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CHAPTER I

PHILOSOPHICAL ORIENTATION OF EDUCATION

ACTUAL AND POTENTIAL

Every teacher has what he assumes to be a philosophy of education; frequently it is a composite of aspects of conflicting philosophies of education. This philosophy may be virtually unexamined in that little thought is given its underlying assumptions and its implications for teaching practices. However, everything the teacher does, every technique and method he employs is drawn from or based upon assumptive concepts of his philosophy or conflicting philosophies of education. Without philosophy, which may be considered in terms of its standard of values, every teacher lacks a point of reference from which to orient the education of young people. He is without a defensible method of evaluation or means of interpreting the goals and aims set up as guides in education. Hence, the vital importance of an integrated philosophy or system of values that will give direction to everyday thinking and that will, in reality, constitute an inclusive way of life.

Every school curriculum is based intentionally or accidentally on philosophical assumptions. The elementary schools have long been thought of as institutions for common knowledge and skills. Elementary education has, for years, been regarded as "public" in the sense that all students were taught those things which should enable
them to read, to write, and to solve problems of arithmetic. The secondary schools have been predominantly "specialized" in that they were set up with departmentalized programs. Students have studied history as history, mathematics as mathematics, science as science, with an inter-relationship between these courses accidental and, even at times, taboo. In other words, the prevalent lack of an integrated philosophy was, and is, evidenced in the "bits and pieces" subject matter curriculum.

A person visiting schools throughout the country will find many and varied types of curricula, and in all cases there is the assumption that the school offerings will fit the pupils for effective living. The outcomes in pupil behavior, however, may or may not enable students to participate intelligently in a democratic society. According to Alberty:

What these changes in behavior are is determined by the philosophy of the school. If the school is regarded principally as a conserving agency, it will plan its program so that students behave in ways that are consistent with the cultural heritage. If it conceives its role in terms of promoting the interpretation and refinement of our democratic way of life, it will seek to provide the kinds of activities that are designed to develop in students the understandings, attitudes, abilities, and skills that it believes will bring about such interpretation and refinement. The development of an appropriate philosophy is held to be one of the most significant tasks of the school. But without implementation a philosophy is dead. Really, the text of the philosophy is to be found, not in the statement itself, but rather in the way in which it becomes incorporated in the behavior of the students.

In the schools two types or patterns of organization predominate:

(1) the generally inflexible pattern which emphasizes subject-centered amassing of information, and (2) the generally flexible pattern in

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which an attempt is made to develop a functional integrated exper- 
iential program in which habits, attitudes, values, and information are 
all fused into learning and living situations. Although there are 
wide gradations of flexibility and inflexibility, the predominant cur-
riculum pattern is readily recognized by educators with a background 
of understanding of recent and contemporary developments in such areas 
as curriculum, supervision, administration, or philosophy of education.

There is a decided trend toward the flexible pattern, as evi-
denced in the widespread curriculum revisions designed to break down 
subject matter barriers, and to substitute "integrated" or "broad fields" 
courses. The underlying assumption here is that the drawing of mater-
ials from varied fields will assure enrichment of pupil experience 
through greater breadth of understanding. Many such programs have been 
adaptations of the elementary school organization of common-learnings 
activities. If an activities program based on the experiences and prob-
lems of children is effective in the elementary school, it is argued, 
it will be equally effective if extended to the secondary school.

These attempts to break down the subject matter lines appear in 
general to have affected secondary education only superficially. Thus, 
at times, the subject-centered curriculum has been revised only in 
terms of an enriched text-book curriculum. In American history, for in-
stance, instead of adhering to the chronological order from discovery to 
the present, there is a development of such units as "Discovery and Ex-
ploration", "Moving Westward", "The Slave Problem", "American Inven-
tions". There has also been increased use and a greater variety of 
audio-visual aids to accompany or supplement texts. Not infrequently,
however, traditionally trained teachers have treated the materials as
piece meal assignments and placed emphasis on assimilation and testing
of isolated items, or omitted much of the potential enrichment of con-
text because of "lack of time".

The enriched text-book has been a step toward the correction
of many weaknesses of the subject-centered curriculum. A more signifi-
cant approach was actually furnished by John Dewey's experimental school,
with its emphasis on the needs, purposes, and interests of children,
which sought more significant approaches of "learning by doing". How-
ever, many of the early advocates of the experience-centered curricu-
num were confused and Dewey's procedures were distorted into the extrem-
ist schools where childish whim and impulse were mistaken for purposive
behavior. Mere physical activity was considered educational and few
attempts were made to intellectualize the activities.2

One outgrowth of Dewey's theory, the project method of teaching
which was introduced in 1911 in agricultural education, aided signifi-
cantly in clarifying some areas of the experience-centered curriculum.
Students learned by doing and drew upon subject matter when a problem
was met and the solution depended upon the acquisition of facts. Pupil
interests and purposes were frequently too narrowly conceived, however,
with consequent neglect of broadened understanding and continued growth.
There was commonly a failure to recognize the fact that pupil experi-
ences of immediate interest are significant primarily insofar as they
lead into further learnings; that such experiences, consequently, need
to be presented in broad social context of related learnings. As pointed

2Ibid., p. 122.
A curriculum based upon direct personal experience is more apt to be meaningful to the student than one based upon the logical organization of subject matter. Such a curriculum, however, must draw heavily upon logically organized subject matter if it is to be effective.

