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RELEVANT EDUCATION APPROACH IN JUNIOR HIGH  
SCHOOL SETTINGS IN SPRINGFIELD, OREGON

Abstract approved:

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This research details the adoption, implementation, and outcomes of Project C. O. R. E. (Careers Oriented Relevant Education) in District #19 junior high schools in Springfield, Oregon. Information was gathered from teachers, students, and parents associated with each District #19 junior high school via questionnaires, interviews, and by field observations. Information collected focused on detailing the degree of acceptance of four life role areas -- family, citizen, occupational, avocational -- and on assessing group perceptions of school accomplishment related to program and course development in each life role area.

The information gathered indicated that curricular, organizational, and philosophical considerations were viewed differently by members of each population group. Further, each population group, in each school, differed with respect to their level of agreement with

the life role areas and their perceptions of school accomplishment related to those life role areas. Moreover, parents, students, and teachers did not agree on the objectives of a life role education approach, what a life role education approach should accomplish, or on how to conduct a life role education approach.

The Cultural Implications of a Careers Oriented  
Relevant Education Approach in Junior High  
School Settings in Springfield, Oregon

by

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## DEDICATION

To my wife, Vicki, for her gentle and constant support  
and to Dr. Charles W. Cormack for his encouragement,  
guidance, and humaneness.

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THE CULTURAL IMPLICATIONS OF A CAREERS ORIENTED  
RELEVANT EDUCATION APPROACH IN JUNIOR HIGH  
SCHOOL SETTINGS IN SPRINGFIELD, OREGON

INTRODUCTION

In recent years there has been a concerted effort to develop and implement more and better vocational education programs at the elementary, secondary, and college levels. Students, teachers, and parents have expressed growing discontent with present school programs. Vocational education programs are currently being designed with the intent of lessening present dissatisfaction.

Career education is not new to the school setting in the United States. Roberts (1971) points out that vocational education became national in scope at the high school level with the passage of the Smith-Hughes Act of 1917, and Venn (1969) indicates the importance given to vocational education at the college level with the passage of the Morrill Act of 1862. While those first programs were limited in scope, including only agriculture, industry, and home economics offerings, the present range of curricular offerings is diverse and still growing. But, more than diversity in the scope of offerings is evident in recent program development. The current trend is to redefine the meanings of education to include a wider perspective with respect to developing career and vocational oriented offerings. Current program design attempts to develop offerings which are not just vocational in nature, but which include the entire range of human activity.



One such attempt to redefine the scope and intent of education was Project C. O. R. E. (Careers Oriented Relevant Education). As the name implies Project C. O. R. E. gave primary emphasis to careers. In this context, however, career refers not only to a life-time profession but also to roles individuals would fill at some time during their lifetimes. Four roles, termed life roles, were designated as representatives of the roles an individual would fill. These roles were identified as a family role, a citizen role, an occupational role, and an avocational role. In a Project C. O. R. E. Progress Report (1970) the life role areas were explained as follows:

Every individual simultaneously functions in vastly different roles. He necessarily has an occupational or economic role, but beyond this, he also has a citizen's role, a family role, an avocational role and is influenced by the important concepts and values in morale, aesthetics, and religion. If through all these roles, the individual is able to attain his goals, he is rewarded with self-fulfillment and personal satisfaction.

Explicit statements defining the meaning of the life roles, how the life roles were to be used, and the expected results of a life roles approach were not made. However, the life roles were pursued as separate but related careers. Further, Project C. O. R. E. was not viewed as a static program. Rather, the project was viewed dynamically as a change process whereby school offerings would be identified and continually modified by students, teachers, and parents. In essence, then, Project C. O. R. E. was to be a change oriented approach

emphasizing family, citizen, avocational, and occupational careers which could be continually adapted to meet changing student, school, community, and societal needs.

Project C. O. R. E. began in 1969 in Springfield School District #19, Springfield, Oregon as the result of a proposal submitted to the Bureau of Research, U. S. Office of Education by Oregon State University. Responsibility for administering Project C. O. R. E. was assumed by the Division of Vocational, Adult, and Community College Education, School of Education, Oregon State University (Project no. 9-0214, Grant No. 0-9-470214-522(085)). Project activities were focused on the junior high level the first year, the senior high level the second year, and on the elementary level the third and final year. Project C. O. R. E. was terminated 31 July 1972. This study is concerned with only those programs and activities pursued at the junior high school level.

### Research Orientation

Education, in the widest sense, may be considered as every process which helps form a person's mind, character, or physical capacity. In a narrower context, education may be considered as the process of inculcating each generation with certain knowledge, skills, attitudes, and beliefs by means of institutions designed for this purpose. In both contexts, however, the central concern is the

continuance and transmission of culturally defined needs. Kneller (1966, p. 11) states:

Man seems always to have known that the young do not mature culturally unless they are shown how. Children, too, realize that the techniques of adulthood must be learned from their elders. Every society has discovered that the transmission of its culture cannot be left to chance. Granted that the child absorbs this culture from the countless experiences of his daily life, yet such informal assimilation cannot guarantee that he receives precisely those elements of culture that society believes its members must have if they are to perpetuate and renew it. Every society, therefore, supervises the education of its members. At some point in his childhood everyone is formally educated, though not necessarily in a school.

Since education is both a socializing and enculturative process any examination of education must proceed in terms of a cultural perspective. As stated by Chilcott, Greenberg, and Wilson (1969, p. 26):

Education is necessary in every society to provide children with skills, attitudes, and outlook on life necessary to participate as adults in their culture. With the advances of science in a complex culture such as our own, we can study education as a social-cultural process, not only to solve social problems associated with the school, but also to determine the cultural limits within which education can operate in our society. An analysis of these limits, together with the determination of the goals of an organized educational system, are major tasks of the social foundations of education.

With respect to Project C. O. R. E., then, the life role areas represent a set of cultural information transmitted via the school. Both the life role areas of Project C. O. R. E. and the school as a cultural institution require analysis in order to identify the scope, purpose, and impact

of the school as well as to determine if school procedures and requirements are meeting the perceived and real needs of individuals, communities, and society in general.

### Research Intent

The investigation involves three population groups (students, parents, teachers) in each of the four District #19 junior high schools. The purposes of the study are:

1. To determine if Project C.O.R.E. programs and activities are representative of needs and expectations identified as important by members of three population groups.
2. To determine if the life roles are meeting the needs and expectations of teachers, parents, and students.
3. To determine the degree of congruence or agreement between the three population groups in terms of the perceived importance of the life roles.
4. To determine the applicability for universal adoption and use of life role education approaches.

Generally, the intent is to determine if the life roles are representative of individual needs, if the life roles are meeting those needs, and if there are different needs and expectations identified as important among the three population groups.

## Hypotheses

The hypotheses to be tested in this study are as follows:

H1 Philosophy of Project C. O. R. E.

Students, parents, and teachers agree on the objectives of a life role educational approach.

H2 Purpose of Project C. O. R. E.

Students, parents, and teachers agree on what a life role education approach should accomplish.

H3 Implementation of Project C. O. R. E.

Students, parents, and teachers agree on how to conduct a life role education approach.

## RESEARCH METHODOLOGY

### Scope of Study

In addition to restriction to schools at the junior high level this study was further restricted to examine not the procedures and processes by which Project C. O. R. E. was instituted, but to explore the level of agreement between teachers, students, and parents with respect to Project C. O. R. E. intent, organization, and perceptions of the life roles. This is not to say, however, that no attention was directed to the procedures and processes of implementation associated with Project C. O. R. E. Rather, these aspects were considered as secondary or supportive evidence and were used only in so far as they helped elucidate the primary research focus.

The decision to focus this research on the junior high school level was influenced by several factors

1. A central goal of Project C. O. R. E. was to create a change oriented approach to education with respect to curricular offerings, instructional techniques, student, teacher, and parent involvement in planning and implementation of program changes, as well as the overall purpose of school.
2. Initial implementation of Project C. O. R. E. was at the junior high school level.

3. One school, Thurston Junior High School, was selected as the lead or pilot school for the introduction of Project C.O.R.E. activities. The three remaining junior high schools began to adapt Project C.O.R.E. activities to fit their operational frameworks once programs at Thurston Junior High School were under way.
4. Project C.O.R.E. planning, program development, and introduction into school settings had been in progress longer at the junior high school level than at either the elementary or high school levels. This is not to say, however, that personnel associated with elementary and high schools were not developing ideas and plans for their respective schools, but that actual implementation was first begun at the junior high school level.
5. Project C.O.R.E. staff, including District #19 and Oregon State University personnel, were involved in assessment and evaluation which would dovetail the focus on this study at the junior high school level.

#### Study Design

To assess the level of agreement concerning Project C.O.R.E., with respect to individuals' perceptions of goals, activities, programs, and school accomplishments, the investigation was organized to gather

attitudes and viewpoints from students, parents, and teachers. Parents, students, and teachers had been identified as the key participants of Project C.O.R.E. in planning and philosophical statements explaining and outlining the project.

Data collection consisted of three aspects. Members of each population group were asked to respond to a questionnaire designed to obtain information concerning each of the life roles (family, occupational, avocational, citizen), school organization, and the philosophy associated with Project C.O.R.E. Second, members of each population group were interviewed to obtain additional viewpoints and attitudes and to provide a check or reference point with which questionnaire data could be compared. Not all individuals interviewed had been asked to respond to the questionnaire. And finally, information concerning planning, organization, and achievements related to Project C.O.R.E. was gathered from interviews with administrative personnel, evaluation and other written reports, from attending project staff and evaluation meetings, from instructional materials used in school settings, student, teacher, and parent interviews, and from observations made in each of the District #19 junior high schools. Only those data gathered via questionnaire responses were statistically analyzed.

Five junior high schools were included in the study; four from District #19 in Springfield and one from District 509-J in Corvallis, Oregon. The District 509-J school, Western View Junior High School,



was included to serve as a pre-test of the questionnaire, to insure that the language of both the statement and response sections of the questionnaire was suitable for junior high school students, and also served as a control school. Parents associated with Western View Junior High School were not included in the sample. Responses to the questionnaire from students, parents, and teachers were grouped according to school attended, school taught in, or affiliated with. All questionnaire information was coded and entered on IBM cards for statistical analysis.

#### Data Acquisition Format

The sample instrument used was designed with three concerns in mind.

1. Members of all population groups would be asked to respond to the same instrument.
2. Statements dealing with all aspects of Project C. O. R. E. had to be included.
3. The complexity of statistical analysis was to be kept to a minimum.

Further, the instrument was designed so that individuals were required to select two responses for each statement. One response category was used to indicate the level of agreement with each statement. The second category was used to allow the individual to

indicate how much he or she felt school was doing in relation to each statement. The two responses required for each statement were selected from a series or scale of five possible answers for each response category. Each item in both scales was numerically coded for statistical analysis. Figure 1 represents both the terminology of the response scales and the numerical values assigned to each item in both response scales (see page 12).

The "can't say" response in scale 1 and the "some" response in scale 2 were included so individuals would not be forced to make an arbitrary strong or weak choice not representative of his or her true feelings. In terms of analysis, the "can't say" and "some" choices were considered neutral selections and were viewed as indicators of non-commitment for the corresponding statement.

Sample sizes for student, parent, and teacher population groups were established with the help of Dr. Norbert A. Hartmann, Jr., Department of Statistics, Oregon State University. The only criteria followed for sample size selection was that the sample size for each population group should yield sufficient respondents to allow valid analysis and interpretations. Snedecor and Cochran (1967), note that as the sample size increases the accuracy, in terms of prediction capacity, generalizations, and reliability, also increase. Since each population group differed in total size a sample size was established for each group which was large enough to allow reliable conclusions

Scale A: Level of agreement with each item and the numerical value assigned.

Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree
(5)	(4)	(3)	(2)	(1)

Scale B: How much school is doing in reference to each item and the numerical value assigned.

Very Much	Much	Some	Little	None
(5)	(4)	(3)	(2)	(1)

Figure 1. Instrument Response Scales.

to be drawn for each group in terms of the analysis procedures used. Those procedures are detailed in a later section of this chapter.

Student and parent sample sizes were set at 10 percent while the teacher sample included 90 percent of all teachers. The teacher sample was larger since only four junior high schools were included and a 10 percent sample would not provide an adequate sample for that group. The student sample was established by sampling 10 percent of each school's students according to individual school and District #19 attendance figures. The parent sample was established from a listing of junior high school parents maintained by District #19.

Respondents who were asked to complete questionnaires were randomly selected from each population group. The only stipulation placed on student selection was one of sample size for each school. Students attending Thurston Junior High School and Western View Junior High School were identified by the principal in each school. All other students were selected from class rosters provided by the principal in each school. Students, except those attending Thurston and Western View Junior High Schools, were released from their regularly scheduled classes and met as a group in each school to complete questionnaires. Students at Thurston and Western View Junior High Schools were not released from classes and completed questionnaires during their regular class meeting times.

Teachers in all schools, except Western View Junior High

School, were asked to complete the questionnaire in a letter of explanation prepared by the Assistant Superintendent responsible for Secondary Education in District #19. Teachers were contacted by placing the letter and questionnaire in individual teacher's mail boxes (see Appendix C for letters).

Parent responses were sought via a letter of explanation, also prepared by the Assistant Superintendent, a questionnaire, and a self-addressed stamped envelope (see Appendix D). Those parents who received a letter and questionnaire were selected from a list of all parents whose children attended District #19 junior high schools. To insure adequate response the parent sample was enlarged. Two hundred completed questionnaires were expected to be returned, but only one out of four or 131 were actually returned.

