaknesses, outstanding of which are lack of subject matter unity, needless and wasteful duplication of effort in various subjects, a lack of unified effort toward achieving desired educational outcomes, and a need of integrated learning experience for the child.

The plan of dividing the curriculum into grade level steps has been shown by reliable studies to be, at best, a compromise. It can no longer be believed that pupils grouped in any one grade level will, necessarily profit by studying the particular subject matter prescribed by that grade level. A number of studies have clearly shown that there exists such a wide range in the maturation development among pupils now grouped in any one grade level that a different plan of grouping students is desirable if we hope to fit curriculum content and experience to the needs and interests of the individual child.<sup>3</sup>

While the Steering Committee and Curriculum Council were preparing reports numerous questionnaires were presented to pupils and patrons of different junior high schools in an effort to ascertain the needs and interests of boys and girls. The results of two of these questionnaires have been compiled in booklets, "Study of interests of Approximately 200 Seventh Grade Children in Core Curriculum Experimental Groups at Woodrow Wilson Junior High School" and "Survey of 88 Seventh Grade Students at

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<sup>3</sup>

Ibid., p. 5.

Horace Mann Junior High School." These questionnaires together with lists of questions submitted by the students of other junior high schools were compiled by the Study Committee and stated as behavior patterns and personal characteristics.

On December 17, 1936, in an effort to meet some of the shortcomings and difficulties of curriculum organization, the Curriculum Steering Committee presented to the administrators and subject matter directors the following plan, report No. V.

#### Core

1. Building and maintaining physical and mental health.
2. An understanding of the fundamental principles and institutions of a democratic society.
3. Knowledge of the interaction between man and the natural environment.
4. Fundamental skills and knowledges of communications.
5. Acquaintance with and opportunities for self-expression through creative activities.
6. Individual guidance and counseling.

#### Elective

1. Working toward vocational competency.
  - A. Distributive occupations.
  - B. Trade and industrial occupations.
  - C. Domestic service.

- D. Commercial jobs.
  - E. Home making.
  - F. Commercial art
  - G. Cooperative employment.
2. Continued study of science.
  3. Continued study of mathematics.
  4. Continued study of art.
  5. Continued study of music.
  6. Continued study of languages.
  7. Continued study of social problems.
  8. Continued study of English, literature, dramatics, etc.
  9. Recreational skills
  10. Remedial work (Required as need is revealed through core experiences.)

The core portion of the curriculum consists of those experiences and activities which should develop in the child the attitudes, appreciations, understandings, and skills essential to effective living in a democratic society, and should meet the general educational need of all secondary school pupils; the committee recommended it be required of all pupils.

A portion of the child's time should be spent in elective areas in order to take into consideration individual differences. It was further recommended that an increasing amount of time be spent in this area of the

curriculum as the child proceeds from grades seven to twelve and as the objectives are achieved.

Committees were appointed by the subject-matter directors; each group was to consider the six core areas that had been suggested by the Steering Committee and to list experiences and curriculum content from its department that would make a definite contribution to them.

An additional group, the Study Committee, reviewed and arranged in logical and sequential order the recommendations which were submitted by the six departments that responded. When this report was made it recommended the six areas previously suggested to be reduced to the following three major areas:

1. Personal Development.
2. Development Toward Mature Participation in a Democratic Society.
3. Development of the Essential Skills of Communication and Expression.

For several years groups of Tulsa secondary school teachers have planned and developed curriculum changes during the school year in conferences with members of the Progressive Education Association curriculum staff. Because teachers found it impossible during the school year to develop sufficient curriculum materials, an experimental work shop was set up in the summer of 1936 at Ohio State University; here teachers from the thirty



schools worked on their individual school problems under the guidance of staff members. The following summer the Bronxville, New York workshop was opened; in 1938 three workshops at Bronxville, Denver, and Oakland were largely attended. Administrators, supervisors and classroom teachers from the Tulsa secondary schools have served every summer on committees in these workshops. Here, as in all curriculum revision and development, the work has been the result of untiring study and planning of all departments of the school system, all work recommended by any department is submitted to all others for recommendations and approval.

Taking the last report of the Study Committee as a basis for their work, the committee working in Bronxville in the summer of 1937 organized these behavior patterns around seven centers:

1. Physical Development
2. Mental Development
3. Cultural Development
4. Personal Social Development
5. Broad Social Problems
6. Social Political Relationships
7. Economic Relationships

The next step was to subdivide these centers into problems around which the activities of a single unit could be organized. After much study and careful

planning the needs were classified, restated, and organized into a few large problems. In preparing this work the committee found it evident the following criteria were necessary:

The core curriculum deals with the fundamental areas of learning and experiences which are essential for all educated citizens in a democracy. Problems selected for development with the intention of enabling pupils to attain the objectives inherent in the core curriculum should:

1. Grow out of the interests and needs of pupils.
2. Be common and recurrent in the lives of large numbers of pupils.
3. Provide integrating experiences for pupils.
4. Provide a variety of experiences suited to pupils of different abilities and needs.
5. Aid pupils in developing socially desirable behavior patterns.
6. Contribute to a continuous growth in knowledge and understanding which will enable pupils to cope successfully with the issues and problems encountered both inside and outside of school.
7. Be such that materials and facilities can be made available for teachers and pupils.
8. Permit a large degree of planning by the pupils as a group, by the pupils with teachers, and by pupils working alone.
9. Be suited to the maturational level of the pupils who are to develop them.
10. Be of sufficient range and scope that it justifies consideration by pupils and teachers.
11. Permit creative and pupil initiated work on the part of individuals.<sup>4</sup>

The secondary Curriculum Council approved these criteria on October 21, 1937, and the reports of these several committees were compiled

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<sup>4</sup>

Ibid., p. 39.

in a booklet entitled, "Building a Core Curriculum in the Tulsa Public Schools."

In building a curriculum based upon helping adolescents to meet their needs, these needs may be stated in different ways. For example, the need 'To choose food wisely' is stated in terms of an activity or behavior pattern. The same need under the statement 'health' expresses a major purpose for selecting food. If stated as a problem involved in selecting the foods which promote health, the need might be expressed as 'What kind of food should I eat?' Or again the need might be stated in terms of personal characteristics, i.e., understandings, attitudes, etc., as 'To understand and appreciate the relation of food to my physical and mental health'. All of these aspects of a need are important in giving a clearer understanding of the need and its possible curriculum values.

The Core Curriculum consists of broad source units which must be planned in advance and in full accordance with the aims of secondary education as developed by the teaching staff.

According to Dr. Alberty, a source unit must provide 'a broad comprehensive treatment of the significant aspects of a proposed unit of work which the teachers may utilize in planning for the learning experiences of pupils-----it should be sufficiently flexible to provide for the maximum initiative in pupil-teacher planning of actual classroom experiences. It should be the result of the cooperative planning of many teachers whose abilities and specializations contribute significantly in making a well rounded comprehensive unit of work.'<sup>6</sup>

In the summer of 1938 a committee of administrators, supervisors, and teachers was sent to Denver to write source units under the direction of the Progressive Education Curriculum staff. Having carefully studied the educational philosophy of the Tulsa Secondary Schools

and the needs and interests of boys and girls of junior high school age, this group prepared nine source units and presented them to the Secondary Staff as suggested materials to be used in General Education classes.

The sub-committee responsible for the development of source units for use in the seventh grade decided to take the over-arching theme of "Home and Family Life."

This subject they divided into five divisions:

1. How does the modern family provide for its needs?
2. What are my responsibilities within the group in which I live?
3. How interdependent are family and the community?
4. How do the family spend their leisure time?
5. How does my home life affect my development?

In order to aid the child in adjusting himself to his new school environment and to make life happier and more meaningful for him as he makes the adjustment between the elementary and the junior high schools, an additional unit, "Orientation to the New School," was prepared. This unit was planned, as were all other units, not as a text or teaching device, but as a guide in helping the instructor to discover with the pupils additional needs and interests together with ways of meeting them. The amount of materials used will vary with schools and individual teachers. The committee

hoped that while the child studies the unit on "Orientation to the New School," numerous problems in adjustment to the new environment will be solved and that happier and more meaningful experiences will result.