From the conflicting views underlying the experience-centered curriculum there has developed an increasingly effective use of a widely conceived project method based on the theory that education should use as its point of departure the purposes, needs, interests, and problems of adolescents. Many have interpreted this as entailing the abandonment of traditional subject matter lines and the drawing from varied learning areas those aspects needed to clarify problems, to gain understanding and insight, and to arrive at tentative conclusions. This concept of the pupil experience (as opposed to adult experience) centered curriculum is now frequently referred to as a "core curriculum".

The core curriculum, which is the fundamental organization accepted for the Basic Education program at Jinks Junior High School in Panama City, Florida is the outgrowth of efforts to broaden the general education outlook of the elementary school and to carry it over into the secondary school; it is an attempt to make the curriculum the embodiment of an inclusive democratic philosophy of education and a defensible theory of learning. In general organization it involves an endeavor to break down the subject matter barriers and to draw materials and techniques from pertinent areas of study as these materials and techniques are needed in the solution of common problems. Problems must seem significant to the students, and must be attacked with reference to their

\textsuperscript{3}Ibid., p. 147.
social implications and their potential value in enabling the students to meet the problems of everyday living in an evolving democratic society. The philosophy of the Basic Education program predicates: (1) allegiance to democratic ideals; (2) the meeting of the needs of society; (3) the dynamic nature of the learning process; and (4) the meeting of the needs of adolescents. A general overview of the meaning and implications of these four premises warrants further consideration.

Allegiance to Democratic Ideals

The first basic assumption, namely that our program of education in a democracy presupposes allegiance to democratic ideals, is particularly significant in the light of prevalent current misconceptions and vague assumptions concerning the meaning of democracy. Democracy is one of the most loosely used and variously interpreted words in the English language. To some it is purely political and primarily related to the right to vote; to others it carries the connotation of the Four Freedoms, and to still others it is confused with either \textit{laiss\'ee-faire} in business or assistance, financial and otherwise, from the government. Not infrequently these confusions are exemplified in newspapers, magazines and public oratory. Seldom is the public given an inclusive view of democracy as committed to the enrichment of human life through the continuous widening of the area of common purposes among men. For the individual pupil, in consequence, the school needs to develop the concept of democracy as signifying an integrated pattern of behavior that is embodied and expressed in his thoughts, his feelings, his actions within a given situation, and that is evaluated in terms of his adjustment to
and conservation of social and individual values. In a very real sense democracy may be viewed as the philosophical embodiment of the Biblical concept of "brotherhood of man", its goal to "promote common interests and purposes among men".\(^4\)

The failure to work in terms of this concept of democracy has contributed to the growth of fascism, communism, and the many special interest groups. Within our own nation's framework this failure to attach to democracy its fuller meaning is particularly evidenced by the continuing allegiance to the "might makes right" and "manifest destiny" doctrines as also in the conflicts between capital and labor, government and free enterprise, industry and agriculture, isolationism and internationalism.

In and out of schools there has been little recognition of the fact that in a democratic pattern of living there must be provision for the growth of group intelligence through group planning and group implementation of programs of common concern; that the optimal development of all individuals requires that every individual be willing and able to contribute to the group planning and implementation.

Effective education for democratic living, as previously indicated, presupposes the formulation of a philosophy in keeping with the meaning of democracy. This education needs to be oriented toward an understanding of our behavior in reference to our democratic ideals. It further postulates that emphasis should fall, not on acceptance of authority, but on intelligent adjustment that it must be assumed that man is capable of intelligent action insofar as he realizes the social implications of his

acts. According to Bode:

The task of the democratic school is to develop individual capacity with a specific reference. This reference to democracy is of a twofold kind. A democratic school may be expected both to give actual experience in democratic living and to foster intellectual insight, or understanding of the principle on which democracy is based and which gives it a distinctive character.

Our institutions, social and economic programs, government, ethics, and morals are undergoing continuous change and reinterpretation. Because of this education in a democracy should clarify its values and purposes, should evaluate, facilitate, and implement changes in terms of these values and purposes. Lurry states these purposes as:

1. Respect for the dignity and worth of human personality.
2. Faith in the living and working together for common good.
3. Faith that the use of the method of intelligence will bring men to progressive gains in the control of his environment.

In keeping with the ideals of democratic living, the Basic Education program at Jinks Junior High School endeavors to provide an environment in which the optimal development of all individuals can be secured. It calls for active participation in the democratic function of the school through cooperative ventures in the problems of learning, through experiences whereby students can create and intellectualize experiences which further their growth as individuals in a dynamic society. The Basic Education program strives to broaden the living patterns of each individual, to help him become interested in problems of concern to him, and to contribute with willingness and capability to group ex-

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5 Ibid., p. 272.