The total sample size for students, parents, and teachers by individual school appears in Table 1.

Table 1. Sample group sizes.

Junior High School	Students	Teachers	Parents
Hamlin	72	12	40
Springfield	41	18	23
Thurston	73	17	26
Briggs	84	26	42
Western View	<u>48</u>	<u>11</u>	<u>0</u>
Total	318	84	131

Individuals from each population group were selected for follow-up interviews after all questionnaires were returned. No attempt was made to choose any particular person. However, seventh, eighth, and ninth grade students in each school except Western View Junior High were selected in an attempt to get a broad spectrum of student viewpoints and concerns. Staff members in each of the District #19 junior high schools were interviewed during their free periods. Parents chosen for follow-up interviews were selected from the District #19 listing of parents of junior high school students. No interviews were conducted with either students or faculty associated with Western View Junior High School. To arrange interviews parents were first contacted by a letter of explanation and later definite appointments were made by telephone (see Appendix D for letter).

#### Analysis Procedures

All statistical analysis was done by the Oregon State University Computer Center. It consisted on a one-way analysis of variance with unequal cell sizes as discussed by Welkowitz, Ewen and Cohen (1971), and by Snedecor and Cochran (1967).

The analysis format required that the information in the questionnaires be tabulated according to school, population group, and question group. To simplify analysis the items appearing in the questionnaire were grouped according to six categories. Not all categories

consisted of the same number of items. Figure 2, page 18, indicates both the categories and the questionnaire number of each item included in each category.

Results of analysis was considered significant at the .05 level with four degrees of freedom. The computational procedures of the ANOVA (analysis of variance) consisted of the following steps and formulas.

Step 1: Sum of Squares ( $SS_T$ ).

$$SS_T = \Sigma(x - \bar{x})^2$$

Where:  $\bar{x}$  = Grand Mean for all observations

$\Sigma$  = Summation across all observations

Step 2: Sum of Squares Between Groups ( $SS_B$ ).

$$SS_B = \Sigma N_G (\bar{x}_G - \bar{x})^2$$

Where:  $N_G$  = Number of scores in group G.

$\bar{x}_G$  = Mean of group G.

$\bar{x}$  = Grand mean.

$\Sigma$  = Summation across all groups.

Step 3: Sum of Squares Within Groups ( $SS_W$ ).

$$SS_W = \Sigma(x_1 - \bar{x}_1)^2 + (x_2 - \bar{x}_2)^2 + \dots + (x_K - \bar{x}_K)^2$$

Where:  $x_1$  = Score in group 1,  $x_2$  = Score in group 2,  
etc.

K = Last group.

$\bar{x}_1$  = Mean of first group,  $\bar{x}_2$  = Mean of second group etc.

$\Sigma$  = Summation across the  $N_G$  cases of the group in question.

Step 4: Mean Squares are established by dividing  $SS_B$  and  $SS_W$  by the appropriate degrees of freedom. The degrees of freedom between groups (symbolized -  $df_B$ ) is equal to:

$$df_B = K - 1$$

Where:  $K$  = Number of groups.

Step 5: F ratio computed to establish level of significance.

$$F = \frac{MS_B}{MS_W}$$

Where:  $MS_B$  = Mean squares between groups.

$MS_W$  = Mean squares within groups.

The procedures followed required that a level of significant difference be established for each category of questions and that the level of significant difference be compared with questionnaire results from each school in order to interpret questionnaire results as they applied to each school.



Category 1:	Family Related Items.	
		2, 7, 12, 16, 17, 22, 27
Category 2:	Occupational Related Items.	
		3, 8, 13, 18, 23, 28
Category 3:	Citizen Related Items.	
		4, 9, 14, 19, 29
Category 4:	Avocation Related Items.	
		5, 10, 15, 20, 25, 30
Category 5:	Organization Related Items.	
		1, 6, 26, 31, 33, 34, 35, 36, 37
Category 6:	Philosophy Related Items.	
		11, 21, 24, 32, 38
<hr/>		
Total Items:		38

Figure 2. Categories and Related Items

## STATISTICAL AND INTERVIEW INFORMATION

To simplify analysis the questionnaire items were grouped into six categories representing the life roles, facets of organization, and philosophical considerations. A total of 38 questionnaire items were included in the six categories. Response patterns were established for students, parents, and teachers associated with each school except Western View Junior High School where parents were not included.

Initial data examination indicated that each school displayed sufficient response differences to require separate consideration. That is, even though the schools included displayed similarities the response patterns between schools, when statistically scrutinized, differed enough to require separate consideration of each school with respect to level of agreement with questionnaire items, perception of school accomplishment, and school operation factors.

Table 2 (page 21) represents the level of significant difference displayed by each school in terms of the questionnaire categories and selection scales. Table 2 is also the overall compilation of questionnaire data and represents the generalized questionnaire results.

Table 3 (Appendix A) details the mean response of each population group by school for selection scales A and B for the six questionnaire categories.

Table 4 (Appendix A) represents the mean of the mean responses

by category, population group, and response scale. Table 4 is offered to represent an overall view of questionnaire responses and is not intended to equate the responses of any one school with those from another school.

Tables 5 thru 34 (Appendix B) are representations of the responses to selection scales A and B for each questionnaire item by the population groups in each school.

Figures 3 thru 10 (Appendix C) provide a visual representation of the response patterns for each school by questionnaire category, response scale, and population group associated with each school.

#### Discussion of Significant Difference for Each Category by School

Table 2 is based on responses from population groups affiliated with each school. Findings are reported with respect to item category (Family, Occupational, etc.) and response scale and indicate those categories where a significant level of difference was noted for each school. Each school varies in terms of the level of significant difference due to unequal sample sizes for each school. Table 2 does not permit inferences concerning how each population group in each school responded to the items in each category or to response scales A and B, but it does support inferences that population groups in each school differ significantly from one another and indicates where those

Table 2. Significant difference for each category by school.

School		Family Related Category 1	Occupation Category 2	Citizen Category 3	Avocation Category 4	Organization Category 5	Philosophy Category 6
Hamlin Junior High	a	10.19	NS	6.09	6.16	NS	4.76
	*SD = 2.45	b	9.51	6.53	5.09	4.83	9.81
Thurston Junior High	a	13.78	6.73	10.67	8.04	NS	7.79
	*SD = 2.45	b	9.99	6.73	7.93	6.98	4.30
Springfield Junior High	a	NS	NS	2.81	NS	NS	NS
	*SD = 2.53	b	NS	NS	NS	NS	NS
Briggs Junior High	a	8.82	2.38	6.28	5.72	NS	7.40
	*SD = 2.37	b	13.91	3.60	6.62	7.27	13.43
Western View Junior High	a	NS	NS	5.38	NS	NS	NS
	*SD = 2.59	b	NS	NS	3.24	NS	NS

\*Significant Difference at .05 level.

\*NS = No Significant Difference .

\*a = Response for level of agreement.

\*b = Response for accomplishment of school.

differences occur. Analysis of Table 2 revealed the following points:

1. Each school represents a unique viewpoint concerning what school should be doing with respect to each category of items.
2. Population groups associated with each school perceive the level of accomplishment associated with each category differently.
3. Individuals associated with Springfield Junior High School and Western View Junior High School display the least statistical divergence in terms of what they think school should do and what they feel school is doing.
4. Individuals associated with Thurston and Hamlin Junior High Schools display similar trends. Responses from both schools moved in the same direction for both response scales. Responses concerning what school should be doing differed more than responses concerning the level of perceived school accomplishment. The only exception was the responses from Hamlin Junior High School related to Category 6 (Philosophy Related Items).
5. Responses from Briggs Junior High School displayed a higher degree of difference in relation to the level of school accomplishment than in relation to what school should be doing.
6. Responses associated with Category 5 (Organization Related Items), response scale A (what school should do) did not

reach the level of significant difference in any of the junior high schools. This does not indicate that individual's responses related to Category 5 items were the same for all schools, only that there was no significant difference noted for Category 5 items (response scale A) in reference to each school.

7. Except for responses from Thurston and Briggs Junior High Schools related to Category 2 (Occupational Related Items), response scale A no significant differences were noted. The level of significant difference noted at Briggs Junior High School was extremely slight. Again, responses from individuals associated with each school are not considered as indicators of agreement between schools.

## Interviews

### Student Interviews

Students discussed a wide variety of issues related to school. Relationships with teachers, curricular offerings, the purpose of school, and how school operated were among the issues discussed with students. However, when asked specifically about Project C. O. R. E. related offerings only a few students could identify the existence of such offerings. For the most part, Project C. O. R. E. was not readily

recognized. Students from each of the District #19 junior high schools responded to questions about Project C. O. R. E. differently and school differences were apparent. Students associated with Briggs and Springfield Junior High Schools were least able to discuss school offerings in the context of Project C. O. R. E. while Hamlin and Thurston Junior High School students were able to identify Project C. O. R. E. and related offerings. Briggs students were least able to discuss school offerings in the context of Project C. O. R. E. or to identify the project. Thurston students were most able to identify both Project C. O. R. E. and related offerings.

Students associated with each District #19 junior high school, except Briggs, were able to identify a precise school offering or activity they felt represented Project C. O. R. E. For example, Springfield students indicated a "Career Night" where parents, teachers, and students met after school hours to view and discuss student designed projects representing some occupational or career area. Hamlin students specified a course titled "Teenagers" and Thurston students named a course titled "Let's Communicate." For the most part, however, courses were not meaningful as Project C. O. R. E. related courses per se. That is, a home economics course was seen as dealing with family matters but was not viewed as a Project C. O. R. E. course offering.

In reference to the purpose of school, most students felt school

was primarily responsible for and supposed to prepare students for high school. When questioned about what exactly would be needed for high school and what individual schools were doing to prepare students for high school, students could not respond beyond stating that they did not know exactly what they would need for high school and that schools were teaching the skills of English, math, and science.

In terms of school organization and operation, students associated with all District #19 junior high schools felt schools were too regimented and that student suggestions concerning changes would not be accepted to any significant degree, if they were accepted at all.

Students at Briggs Junior High indicated they were never asked about class content and that student suggestions and opinions were not possible. An element of fear was noted among Briggs students in reference to offering suggestions or stating opinions about class content and teacher performance.

Springfield students felt their suggestions and opinions would not be seriously considered. Springfield students indicated they had prepared a list of ideas and suggestions (sought by teachers and administrators) but that none of their suggestions had been acted upon or discussed further. As a result, Springfield students felt it was useless to attempt further suggestions.

Hamlin students felt their viewpoints and suggestions would be accepted to some extent, but that they never knew if their ideas would



have any effect since student produced suggestions were seldom discussed after they were presented to a teacher or administrator.

Thurston students felt they were able to present suggestions and viewpoints at any time to any of their teachers or administrators. However, Thurston students did not feel it was their place to offer suggestions related to changes in class content or teacher performance because teachers were perceived as experts who knew what students needed. Moreover, Thurston students indicated that teachers should not be evaluated by students since students did not have the knowledge to make judgements about teacher performance. If, however, Thurston students expressed a desire for a particular class they felt it would be offered.

With respect to teacher and student relationships a wide range of student perceptions were noted. Briggs students did not view teachers as persons who would be willing to accept student ideas. Nor did Briggs students feel they could interact with teachers outside the classroom setting. For the most part, Briggs students viewed their teachers with trepidation. Springfield students felt teachers did not understand student viewpoints and were concerned primarily with the content of their individual subject areas. Springfield students indicated they would seek help and advice from a few trusted teachers, but only after first seeking help or advice from among their friends. Hamlin students felt their teachers were, for the most part, individuals who

were genuinely concerned about, liked, and would try to help students. Hamlin students indicated that they frequently sought the help and advice of teachers concerning non-class matters. Thurston teachers were perceived as fair and democratic people who were trying to help students. However, teachers at Thurston were also viewed as authorities who were there to teach students what they needed to know. While Thurston teachers were not feared by students, they were approached with deference.

Several themes recurred during interviews with students. While students in each junior high school differed in terms of the degree of intensity and the level of articulation of their viewpoints the same concerns appeared in all schools.

1. The degree of interest in various classes and the amount of student involvement was related to the performance of the individual teacher.
2. It wasn't the content of a class which made it dull or interesting; it was the teacher's approach to the students, the material used, and the teacher's willingness to accept the viewpoint of students.
3. An element of perceived force was implied by all students. All students indicated they felt they would be punished in some fashion unless they performed according to an established set of rules.

### Parent Interviews

Most parents interviewed felt District #19 junior high schools were doing a good job. Several parents, however, indicated that more emphasis should be given to the basics such as math, English and reading and that too much free time was given students. Many indicated that their children seldom brought school work home and felt their children were allowed too much free time during school hours. The consensus among those parents interviewed was that students should have school work to do at home.

When asked if they visited their child's school most parents said they seldom visited school unless asked to come in for a conference concerning their child. Even though several of the junior high schools arranged "coffee meetings" during and after school hours and had invited parents to attend, few parents took this opportunity. Only one parent interviewed indicated voluntary visits to learn more about school activities and offerings.