Many of these problems are closely related to his family and to his home life and will probably lead directly into some phase of family living. Problems such as "How can I get money for school supplies?" may encourage a study of cooperation in the home, living conditions, or the effect of home life upon personal development.

The source units were constructed on the following general outline:

1. Introduction to the problem.
  - a. Reason for selection
  - b. Scope of problem
2. Desired Behavior Patterns.
3. Characteristics of Behavior requisite to achieving the Desired Actions.
  - a. Functional information
  - b. Habits and skills
  - c. Attitudes, appreciations, understandings
4. Some Possible Areas for Exploration.
5. Educational Activities.
6. Bibliography.
  - a. Teachers
  - b. Pupils
7. Evaluation.

The committee that prepared source units for the eighth grade studied a survey which had been made of interests of pupils in several eighth grades the previous year, as well as a survey of opinions of teachers who had worked with this grade level, and decided these boys and girls were intensely interested in themselves. For this reason an over-arching theme, "Man in Relation to His Natural Environment," was chosen. This was subdivided into two source units:

1. How Man Uses the Natural Environment in Providing the Necessities of Life.
2. How Man is Changing His Environment and Adjusting Himself to New Conditions.

An orientation unit to permeate the entire year was written; it was revised in 1939 and called "A Source Unit on Individual and Group Adjustment to Our Environment."

In 1938 no units were constructed for the ninth grade, but another committee the following summer developed two source units for this grade. They are:

1. How We Protect and Care for Life and Property in Our Community.
2. How People Earn a Living in the Tulsa Area.

It was the purpose of this committee to cover the following areas of living:

1. Exploring the community.

2. Protection and Care of Life and Property in Our Community.
3. Making a Living in Our Community.
4. Preparation for High School.

It is difficult to convey to readers a clear conception of these source units, only a careful and continuous study of the General Education program can do this. However, a few brief excerpts from one of the seventh grade units are given here, "How Does the Modern Family Provide for its Material Needs?"

- I. Introduction to the problem.
  - A. Reasons for selection:
 

As a possible approach to the study of Home and Family Life, the committee chose the phase of family life most evident to this age pupil--How does the family provide for its material needs?--By beginning with what is most vital to the child in his own eyes, his material needs, his interest and cooperation may be captured.
  - B. Scope of problem:
 

The scope of the problem will vary with the individual child, and with the particular group, and with the school. This makes it the first responsibility of the teacher to work in close understanding with her class to discover just exactly what is meaningful to her particular classroom situation. Typical pupil problems can be found through pupil-teacher discussion.

    1. How can I develop a sound body?
    2. How does budgeting family expenditures affect me?
    3. How can I help make my home cleaner and more sanitary?
- II. Desired Behavior Patterns.
  1. To budget expenditures to the best advantage.
  2. To dress within one's income.
  3. To be a wise consumer.

- III. Characteristics of Behavior Requisite to Achieving the Desired Action.
  - A. Functional information.
    - 1. Value of money in various economic levels.
    - 2. How to select sources of information.
    - 3. Household safety measures.
    - 4. Fundamental processes of problem solving.
  - B. Habits and skills.
    - 1. Choosing foods wisely.
    - 2. Habit of investigating.
    - 3. Budgeting money, time, effort.
    - 4. Necessary skills.
  - C. Attitudes, appreciations, understandings.
    - 1. To appreciate the home one's parents have provided.
    - 2. To understand that money alone is not the only factor to consider in studying one's family needs.
    - 3. To understand the relationship between income and material possessions.
  
- IV. Some Possible Areas for Explanation.
  - A. How the modern family provides for its needs.
    - 1. Food
    - 2. Clothing
    - 3. Shelter
    - 4. Utilities
    - 5. Fires and accidents
    - 6. Health
    - 7. Budgeting household expenditures
    - 8. Saving time and energy
  - B. How families meet their needs in other culture patterns.
    - 1. Comparative study of home life in the past.
    - 2. Home life in other countries.
  
- V. Educational Activities.
  - A. Visits to stores (individually or in group)
  - B. Interviews and investigations.
  - C. Dramatizations.
  - D. Posters, graphs, charts.
  - E. Motion pictures.
  - F. Reading.
  - G. Reports, forums, panels.
  - H. Outlines, themes, written work.
  - I. Problems, computations, etc.
    - 1. Have children list "white elephants" in home to show how much of one's income is spent in such.



2. Let each child estimate how much he costs his father in actual dollars and cents.
- J. Radio programs. "One Man's Family," etc.
- K. Further Evaluating Activities.  
Interpretation of data, application of principle, and attitudes tests.

#### VI. Bibliography

- A. Teachers'.
- B. Pupils'.

Only a few of the many subheads in this unit have been quoted, it contains much suggested material under all the headings and an extensive bibliography. Individual teachers are advised to use all units as only a beginning for discovering with their classes much interesting information and many worthwhile activities.

The Denver or Rocky Mountain Workshop Committee made the following recommendations to the administrative staff of the Tulsa Secondary Schools. They were adopted in the fall of 1938

RECOMMENDATIONS TO THE TULSA SCHOOL ADMINISTRATION:  
From the Tulsa representatives of the Rocky  
Mountain Workshop

1. That this program of curriculum reorganization be known as the "Tulsa Curriculum Program".
2. That the name "core" be eliminated - if a term is absolutely necessary it might be called "General Education Curriculum".
3. That the secondary schools of Tulsa continue to give special study to the program of curriculum development during the ensuing year.
4. That teachers working with groups in the General Education Curriculum be relieved from departmental responsibilities so that their time may be devoted to the reorganization, development and evaluation of source and teaching units in General Education.
5. That a planning committee, or a curriculum director, or both be established to bring about coordination between the General Education Curriculum and elective subjects.
6. That a daily conference period be set up within the school day for all teachers working with a General Education group to meet together and that any school unable to provide this conference period not attempt the installation of this program.
7. That all secondary schools make every effort possible to build schedules which will facilitate the operation of the General Education Curriculum.
8. That each faculty study and construct instruments of evaluation for its own school.
9. That a local workshop be set up the first semester. The organization of the workshop be left to a planning committee.
10. That study be made of the possibility of holding a summer workshop in Tulsa either next year or the one following in order that all secondary teachers of Tulsa have an opportunity to become acquainted with the reorganization program.
11. That teachers in the General Education Curriculum be excused from departmental meetings in the week preceding the opening of school for a study and conference on the General Education program.

12. That all members of the Tulsa Educational Staff be aware of the necessity for continuous revision of the source units.

Rocky Mountain Workshop Committee

### Summary

Since 1933 the Tulsa School System has been a participant in the Progressive Education Association Eight Year Study. For the early years only a few classes were included in the program and teachers were left free to determine the content of the curriculum, but in 1936 it became evident a coordinating committee was needed. A Curriculum Study Committee was appointed and administrators, subject-matter directors, and teachers began intensive work on curriculum revision; an educational philosophy was formulated and aims of secondary education were stated. The interests and needs of children were carefully studied and expressed as behavior patterns, and personal characteristics; a committee was sent to the Bronxville Workshop in the summer of 1937, this group developing seven centers around which to center the work of future source units; they further suggested eleven Criteria for the development of the problems of Core Curriculum. A committee the following summer worked in the Rocky Mountain Workshop in Denver; they prepared nine source units for use in the seventh and eighth grades. The curriculum reorganization in the Tulsa Secondary Schools has been a process of continuous study and has had the cooperation of all departments.

## CHAPTER II

APPLICATION OF THE EXPERIMENT IN  
LOWELL JUNIOR HIGH SCHOOL

"Schools can and should be enjoyable, friendly places in which to live and work."<sup>1</sup>

Lowell Junior High School which occupies the one-thousand block between North Peoria and North Quaker Streets has an annual enrollment of approximately five hundred pupils in the seventh, eighth, and ninth grades. The seventeen members of the faculty are college graduates, nine of them having Master's degrees; all of these teachers have had special training in guidance technique and much counseling is done after careful study of the pupil population and community. Permanent cumulative records of all children are available to members of the faculty to aid in a better understanding of individual differences.