Meeting of the Needs of Society

The second basic assumption, that the school should assist the students to meet the needs of society, involves recognition of the schools as social institutions committed to the task of perpetuating and improving social values and usages. Basic to any communal improvement is individual achievement. Only insofar as each individual takes his contributing place in a society can that society develop to its fullest potential.

The schools have a responsibility to assist in the clarification of social ideals according to democratic theory. The social order should be concerned primarily with the development of the capacity of individuals. Education should be directed toward the development of social patterns in keeping with democratic ideals. The educative program should raise the level of effectiveness of all members of the society and should be concerned with recognition and constructive counteraacting of the undemocratic influences found in communities.

While at the present time this development of education is in many ways more a dream than a reality, the schools have a role to play in formulating plans for achieving it. According to Bode:

We cannot afford to continue on the old basis of makeshift and confusion of purposes. The dangers threatening our civilization are too real and too imminent. There is ample basis for the faith that as the implications of our belief in equality of opportunity are more clearly understood, the idealism of the Amer-

ican people will rise to new levels of achievement. At present, however, this idealism is inhibited and paralyzed because there is no clarity of vision.

For this reason and because of the time and money invested by society in education, certain demands are made upon the schools. Society expects the schools to develop socially desirable traits of character in individuals. Personal integrity, respect for the rights of others, social competence, and an attitude of social interest and cooperation are needed by all individuals, and likewise, are needed by society. According to John Dewey²:

Education has the responsibility of developing types of mind and character that can direct these new forces toward good (or) otherwise, they will surely become forces of destruction and disintegration.

Because the "core" teacher is with the students for a considerable length of time each day, he is in a position to study their behavior and attitudes and give guidance and direction to the development of desirable traits of character. This guidance function of the classroom teacher is an integral part of the "core" philosophy and is embodied in the Basic Education program of Jinks Junior High School and is implemented through discussions of individual problems in conferences and group discussions of problems of social significance.

Society further demands that students understand persistent social problems. Students need to develop sensitivity toward and understanding of local problems dealing with health, shelter, food, the distribution of goods, the welfare of its people, and community social life. These problems are attacked in the Basic Education curriculum with par-

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ticular emphasis on the deepening of understanding of the reasons these problems exist and on the steps that have been taken, locally and elsewhere, toward solving them.

Society expects students to become acquainted with our cultural heritage. For this reason, American history is required in most schools, as also civics which emphasizes the American form of government. However, there is a need for a greatly expanded and more critical understanding of what constitutes this social heritage. Society is dynamic; inventions have changed America from a predominantly agrarian and small business culture of one hundred years ago into an urbanized, mechanized corporative money culture characterized by class and group conflicts. These conflicts should be recognized and analyzed as requisite to intelligent citizenship. Bode⁹ says:

We can become intelligent concerning our national tradition only by gaining an understanding of the issues and conflicts that are involved in it. These issues and conflicts extend to every important domain of life. To bring them into the open is the inescapable obligation of the schools. The schools can no longer be content to transmit the cultural achievements of the past. They must open up a new frontier. This involves the reorganization of our educational system, which, in its difficulties and perplexities, is almost as appalling an undertaking as the reorganization of the social structure itself.

Traditionally, schools have looked upon their task as that of preserving and transmitting the classic cultures of the past and have shied away from adopting new means to prepare students to cope with the new forces which determine their lives. In the Basic Education program at Jinks Junior High School the historical approach to our way of life may be studied with emphasis on societal changes that have modi-

fied and continue to modify individual and group living. Social, economic, and literary aspects of our culture are all aspects of our historical development. There appears to be no valid isolation of these aspects since all are only parts of the same general problem.

Society also expects students to work toward eventual economic self-sufficiency and frequently a transition via partial economic sufficiency is started in the junior high school. Secondary school children become interested in securing work after school as a means for furthering their education or as a means of self-support. The potential for achieving socio-economic security is a basic need of adolescents, and according to the Mooney Problem Checklist, administered to students at Jinks Junior High School, the desire to have finances of their own is regarded as a problem to many students.

In the Basic Education program a vocational problem unit is devised in terms of individual interests and purposes which includes an examination and evaluation of immediate and foreseeable vocational opportunities, as also the potential advantages of further education either through attendance at institutions or through individual study.

The Dynamic Nature of the Learning Process

The third basic assumption of the "core" curriculum concerns the dynamic nature of the learning process. According to John Dewey, learning is the "reconstruction of experience." Learning takes place when a problem is met and solved, or when an obstacle is hurdled. This problem may be simple in nature such as the selecting of a book from the library, or it may be of great complexity, for example, the choosing of a vocation. The following example of reconstruction of experience
is given by Dewey  

We compare life to a traveler faring north. He marches on giving no direct attention to his path, nor thinking of his destination. Abruptly, he is pulled up, arrested. Something is going wrong with his activity. From the standpoint of the onlooker, he has met an obstacle which must be overcome before his behavior can be unified into a successful ongoing. From his own standpoint there is shock, confusion, perturbation, uncertainty. For the moment he doesn't know what hit him, as we say, nor where he is going. But a new impulse is stirred, which becomes the starting point on an investigation, a looking into things, a trying to see them, to find out what is going on. Habits which were interfered with begin to get a new direction, as they cluster about the impulse to look and see. The blocked habits of locomotion give him a sense of where he was going, of what he set out to do, and of the ground already traversed. As he looks, he sees definite things which are not just things at large but which are related to his course of action. The momentum of the activity entered upon persists as a sense of direction, of aim; it is an anticipatory project. In short, he recollects, observes, and plans.