Questions concerning parent suggestions for school operation indicated that most parents did not feel they could offer a great deal. Many parents did express concerns but, for the most part, they made no real effort to transmit their suggestions to either teachers or administrators. The majority of those parents interviewed felt decisions pertaining to school offerings should be left to teachers and

administrators because they were trained for their jobs and were qualified to make decisions. Moreover, when asked if they thought their suggestions would be heeded if given most parents felt they would not be. Most parents felt that school personnel did not look to the community for suggestions.

With respect to school offerings they were aware of, most parents were supportive of occupationally related offerings and felt students needed more opportunity to explore various career possibilities. However, several parents expressed concern that students at the junior high school level should not be forced to select a career area but should be afforded the chance to experiment with many types of occupations. Most parents viewed occupationally oriented offerings as a needed alternative to what they considered too much stress to gear students for college.

A high degree of ambiguity was noted in reference to the remaining three life roles. However, some parents felt students needed more direction in understanding what was required for active citizenship and personal and family relationships.

In terms of school organization, parents indicated a desire for more discipline and more required classes (math, English, reading, history). All parents were unable to verbalize a district philosophy, but many expressed a belief that there was an over-emphasis for college preparatory work.

When asked what role students should play in terms of evaluation of classes and teacher, parents indicated nearly unanimous agreement: parents stated that students were too immature to make valid evaluations. Moreover, parents felt students were in school to learn how to make judgements and were not qualified to assess either teacher performance or class content. Many parents felt schools were having discipline problems because students were not controlled enough and had too much say about what was offered in school. Parents felt that if teachers were going to be evaluated they should be evaluated by their fellow teachers because they were the only people truly qualified to make intelligent judgements about teaching.

For the most part, parents were convinced that the junior high schools in District #19 were trying hard to improve. Few of those parents interviewed, however, felt their ideas would be listened to even if they were offered. Project C.O.R.E. was not widely recognized except among those parents whose children attended Hamlin Junior High and Thurston Junior High. Generally, those parents could not detail the meaning of Project C.O.R.E. but were supportive about issues such as offering more occupational and citizenship related courses. Family and avocational related issues were met with varied viewpoints and no definite trend was noted. Parents, by and large, felt school operation was the responsibility of the teachers and administrators. This was supported by many parents on the grounds that

they paid taxes to hire people trained to run and teach school.

### Teacher Interviews

Teachers were the most articulate group interviewed in reference to the meanings associated with Project C.O.R.E. Teachers, like the other groups interviewed, voiced a variety of viewpoints. Perhaps more important than differences with respect to specific viewpoints, however, were the differences noticed between the concerns expressed by teachers associated with different junior high schools.

While all of the teachers interviewed were quite intent on teaching students the specifics of their respective content areas, those teachers associated with Thurston Junior High School, and to a lesser degree Hamlin Junior High School, were highly interested in developing more ways to offer students the opportunity to become involved in "interdisciplinary" offerings. By "interdisciplinary" teachers were referring to school offerings which would combine various subject areas in topic areas. That is, a course offering such as "The Work People Do" would include numerous subject areas such as math, English, history, etc. Further, teachers associated with Hamlin and Thurston Junior High Schools indicated that students must be given more opportunities to plan their own school programs and be responsible for their choices without having to be told exactly what to do, when to do it, and how much to do. This is not to suggest, however,

that those teachers at Hamlin and Thurston Junior High Schools were advocating that students be responsible for 100% of their individual curricular choices, but that students need more chances to help plan their own programs and to make decisions which would affect them personally. Moreover, teachers at Hamlin and Thurston Junior High Schools did not view themselves as disciplinarians or their role as unquestionable authorities, but as motivators and facilitators.

Those teachers associated with Springfield and Briggs Junior High Schools did not indicate a lack of willingness to help students in any way or to facilitate student motivation, but they did so in the context of individual class offerings and content areas. Teachers at Briggs and Springfield Junior High Schools did not display the willingness to accept student viewpoints which was evident at Thurston and, to a lesser degree, at Hamlin.

While all teachers expressed opinions about both social and intellectual maturity differences found among junior high school students, those teachers at Thurston Junior High School felt more secure in allowing increased student input in terms of school offerings, school organization, and student planned programs than did teachers at the other District #19 junior high school.

Even though teachers associated with all of the junior high schools in District #19 felt their respective schools were progressive and were meeting the needs of the students most of the time, those

teachers interviewed indicated that they felt teachers were accomplishing more than administrators and parents realized.

The concept of Project C. O. R. E., as expressed in statements of goals and philosophy, did not seem to deviate significantly from the goals and philosophy expressed by most teachers. Many teachers indicated, however, that when special programs such as Project C. O. R. E. were adopted at the district level they were perceived by teachers as "just another program."

District adoption of Project C. O. R. E. and subsequent district input was not seen by teachers as necessarily inhibiting to teachers but most of the teachers interviewed felt they were already pursuing goals consistent with the expressed district level goals pertaining to Project C. O. R. E. The main problem appeared to be that teachers considered themselves to be the people primarily responsible for insuring that school district goals were accomplished on a day-to-day basis and that directives and guidelines produced at the district level failed to accept teachers as the principal initiators of district goals. Further, teachers felt that their individual talents and capabilities were too often subjugated in the name of "special projects." This is not to suggest that all teachers indicated they were not able to accept district wide plans or special programs, but that several teachers felt program development and implementation took on aspects of obligatory acceptance, even though the objectives, elements and



organizational considerations included in special programs did not necessarily reflect the priorities held by teachers.

Not all teachers expressed obligatory acceptance concerns, but most felt considerable impact was lost in the transfer from the district level to the teacher and student level. Further, many teachers stated that they did not think a uniform set of philosophy statements existed for District #19 schools. Moreover, due to a lack of such philosophy statements many teachers felt overall school performance was adversely affected.

Of the life roles included in Project C. O. R. E., teachers from all schools indicated a high level of agreement with the occupation and citizenship related items. Less agreement was noted concerning the family and avocational related items. Of the District #19 junior high teachers, Thurston and Hamlin teachers were more willing to accept and pursue all of the life roles while Springfield and Briggs teachers displayed some agreement but indicated their respective schools were accomplishing similar ends even though they were not labeled as Project C. O. R. E. ends per se. Teachers associated with Thurston and Hamlin Junior High Schools appeared to express viewpoints which closely approximated stated Project C. O. R. E. goals while teachers associated with Springfield and Briggs Junior High Schools exhibited noticeably weaker viewpoints in terms of acceptance of Project C. O. R. E. goals.

### Summary of Information

1. Analysis of questionnaire responses from each of the junior high schools indicated that the junior high schools could not be statistically compared. That is, responses from each school indicated that each school's response patterns differed significantly from the other schools sampled and that responses from each school were representative only for that one school.

2. Differences between students', teachers', and parents' responses were evident for each category of items and for both response scales. Table 3 (Appendix A) represents the mean responses for each population group, response scale, and school. In all schools, parent and teacher responses to scale A (level of agreement) and to scale B (perception of school accomplishment) were higher than student responses. Further, in all schools, a discrepancy between the level of agreement and the perceived level of school accomplishment in relation to each category and each item in each category was evident.

3. An analysis of the population groups in each school indicated that in all schools, except Springfield and Western View Junior High Schools, there were significant differences at the .05 level between the population groups with respect to the level of agreement and degree of perceived school accomplishment related to each category of items. However, even though each school was treated as a separate component

in the study, no significant difference was noted for response scale A (level of agreement) with respect to Category 5 items (Organization Related) in any of the schools included.

Population groups at Springfield and Western View Junior High Schools exhibited the most uniform response patterns for both scale A and scale B. The only significant difference noted for Springfield Junior High School was in relation to the level of agreement with Category 3 items (Citizen Related). Respondents at Western View Junior High School displayed significant difference in relation to both their level of agreement with and in their perception of school accomplishment related to Category 3 items and in their perception of school accomplishment related to Category 6 items (Philosophy Related).

Hamlin and Thurston Junior High Schools responses were similar in that, except for Category 6 items (Philosophy Related) at Hamlin Junior High School, the level of agreement with category items was more divergent than were the perception of school accomplishment related to the categories. Responses associated with Briggs Junior High School indicated the opposite tendency. The level of agreement with category items was less divergent than was the perception of school accomplishment. Response to Category 6 items at Hamlin Junior High School were similar to the responses noted at Briggs Junior High School.

4. During interviews with students except those at Western View Junior High School, students indicated their performance was not dependent so much on class content as it was on the teacher's approach, use of materials, and willingness to accept student viewpoints.

5. Parent input, in terms of planning school priorities, school offerings, and implementing programs was restricted due to a belief among parents that decision making concerning education was outside their realm of expertise and should be handled by district personnel and teachers who were perceived as "experts."

6. Project C.O.R.E., as a concept, was not accepted equally by all population groups in District #19 junior high schools. Nor did Project C.O.R.E., as a concept, mean the same things to all District #19 junior high teachers, students, and parents. (Project C.O.R.E. as a concept includes the life roles discussed in the Introduction as well as the attempts made by District #19 junior high school parents, students, and teachers to define life roles and include the life roles approach in their curricular offerings.)

7. A generational difference was apparent in terms of responses to questionnaire items. That is, student responses were noticeably different from both teacher and parent responses (see Figures 3 thru 8, Appendix C).

8. Those parents who lived in Springfield but commuted to

another city to work viewed Project C. O. R. E. differently than those individuals who lived and worked in Springfield. Those individuals who lived in Springfield but worked elsewhere saw Project C. O. R. E. as a college oriented approach while those individuals living and working in Springfield saw the project as an occupationally oriented program.

9. Parents who held managerial positions felt Project C. O. R. E. was less important for student success than did those parents who held non-managerial positions. Generally, parents in managerial positions viewed school as a stepping stone to college while parents in non-managerial positions saw school use of Project C. O. R. E. as a way for their children to get a skill leading to a good job.

10. Parents and students from ethnic backgrounds did not view Project C. O. R. E. as beneficial or relevant. That is, parents of an ethnic background indicated their children were doing poorly in school and that Project C. O. R. E. did not offer instruction or information needed or wished by the children. Most references indicating displeasure with the project were directed to the family and citizen life roles.

11. The religious beliefs of some families created problems for the children attending junior high school in District #19. That is, school offerings related to the life roles were seen as opposed to the religious convictions held by some families. At the time of this study no solution of mutual agreement had been developed between the school

and the individuals concerned. As a result of this conflict the students concerned were experiencing academic and social difficulty in school.

## FINDINGS

On the basis of data analysis, interviews, and observations the following conclusions are indicated and supported.

With respect to  $H_1$  (Philosophy of Project C.O.R.E.).  $H_1$  is rejected at the .05 level as indicated in Table 2 (page 20) representing a summary of questionnaire analysis.  $H_1$  is further rejected on the basis of interviews conducted with members of each population group which indicated that parents, teachers, and students did not agree on the objectives of a life careers educational approach. It should be noted, however, that of the life role categories included in Project C.O.R.E., those relating to occupational considerations displayed the least significant difference with respect to each school and all population groups.

With respect to  $H_2$  (Purpose of Project C.O.R.E.). As indicated in Table 2 (page 21)  $H_2$  is rejected at the .05 level.  $H_2$  must also be rejected on the basis of interviews conducted with members of each population group and on the basis of observations made in school settings.

With respect to  $H_3$  (Implementation of Project C.O.R.E.).  $H_3$  is rejected at the .05 level as indicated in Table 2 (page 21).  $H_3$  is also rejected on the basis of interviews with members of each population

group. Further,  $H_3$  is rejected on the basis of response patterns presented in Table 2 which indicate a marked divergence between what individuals think school should be doing and their perceptions of what school is doing. That is, there is a lack of congruence between what individuals think is important and should be pursued in school and their perceptions of what is happening in school.



## IMPLICATIONS OF STUDY

Project C. O. R. E., as discussed and described in preceding chapters, was intended as a change oriented project. Modifications in curricular and programs offerings, school organization, and philosophy guiding school operation were intended. However, as indicated in Chapter 3 (Findings), teachers, parents, and students did not agree on the objectives, intended accomplishments, or conduct of a life role education approach. It is useful, then, to consider factors which may influence change attempts. For the purpose of discussion Project C. O. R. E. serves only as a representative example of a change attempt.

As indicated in Chapter 1, Project C. O. R. E. programs and activities were formulated and introduced into school settings without explicit defining and guiding statements. In essence, Project C.O.R.E. was adopted and implemented without defining precisely what was meant by the life roles, how they were to be used, what each life role was to accomplish, and how school organization, in general, was to be affected. Brameld (1950) states both the main issue and a central problem which he considers as an impediment to educational success and which bears directly on the case at hand:

One of the occupational diseases of educators is our habit of indulging in slogans. Perhaps the most common example is our incessant repetition of the need for purposes and

objectives in education--a need expressed in such threadbare phrases as "education for democracy" or "training for citizenship".

The danger in this kind of sloganizing is that it tends to substitute verbalisms for genuine meanings.

The lack of definitions detailing the life role areas, how they were to be accomplished, what was included in each life role, and the purpose of those life roles bears directly on an understanding of the implications associated with attempts such as Project C.O.R.E.