The school is served by the testing, printing, mimeographing, health, and visual education departments of the city school system; the administrative and supervisory staffs aid in formulating and executing educational plans; instruction in band and orchestra is provided daily.

Teachers and pupils display much interest in making the rooms attractive, interesting places in which to work;

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<sup>1</sup> W. Carson Ryan, Mental Health Through Education, p. 34.

in many of them the conventional school desks have been replaced by tables and chairs which add greatly to the comfort and pleasure of the pupils. Well equipped science and home economics laboratories and modern shops for wood work, metal work, and elementary electrical instruction are provided. In addition to the Central library, classrooms are equipped with all state-adopted textbooks, many supplementary works, attractive magazines, and numerous books for free reading. The gymnasium and the play ground are used for class and intramural games; shower rooms are provided for frequent use of the physical education classes; not only are all games supervised by instructors, but weight, health, and cleanliness are carefully checked and suggestions are made for improvement and correction when needed.

Physical examinations, including sight and hearing tests, of all pupils are made frequently, and reports of deficiencies are made to parents. When the families are unable to provide proper medical attention, the school takes the initiative in securing services without cost to the child. Visiting teachers call at the homes when non-attendance or delinquency of pupils indicate a need for cooperation between school and home. Clothing, lunches, and school supplies are provided for indigent boys and girls who are given opportunity to perform services to pay for them; it is felt that pride in

self-support is fostered by permitting pupils to work for their supplies when parents are unable to furnish them.

Because of economic conditions in the homes, many of the pupils who complete the ninth grade do not enter senior high school; others withdraw before finishing the senior year; only a very limited number enter college. The group finishing the ninth grade in May, 1938, may be considered an average class; of the fifty-two boys and seventy-five girls receiving certificates of promotion only forty-five per cent remained in high school until June first of the succeeding year; nineteen per cent of the girls had married; many of the boys and a few of the girls were working for very small wages; other members of the class were caring for younger brothers and sisters in order that their mothers could be employed outside their homes.

So far as time limit and administrative problems will permit the pupil activities are integrated with classroom activities; lack of time during class-hour schedule necessitates conducting a few clubs before and after actual school time. These activities are characterized by pupil management, initiative, and participation; opportunity is provided for pupils to explore, discover, and develop interests; club membership is democratic, requiring only ability to qualify for the work of the club and being limited to the maximum number with which the

club can function efficiently. Boy Scout troops, service club, glee clubs, student council, Girl Scout troops, stage craft, dramatics, hand craft clubs, and other groups have been organized and sponsored by the teachers to meet the expressed interests of the pupils. Membership in the organizations of the community and city is encouraged; leaders of scout troops, Young Men's Christian Association, and many other civic organizations are frequent guest speakers at assemblies. When pupils are unable to pay dues in these organizations and the faculty believes benefit will be derived by the child, ways are provided for defraying these expenses. The assemblies are pupil planned and conducted. Careful studies are made of pupil interests and leisure activities both in and out of school, and the program is developed with the school's philosophy of education as the guiding principle.

In the fall of 1937 the faculty of Lowell School decided it would be expedient to enter the Progressive Education Association experiment the year following. This necessitated much study and preplanning; active preparation for the new program was begun at the beginning of the semester preceding its inauguration; meetings of the faculty were held every school day at 8 o'clock for a forty-five minute study and discussion of the school's philosophy and aims, pupils' interests, and ways of developing and using source units. Three members of the



faculty served on the committee writing source units in the Rocky Mountain Workshop in the summer of 1938; in September the faculty conferences and planning periods were resumed. The teaching staff was divided into three groups according to the grade level of their classes. Chairmen of these sections were elected and careful study of the source units and all available, related materials continued throughout the year; meetings of chairmen of all seventh grade groups in the city met biweekly to plan further work and receive instructions which they in turn presented to their building groups. Subject matter directors met with General Education groups every month to help develop measures by which implications from the various fields could best contribute to the program; general meetings of all teachers of General Education groups were held monthly.

To select problems on a basis of pupil interests and needs it is necessary for pupils and teachers to plan together in discovering these needs and problems related to them and to decide which will provide the highest learning situations. Experienced teachers can, however, select and develop broad tentative problems and secure much necessary material before the group assembles, in this way permitting the work to progress with minimum loss of time and effort. Steps to be taken in conference periods may be outlined in this way:

## I. Teacher planning in advance

### A. Appraisal

1. Analysis of pupil development to determine what inherent problems may be used as a basis of learning experiences.
2. Tentative selection of a problem for appraisal.
3. Checking the problem against aims and objectives which have been agreed upon as being desirable.
4. Applying criteria which have been agreed upon as defining satisfactory problems around which units of learning experience may be developed.
5. Final choice of a tentative problem.

### B. Tentative planning by teacher.

1. Listing tentative activities which may be used in developing the problem
2. Locating and listing books, materials, points of interest that may be visited, persons to be interviewed, etc.<sup>2</sup>

The second phase of preparation in the inauguration of a unit of study is pupil-teacher planning; without this there can be no real consideration of pupil interest; it is the only place where individual differences are really taken into consideration. In this period the teacher should be a contributing member, not a dictator; the major problem with its sub-problems should be decided on by the group; to get worthwhile results from both teacher pre-planning and pupil-teacher planning there must be intelligent discussion by, at least, a large majority of the membership. By submitting to the class the large aspect of a unit and by making a few timely suggestions the instructor will find boys and girls eager to participate

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Tulsa Public Schools, Building a Core Curriculum in the Tulsa Public Schools, p. 40

and may develop worthwhile pupil initiative. Probably no two groups will develop the same sub-problems, and the approaches to any central theme may be entirely different for all classes. Many Tulsa teachers have been most active in developing pupil-teacher planning periods; a tentative outline which has been found to be very effective follows:

#### Teacher-pupil planning and development

##### A. Orientation

1. Survey of pupil needs and interests by class working in cooperation with teacher.
2. Listing of pupil problems which grow out of their needs and interests.
3. Selection of a problem for study.
4. Getting a large overview of the problem through excursions, demonstrations, viewing moving pictures or slides, interviews with or discussions by persons with broad experience with relation to the problem, etc.
5. Consideration of the objectives which must be attained in order to permit solution of the problem.

##### B. Planning

1. Deciding the method of procedure to be followed in solution of the problem, organization of committees on the basis of pupil interests if committees are to be used, allocation of the various factors to pupils or to committees for study, etc.
2. Locating materials, books, person, places, etc. that may be helpful in solving the problem, and making arrangements for them to be accessible to pupils.

##### C. Problem-solving activities

1. Individuals or committees collecting data, proposing hypotheses, etc.
2. Study or review of skills needed; practice where needed.
3. Experiments, investigations, reports, etc.

##### D. Summarizing activities

1. Reports or individuals and of committees to the group.
2. Discussion of reports and listing of learnings, conclusions, etc.

3. Organization of individual and group findings with relation to the whole problem.

E. Evaluation activities

1. Evaluation of outcomes in terms of objectives.

F. Sequential activities or culminating activities.

1. Reorganization of findings and learnings to meet new needs or to define additional problems which may be used as the basis of a unit of learning experience.<sup>3</sup>

### Summary

Lowell Junior High School has an approximate enrollment of five hundred pupils annually. The faculty of seventeen well educated, highly trained teachers is aided in its work by all of the departments of the city school system, testing, mimeographing, printing departments, etc. The school is equipped with modern facilities, including libraries, shops, and gymnasium; a visiting teacher aids in developing better cooperation of homes and the school; lunches, school supplies, and clothing are furnished indigent pupils. Many of the boys and girls are compelled because of home financial conditions to leave school after completing the ninth grade.

Whenever possible club activities are integrated with classroom procedures; several clubs, however, are conducted before and after the regular school day, membership in clubs and worthwhile organizations in the community is encouraged by the faculty.