Stated differently, learning involves the changing of experience. Frequently the process of reconstruction is complicated and guessing or hypothesizing takes place. When these hypotheses are verified or tested, the process is called reflective thinking which has been defined as the "finding and testing of meanings." To Dewey thinking is the "accurate and deliberate instituting of connections between what is done and its consequences." "Thinking is the method of intelligent learning, of learning that employs and rewards mind." This implies, according to Dewey:

First, that the pupil have a genuine situation of experience —

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11 Bode, How We Learn, p. 251.
13 Ibid., p. 179
14 Ibid., p. 192.
that there be a continuous activity in which he is interested for its own sake; secondly, that a genuine problem develop within the situation as a stimulus to thought; third, that he possess the information and make the observations needed to deal with it; fourth, that suggested solutions occur to him which he shall be responsible for developing in an orderly way; fifth, that he have an opportunity and occasion to test his ideas by application, to make their meaning clear, and to discover for himself their validity.

Bode stated that "learning as reconstruction combines thinking, skill, information, and appreciation in a single unitary process, and it is characterized by flexibility since it must constantly adapt itself to the circumstances of the situation."

In the words of John Dewey, "mind is the power to understand things in terms of the use made of them." "Mind" is merely a function of the individual within his field. Since the fields of no two individuals are identical a learning situation or an item of subject matter is not the same for any two individuals, and within a class situation the teacher and pupils are all mutually modifying each other's "fields." Hence, a learning activity is a dynamic and evolving situation. Because mind is the function of an individual within his environment, education must concern itself with the environment in which the student's live. Bode states:

A well-considered school program is one built on the out-of-school experiences of the pupils, and it is designed to make these experiences richer and more meaningful. This general point of view has important bearings on the organization of subject matter, since the purpose of the school is not a cut-and-dried transmission of

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15 Bode, How We Learn, p. 249.
17 Bode, How We Learn, p. 254.
certain learnings, but rather the use of racial experiences for the continuous improvement of present living.

The Basic Education program at Jinks Junior High School, because it draws no lines between subject matter areas, enables teachers and students to meet problematic situations as "wholes" and further facilitates integration of values and attention to individual differences in terms of mental, physical, emotional, and social maturity. Problems must be "real" problems, according to Bode,\textsuperscript{18} "in the sense that they present difficulties in the experiences of the pupil which are of concern to him in the interest of better adaptation."

The Basic Education program at Jinks Junior High School is designed to provide an educationally and psychologically tenable approach to the solution of persistent individual and social problems through its emphasis on the meeting of individual differences in terms of broadly social adjustment. In other words, it emphasizes education of the "whole child" through the encouragement and facilitation of critical examination and intelligent reconstruction of individual and group activities, values, and purposes. Whereas, the ability grouping and "bits and pieces" subject matter courses tend to hamper the meeting of these objectives, realization of these objectives is facilitated by the integrated curriculum based on democratic ideals and principles, in which all fields of knowledge contribute to the solution of common problems. Democratic values provide a sense of direction in the solving of these problems and make the achievement of solutions a cooperative venture. The free

\textsuperscript{18}Ibid., p. 251
exchange of ideas and the free use of intelligence operate toward
an understanding of the scope and significance of the problems involved.

The Meeting of the Needs of Adolescents

The fourth basic assumption of the philosophy underlying the
Basic Education curriculum is the meeting of the needs of adolescents.
While some needs may be considered as individual, others are common
to all adolescents. As stated in the 1950 edition of the Evaluative
Criteria, these common needs of children are:

1. To learn to live with other human beings.
2. To achieve and maintain sound mental and physical health.
3. To live in their natural and scientific environment.
4. To receive sound guidance.
5. To learn to think logically and express themselves clearly.
6. To prepare for work, for further education, or for both.
7. To learn to use their leisure well.
8. To learn to live aesthetically.

Many interests and needs of adolescents are such that the stu-
dents are unaware of them. In this case, it is the responsibility of
the school to arouse an interest in these needs and stimulate pupils
to meet them. These "unfelt" needs must become "felt" needs before
they can be cared for adequately. For example, boys and girls living
in a democracy need an opportunity to understand the full meaning of
the democratic way of life. To achieve this there must be a feeling
of importance in oneself and a feeling that a contribution can be made
to the group. Conversely, there should be a feeling that the other
person is important and is entitled to a respectful hearing. A willing-

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19 Evaluative Criteria, "The Cooperative Study of Secondary
School Standards, pp. 36-44."
ness to contribute to and further group welfare should be recognized as integral to the teaching of democracy. There should be a recognition of the importance of each individual without losing sight of the welfare of the group.