There are other considerations, however, which are of equal importance when critical evaluation of such modification attempts is called for. That is, Project C.O.R.E. was used as a way to reorganize the kinds of information and programs available to students which, it was felt, would allow students a more realistic choice of information and would result in greater student satisfaction and success. However, as previously indicated, the definitions of the life role areas were not complete. The modifications sought were attempted, then, without a true understanding of goals, implications, or alternatives related to the life roles. Of equal importance, Project C.O.R.E. did not include generally agreed upon and understood statements leading to a basic understanding of the cultural and social implications of such a modification attempt. That is, the creation of curricular and organizational changes was seen as the way to bring about changes in individual and group behaviors, beliefs, perceptions, and patterns of living. Curricular and organizational

modifications were planned without first attempting to gain insights into the already existing beliefs, perceptions, behaviors, and living patterns of individuals and groups living in District #19. The possible existence of ethnic, social, religious, and cultural variations among the population base served by District #19 schools was not included in the hypothetical basis of Project C.O.R.E. Rather, Project C.O.R.E. included and was built around a set of assumptions implicitly stating that all individuals in all District #19 schools had similar needs, backgrounds, motivations, and perception and that all individuals would benefit equally as a result of the life role approach. Moreover, it was implicitly assumed that the life roles of Project C.O.R.E. represented and encompassed the precise needs of all students, parents, and teachers in District #19.

While imprecise definitions and faulty conceptualizations hinder the ultimate success of a Project C.O.R.E., there is another, and perhaps the most important, aspect which requires attention. For example, Project C.O.R.E. offered a series of life roles which were to constitute a divergent approach to education and which were to enable students to become more proficient at adapting and applying learned information to real life situations. However, the manner in which information was presented to students, the kind of information presented, and the possible ways to use that information was presented in unchanged settings (structured classrooms), based on

unchanged justifications (future needs of students), and in the same manner used previous to the adoption of Project C.O.R.E. (pedagogical). Project C.O.R.E. was adopted as an attempt to begin a change process to serve multi-faceted needs via diverse school offerings, restructured school organization, and rearticulated school philosophy. In reality, however, the basic format, organization, and philosophy of District #19 junior high schools was not changed. In essence, Project C.O.R.E. was added to an already existing operational format to begin to bring about changes, but the already existing format was not altered to promote change.

Anthony F. C. Wallace (1970) addresses himself to a similar issue in describing two alternative viewpoints. For simplicity and brevity these alternative viewpoints are identified as "replication of uniformity" and "organization for diversity" viewpoints. To paraphrase Wallace, the replication of uniformity viewpoint implies that members of a social group, by virtue of their common identity, behave in the same manner under the same circumstances and are considered to have learned the same things in the same cultural environment. The organization for diversity viewpoint, on the other hand, implies that members of a social group do not have the same set of shared experiences, that there is not a common identity, and that those things learned are not similar in either content or cultural context.

These two viewpoints are especially useful in understanding the implications of change oriented programs. As already noted, Project C.O.R.E. was based on implicit assumptions that all students shared similar backgrounds, experiences, needs, and perceptions. But, Project C.O.R.E. attempted to create a diversity of curricular offerings which would enable students to adapt and use information differently. The intent of Project C.O.R.E. was, then, not consistent in terms of the assumptions the project was based on and in terms of the outcomes hoped for as a result of the project. Further, the mode, method, and content of information presentation was designed to produce an organization for diversity viewpoint, but was, instead, based in and supported by a replication of uniformity viewpoint. What, then, are the implications of a Project C.O.R.E. as adopted and implemented by District #19.

First, prior to adopting a modification approach such as Project C.O.R.E. those persons charged with administration must be cognizant of the social, physical, and cultural setting in which it is to be used. That is, if modifications consistent with or similar to those sought via a Project C.O.R.E. are to be attempted it is essential that human diversity, in terms of beliefs, perceptions, needs, and ethnic diversity be understood, accounted for, and planned for if realistic and non-destructive changes are to be achieved. In District #19, for example, it was assumed that all students had

similar goals, beliefs, perceptions and needs despite the fact that the same project was to, ultimately, serve primary thru senior high school age students of diverse backgrounds. Further, individuals from diverse social, religious, ethnic, and residence backgrounds were attending District #19 schools. Needless to say, the life roles included in Project C.O.R.E. did not account for the needs of such a diverse group of people. Instead, in order for District #19 students to succeed in the context of a life role approach, as used, they would have to accept definitions, values, and behavioral requirements not always consistent with their own unique cultural backgrounds.

Second, Project C.O.R.E. was viewed as a way to provide individuals with information related to precise roles which they would fill at some future date. However, those roles were not determined as a result of information obtained pertaining specifically to the people of Springfield. While the life roles of Project C.O.R.E. may indeed represent realistic life roles in one setting that same set of life roles may be foreign and unacceptable in a different setting. For instance, the life roles as pursued in District #19 would have little meaning if they were used in an American Indian school setting in Arizona. The point being that cultural diversity is a result of not only religious, social, and ethnic differences, but is also a result of regional, geographic, and physical location factors. The usefulness of a project like Project C.O.R.E. is, then, dependent not only on

the content of the project itself, but also on the location and setting in which it is to be used. Thus, the purpose and intent of a Project C.O.R.E. or similar projects must be conceptualized and designed for specific group, geographic, and physical settings. That is, if the intent of a Project C.O.R.E. is to provide individuals with information and capabilities allowing those individuals to deal more effectively with their specific social, cultural, and physical environments, that project must be designed precisely for the social, cultural, and physical environments of the individuals concerned.

Third, Project C.O.R.E. represented an attempt to produce, in a systematic and structured way, curricular and program changes which were to reflect situations of later life. However, the meanings associated with each life role and the requirements established to produce student understanding of those life roles were defined and determined, not by students, teachers, and parents, but by an administrative group. In reality, the purposes, content, and perceived applications associated with the life roles did not promote the acceptance of a diversity of viewpoints, attitudes, and behaviors. Rather, the life role approach promoted, implicitly, a homogenous world view. The danger is, then, that the adoption of an approach such as Project C.O.R.E. may result in the limiting of viewpoints and the channeling of actions rather than in the increase of individual and group resources.

Modification attempts, such as Project C.O.R.E., may indeed be useful and valid approaches to education. However, if such attempts are not fully conceptualized, in terms of scope, intent, and implications, and if the settings in which they are to be used (social, cultural, physical) are not fully understood the potential for the destruction of individual and group identity, resources, and capabilities may far outweigh the chances for success. Further, if it is the hope of educators to provide individuals and groups more opportunities and better capabilities, they need to first recognize the existence of plural cultural identities, differing life styles, and divergent solution methods. It is crucial to realize that the success of a project or program need not be measured by the number of people who come to accept similar viewpoints, react in the same manner, or solve problems in a like fashion. Rather, if actual and observable changes are sought, it is essential to design projects and programs which draw upon and bring about the development of divergent human potential with respect to cultural diversity in human thought and action.



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APPENDIX A

Table 3. Means of categories for response (A) and (B) by school and group.

School	Pop. Groups	Family		Occupation		Citizen		Avocation		Organization		Philosophy	
		A	B	A	B	A	B	A	B	A	B	A	B
Hamlin Junior High	7	3.27	2.17	4.18	2.20	3.99	3.12	3.11	2.28	3.31	2.19	3.31	2.06
	8	3.40	2.29	4.02	3.14	4.13	3.03	3.39	2.51	3.36	2.32	3.49	1.16
	9	3.07	2.08	4.33	3.86	3.95	2.71	3.18	2.36	3.17	1.98	3.32	1.97
	T	4.31	3.20	4.11	4.00	4.55	3.80	3.18	2.91	3.13	2.79	3.60	2.14
	P	3.90	3.00	4.37	3.44	4.36	3.46	3.56	2.84	3.44	2.82	2.96	2.71
Thurston Junior High	7	2.66	2.31	3.76	2.89	3.58	2.79	3.06	2.62	3.24	2.57	3.35	2.41
	8	3.27	2.49	4.08	3.29	3.97	2.95	3.23	2.56	3.19	2.51	3.53	2.75
	9	3.09	2.46	4.44	3.47	4.07	2.94	3.39	2.64	3.17	2.71	2.71	2.93
	T	4.14	3.44	4.35	3.53	4.55	3.64	3.75	3.30	3.26	3.09	3.65	3.40
	P	3.77	3.12	4.32	3.51	4.22	3.55	3.60	3.13	3.43	2.95	3.00	2.84
Springfield Junior High	7	3.60	2.75	4.11	3.30	4.04	3.07	3.39	2.82	3.19	2.58	3.34	2.46
	8	3.44	2.65	4.07	3.48	3.78	3.34	3.57	3.02	3.59	2.85	3.33	2.94
	9	3.47	2.30	4.24	3.83	4.11	3.27	3.28	2.84	3.32	2.63	3.40	2.62
	T	3.70	3.07	4.25	3.52	4.29	3.52	3.68	2.67	3.19	2.70	3.18	2.81
	P	3.70	2.66	4.25	3.31	4.18	3.44	3.40	2.60	3.31	2.70	3.02	2.62
Briggs Junior High	7	3.15	2.30	4.13	3.08	4.04	3.03	3.37	2.60	3.39	2.31	3.54	2.30
	8	2.97	2.07	4.05	2.96	3.90	2.89	3.28	2.33	3.23	2.17	3.33	2.10
	9	3.10	2.13	4.38	3.54	4.10	2.70	3.07	2.29	3.18	2.18	3.24	2.09
	T	3.82	2.75	4.19	3.48	4.38	3.38	3.41	2.68	3.31	2.63	3.23	2.01
	P	3.47	3.02	4.30	3.36	4.23	3.44	3.52	3.00	3.31	2.94	2.84	2.80
Western View Junior High	7	3.51	2.38	4.20	2.82	3.95	2.42	3.11	2.45	3.17	2.34	3.05	2.21
	8	3.35	2.23	4.10	2.79	3.82	2.63	3.19	2.45	3.13	2.37	3.25	2.07
	9	3.28	2.08	4.08	2.47	3.76	2.37	3.35	3.41	2.24	2.24	3.38	2.23
	T	4.04	2.86	4.00	3.18	4.38	3.17	3.62	2.88	2.64	2.64	3.45	2.87

Table 4. Mean of the means for responses (A) and (B) by category and group.

Categories	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1 Family Related	3.27	2.38	3.29	2.35	3.20	2.21	4.00	3.06	3.68	2.95
2 Occupation Related	4.08	2.86	4.06	3.13	4.29	3.40	4.17	3.54	4.31	3.40
3 Citizen Related	3.86	2.89	3.20	2.97	4.00	2.80	4.43	3.50	4.25	3.47
4 Avocation Related	3.21	2.25	3.23	2.57	3.25	2.71	3.66	2.96	3.52	2.91
5 Organization Related	3.26	2.40	3.30	2.44	3.18	2.35	3.21	2.77	3.68	2.85
6 Philosophy Related	3.32	2.29	3.39	2.40	3.41	2.37	3.42	2.85	2.95	2.74

APPENDIX B

Table 5. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 1 Items: Family Role Hamlin Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students understand family relationships .	3.09	2.38	3.00	2.67	3.23	2.38	4.42	3.17	3.95	3.10
2. School should help students learn what is needed to support a family.	3.66	2.22	3.89	2.54	4.00	2.62	4.33	3.42	4.28	2.95
3. School should help students in understanding the importance of the family.	3.66	2.22	3.33	2.33	3.38	2.08	4.25	3.33	4.10	3.37
4. Students should study how different families live .	3.09	2.12	3.48	2.41	2.69	2.08	4.33	3.25	3.80	3.03
5. How to get along better as a family member should be studied in school .	3.28	2.06	3.30	2.00	3.00	1.92	4.45	3.09	3.85	2.89
6. Students should study different ways families live .	3.09	2.16	3.30	2.33	2.62	1.77	4.42	3.17	3.73	2.87
7. Different family roles (mother, father, son, etc.) should be studied in school .	3.03	2.06	3.48	2.77	2.54	1.69	4.00	3.00	3.49	2.74

Table 6. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 1 Items: Family Role Thurston Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students understand family relationships.	2.33	2.29	3.36	2.55	3.04	3.00	4.29	3.71	4.00	3.15
2. School should help students learn what is needed to support a family.	2.90	2.48	3.52	2.59	3.80	2.56	3.82	3.12	4.08	3.25
3. School should help students in understanding the importance of the family.	2.95	2.48	3.44	2.81	3.56	2.40	4.47	3.35	4.04	3.20
4. Students should study how different families live.	2.57	2.29	3.07	2.59	3.00	2.36	3.94	3.40	3.84	3.11
5. How to get along better as a family member should be studied in school.	2.38	2.29	3.26	2.33	2.88	3.40	4.47	3.71	3.83	3.12
6. Students should study different ways families live.	2.76	2.33	3.04	2.59	2.92	2.36	3.88	3.14	3.12	3.17
7. Different family roles (mother, father, son, etc.) should be studied in school.	2.71	2.00	2.93	2.96	2.44	2.12	4.12	3.29	3.50	2.84

Table 7. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 1 Items: Family Role Springfield Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students understand family relationships.	4.07	3.29	3.55	3.11	3.65	2.89	3.81	3.00	3.91	3.15
2. School should help students learn what is needed to support a family.	3.93	2.86	3.67	2.11	4.06	3.06	4.06	3.13	3.91	2.65
3. School should help students in understanding the importance of the family.	3.86	3.14	3.78	3.00	3.56	2.72	3.93	3.21	3.81	2.59
4. Students should study how different families live.	3.36	2.71	3.44	2.44	3.29	2.61	3.44	2.92	3.71	2.71
5. How to get along better as a family member should be studied in school.	3.86	2.93	3.33	2.44	3.61	2.67	3.75	3.33	3.74	2.39
6. Students should study different ways families live.	3.29	2.21	3.44	2.89	3.28	2.50	3.53	3.08	3.55	2.65
7. Different family roles (mother, father, son, etc.) should be studied in school.	2.86	2.06	2.89	2.55	2.83	2.44	3.40	2.85	3.27	2.29



Table 8. Response to 'what should' (A) and 'what is' (B) selection by school.