The faculty meets regularly for preplanning of work to be submitted to the various classes, and much pupil-teacher planning develops pupil interests and initiative.

## CHAPTER III

## INSTRUCTION

The concept of curriculum is rapidly changing from the fixed traditional patterns imposed upon all alike to differentiated, individualized curriculums adapted to the needs of the individual for abilities demanded by his environment.<sup>1</sup>

The emphasis cannot be upon patterns of subject matter; it must be upon educational outcomes - abilities essential to the development of an integrated personality capable of meeting the problems of a constantly changing world.<sup>2</sup>

The term General Education will be used to designate classes organized under the Progressive Education Association experiment to distinguish them from those classes operated through a more formalized curriculum. The percentage of pupil enrollment in General Education classes in any secondary school in Tulsa is an administrative problem for that particular school; in some buildings it is one hundred per cent; in others it is less; in Lowell Junior High School the entire student population is enrolled in these classes.

We shall consider instruction in the seventh grade in the year just past as typical of the program. The school operates on a schedule of five 65-minute class periods, beginning at 9:15 A. M. and closing at 3:30 P. M., with a 45-minute lunch period at noon. The term

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<sup>1</sup> E. D. Grizzell, American Secondary Education, p. 137.

<sup>2</sup> Ibid., p. 138.

General Education is applied to that part of the curriculum which has previously been called "Core Curriculum;" in the seventh grade it includes the implications of mathematics, English, and social studies. The teacher of General Education meets two different groups of pupils, for two periods each, every day; the fifth period of her school day is left free for planning the integration of subject matter, developing and assembling materials for teaching units, inaugurating school excursions, and arranging conferences for students; they are also on call for any other instructor who wishes their services in helping to coordinate the work of special teachers with the General Education.

We shall consider instruction in the seventh grade in the year just past as typical of this program; the pupils of this grade were divided into five groups; four of these classes were included in the General Education schedule and were heterogenously classified; the fifth division, being of decidedly retarded learning ability, followed a similar program which was more specifically adapted to their needs; most of their time was spent with one instructor who has been specially trained to work with these pupils. The program of these four groups includes:

General Education two periods, daily.

Music and Physical Education one period, alternate days.

Art and Science one period, alternate days.

Foods and Clothing (for girls) period, daily,  
alternate semesters.

Metal Work and Wood Shop (for boys) one period,  
daily, alternate semesters.



LOWELL JUNIOR HIGH SCHOOL, Tulsa, Oklahoma

Teacher Conference	1st Period	2nd Period	3rd Period	L	4th Period	5th Period
8:05-8:50	9:05-10:10	10:15-11:20	11:25-12:30	:	1:15-2:20	2:25-3:30
Virgin - Room 32	7-V	Cooperative			7-A	
	General Education	Planning			General Education	
Creed - Room 35	7-C	Period			7-W	
	General Education				General Education	
Hamilton - Room 27	Coopera-	8-D			8-H	
8-H Home Room	tive	General Education			General Education	
Young - Room 29	Planning	8-W			8-Y	
8-Y Home Room	Period	General Education			General Education	
Johnson - Room 28	9-J		9-H		Coopera-	
	General Education		General Education		tive	
Bennett - Room 31	9-B		9-S		Planning	
	General Education		General Education		Period	
Arnold - Room 33	#7-A	#8-C	8-C		#7-Y	
	Work Shop	Math	General Education		Work Shop	
Shepherd - Room 34	#9-S	#8-C	#8-H	#9-J	#8-W	
	Science	Science	Science	Science	Science	
Hull - Room 42	#9-H	Testing	#8-Y	#9-B	#8-D	
	Typing		Math	Typing	Math	
Wastier - Room 30	#7-W	8th & 9th	8th & 9th	8th & 9th	#7-C	
	Art	Grade Art	Grade Art	Grade Art	Art	
Wood - Room 38	8-W 8-D	9-H 9-S	9-J 9-B	Cooperative	Homecrafts	
	*Foods	*Foods	*Foods	Planning	M - W - F	
Dewey - Room 45	8-W 8-D	9-H 9-S	9-J 9-B	Period	Spec. Shop	
	*Metals	*Metals	*Metals		Tues. Thur.	
Costigan - Room 36	Cooperative	8-Y 8-H	7-A 7-W	7-V 7-C	8-C and	
8-C Home Room	Planning	*Cloth.	*Cloth.	*Cloth.	9th	
Hargis - Room 43	Period	8-Y 8-H	7-A 7-W	7-V 7-C	8-C and	
		*Wood.	*Wood.	*Wood.	9th	
Van Noy - Boys	8-H 8-Y	7-A 7-W	7-V 7-C	8-W 8-D	Boys M W F	
Dorsey - Girls	#8-C	#	#	#	Girls Tues	
Room 40					and Thurs.	
Waller - Room 26					9th Grade	
Music	#	#	#	#	Glee Club	
Loucks - Band						
Old Cafeteria						

# - Daily Alternations

\* - Semester Alternations

AUG 5 1940

The unit on Orientation was, of course, taught first; in General Education classes pupils were acquainted with the schedule, necessary regulations, the building, etc; spelling lessons included names of instructors, terms to be encountered in following school routine, names of subjects included in curriculum, streets near school and many other words which the children contributed from their experiences. Buying school supplies, cost of transportation, distance traveled to and from the school, and size of school grounds offered many problems in mathematics; stories giving impressions and experiences the first week, accounts of summer trips, and various similar reports offered opportunity for work in English; beginning with the school, discussion soon included Tulsa, the county, and the state, in this way offering abundant material for social studies classes. While work in General Education groups was progressing as described, pupils were being introduced to equipment, materials, and necessary routine in the other classes.

Since the over-arching theme of the seventh grade is "Home and Family Life" it seemed wise to begin with the phase most evident to boys and girls of this age, "How Does the Modern Family Provide for Its Material Needs?"

By beginning with what is most vital to the child in his own eyes, his material needs, his interests and cooperation may be captured. Helping him to make more satisfying adjustments in his material environment will serve as a

basis to lead him to make better adjustments with the different members of the family, and between family and community groups.<sup>3</sup>

After a period of pupil-teacher planning one group in General Education class decided to study first the homes of early Americans and people of foreign countries, later comparing their houses, customs, opportunities, etc. with our modern homes. Ten committees were organized, each group deciding to work with a different country.

In General Education classes the first work was to find in school, home, and public libraries all possible material describing homes, customs, dress, and habits of the group being studied; reports were written and illustrated by pictures out from magazines or by original drawings; words for spelling lessons were taken from these papers; exercises in English were developed from errors made in written or oral reports; and maps were made locating the countries under discussion. In mathematics many problems arose concerning cost of food, clothing, transportation, and education of the various countries; maps must be drawn to scale and this involved work in fractions; many other problems in arithmetic developed as the study progressed.

In art classes unusual interest was displayed in making posters, pictures, and maps to accompany the

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Rocky Mountain Work Shop, How Does the Modern Family Provide for Its Material Needs?, p. 4.

General Education reports; songs typical of these countries studied made the music lessons much more vital; in physical education classes native dances and games were taught, both boys and girls enjoyed periods in the shop where they could make houses, furniture, wagons, airplanes, etc. which they had been describing in their papers.

When these individual reports were completed, they were compiled in attractive booklets as committee work then read to the class and discussed. Numerous school journeys were made to points of interest in the community. Some excursions were made by the entire class membership; other visits to business houses and city organizations were made by small groups of pupils who made all pre-arrangements and, after the visits, returned to school to report the findings to the entire class. The parents became so interested in these excursions several volunteered to conduct committees on visits to organizations with which they were associated. As a culminating activity invitations were extended to parents to attend an open house and tea; pupils were hosts, assuming full responsibility for preparations and entertainment; many guests were present and seemed to share the interest and pleasure of the pupils.

From this unit on material needs it was natural to proceed to the one, "How interdependent are the home and

the community?"; there was no definite break of thought when going from one unit to another, the interest of the group seemed to demand continuation of the over arching theme through all the source units. So elastic was the schedule that when the need arose a few pupils were shifted for a period or two at a time into some other classroom to develop some phase of the problem as in art, shop, or home economics laboratories.