According to the aforementioned Ross L. Mooney Problem Check List administered to the students of Jinks Junior High School (See Appendix I), the following discloses the extent of persistent problems faced:

### TABLE 1

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<th>PROBLEM GROUP</th>
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<td>Adjustment to School Work</td>
<td>529</td>
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<td>Personal-Psychological Relations</td>
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<td>Social-Psychological Relations</td>
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<td>Curriculum and Teaching Procedures</td>
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<td>Health and Physical Development</td>
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<td>The Future--Vocational and Educational</td>
<td>176</td>
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<tr>
<td>Finances, Living Conditions, Employment</td>
<td>176</td>
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<tr>
<td>Courtship, Sex, and Marriage</td>
<td>232</td>
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<tr>
<td>Morals and Religion</td>
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<tr>
<td>Home and Family</td>
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(The above is a survey of 280 students in the ninth grade. Circled problems were problems which students considered most critical. The total column includes these.)
From an analysis of these problems which students themselves select as the ones of most concern to them it is evident that education should be directed toward the understanding and/or solving of these "felt" needs. To do this the Basic Education Program has developed the following problem units: Living Together with Other Human Beings, Growing Up, Living in a Community, Choosing a Vocation, Understanding Local and World Problems.
Resource Unit Defined

A resource unit, according to Alberty, is a "systematic and comprehensive survey, analysis, and organization of the possible resources (e.g. problems, issues, activities, bibliographies, etc.) which a teacher might utilize in planning, developing, and evaluating a learning unit." It is not a set course of study to be followed pedantically, but is a compilation of suggestions from which the teacher may select those most pertinent to the needs and problems of the group with which he is working. A resource unit is intended to help the teacher in gathering many means which may be used to make learning more effective.

The purposes of a resource unit are as follows:

1. To furnish suggestions for materials, methods, activities, teaching aids, and evaluative procedures for building a learning unit.

2. To provide a means of helping the teacher to organize materials so that he can depart from the traditional use of the textbook as a guide in curriculum development.

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20 Alberty, Reorganizing the High School Curriculum, p. 250.

21 Ibid., p. 272.
3. To provide suggestions for the teacher for translating an educational philosophy into practice.

4. To serve as a guide in helping the teacher to include in the learning unit certain important values basic to education in a democracy.

5. To sensitize the teacher to all of the significant problems and issues that have a bearing on an area of living.

6. To utilize the personnel resources of the school appropriate to the cooperative pre-planning of a particular unit.

7. To conserve the time of the teacher.

8. To make it possible to have teaching materials available when needed.

A resource unit is a guide for the teacher and students but does not prescribe exact content and procedure of the learning experiences derived from such a unit. The interests, needs, present knowledge, experiences of the students, the school and community resources, and the teacher’s own background must be taken into consideration when learning units are formed.

Developing Learning Units

A learning unit is defined as "a series of inter-related learning experiences directed toward the attainment of certain values which are significant in meeting life problems in a democratic society." This implies that the teacher and pupils will have explored the possibilities of problems to be studied and will have decided upon a specific problem which is of some concern to the class.

A learning unit derived from a resource unit is advantageous

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for the following reasons:

1. It makes the course of study more functional.

2. Through the use of a wide variety of materials and techniques the subject matter becomes more interesting to the students.

3. Students are able to grasp the facts and apply these facts to other problems which they encounter.

4. Students are able to evaluate themselves and the units more easily through the use of the objectives set up at the beginning of each unit.

5. Teachers are more able to ascertain the progress of each student because the unit gives him suggestions for caring for individual differences.

Objectives of the Unit

Alberty makes the following statement concerning the objectives of the unit as basically oriented toward democratic living.

The clarification of values, the discussion of controversial issues, the development of the whole individual, the recognition of the problems, needs, and interests of youth — these are the objectives of a democratic school in everything that it does.23

Living together in Bay County in terms of the foregoing theory:

The resource unit on Living Together in Bay County must be approached in terms of the background and purposes of all who participate. The learning units developed from the resource unit may be oriented around questions such as the following:

1. What are the common needs of students living together in a community such as Panama City and Bay County?

2. What are the best available resources and materials for clarifying and meeting these needs?

3. What activities can be planned which will be significant

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23 Alberty, Reorganizing the High School Curriculum, p. 298.
in terms of interest, immediate and future value, and breadth of learning experience?

Furthermore, the objectives of the resource unit must exemplify the democratic objectives of respect for individuality, cooperative living, and the use of intelligence to arrive at adequate guides for behavior. In terms of Bay County and Panama City the following objectives appear indicated:

**Developing Consistent Attitudes.**—The development of attitudes of understanding must be drawn from the critical issues in the community. In Panama City and Bay County sectional pride and jealousy has been detrimental to cooperative living. A major phase of the unit should, consequently, be the development of a democratic, cooperative understanding between students from the different sections of the county. This development must be derived from the dynamic interplay of student discussions, research, analyses, and evaluations. Attitudes on all major issues should be consistent with the frame of reference or way of life the classroom fosters. In other words, a consistent attitude concerning the different sections of Bay County should be the same as the attitude concerning the minority groups in the county. The wider meaning of democracy as discussed in the first chapter of this paper should be the basis upon which these attitudes are developed.