Category 1 Items: Family Role Briggs Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students understand family relationships.	3.03	2.57	3.12	2.21	3.23	2.40	3.96	2.92	3.76	3.11
2. School should help students learn what is needed to support a family.	3.40	2.43	3.29	2.37	3.57	2.20	4.00	2.84	4.07	3.02
3. School should help students in understanding the importance of the family.	3.50	2.63	3.21	2.35	3.40	2.13	3.88	2.96	3.86	3.10
4. Students should study how different families live.	3.07	2.17	3.00	2.22	3.07	2.33	4.06	2.65	3.81	3.14
5. How to get along better as a family member should be studied in school.	3.17	2.17	2.96	1.79	2.77	1.80	3.69	2.62	3.78	3.00
6. Students should study different ways families live.	2.97	2.17	2.83	2.00	3.10	2.40	3.73	2.77	3.67	2.97
7. Different family roles (mother, father, son, etc.) should be studied in school.	2.93	1.96	2.50	1.57	2.53	1.63	3.46	2.50	3.31	2.78

Table 9. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 1 Items: Family Role Western View Junior High School	7th		8th		9th		Teachers	
	A	B	A	B	A	B	A	B
1. School should help students understand family relationships.	3.67	2.89	3.09	2.19	2.87	2.00	4.27	2.73
2. School should help students learn what is needed to support a family.	3.89	2.33	3.87	2.38	3.50	2.33	3.91	2.80
3. School should help students in understanding the importance of the family.	3.78	2.78	3.78	2.23	3.62	2.07	4.00	2.80
4. Students should study how different families live.	3.11	1.89	3.30	2.36	3.50	2.29	4.00	3.30
5. How to get along better as a family member should be studied in school.	3.98	2.33	3.09	2.00	3.31	2.00	4.18	2.91
6. Students should study different ways families live.	3.22	2.33	3.22	2.43	3.12	2.21	4.00	3.00
7. Different family roles (mother, father, son, etc.) should be studied in school.	3.11	2.11	3.09	2.29	3.06	1.85	3.90	2.50

Table 10. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 2: Occupational Role Hamlin Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students learn how to get a job.	4.34	2.94	4.44	3.63	4.69	4.15	4.08	4.00	4.29	3.55
2. Students should be informed about occupations in school.	4.00	2.69	4.04	2.93	4.23	3.92	4.33	4.25	4.51	3.62
3. School should prepare people to make a living.	4.31	2.94	4.22	2.92	4.46	3.54	3.83	3.75	4.31	3.45
4. Different kinds of occupations should be studied in school.	4.37	3.06	4.33	3.37	4.46	3.69	4.00	4.27	4.44	3.39
5. School should help students explore what they want to become.	4.16	2.25	4.56	2.81	4.54	3.77	3.91	3.82	4.33	3.18
6. The value of work should be stressed in school.	3.91	3.16	4.26	3.19	3.62	3.00	4.50	3.89	4.36	3.33

Table 11. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 2 Items: Occupational Role Thurston Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students learn how to get a job.	4.19	3.10	4.22	3.33	4.64	3.52	4.23	3.71	4.31	3.36
2. Students should be informed about occupations in school	3.57	2.71	4.15	3.41	4.40	3.56	4.59	3.76	4.48	3.80
3. School should prepare people to make a living.	3.62	2.76	4.18	3.33	4.48	3.52	3.88	3.29	4.36	3.52
4. Different kinds of occupations should be studied in school.	4.00	3.09	4.11	3.37	4.52	3.68	4.41	3.62	4.36	3.56
5. School should help students explore what they want to become.	3.86	2.90	4.33	3.26	4.64	3.32	4.47	3.76	2.15	3.48
6. The value of work should be stressed in school.	3.33	2.76	3.52	3.07	3.96	3.20	4.35	3.06	4.27	3.36

Table 12. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 2 Items: Occupational Role Springfield Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students learn how to get a job.	4.07	3.36	4.11	3.67	4.28	4.11	4.31	3.67	4.22	3.05
2. Students should be informed about occupations in school.	4.36	3.43	4.33	3.67	4.17	3.83	4.44	3.73	4.22	3.57
3. School should prepare people to make a living.	4.14	3.71	3.89	3.22	4.17	3.50	4.19	3.40	4.18	3.15
4. Different kinds of occupations should be studied in school.	4.14	3.21	4.22	3.78	4.28	4.11	4.25	3.64	4.25	3.50
5. School should help students explore what they want to become.	4.29	3.21	4.33	3.44	4.44	4.06	4.89	3.62	4.30	3.50
6. The value of work should be stressed in school.	3.64	3.07	3.56	3.11	4.11	3.39	4.00	3.08	4.23	3.09

Table 13. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 2 Items: Occupational Role Briggs Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should help students learn how to get a job.	4.37	3.50	4.37	3.29	4.53	3.70	4.15	3.42	4.29	3.32
2. Students should be informed about occupations in school.	4.17	3.00	4.18	2.91	4.27	3.55	4.07	3.72	4.28	3.50
3. School should prepare people to make a living.	3.90	3.10	3.67	2.79	4.47	3.47	4.15	3.16	4.21	3.34
4. Different kinds of occupations should be studied in school.	4.27	3.10	4.21	3.21	4.43	3.77	4.19	3.58	4.24	3.27
5. School should help students explore what they want to become.	4.17	2.83	4.25	2.91	4.53	3.70	4.23	3.50	4.38	3.44
6. The value of work should be stressed in school.	3.79	2.96	3.62	2.67	4.03	3.02	4.38	3.52	4.39	3.30

Table 14. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 2:Items: Occupational Role Western View Junior High School	7th		8th		9th		Teachers	
	A	B	A	B	A	B	A	B
1. School should help students learn how to get a job.	4.44	2.56	4.35	2.86	4.06	2.53	4.00	3.40
2. Students should be informed about occupations in school.	4.22	3.22	4.00	2.77	4.06	2.60	4.18	3.27
3. Students should prepare people to make a living.	4.11	2.98	4.17	3.00	4.06	2.47	3.73	3.10
4. Different kinds of occupations should be studied in school.	4.44	3.00	4.13	2.73	4.31	2.53	4.00	3.20
5. School should help students explore what they want to become.	4.11	2.56	4.30	2.77	4.50	2.29	4.00	3.10
6. The value of work should be stressed in school.	3.89	2.78	3.64	2.62	3.50	2.38	4.09	3.00

Table 15. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 3 Items: Citizenship Role Hamlin Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should teach students to work together.	4.22	3.44	4.11	3.33	4.38	3.31	4.83	3.83	4.54	3.78
2. Students should learn how to register to vote while they are in school.	3.84	3.34	3.67	2.54	3.69	1.92	4.42	4.00	4.10	3.22
3. School should teach students how a democracy works.	3.69	3.15	4.15	3.08	3.92	2.83	4.42	3.90	4.38	3.44
4. School should teach students to be responsible for their own actions.	3.97	3.03	4.33	3.30	3.69	2.62	4.91	3.64	4.66	3.37
5. School should help students understand their individual rights.	4.25	3.00	4.41	2.89	4.08	2.85	4.17	3.64	4.13	3.49



Table 16. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 3 Items: Citizenship Role Thurston Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should teach students to work together.	3.76	3.19	4.19	3.56	4.16	3.24	4.82	3.00	4.35	3.62
2. Students should learn how to register to vote while they are in school.	3.47	2.48	3.56	1.89	3.72	1.84	4.41	3.21	4.08	3.28
3. School should teach students how a democracy works.	3.19	2.61	3.78	3.00	3.84	3.12	4.53	3.59	4.16	3.72
4. School should teach students to be responsible for their own actions.	3.67	3.00	4.15	3.15	4.16	3.22	4.71	3.76	4.54	3.54
5. School should help students understand their individual rights.	3.90	2.65	4.19	3.15	4.48	3.16	4.29	3.66	3.96	3.60

Table 17. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 3 Items: Citizenship Role Springfield Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should teach students to work together.	4.29	3.64	3.56	3.78	4.28	3.83	4.56	3.67	4.35	3.68
2. Students should learn how to register to vote while they are in school.	3.86	2.14	4.33	3.22	3.61	2.22	4.00	3.23	3.86	3.15
3. School should teach students how a democracy works.	4.00	3.14	2.89	2.50	4.28	3.39	4.40	3.86	4.41	3.60
4. School should teach students to be responsible for their own actions.	4.00	2.93	4.11	4.00	4.06	3.56	4.44	3.53	4.30	3.52
5. School should help students understand their individual rights.	4.07	3.50	3.89	3.22	4.33	3.33	4.07	3.29	4.00	3.24

Table 18. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 3 Items: Citizenship Role Briggs Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. School should teach students to work together.	4.53	3.73	4.08	3.46	4.23	3.47	4.62	3.35	4.33	3.73
2. Students should learn how to register to vote while they are in school.	3.87	2.93	3.79	2.50	4.13	3.70	4.23	3.50	3.91	3.10
3. School should teach students how a democracy works.	3.73	2.63	3.58	2.62	3.80	2.53	4.46	3.76	4.31	3.59
4. School should teach students to be responsible for their own actions.	3.93	3.07	4.00	2.87	4.23	2.23	4.72	3.19	4.56	3.47
5. School should help students understand their individual rights.	4.14	2.79	4.04	3.00	4.13	2.57	3.58	3.08	4.05	3.30

Table 19. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 3 Items: Citizenship Role Western View Junior High School	7th		8th		9th		Teachers	
	A	B	A	B	A	B	A	B
1. School should teach students to work together	4.22	3.22	4.09	3.09	4.12	3.20	4.64	3.28
2. Students should learn how to register to vote while they are in school.	3.44	1.67	3.43	1.41	3.44	1.60	3.91	2.40
3. School should teach students how a democracy works.	3.67	2.11	3.65	2.77	3.62	2.29	4.64	3.73
4. School should teach students to be responsible for their own actions.	4.22	2.67	3.87	2.95	3.87	2.40	4.55	2.09
5. School should help students understand their individual rights.	4.22	2.44	4.04	2.91	3.75	2.38	4.18	3.36

Table 20. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 4 Items: Avocational Role Hamlin Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. How to use free time should be stressed in school.	3.14	2.94	2.93	3.07	3.23	2.54	4.42	3.08	4.10	3.29
2. School should provide less free time for students.	1.72	2.78	1.78	2.73	1.85	2.77	2.75	2.70	3.41	2.89
3. School should help students explore different uses of free time.	3.66	2.34	3.78	2.93	3.77	2.85	4.27	3.09	4.00	3.08
4. Students should be informed about how much free time different jobs allow.	3.44	1.81	3.70	2.19	3.62	2.00	3.73	3.00	3.42	2.50
5. School should offer a class in the use of free time.	3.28	1.72	4.11	1.67	3.08	1.54	3.67	2.50	2.72	2.16
6. School should provide ways for students to use free time.	3.44	2.12	4.07	2.46	3.54	2.46	4.00	3.08	3.69	3.14

Table 21. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 4 Items: Avocational Role Thurston Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. How to use free time should be stressed in school.	2.67	2.62	2.78	2.70	3.56	2.60	4.41	3.65	4.19	3.44
2. School should provide less free time for students.	1.98	2.81	1.93	2.18	1.60	2.83	2.23	2.79	3.32	3.30
3. School should help students explore different uses of free time.	3.24	2.71	3.85	2.89	4.20	2.84	4.43	3.76	3.96	3.29
4. Students should be informed about how much free time different jobs allow.	3.29	2.38	3.23	2.00	3.56	2.40	3.76	2.93	3.40	2.86
5. School should offer a class in the use of free time.	3.76	2.76	3.52	2.55	3.40	2.24	3.53	2.85	2.96	2.54
6. School should provide ways for students to use free time.	3.52	2.43	3.96	3.04	4.04	2.92	4.12	3.80	3.80	3.35

Table 22. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 4 Items: Avocational Role Springfield Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. How to use free time should be stressed in school.	3.36	3.36	3.22	3.11	3.06	2.67	4.25	3.27	4.04	3.04
2. School should provide less free time for students.	2.14	2.71	2.44	2.78	2.06	2.72	2.94	2.85	3.32	2.80
3. School should help students explore different uses of free time.	3.93	3.24	4.00	3.22	3.67	2.94	4.19	3.33	4.04	2.84
4. Students should be informed about how much free time different jobs allow.	3.64	2.14	4.00	3.00	3.56	3.78	3.69	2.93	3.50	2.07
5. School should offer a class in the use of free time.	3.93	2.50	3.78	3.00	3.50	2.56	3.33	2.69	2.74	2.41
6. School should provide ways for students to use free time.	3.36	3.00	4.00	3.00	3.83	3.39	3.67	3.15	3.35	2.85