The third area of the curriculum, the development of essential skills of communication and expression, was neither neglected nor minimized, but because of the pupils' felt need became of vital interest; frequently some one would say, "We need to know more about fractions to go on with this report" or "What punctuation must I use here?"; this led to a lesson in skills which were needed; frequent drill periods for developing this functional material were necessary.

## CHAPTER IV

## EVALUATION

The ultimate testing of the outcomes of the educational program of any community is not conducted by the schools, but by appraisal society makes of behavior of the school's product in the social situations encountered throughout life.<sup>1</sup>

For many years the Tulsa school system has maintained an efficient testing department. The General Education classes have continued to work with this department and also to avail themselves of the services of the evaluation staff of the Progressive Education Association.

The Standard Achievement Test is administered to all pupils of the sixth, seventh, and eighth grades near the end of the school year. The Otis Intelligence Test and The Progressive Achievement Test are given to the ninth grade; the Iowa Reading Tests and various subject matter and basic skills tests are conducted throughout the junior high school at frequent intervals.

The entire faculty of Lowell School, working in small groups under the direction of Dr. Ralph W. Tyler and his staff, has studied and developed evaluation instruments. The work was begun too recently to permit the establishment of definite values, but a number of tests have been developed and are being tried, samples of these may be found in the appendix.

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A. S. Barr, W. H. Burton, Leo J. Bruchner, Supervision. Principles and Practices in Improvement of Instruction, p. 223.

Throughout the entire testing program the teachers have endeavored to keep in close accord with the educational philosophy of the school, at all times giving careful consideration to the needs and the interests of the children. It is desired to measure, not only the acquisition of subject-matter knowledge and the evolving of necessary skills, but to evaluate individual progress in the development of attitudes and appreciations. While these instruments are being perfected, a very definite evaluation is being made by pupils, parents, administrators, supervisors and many visitors from other school systems.

Several times during the year pupils were asked to write a few sentences expressing their reaction to the changed curriculum. They were not required to sign these but many did. A few of these opinions are given here:

"I like to work in committees because I can work on the same subject with my friends and compare work."

(signed) Billy.

" I enjoy making in the woodwork shop things I find described in geography and history."

(signed) Harold.

"The best time I had this year was making a pair of wooden shoes for the committee on Holland."

(signed) Jesse.

"The unit on transportation was most fun because we could design and build air-planes about which we read."

(signed) Arnold.

"When our committee studied about Russian homes I enjoyed making clothes-pin dolls and dressing them in native costume."

(signed) Bonnie

"The reasons I enjoy the way we work now are first, when studying in groups more information is found about the subject we study; second, as we change groups and learn to work with all kinds of boys and girls; third, we can get our information any way we like so we learn different ways of finding information for ourselves.

(signed) Jerry.

Parents have shown an unusual interest in the work of the school since the inauguration of the new program; they visit classes much more frequently and comment freely on the happy and interested attitude of their children. One mother remarked, "This is the seventh child I have had to finish this school and the first time I have visited a class; he would not let me stay away. I shall come often now."

One home-room mother wrote:

"I have had the happy privilege of visiting Lowell School many times in the last seven years."



"From my observation the method of presenting the work of today is much better than in the past; it gives the child an opportunity to learn how to cooperate with other people and to meet competition."

(signed) Mrs. F. E. Johnson.

Members of the Progressive Education Staff were in close touch with the work in Lowell School, advising the faculty and evaluating the program. Extracts from a few of the letters received are quoted:

The work carried on by you and your associates at Lowell Junior High School, Tulsa, is of great importance to secondary education in the United States. There you are blazing new trails as a result of your serious, realistic study of the needs of the young people in that school. Keeping in mind the values of conventional school work, you nevertheless have had the courage to provide new school experiences for your boys and girls designed to meet their present and future needs. In doing this you have rendered a real service and I trust that you will write a full account of it so that others may benefit thereby

(signed) Wilford M. Aikin, Chairman  
of the Commission on the Relation of  
School and College, Progressive  
Education Association.

The program in operation at the Lowell School is in my opinion one of the most promising programs for meeting the needs of all students without regard to academic ability. It is based upon a careful consideration of student needs, it provides for progressive levels of growth and development, and it provides a very heavy emphasis upon positive motivation. The reaction of the students themselves and of the community illustrates how effectively the program is developing. I hope that you will be able to publish your description so that many other schools may know about it.

(signed) R. W. Tyler, Chairman,  
Evaluation Staff, Progressive  
Education Association

On thinking back over the classes I saw last year the seventh grade program in your room at the Lowell School stands out as a high light. I am sure that some kind of consolidated program is necessary in the secondary school as well as the elementary school if the teacher is to have the time to know the pupils she teaches and to provide for the individual differences she finds. Certainly you knew your children and the work in the room showed the inevitable spread in materials and books in a room whose teacher has given thought to the even more inevitable spread in children's abilities.

(signed) Nicholas Moseley  
Consultant to the General  
Education Board.

These are some of the ideas which occur to me as I think back over the Lowell situation:

1. There seemed to be a general recognition that the needs of pupils form the legitimate basis for determining the curriculum.
2. There seemed to be a freedom from academic requirements.
3. Social situations and occasions were being utilized as teaching situations and to supply leads for class work.
4. Hobbies were being encouraged and an attempt made to capitalize upon their possibilities for related class work.
5. There was some flexibility of program and a courage to break away from the idea that all pupils must do the same thing at the same time.
6. A sense on the part of the teachers that they were exploring together a rich but new area of content and method in education.

(signed) Mildred Biddick  
Teacher in the Denver Public  
Schools, Progressive Educa-  
tion Staff

Lowell School has occupied a unique position among the schools of the Study because of the significant development there in the following ways: First, the school did not begin its attempt to reorganize until a period of approximately six months had been spent in study in new directions by the faculty under the leadership of Mr. Broad.

This was a new departure in administrative practice since no one was forced into the new program and everyone was given opportunity to discuss the possibilities and have a voice in determining the direction the school should take. Second, the particular plan adopted at Lowell, where a single teacher takes responsibility for two periods of work in two subject-matter fields, resulted in cutting the pupil load per day in half. This is obviously a desirable result from the standpoint of broadening the teachers interests and increasing her knowledge of pupils, as well as releasing some energy otherwise absorbed in meeting more classes and more pupils. Such a reduction in pupil load would be possible in any public school, and the fact that it was made by decision of those concerned is not the least significant thing about it.

I would mention as an outstanding and valuable characteristic of the Lowell program the fact that in a considerable number of classes the work done is based on pupil needs rather than predetermined subject matter. For example, in the science class with Miss Creed a whole list of questions from students relating to important and difficult problems in their own lives was gathered by the teacher and used as the basis for instruction. Another example of the same thing is to be found in the home economics work in which youngsters were given aid in meeting problems of household arrangement, budgeting, care of children, food, clothing, and so forth, and then went into the community to relieve parents who in turn came to school for similar instruction.

In summary it might be said that the administration of the school has been notably democratic and notably successful so far as could be seen by observation. Both faculty and administrators seemed to be concerned with education for the benefit of the community and children rather than protection of their vested interests in subject matter.

(signed) H. H. Giles  
Commission on the Relation of  
School and College, Progressive  
Education Association

The Board of Education, The Administrative Staff, and the Supervisors of the Tulsa Schools displayed marked interest in the work at Lowell School. Some expressions of their evaluation follow:

My visit to your classroom last spring was quite inspirational.

You are giving your pupils more "food for thought" than comes out of books. You are teaching through the philosophy of beautiful right living; you inspire them to make school days and school work a joy. Such enthusiasm in each boy as he told me of his work and each girl was so proud of her activity in your classes.

(signed) Zannie May Manning  
President, Board of Education

After visiting your class and seeing your program in operation, I can call to mind three statements which I made in my talk to the teachers in our general meeting this fall which I quoted from some pronouncements which were made by a group of men approximately 150 years ago. These statements are as follows:

"American education should be creative in character and should be centered in working endeavor rather than in the formal school that has been inherited from the past.