Consistent attitudes can be developed when issues are involved. This implies that the teacher must present an interesting, timely problem for class discussion. Some of these community problems which may bring about lively, intelligent discussions are:

1. Should we consider ourselves as better than anyone else?
2. What are the contributions that can be made to a county's welfare by members from every section?

3. In what ways would sports teams from the different sections playing each other help or hinder the progress of the county?

4. Should a swimming pool be built in Panama City and, if so, where should it be erected? What rules would you make for the operation of this swimming pool?

5. If you had to choose a section of the county in which to live, which section would you prefer? Why?

6. What are some good and bad points about living in the Cove section? In St. Andrews? In Millville? In other sections of the county?

7. Should the people in one section be concerned about the health and welfare of the people in another section? Why?

8. Should there be a different civic center for each of the sections, or should a central recreation place be utilized?

Developing Intellectional and Practical Interests.—Few people know as much as they should know about the place in which they live. This may be due to the lack of independent reading, study, and exploration of what the community has to offer its citizens. The assets and liabilities of any community affect greatly the lives of those who reside there. Thus, it is important that citizens understand their community if they are to act intelligently to solve any community problem. Reading the daily newspaper is one means of acquainting students with the community. To encourage a student to read widely and critically, to check his reading for facts and hearsay, and to evaluate the written or spoken word before accepting it as truth is a major objective. Becoming acquainted with the varied (mass) media of community information gives both teachers and students possible sources of data to be used in solving community problems both present and future.

Students should understand and appreciate the many varied prob-
lems that confront their community. Problems of health, welfare, the
distribution of food, shelter are persistent in any community. Gather-
ing all available information, compiling it, analyzing it, evaluating
it, and drawing conclusions in the classroom will help in the develop-
ment of many skills, attitudes, and interests. An intelligent citizenry
can be developed only through the study of critical problems, and the
carry-over of intelligent action into later life is more likely to
take place if students understand the needs and purposes of the commu-
ity in which they live.

Some problems which should be studied, analyzed, and evaluated in Bay County are:

1. How do people in Bay County earn a living? What types of
   vocations are available in the county? How does the tour-
est trade help citizens of Bay County to earn a living? How
   many people are employed in fishing, in agriculture, in the paper
   industry, in the retail business? What are the possibilities of
   a student securing good employment after graduation from
   high school? What jobs are available for students who wish to
   work after school and on Saturdays? How can a student prepare
   himself for work in Bay County?

2. What is the extent of juvenile delinquency in Bay County?
   What are the most valid reasons given for this delinquency?
   How can juvenile delinquency be lessened in the county?
   Why do teen-agers want to drink? Should business estab-
lishments sell intoxicants to teen-agers? What should be the
   penalty for the teen-ager who buys the intoxicant and the
   business that sells it? How do the military services in
   Bay County contribute to juvenile delinquency? Under
   what conditions should teen-age girls date service men?
   What is the county doing toward the lessening of juvenile
delinquency? What can the schools do? How does home envi-
nornment help or hinder juvenile delinquency?

3. What are the forms of recreation available to teen-agers
   in the winter? Is there a sufficient variety and amount?
   What suggestions can be made toward improving winter rec-
   reation? What types of recreation do teen-agers want in
   Bay County? What are some things the class can do to
4. What are the causes and possible solutions to the housing shortage in Bay County? Should the government build low-cost housing projects for people with low incomes? for service men's families? What reasons can be given for the mixture of poor and good housing in almost any neighborhood in Bay County? Should there be laws requiring tenants or owners to keep their houses in good shape? Where do you find most of the poor housing in Bay County? Why? What reasons can be given for the high rental rates in the county? Do most of the people in the community own or rent their homes? Is a person who owns his home a better citizen than one who rents his home? Why should a person who rents his home care for it as though he owned it?

5. How do the military establishments in the county affect life in Panama City. Discuss these statements: The military has contributed largely to juvenile delinquency. The military has caused the housing shortage. The military needs more recreation. The military establishments have caused Bay County to grow in population by employing a vast numbers of workers.

Developing Abilities. — In this unit various abilities should be developed, and basic to all of these abilities is the use of scientific method in the clarification and solution of problems. Included are the ability:

1. To understand the organization of city and county government.

2. To think in terms of group welfare as well as the welfare of the individual.

3. To use a wide variety of resources for gathering information.

4. To write intelligent reports, analyses and evaluations.

5. To speak clearly and effectively in small and large group meetings, over the telephone, etc.

The above objectives are not intended to be complete. They are given only as suggestive of what contributions such a unit on
"Living Together in the Community," can make. Actually, the objectives will vary with each classroom situation. Teachers and students may broaden or narrow these objectives as they pertain to the study conducted by the class.

The Scope of the Unit.