Table 23. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 4 Items: Avocational Role Briggs Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. How to use free time should be stressed in school.	3.07	2.80	3.25	2.75	2.87	2.76	4.23	3.12	4.00	3.31
2. School should provide less free time for students.	1.50	2.10	1.58	2.54	1.63	2.40	2.77	2.92	3.26	2.84
3. School should help students explore different uses of free time.	4.03	3.03	3.87	2.64	3.47	2.63	3.73	2.77	3.90	3.26
4. Students should be informed about how much free time different jobs allow.	3.77	2.53	3.29	1.91	3.33	2.10	3.42	2.56	3.51	2.81
5. School should offer a class in the use of free time.	4.38	2.31	3.75	1.71	3.20	1.43	2.76	1.96	3.12	2.56
6. School should provide ways for students to use free time.	4.10	2.86	3.92	2.42	3.90	2.41	3.54	2.76	3.41	3.22



Table 24. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 4 Items: Avocational Role Western View Junior High School	7th		8th		9th		Teachers	
	A	B	A	B	A	B	A	B
1. How to use free time should be stressed in school.	3.11	2.33	3.09	2.65	3.31	2.79	4.18	3.09
2. School should provide less free time for students.	1.44	2.33	1.56	2.32	2.12	2.64	2.45	2.90
3. School should help students explore different uses of free time.	3.67	3.33	3.74	2.69	4.00	2.53	4.45	3.54
4. Students should be informed about how much free time different jobs allow.	3.22	1.78	3.65	2.32	3.56	1.93	3.34	2.40
5. School should offer a class in the use of free time.	3.67	2.50	3.45	2.05	3.19	1.93	3.54	2.36
6. School should provide ways for students to use free time.	3.56	2.44	3.65	2.67	3.94	2.67	3.73	3.00

Table 25. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 5 Items: Organization Related Hamlin Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. Student discipline should be stressed in school.	3.59	3.66	3.63	3.78	3.92	3.46	4.42	3.92	4.56	3.42
2. School should spend more time on things students need to know and less time on things that interest students.	2.53	3.66	2.33	3.26	2.23	2.54	2.50	2.89	3.76	3.41
3. Parents, teachers, and students should work together to decide what schools should offer.	3.69	1.69	4.11	2.15	3.61	1.61	4.08	2.54	3.90	3.00
4. Students should be able to evaluate teachers and classes.	3.97	1.72	3.96	1.85	3.85	1.31	3.58	2.64	3.29	2.31
5. The way subjects such as math, history, English, and reading are taught should be changed.	2.72	1.81	3.22	2.11	3.08	2.23	3.25	2.75	3.41	2.69
6. Classes such as history and social science should be taught as part of a class in citizenship.	3.19	1.81	3.18	1.88	3.15	1.67	2.75	2.62	3.32	2.65
7. Classes such as math and science should be taught as part of an occupations class.	3.25	1.74	3.44	1.84	2.85	1.69	2.83	2.54	2.88	2.59
8. Classes such as reading and English should be taught as part of classes such as occupations or citizenship.	2.87	1.91	3.11	2.04	2.77	1.61	2.33	2.50	2.56	2.44
9. Things such as citizenship, family, occupations, and leisure time should be taught as separate classes.	2.97	1.75	3.26	2.00	3.08	1.69	2.42	2.75	3.30	2.80

Table 26. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 5 Items: Organization Related Thurston Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. Student discipline should be stressed in school.	3.14	3.05	3.48	3.24	3.72	3.24	3.75	3.37	4.54	3.69
2. School should spend more time on things students need to know and less time on things that interest students.	2.38	2.86	2.37	3.18	1.88	3.24	2.31	3.00	3.67	3.54
3. Parents, teachers, and students should work together to decide what schools should offer.	3.48	2.67	4.00	2.78	3.96	3.08	4.59	3.82	3.96	3.56
4. Students should be able to evaluate teachers and classes.	3.86	2.55	3.88	2.50	3.88	2.64	4.12	3.37	3.35	2.65
5. The way subjects such as math, history, English, and reading are taught should be changed.	3.43	2.55	2.70	2.37	3.12	2.44	3.18	3.70	2.88	2.91
6. Classes such as history and social science should be taught as part of a class in citizenship.	3.29	2.05	2.89	2.04	3.20	2.32	3.06	2.54	3.23	2.62
7. Classes such as math and science should be taught as part of an occupations class.	3.43	2.33	3.04	2.00	3.52	2.40	2.81	2.61	3.15	2.40
8. Classes such as reading and English should be taught as part of classes such as occupations and citizenship.	2.95	2.35	2.89	1.85	2.08	2.20	2.81	2.38	2.92	2.50
9. Things such as citizenship, family, occupations, and leisure time should be taught as separate classes.	3.24	2.70	3.52	2.59	3.20	2.84	2.71	3.00	3.23	2.64

Table 27. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 5 Items: Organization Related Springfield Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. Student discipline should be stressed in school.	3.69	3.31	3.44	3.25	3.72	3.25	4.44	3.79	2.19	3.77
2. School should spend more time on things students need to know and less time on things that interest students.	2.29	2.86	3.11	3.00	2.89	2.83	3.00	3.38	3.38	3.11
3. Parents, teachers, and students should work together to decide what schools should offer.	3.50	2.79	4.33	3.11	4.00	3.17	3.40	3.15	3.83	3.28
4. Students should be able to evaluate teachers and classes.	3.50	2.77	3.78	2.75	3.83	2.78	3.33	1.83	3.17	2.11
5. The way subjects such as math, history, English, and reading are taught should be changed.	3.36	2.93	3.22	2.89	2.67	2.35	3.29	2.54	3.18	3.67
6. Classes such as history and social science should be taught as part of a class in citizenship.	3.21	2.15	3.67	2.78	3.56	2.65	3.00	2.62	3.27	2.53
7. Classes such as math and science should be taught as part of an occupations class.	3.36	2.29	3.56	2.25	3.17	2.18	2.73	2.40	2.96	2.07
8. Classes such as reading and English should be taught as part of classes such as occupations or citizenship.	2.71	1.79	3.56	2.44	3.00	1.88	2.43	2.00	2.52	2.21
9. Things such as citizenship, family, occupations, and leisure time should be taught as separate classes.	3.07	2.29	3.67	3.14	3.06	2.61	3.07	2.55	3.27	2.58

Table 28. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 5 Items: Organization Related Briggs Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. Student discipline should be stressed in school.	3.50	3.37	3.67	3.29	3.77	3.70	4.60	3.60	4.49	3.46
2. School should spend more time on things students need to know and less time on things that interest students.	2.50	3.07	2.25	2.75	2.37	3.20	3.19	3.38	3.47	3.30
3. Parents, teachers, and students should work together to decide what schools should offer.	4.07	2.34	4.12	2.09	4.00	2.43	3.88	2.60	3.98	3.08
4. Students should be able to evaluate teachers and classes.	3.87	2.13	3.82	1.83	4.10	1.80	3.36	1.92	3.05	2.66
5. The way subjects such as math, history, English, and reading are taught should be changed.	3.50	1.90	3.58	1.87	3.27	2.20	3.38	2.81	2.95	3.23
6. Classes such as history and social science should be taught as part of a class in citizenship.	3.07	1.97	2.79	2.08	2.73	1.60	3.12	2.74	3.21	2.78
7. Classes such as math and science should be taught as part of an occupations class.	3.43	1.93	2.71	1.61	2.43	1.43	2.84	2.30	2.98	2.78
8. Classes such as reading and English should be taught as part of classes such as occupations or citizenship.	3.47	2.21	2.71	1.71	2.67	1.47	2.76	2.04	2.79	2.63
9. Things such as citizenship, family, occupations, and leisure time should be taught as separate classes.	3.30	1.86	3.37	1.83	3.27	1.83	2.72	2.27	2.84	2.52

Table 29. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 5 Items: Organization Related Western View Junior High School	7 <sup>th</sup>		8 <sup>th</sup>		9 <sup>th</sup>		Teachers	
	A	B	A	B	A	B	A	B
1. Student discipline should be stressed in school.	3.67	3.11	2.82	2.95	2.79	3.00	4.18	3.00
2. School should spend more time on things students need to know and less time on things that interest students.	2.56	2.89	2.70	2.45	2.25	3.20	3.18	3.00
3. Parents, teachers, and students should work together to decide what schools should offer.	3.89	2.56	3.91	2.36	3.31	2.21	4.18	3.09
4. Students should be able to evaluate teachers and classes.	3.89	2.33	3.74	2.54	4.50	2.07	3.73	2.30
5. The way subjects such as math, history, English, and reading are taught should be changed.	2.89	2.00	2.82	2.11	3.62	1.93	2.82	3.00
6. Classes such as history and social science should be taught as part of a class in citizenship.	2.78	1.89	3.04	2.17	2.37	1.86	2.73	1.87
7. Classes such as math and science should be taught as part of an occupations class.	3.11	2.00	3.36	2.37	3.00	1.92	2.36	1.86
8. Classes such as reading and English should be taught as part of classes such as occupations or citizenship.	3.00	2.00	2.91	2.20	2.44	2.25	2.45	2.25
9. Things such as citizenship, family, occupations, and leisure time should be taught as separate classes.	2.78	2.25	2.83	2.19	3.31	1.71	3.00	2.50

Table 30. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 6 Items: Philosophy Related Hamlin Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. The study of family, occupations, leisure time, and citizenship should be offered in school.	3.84	2.69	4.07	2.78	3.46	3.23	4.67	3.96	3.95	3.13
2. Students should help decide what is taught in school.	3.59	1.77	4.15	2.42	4.08	1.54	3.67	3.00	3.06	2.87
3. School should teach classes suggested by students.	3.41	1.84	3.96	1.69	3.77	1.54	3.58	2.64	2.68	2.49
4. Parents and community members should help teach classes.	2.44	1.52	2.33	1.35	2.38	1.30	3.75	2.70	2.70	2.02

Table 31. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 6 Items: Philosophy Related Thurston Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. The study of family, occupations, leisure time, and citizenship should be offered in school.	3.43	2.67	3.93	3.04	4.24	3.28	4.47	4.00	4.04	3.56
2. Students should help decide what is taught in school.	3.67	2.67	4.04	3.33	4.28	3.48	4.12	3.71	3.15	3.04
3. School should teach classes suggested by students.	4.19	2.48	4.15	2.92	4.00	3.00	3.94	3.56	2.80	2.57
4. Parents and community members should help teach classes.	2.62	2.05	2.59	1.89	3.08	2.24	3.88	2.73	2.54	2.24



Table 32. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 6 Items: Philosophy Related Springfield Junior High School	7th		8th		9th		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. The study of family, occupations, leisure time, and citizenship should be offered in school.	4.00	3.00	3.78	3.11	4.06	2.94	4.27	3.64	4.05	2.95
2. Students should help decide what is taught in school.	3.50	2.93	3.67	3.22	3.78	2.89	3.07	2.85	3.04	3.00
3. School should teach classes suggested by students.	3.64	2.43	4.00	3.37	3.78	2.72	2.93	2.58	3.05	2.27
4. Parents and community members should help teach classes.	2.55	1.69	2.33	2.62	2.56	2.00	3.27	2.31	2.55	2.08

Table 33. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 6 Items: Philosophy Related Briggs Junior High School	7 <sup>th</sup>		8 <sup>th</sup>		9 <sup>th</sup>		Teachers		Parents	
	A	B	A	B	A	B	A	B	A	B
1. The study of family, occupations, leisure time, and citizenship should be offered in school.	3.70	2.79	3.37	2.27	3.60	2.17	3.92	3.08	3.72	3.22
2. Students should help decide what is taught in school.	3.86	2.31	4.08	2.21	4.03	2.30	3.19	2.50	2.76	2.92
3. School should teach classes suggested by students.	3.70	2.00	3.83	2.04	3.43	1.77	3.21	2.32	2.78	2.47
4. Parents and community members should help teach classes.	2.93	1.59	2.54	1.71	2.67	1.67	4.00	2.52	2.56	2.48

Table 34. Response to 'what should' (A) and 'what is' (B) selections by school.

Category 6 Items: Philosophy Related Western View Junior High School	7th		8th		9th		Teachers	
	A	B	A	B	A	B	A	B
1. The study of family, occupations, leisure time, and citizenship should be offered in school.	3.56	2.44	3.48	2.14	3.62	2.27	4.27	3.09
2. Students should help decide what is taught in school.	3.56	2.37	3.68	2.24	4.06	2.36	3.89	3.00
3. School should teach classes suggested by students.	3.56	2.67	3.68	2.24	4.00	2.23	3.55	2.90
4. Parents and community members should help teach classes.	2.33	1.33	2.39	1.71	2.33	2.07	3.55	2.40

## APPENDIX C

Figures 3 thru 38 are visual representations of the response patterns as indicated in Table 2, page 22 of the text.

Figure 3.