"School and life should not be separated, for speculation is unintelligent and uninteresting to the young mind.

"School should be as nearly as possible a place where the child can live and be directed in carrying forward life projects."

Because of the fact that a large majority of children in our American school finish their formal education with the high school, I am strongly of the opinion that the school program should be planned from the elementary school up through the high school in order to meet the needs of these young people, and I am thoroughly convinced of the fact that this is what your program is doing.

Education has been defined as "usable experience." We have, I believe, too long depended upon vicarious experience and I think that we all now realize that it is not sufficient. Because of the fact that

education is the foundation upon which social progress rests, it must concern itself with problems which are meaningful to the child. I feel that the program as exemplified in your room not only concerns itself with significant problems of every day life, but also stimulates an active interest on the part of your young people in the solution of them.

(signed) H. W. Gowans  
Superintendent of Schools

General Education as practiced at Lowell Junior High School has shown remarkable improvement over the traditional program. Particularly at Lowell, the majority of pupils were disinterested in the more academic curriculum. Many were not able, due to background and ability, to pursue the regular program. The General Education set-up resulted in holding practically all students in school and in reducing disciplinary problems almost to zero. Pupils can now follow their special interests with enthusiasm and with help and encouragement from their teachers. Finances are somehow being diverted from buying formal textbooks and workbooks into the purchase of source materials, magazines, pictures, and other fixtures that add much to the enjoyment of social living within the school. Fundamental skills, at the same time, are being mastered as well as formerly.

(signed) Lawrence Lavengood  
Director of Mathematics  
Tulsa City Schools

In response to your request for a brief evaluation of the General Education program in the junior high schools of Tulsa, I find it very difficult to make a brief statement that will adequately represent my evaluation of the program. In order to be brief and specific I am going to outline a few of the advantages and disadvantages of the program as I see it at present.

Advantages

1. Teachers in all schools are making a concerted effort to adjust the curriculum materials to the needs and interests of their students.
2. Through a study of the needs and interests of their pupils, the teachers are making a definite contribution toward the guidance of these boys and girls.

3. The daily planning period allows for a much closer acquaintance with the various teachers and their particular problems, thus resulting in a better understanding of one another, closer cooperation, better integration of subject matter, and a guidance program carried on by all teachers instead of a few special guidance officers.

4. The attempt at teacher-pupil planning allows for practice in democratic procedure; better understanding of pupil interests, and acceptance of the tasks to be done.

5. The plan of basing the curriculum on certain large major problems and numerous minor problems allows for the development of the problem-solving technique and gives much opportunity for the development of critical thinking. This last point on critical thinking has been one of our major objectives for years, but one which we have had very little specific training in developing.

#### Disadvantages

1. A feeling of insecurity by some teachers because the course is not definitely organized and outlined for each day, week, or semester. Also teachers have not had training or practice in using the problem-solving technique. Many of them have depended much upon work-book type of materials furnished to them by department organizations. Thus since they are thrown upon their own resources for development, with the pupils, problems for study, they have difficulty in orienting themselves.

2. Difficulty for the administrators in organizing the schedule to allow for a planning period for teachers.

3. Difficulty in getting suitable reading materials on the problems of interest and importance to junior high school students.

4. Difficulty of evaluating the progress toward the achievement of our most important objectives. These objectives are usually considered as intangibles. They deal with attitudes, changes in pupil behavior, etc., instead of factual achievement or study skills.

5. The difficulty that a few teachers have in working in groups.

I do not feel that this is at all a careful analysis of the advantages and disadvantages of the program. But they are the outstanding things that come to my mind at present. I shall be very interested in seeing your report of the curriculum development in Lowell Junior High School.

(signed) B. L. Shepherd  
Director of Science  
Tulsa City Schools

In answer to your request for my impression of the seventh grade program in Lowell Junior High School, may I give you the following as my personal opinion as I think back over the program as it was developed there. I recall that the program was developed after a period of study by the entire faculty for nine weeks, during which time the needs of the community and the children living in the community were explored; a philosophy of education was generally accepted by the entire faculty; the ideas of organismic psychology were agreed upon; subject matter as it had been previously scheduled was explored in light of the needs of the students in your community; possibilities of implementing this philosophy of education based on needs through the techniques of teacher conferences, pupil-teacher planning and through experience education.

The placing of human values first instead of 'sacredness of subject matter' gave you the background for the development of your program. It was done through group thinking and discussion by the entire faculty during the period of nine weeks. The program as I saw it developed gave an opportunity for students to express those things in the area of home and family living which concerned them at the present. The problems were real and vital to the students and I can recall numbers of instances where the students were greatly concerned because the problem of the group as a whole was also his own problem. I remember, too, instances where students in the solution of their problems discovered a felt need for certain skills of communication, such as spelling, grammar, word usage, certain abilities in arithmetic, and insisted on help on these from the teacher. That, of course, bears out the thinking of the organismic school of psychology which has been accepted by the Lowell faculty.

In order to check the validity of the program I recall that you used the Stanford Achievement test and compared the scores for the experimental group with the seventh grade group the year before with very favorable results, although all of us realized that the Stanford Achievement test is a purely subject matter test and does not test the objectives of your new program. And in spite of this the test showed that students were not losing any actual subject matter skills. My personal impression of the achievement of your

objectives for changes in student behavior was that there were fewer discipline cases by far than we had ever had before; that students were much more interested in school and in their work and as a result, caused less trouble to the other students and to themselves; that teachers in the program placed human values first and as a result brought about visible changes in student behavior, not just paper and pencil changes but actual behavior in the students that could be seen and observed as one saw them in their daily school work.

My only regret in all of this is that my own two children were not able to have this experience in their seventh grade in school.

(signed) T. H. Broad  
Principal, Webster High School  
Tulsa, Oklahoma

As you know, I have been greatly interested in the curriculum program going on at Lowell. In my judgment, the general education approach which is being used there is one of the most significant things going on in the junior high schools today. It has created new enthusiasm and new life and interest on the part of both teachers and pupils.

The attention which is being given to pupil-teacher planning and to the interests and needs of pupils has developed an entirely new attitude on the part of students towards their school. One can see it on the faces of any group when he enters the class room. The lessening of disciplinary problems and the increased attendance records are evidence that this new program has greatly improved pupil attitudes.

I have never seen students more eager to learn or happier in the learning process than those students I have found in your room during my various visits. I congratulate you especially on the contribution you are making to the program.

I think you are definitely accomplishing a reversal of ends and means. That is, you are using subject matter as a means to an end instead of an end in itself. The problem approach you are using makes the work alive and vital.

(signed) Eli C. Foster  
Assistant Superintendent  
Tulsa, Oklahoma



### Conclusion

The purpose of this paper has been to describe the inauguration and administration of the Progressive Education Association in Lowell Junior High School. The writer has served on committees, worked in workshops, attended conferences of curriculum and evaluation staff members, and taught in the program since its introduction. From this experience the following conclusions have been reached:

1. The Tulsa Secondary schools are engaged in the development of a revised program which has as its paramount concern boys and girls and their needs and interests. Much money, time, and effort is being spent in the study of the programs of other cities and in the development of a curriculum which fits the philosophy of the Tulsa School System.

2. The pupils of Lowell school are happy and deeply interested in their work and show marked improvement in development of initiative, work habits, and desirable attitudes.

3. Parents and the community in general have displayed increased interest in the school and its work.

4. The faculty has been able to do excellent work in guidance and give more individual instruction because they contact a smaller number of classes and can spend more time with their pupils.

5. Less emphasis is placed on subject matter as such and more effective teaching of the pupil as an individual has been the result of cooperative planning by the instructors.

6. Evaluation instruments for checking the development of attitudes, study habits, interests, etc., are receiving more attention than the more formalized tests but the development of necessary skills and knowledge is not neglected, rather does it become more important because of the definite felt need.