The scope of this unit will depend largely on the number of materials and resources available to the teachers and students. As is stated later in the section on Bibliography, printed matter is difficult to obtain, and most of the resources will be people in the community and information obtained through interview, excursions, and speakers.

Since all ninth grade classes at Jinks Junior High School cooperate with Basic Education and endeavor to correlate their studies with the units being taught in Basic Education, it will be necessary for the ninth grade faculty to meet together and plan the learning units. Successful correlation with mathematics, industrial arts, physical education and homemaking will broaden the scope of the unit and will unify the study of the community throughout the ninth grade. Other conditional factors are the length of time available, the level of student interest maintained, the time needed for development of understandings and knowledges essential to the success of this and future units, and the length of time required for future units.

Bay County is relatively recent in origin, as it was carved out of Washington County by the State Legislature in 1912. The incorporation of Panama City with the towns of St. Andrews and Millville in 1925 caused much of the sectional jealousy that is a determining
factor in the progress of the county. Although there appears to be
a lessening of this anti-social feeling between the sections, it still
remains a problem. This is especially true in education, and the people
who live in the Cove section refused to allow their children to attend
Everitt Junior High School because of its location in Millville. Due
to political aspects their wish was granted with the result that students
in the West Bay community are transported past Jinks Junior High School
to Everitt Junior High.

Although we talk of communities in the sense that they are found
on maps and are really cities and towns, they are primarily groups of
families living together in a comparatively compact geographic area.
As a beginning point in the study of a community students should under-
stand:

The Family as a Community:—The first community a child comes
in contact with is the family. Here he forms habits, customs and atti-
tudes which are determining factors in his success in later life. To
better understand the family in relationship to the larger community
the following questions may be discussed:

1. How is your family governed? In what ways do you consider
your family to be democratic? What voice do you have in
your family's affairs?

2. What are your family's obligations to the larger commun-
ities of the neighborhood, the city, the county, the state?
What is the importance of voting intelligently, obeying
laws, and caring for community property?

3. How can your family show its pride in Bay County's growth
and development? How can the family help with recreation?
How does your family react to other families moving into
the neighborhood?
4. How does family participation in clubs, church activities, and other organizations develop relationships with other families of the community? Does your family take extensive advantage of the opportunity to work and play with other families in order to know them better?

The School as a Community:—Bay County schools are overcrowded and teacher-loads are above the state average. Additions to present buildings and the erection of new schools are planned for the near future. However, it is estimated by the County Board of Education that a ten per cent increase in school population can be expected each year. Tourists who bring children into the county schools add to this problem. To understand the function of a school and to discover ways in which the students can help in the growth and development of the school, the following questions should be considered:

1. What are my aims in education? Am I doing my best toward gaining a well-rounded education that will help me and my community? Do I use my time wisely, or do I find myself loafing frequently?

2. How can I cooperate with the teachers, administrators, and other students to make our school a better place in which to live? To whom should I criticize aspects of the school that I think are undesirable?

3. In what ways is my school community like my family community? Do I have a voice in school affairs? Do I take advantage of all the opportunities for learning found in my school? Do I utilize the resources of the community to further my education and help in my school work?

4. How can I better understand school rules, required courses, and other courses I elect to study?

5. What can I do as a student to help in the betterment of Panama City and Bay County?

The City and County Community:—In a study of a community, especially Bay County and Panama City, it may be advisable to narrow the
scope into several general headings. These areas may be as follows: Geography, History, Government, Health, Recreation, Industries, and Agriculture.

Bay County is a geographic hybrid with its white sand beaches on the south and the clay hills in the north that are characteristic of southern Georgia. There are a wide variety of soils, some rich in minerals, some poor. Students should understand more fully how the geography of a community affects the lives of the people who live in it. From the students' standpoint the geography may mean simply lakes for fishing, woods for hunting, beaches for recreation. A broadened concept of geography is desirable and may be attacked from the student's discussion of his concept of the geography of his community.

We study history in order to understand more fully the problems of the present and the future. Although Bay County is relatively new, history is important to gain an understanding of the population increases, the industrial output, the social problems, et cetera. There are persons living in the county today who remember it as a part of Washington County, and who remember the merger of the three towns into Panama City. A clear explanation of this phase of the history of Bay County should be covered in order that students can gain an understanding of the larger concept of community. Some of the students do not consider themselves as living in Panama City. When asked where they live, they not infrequently answer, "St. Andrew," "Cove," or "Millville."

Students should understand what is meant by the city-manager-commission form of government and its potential advantages over other forms of government. They should also realize that it has its disadvan-
tages of annexing Panama City Beach to the city of Panama City? Should the people of the beach area be allowed to vote whether or not they wish to be annexed? Why does the state legislature pass annexation laws? What are the reasons behind these annexation moves?

Health in Bay County is relatively good despite a lack of sanitation in several neighborhoods. A prevalence of hookworm was found in some schools in the county in 1953, and no school tested by the county health department was found to be free of these parasites. Every classroom at Jinks Junior High School had from three to ten students with either hookworms, pinworms, or low hemoglobin. Hearing tests were given to students and several were found to be deficient.