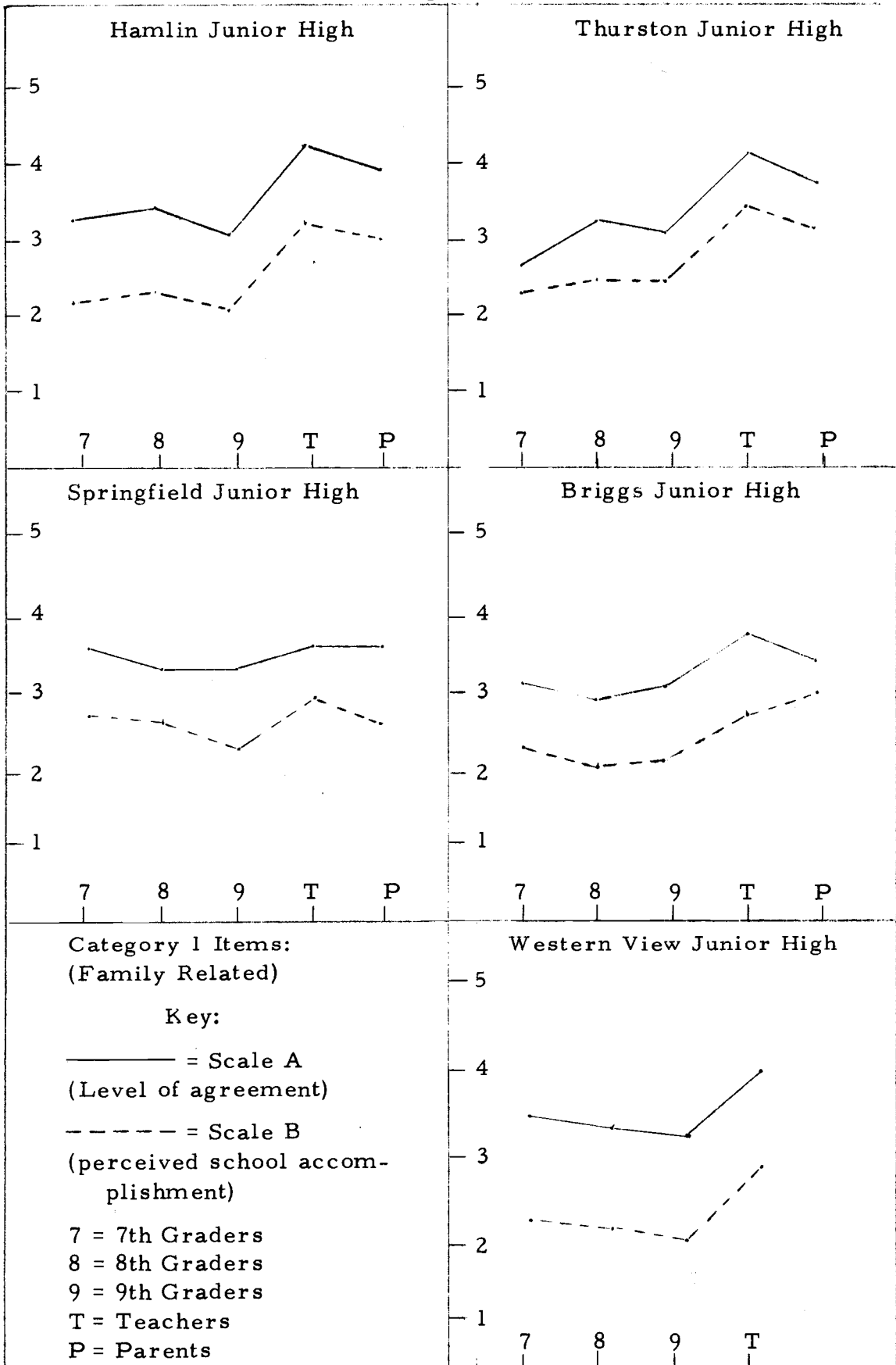


Figure 4.

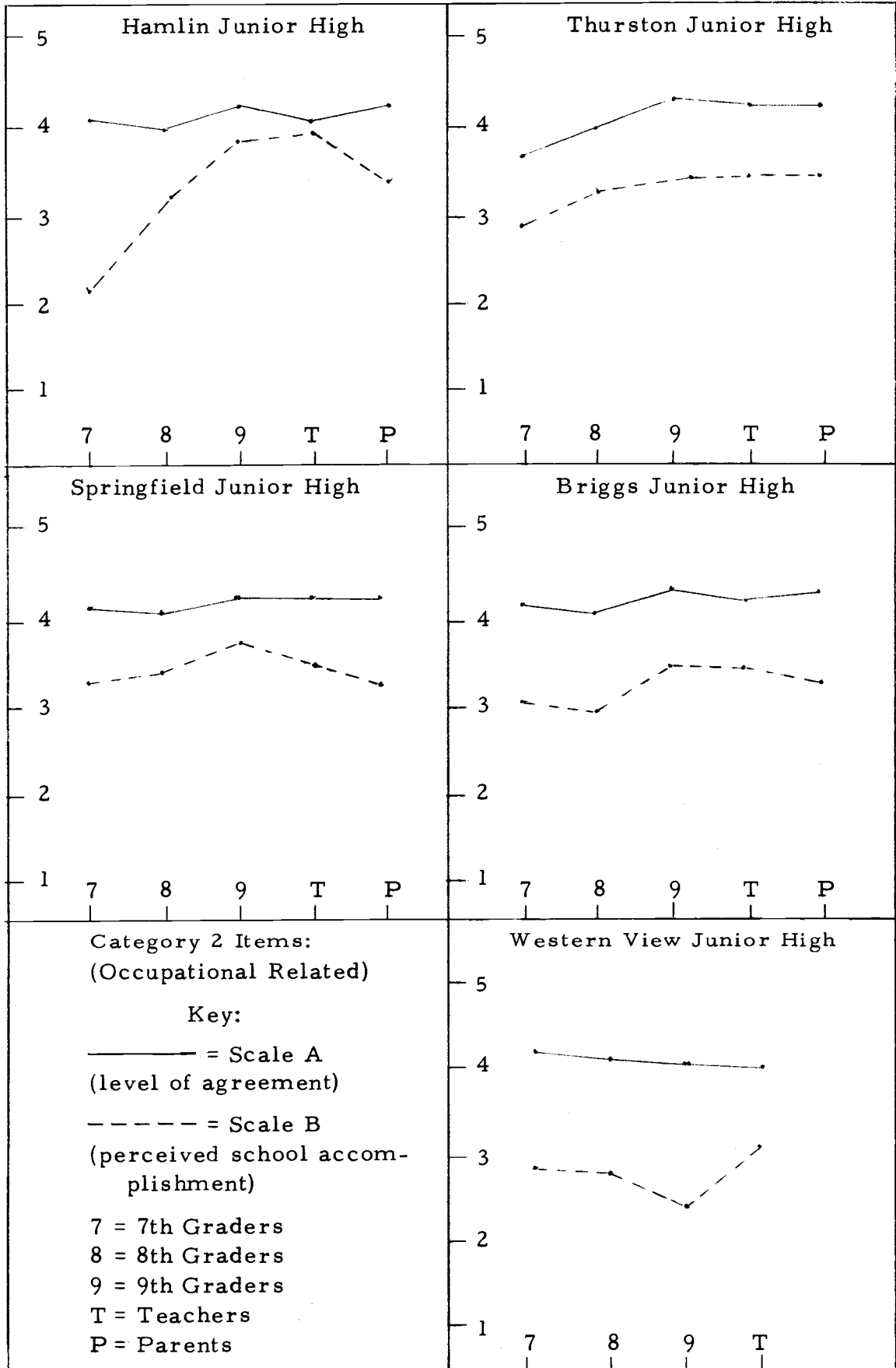


Figure 5.

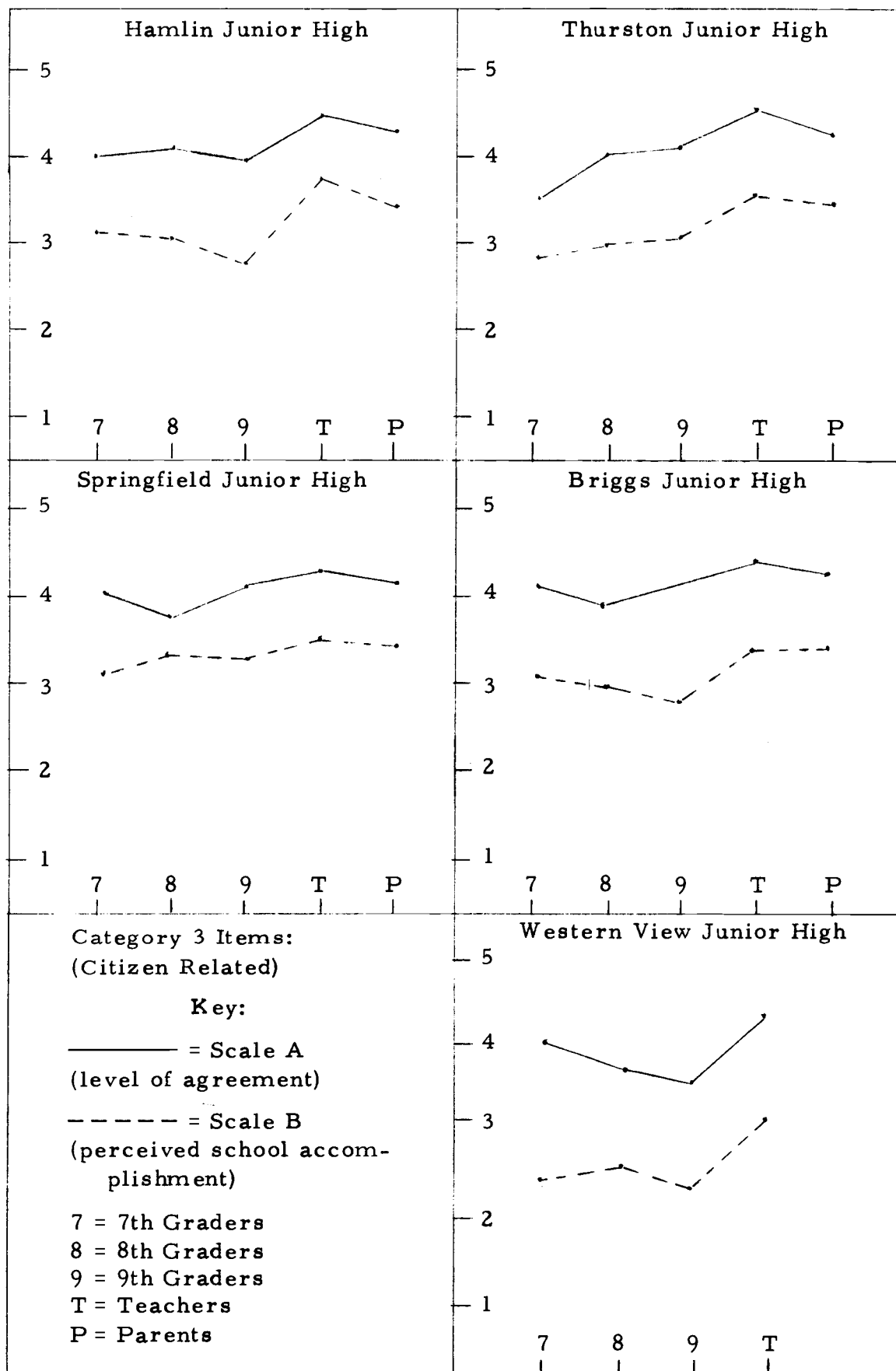


Figure 6.

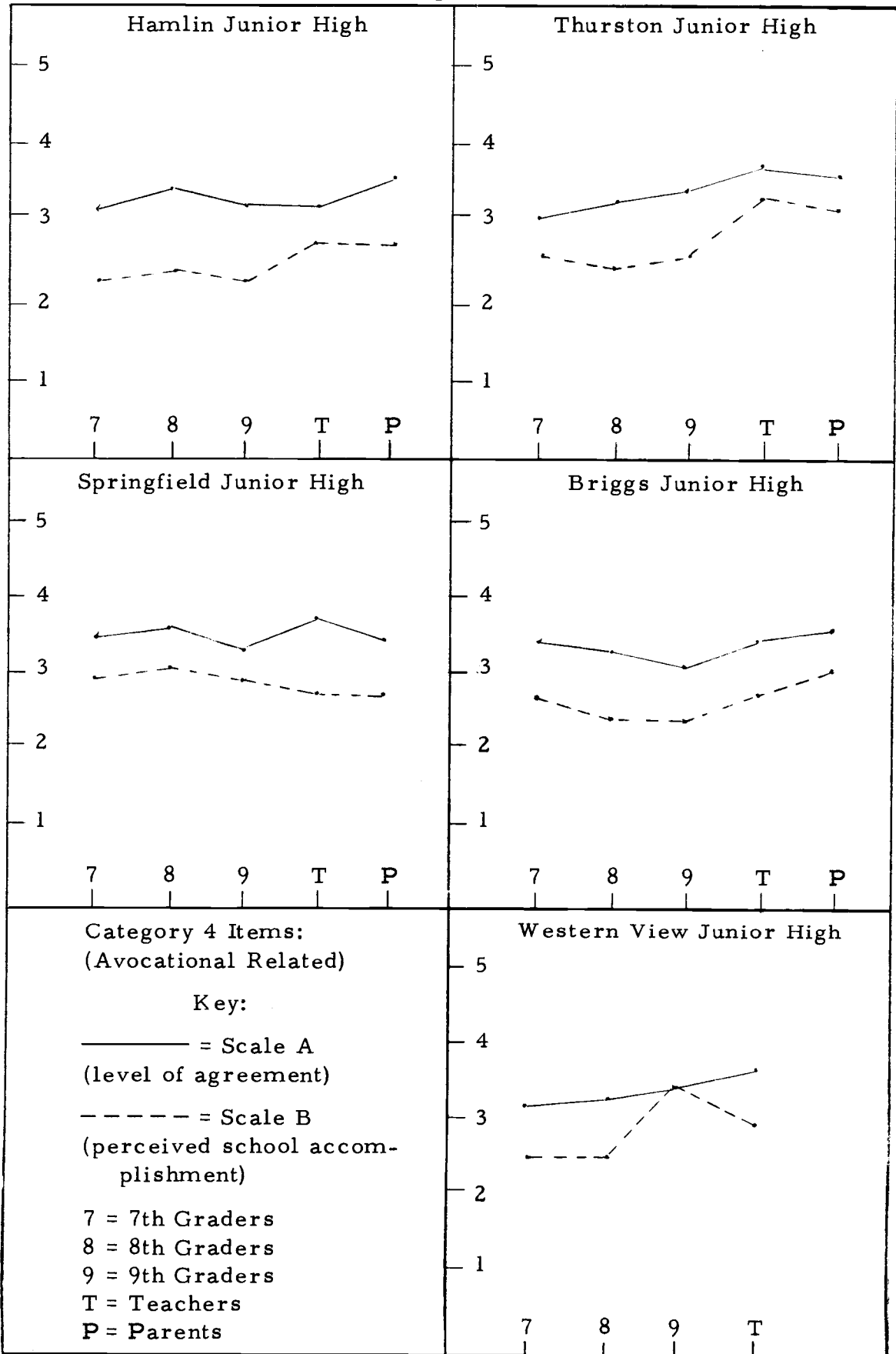




Figure 7.