7. The Tulsa School System maintains an efficient testing department; standardized tests are given at frequent intervals and cumulative records of pupils' progress are kept on file. The members of the Progressive Education Association evaluation staff have rendered valuable service in aiding the faculty in developing new measuring instruments and checking results of tests given.

8. The General Education program has not been in operation in Lowell School for a sufficiently long period to estimate definitely its value. Pupils have been given many opportunities to express their reaction to the revised curriculum and have been most enthusiastic in their praise; many parents have commented on the increased happiness and interest in school displayed by their children. Numerous administrators and teachers

from other school systems have visited the classes, studying the reorganized curriculum and its administration and have commented on the eagerness and efficiency with which the boys and girls attack their problems.

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APPENDIX





## INTERPRETATION OF DATA

Following the table below you will find several statements suggested as possible interpretation of the data of this table.

Assume that the facts given in the table are accurate. Carefully consider each statement, then check in the column to the right whether you believe:

1. The data are sufficient to make the statement true.
2. The data suggests that the statement is probably true.
3. The data are insufficient to make a decision concerning the statement.
4. The data suggests that the statement is probably false.
5. The data are sufficient to make the statement false.

AVERAGE PERCENTAGE COMPOSITION OF  
COMMON AMERICAN FOOD PRODUCTS

FOOD PRODUCTS	WATER	PRO- TEIN	FAT	CARBO- HYDRA- TES	MIN- ERALS	FUEL VALUE PER POUND
Beef, sirloin steak..	54.0	16.5	16.1	00	.8	1100
Beef, round.....	60.7	19.0	12.8	00	1.0	890
Veal, leg.....	60.1	15.5	7.9	00	.9	625
Pork, loin.....	41.8	13.4	24.2	00	.8	1245
Ham, smoked.....	34.8	14.2	33.4	00	4.2	1635
Chicken, Broilers....	43.7	12.8	1.4	00	.7	305
Fish, perch.....	50.7	12.8	.7	00	.9	275
Eggs, hen.....	65.5	13.1	9.3	00	.9	635
Butter.....	11.0	1.0	85.0	00	3.0	3410
Milk, whole.....	87.0	3.3	4.0	5.0	.7	310
Cheese, cream.....	34.2	25.9	33.7	2.4	3.8	1885
Bread, white.....	35.3	9.2	1.3	53.1	1.1	1200
Crackers, soda.....	5.9	9.8	9.1	73.1	2.1	1875
Beans, string.....	83.0	2.1	.3	6.9	.7	170
Beans, dried.....	12.6	22.5	1.8	59.6	3.5	1520
Cabbage.....	77.7	1.4	.2	4.8	.9	115
Peas, canned.....	85.3	3.6	.2	9.8	1.1	235
Tomatoes.....	94.3	.9	.4	3.9	.5	100
Potatoes.....	62.6	1.8	.1	14.7	.8	295
Apples.....	63.3	.3	.3	10.8	.3	190
Bananas.....	48.9	.8	.4	14.3	.6	260
Oranges.....	63.4	.6	.1	8.5	.4	150
Dates, dried.....	13.8	1.9	2.5	70.6	1.2	1275
Raisins.....	13.1	2.3	3.0	68.5	3.1	1265
Peanuts.....	6.9	19.5	29.1	18.5	1.5	1775
Chocolate.....	5.9	12.9	48.7	30.3	2.2	2625

APPLICATION OF PRINCIPLEProblem 1. Driver's License

The new Oklahoma Driver's License Law states that the age limit for drivers, who are not operators, shall be sixteen. Restricted licenses may, however, be issued to persons over fourteen years of age. John, who is fifteen, applied for and received a driver's license for which he paid fifty cents. Later John received a letter from the Commissioner stating that his license had been restricted to use only in driving to and from school.

Courses of Action:

- A. John should disregard the Commissioner's letter and continue to drive where and when he pleases.
- B. John should be careful when and where he drives so that he will not get caught.
- C. John should obey the letter and wait until his sixteenth birthday to drive.

Reasons:

1. The driver's license law is just another way for getting money and means nothing as far as safety is concerned.
2. Boys of fifteen drive as well as men of fifty and sixty.
3. Even if a specific law seems unfair it should be obeyed.
4. The chances of being caught and fined are too great to risk.
5. It is unfair to restrict John's license since he paid his fifty cent fee in good faith.
6. As long as John is not involved in an accident none will know whether he drives or not.
7. John can drive as well now as when he is sixteen.
8. The age requirement for drivers should be raised.
9. Statistics prove that young people are the most skillful drivers.
10. What difference will a few weeks make in John's driving ability.
11. Individuals have no right to choose which law they will obey and which ones they will disregard.
12. They should have given John an examination to prove that he was incapable of driving.
13. The law is silly and John should not pay any attention to it.
14. The chances of being caught are less in the country than in the city.
15. Since John does not ride to school, they might as well have revoked the license.

## Application of Principles

### Driver's License

16. John's parents know that he is an efficient driver and they are willing that he should have their car.
17. After all, if John has an accident he will be the one who will have to pay for it.
18. More accidents are caused by young drivers than by any other age group.
19. Since the law says that only restricted licenses can be granted to persons under sixteen, John should not have expected his license to be unrestricted.
20. John should drive only in the country because it takes more skill to drive in the city.

Name \_\_\_\_\_

Period \_\_\_\_\_

## A STUDY OF FEELINGS

**DIRECTIONS:** This study consists of 51 statements, with spaces for marking them according to the way you feel about them. Read the first statement carefully, and immediately mark the answer column to show what you think about it. Next mark the second statement, and so on through the whole list.

Mark the answers in this way:

Number of Statements		Feel Strongly	Score
	(A) U D		
	A (U) D		
	A U (D)		
	(A) U D ✓ or A U (D) ✓		
1.	A U D		
2.	A U D		
3.	A U D		
4.	A U D		
5.	A U D		
6.	A U D		
7.	A U D		

If you agree with the whole statement, draw a circle around the A.

If you are uncertain how you feel about the whole statement, draw a circle around the U.

If you disagree with the whole statement, draw a circle around the D.

If, in marking any statement, you feel very strongly about it, make your circle first, and then also place a check mark in the column headed "Feel Strongly".

BE SURE TO MARK EVERY STATEMENT.

## STATEMENTS.

1. It doesn't matter if I throw candy wrappers on the floors.
2. It is all right to spit on the sidewalks.
3. It is not right to mark on public buildings.
4. No good citizen would deliberately tear branches from a tree.
5. It is good fun to break window lights in an empty house.
6. It is all right to collect hub caps from other peoples' cars.
7. It is not smart to carve your name on the desks at school.

8.	A U D		8. It is fun to let the air out of the tires of parked cars.
9.	A U D		9. If it is closer to cut across the neighbor's yard, the neighbors should not object.
10.	A U D		10. It is a good policy to pick up nails or other sharp objects that might cause a puncture.
11.	A U D		11. A person who sees a grass fire starting should feel obligated to put it out.
12.	A U D		12. There is nothing wrong about taking fruit from anyone's fruit trees.
13.	A U D		13. When you check a book out of the library, you should return it in as good condition as when you received it.
14.	A U D		14. School books are free so no special care need be taken of them.
15.	A U D		15. Restaurants charge high prices for their meals so it is all right to take the silver ware.
16.	A U D		16. One should not turn down the corner of the page in a borrowed book.
17.	A U D		17. It is all right to cut my initials on my locker - it is mine for the whole year anyway.
18.	A U D		18. It is fun to shoot out street lights.
19.	A U D		19. The insulators on telephone poles belong to the telephone company, so it is O. K. to throw at them.
20.	A U D		20. Wasting paper towels is not fair to other students.
21.	A U D		21. If I lend a book I should expect it to be returned in good condition.
22.	A U D		22. Destructive marking in books shows poor manners.
23.	A U D		23. "Finders, keepers - losers, weepers" is a good rule.
24.	A U D		24. If you find a fountain pen you should take it to the lost and found dept.
25.	A U D		25. Taking towels from hotels is as bad as shoplifting.
26.	A U D		26. People who steal handle bar grips of my bicycle should be arrested.
27.	A U D		27. No person should leave a camp fire site without being sure the fire is out.
28.	A U D		28. We should be as careful not to tear other people's clothes as we expect them to be about ours.

29.	A U D		
30.	A U D		
31.	A U D		
32.	A U D		
33.	A U D		

29. Soaping store windows on Hallowe'en is great fun.
30. Spitting gum on the floor shows poor manners.
31. If you did not throw paper on the classroom floor, there is no reason why you should bother to pick it up.
32. Stuffing waste paper in the drawers gets it out of sight and out of everyone's way.
33. Even though the janitor sweeps, it is our responsibility to help keep the floor clean.

Name \_\_\_\_\_

A family of six people--a father, mother and four children--live at the edge of town. They get their drinking water from a well in the back yard. There isn't a cover over the well since there is a frame high enough to keep the children from falling in. An outside toilet is located a few feet away.

They haven't mended the screens on the window because they mean to get new ones next year anyway. They don't boil the drinking water because it doesn't taste good after it is boiled.

The water is low in the well so there isn't much water for bathing and washing hands. They don't drink certified milk since they own their own cow. They keep the windows closed at night to avoid the night air.

The father doesn't believe in inoculation because he thinks it is dangerous. None of the family are underweight and they get plenty of sleep.

The father and two of the children have typhoid.

What conditions may have led to their becoming sick?

List below the reasons why you think they became sick.

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A-P-S-1

Name \_\_\_\_\_ Period \_\_\_\_\_

Here is a problem to be solved. Read it carefully.

The first list of statements which follow the problem offer you a choice of solutions. Check the one you think is the correct solution.

The second list of statements gives reasons for the solution. Check the statement or statements in this list which gives the reason for your choice in the first list.

If you run out of gasoline on the highway at night and start walking back to the last filling station you have passed, you should walk

- \_\_\_ a. on the right side of the highway.
  - \_\_\_ b. on the left side of the highway.
  - \_\_\_ c. down the middle of the highway.
- 
- \_\_\_ 1. At crowded intersections where traffic is heaviest, the policemen stand in the middle of the street.
  - \_\_\_ 2. Most people are right-handed and can walk better on the right side of the highway.
  - \_\_\_ 3. You should walk so as to face on-coming cars.
  - \_\_\_ 4. The highway signs say "Keep to the Right."
  - \_\_\_ 5. Since cars go on the right and left side of the highway, the middle of the highway is the safest place.
  - \_\_\_ 6. Since cars going your way are on the right side you have a better chance of catching a ride if you are on the right side of the highway.
  - \_\_\_ 7. Hitchhikers usually walk on the right side of the highway.
  - \_\_\_ 8. You will not be hit until your time comes anyway, so it doesn't make any difference where you walk.
  - \_\_\_ 9. The pedestrian always has the right of way.
  - \_\_\_ 10. In case of doubt the middle course is always safest.
  - \_\_\_ 11. You should walk on the right side of the highway.
  - \_\_\_ 12. It is customary to keep to the right in the United States.



Name \_\_\_\_\_

## APPLICATION OF PRINCIPLE

Directions: Following the problem below are 2 lists of statements. The first list contains statements which can be used to answer the problem. Place a check in the parentheses after the statement or statements which answer the question. The second list contains statements which can be used to explain the right answer or answers. Place a check in the parentheses after the statement or statements which give the reasons for the right answer.

At the bottom of the page is the weight-height-age table.

John is 13 years old and 55 inches high. He weighs 58 pounds. How does his weight compare to normal?

Check any statements below which answer this question.

1. John is overweight.....( )1.
2. John is underweight.....( )2.
3. John is normal.....( )3.

Check the statements below which give the reasons for your answer above.

1. He should drink milk between meals.....( )1.
2. John should eat less bread.....( )2.
3. John should eat much as he has been doing.....( )3.
4. He should eat more butter.....( )4.
5. John should get more sleep.....( )5.
6. He should eat more bread.....( )6.

GIRLS						BOYS					
Ht.	11	12	13	14	15	Ht.	11	12	13	14	15
Ins.	yrs.	yrs.	yrs.	yrs.	yrs.	Ins.	yrs.	yrs.	yrs.	yrs.	yrs.
50	61	62				50	58	58			
51	63	65				51	61	61			
52	65	67				52	64	64	64		
53	68	69	71			53	67	68	68		
54	71	71	73			54	70	71	71	72	
55	74	75	77	78		55	73	74	74	74	
56	78	79	81	83		56	77	77	78	78	80
57	82	82	84	88	92	57	81	81	82	83	83
58	86	88	88	93	96	58	84	85	85	86	87
59	90	90	92	96	100	59	88	89	89	90	90

## A SELF RATING SCALE

This set of questions was worked out to help you determine whether or not you are strong or weak in some particular personality traits. Check the questions in the proper column.

	Yes	Some- times	No
<b>ADAPTABILITY</b>			
1. Do you refrain from grumbling about things which you cannot change?			
2. Do you feel at ease with people, as:			
(1) At parties			
(2) In the classroom			
(3) In church			
(4) At picnics			
(5) Talking to superiors?			
3. Are you able to keep from feeling superior or better than most of your classmates?			
4. Are you unhappy when your friends have better things than yours?			
<b>COURTESY</b>			
1. Do you refrain from doing things which disturb others, as:			
(1) Tapping on a hard surface			
(2) Humming			
(3) Writing on tables			
(4) Squeaking chalk on the board			
(5) Chewing gum			
2. Are you a good listener when others are talking?			
3. Do you remember to thank people for favors and courtesies			
4. Do you interrupt people who are talking without asking their pardon?			
5. Do you observe little customs, such as:			
(1) Knocking on the door before entering a room?			
(2) Asking to borrow books, pencils, etc., before taking possession?			
6. Do you greet others in a friendly manner?			
7. Do you refrain from talking and laughing loudly in public?			
8. Do you speak in a quiet voice?			

	Yes	Some- times	No
<b>DEPENDABILITY</b>			
1. Do you keep your promises?			
2. Do you perform your housekeeping duties without being reminded?			
3. Do you play and visit when you should be attending to duties?			
4. Do you put things back in their proper places when you use them?			
5. Do you keep your school work up to date?			
6. Do you return borrowed articles?			
<b>FAIRNESS AND OPEN-MINDEDNESS</b>			
1. Do you pass judgment upon the actions of other people without knowing the reason for their actions?			
2. If an athletic team, dramatic club, or Civitan contestant wins a victory from your school, are you willing to acknowledge their superiority, instead of making excuses for your team?			
3. Do you get angry at your teachers and parents if they do things which may seem unkind or unjust, without trying to get their viewpoint and reasons for their actions?			
4. Do you see the good things about the clubs, churches, etc., that your friends belong to, even though you are not a member?			
5. When the class proves that your opinion is wrong, do you change your mind willingly?			
<b>POISE</b>			
1. Can you preside with ease at group or club meetings?			
2. Do you feel at ease when carrying on conversation with older people?			
3. When you give a talk before a class or club, do you fidget with articles of clothing and jewelry?			
4. Are you at ease when receiving and making introductions?			

	Yes	Some- times	No
<b>SINCERITY</b>			
1. Do you tend to exaggerate?			
2. When friends confide in you, do you keep their confidences?			
3. Do you promise to do one thing, and do another?			
4. Do you talk and think the way the crowd does regardless of your beliefs?			
5. Do you flatter people unnecessarily?			
6. Do you repeat unpleasant things you hear about people?			
<b>LOYALTY</b>			
1. Do you uphold your school standards when representing it in an athletic event, or a contest at home or at another school?			
2. Do you refrain from making unkind remarks about your (1) teachers, (2) friends (3) school?			
3. Do you make unkind remarks about your parents?			
4. Do the things you do and say reflect credit upon your parents and yourself?			
5. Are you loyal to your country?			
6. Do you respect your flag by seeing that it is not allowed to be left in the rain or that nothing is placed on top of the flag?			

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