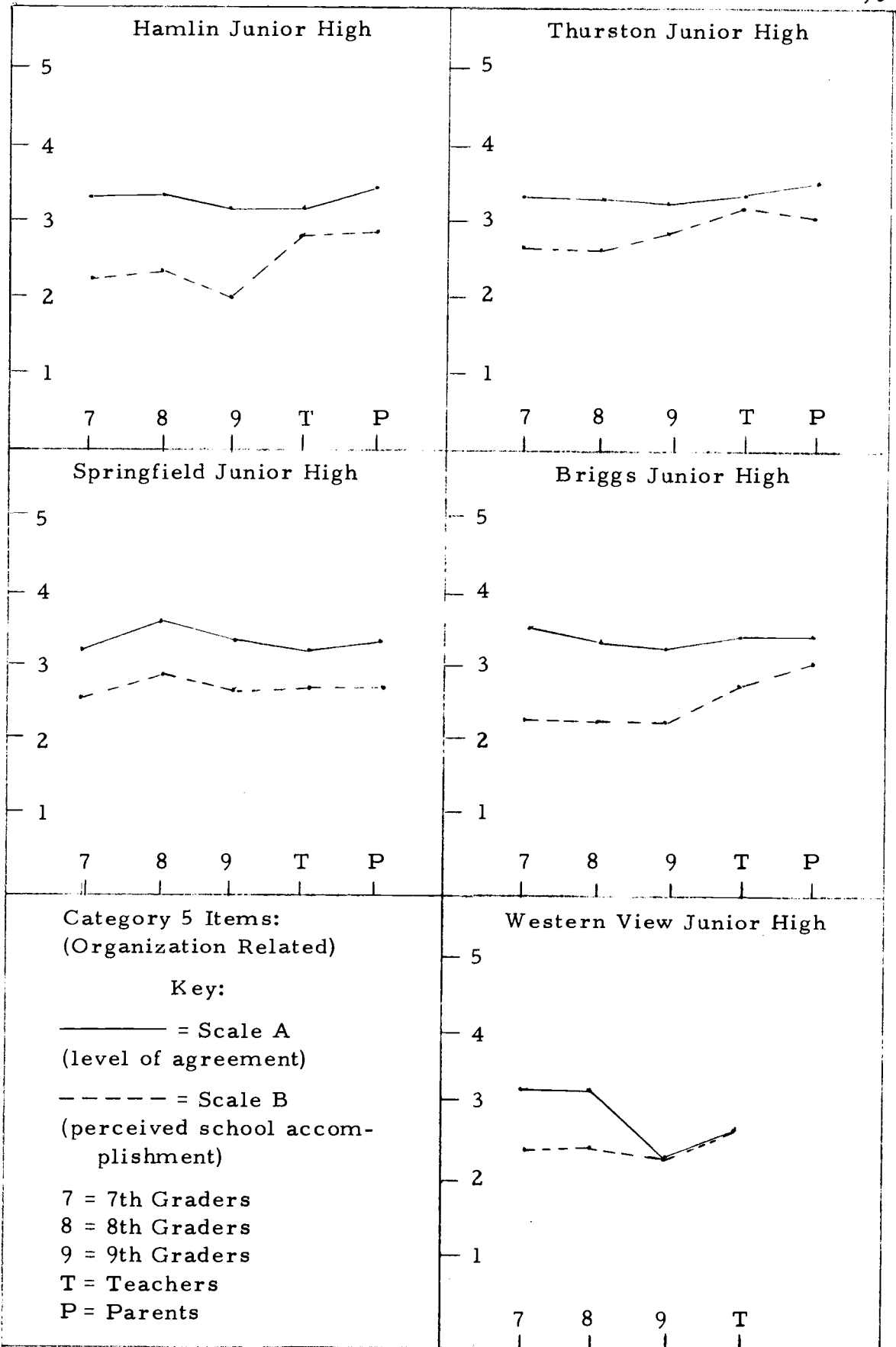
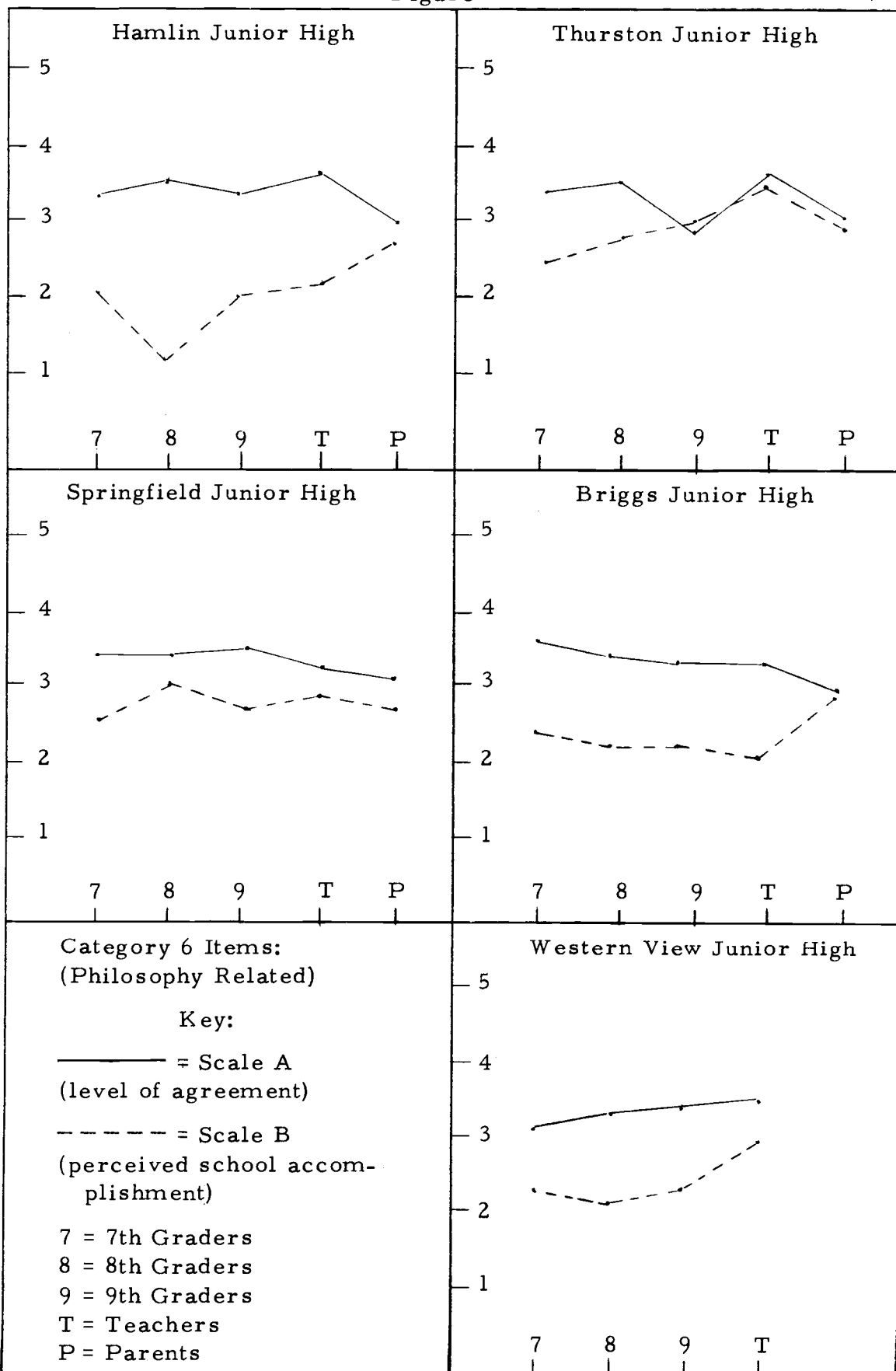


Figure 8.



APPENDIX D

## APPENDIX

May 2, 1972

Dear Parent:

We are asking your assistance to help assess programs offered in District #19 Junior High Schools. The information you can provide will help us evaluate present school courses, programs and activities and make meaningful changes where they seem appropriate. When completed, all information will be available at the District office or at individual junior high schools.

We would like you to respond to the enclosed statements according to the directions provided. We need your responses by May 12, 1972 if they are to be included in our evaluation. After you have completed the form, please enclose it in the envelope provided and drop it in the mail. No stamp is necessary.

Your assistance will be valuable and helpful. Thank you for your time and help.

Sincerely,

Donovan Kimball  
Assistant Superintendent, Secondary Education

## APPENDIX

May 2, 1972

Dear Colleague:

We are seeking your assistance in assessing school offerings at the Junior High level in District #19. You have been selected because of your closeness to both students and course offerings. The information you provide will be used to help assess present school offerings and plan for future offerings.

We would like you to respond to the attached set of statements according to the directions provided and return them in the enclosed envelope through the school mail. In order for your responses to be included in our report we need these forms returned by May 12.

Your assistance will be of value and much appreciated. Thank you for your time and help.

Sincerely,

Donovan Kimball  
Assistant Superintendent: Secondary Education

## APPENDIX

May 22, 1972

Dear Parent:

The purpose of this letter is to introduce Mr. Bill Pierson who is conducting a series of interviews with parents in the Springfield School District concerning the goals and direction of the junior high programs in Springfield schools.

The Springfield schools have been working cooperatively with Oregon State University for the past three years in an effort to improve the education program within the District. An attempt has been made to involve teachers, students and parents in planning the offerings and learning activities within the schools. Mr. Pierson is attempting to interview a number of parents to get additional information concerning how they view the school's programs, the learning options that are being provided and the suggestions parents have for improvement.

Your assistance will be greatly appreciated.

Sincerely yours,

Donovan D. Kimball  
Assistant Superintendent  
Secondary Education

DDK:et

APPENDIX E

Directions

For each statement two answers are required. Below each statement there are two lines with five choices in each line. First, select the choice from line a) which represents your viewpoint concerning each statement. Second, select the choice from line b) which indicates your opinion about how much school is doing in relation to each statement. Circle one choice for line a) and one choice for line b).

Example

All soda fountains should make banana milk shakes.

- a. strongly agree - agree - can't say - disagree - strongly disagree
- b. very much - much - some - little - none



Complete by Student:

Age \_\_\_\_ Grade in School \_\_\_\_\_

Complete by Parent:

Junior High your child attends:  
\_\_\_\_\_

Complete by Teacher:

Subject Taught \_\_\_\_\_

Grade Level \_\_\_\_\_

1. Student discipline should be stressed in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
2. School should help students understand family relationships.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
3. School should help students learn how to get a job.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
4. School should teach students to work together.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
5. How to use free time should be stressed in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
6. School should spend more time on things students need to know and less time on things that interest students.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
7. School should help students learn what is needed to support a family.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none

8. Students should be informed about occupations in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none.
9. Students should learn how to register to vote while they are in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
10. School should provide less free time for students.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
11. The study of family, occupations, leisure time, and citizenship should be offered in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
12. School should help students in understanding the importance of the family.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
13. School should prepare people to make a living.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
14. School should teach students how a democracy works.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
15. School should help students explore different uses of free time.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
16. Students should study how different families live.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none

17. How to get along better as a family member should be studied in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
18. Different kinds of occupations should be studied in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
19. School should teach students to be responsible for their own actions.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
20. Students should be informed about how much free time different jobs allow.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
21. Everything a school offers should be useful immediately.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
22. Students should study different ways families live.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
23. School should help students explore what they want to become.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
24. Students should help decide what is taught in school.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
25. School should offer a class in the use of free time.
  - a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none

26. Parents, students, and teachers should work together to decide what schools should offer.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
27. Different family roles (mother, father, son, etc.) should be studied in school.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
28. The value of work should be stressed in school.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
29. School should help students understand their individual rights.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
30. School should provide ways for students to use free time.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
31. Students should be able to evaluate teachers and classes.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
32. School should teach classes suggested by students.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
33. The way subjects such as math, history, English and reading are taught should be changed.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
34. Classes such as history and social science should be taught as part of a class in citizenship.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none

35. Classes such as math and science should be taught as part of an occupations class.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
36. Classes such as reading and English should be taught as part of classes such as occupations or citizenship.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
37. Things such as citizenship, occupations, family and leisure time should be taught as separate classes.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none
38. Parents and community members should help teach classes.
- a. strongly agree - agree - can't say - disagree - strongly disagree
  - b. very much - much - some - little - none