Starting with the health situation in the school, students may desire to make surveys of health in the whole city and county. A study of diseases prevalent in Bay County will assist in bringing about an understanding of the health situation. Checking on sanitary conditions at their own home may improve the health of the students. Studying health from a sanitation point of reference should be beneficial not only now, but in the future when these students are making their own homes.

Recreation in Bay County appears to be centered around the tourist trade with little planning for the teen-agers who permanently reside in the county. The civic center is inadequately supervised, and there is little planned or organized recreation. The auditorium is used only occasionally for a dance or for Sunday afternoon concerts open to the public. The two ping-pong tables afford limited opportunities for enjoyment of table tennis. There is no reading room and
although several magazines are available, they are not filed or otherwise cared for.

The schools are doing much to add to the recreation available for teen-agers. School dances, parties, picnics and outings are sanctioned by most schools with the exception of those in neighborhoods where religious influences prohibit numerous forms of recreation. Churches, too, offer entertainment and recreation to teen-agers, and the Civic Clubs have donated some playground equipment. Several areas of land have been set aside for parks, and some have been developed. There remain, however, some neighborhoods with no convenient access to playgrounds or parks.

The beaches offer summer recreation, but this is sometimes poorly supervised with the attendant problem of juvenile delinquency. The county is endeavoring to check the sale of alcoholic beverages to teen-agers. Better supervision of tourists attractions also has been promised by the law enforcement officers.

To attack the problem of recreation, students may take stock of what the county has to offer in the form of recreation. How can it be improved? How can I, as a student, help toward this improvement? Do we really take advantage of our recreational opportunities? What forms of recreation are best for us?

When Bay County was created, the citizens thought that a thriving trade with Latin America could be fostered due to the excellent harbor facilities. While this is still more a dream than a reality, Bay County is listed as one of the ten top industrial cities in Florida. The population has increased steadily since the creation of the County,
but it was not until the International Paper Company was built in 1933 that the population increased to any large proportion. This industry employs approximately 3000 workers and is the largest industry in the county. It is estimated that about 600 people make their livelihood from fishing. Other industries, not including the tourist industry, are the Arizona Chemical Company, the Alabama Textile Factory, the Brewton Engineering Company, and many other smaller industries.

Since the Basic Education program at Jinks Junior High School offers a unit on Vocations, students and teachers may wish to include the study of industries in the vocations unit. However, the industrial situation in the county should not be left completely out of a study of the community. Students should realize the importance of water and raw materials in the location of industries. Why was Bay County chosen for the establishment of the Paper Mill? Could Bay County offer any advantages to other industries that want to establish themselves in the south? What major geographical and physical factors in Bay County are involved in selection of cities for industries?

Agriculture is not extensive in Bay County. There are a few herds of cattle and the largest number only about 700 head. Watermelon, peanuts, corn, potatoes, and other vegetables are grown some in excess of county needs. Agriculture may be studied around questions such as the following: What types of agriculture are found in Bay County? About what percentage of the people earn a living from agriculture? What are the crops best suited for Bay County? How do the climate, soil, topography, et cetera affect agriculture in Bay County?

The Broadened Concept of Community:--The foregoing section on
the scope of this unit may be broadened as the teachers and students wish. The problems listed are not all inclusive; rather they are suggestions as to the possible approaches in the study of Bay County. Students and teachers may desire to center their study around the following broad areas:

1. **What is a Community?**
   a) In what sense is the school a community?
   b) Panama City, a community?
   c) Bay County, a community?
   d) Florida, a community?
   e) How far can a concept of community be extended? (Community of Nations)

2. **What is the place of each individual (i.e. my place) in a community?**
   a) Have fun -- be happy.
   b) Earn a living.
   c) Make others happy.

3. **What constitutes a good community?**
   a) People who work together.
   b) Good schools
   c) Good hospitals
   d) Government well-organized.
   e) Churches
   f) Places to have fun.

4. **How can we make our community better?**
   a) Studying the community.
   b) Offering suggestions to authorities.
c) Understanding each other.

d) Helping one other to solve problems.

Importance to the Community of Pupil Understandings

1. The community will benefit from young people who have learned ways of solving school problems and will carry these "ways and means" over into community life.

2. The community will benefit from young people who know the advantages of living together cooperatively with other human beings.

3. The community has a need for men and women who understand the responsibilities and duties which the democratic way of life places upon them.

4. The community places great emphasis upon education and will benefit from young people who continue their education either at an institution of higher learning or through individual study.

5. The community will benefit from young people who understand the problems of community life and who are willing to help toward the solving of these problems.

6. The community needs a citizenry with high standards of ethics and a desire for democratic cooperation.

Suggested Activities

These suggested activities are based upon the democratic philosophy of education and are outgrowths of sound principles of learning as understood by the writer. Designed to create an appetite for learning in the students, these activities should help him in future units of work and in later life. These activities should give him the freedom requisite to the scientific method of reasoning and drawing of individual conclusions based upon research and evaluation. Not all of the potential learning activities are listed; some may be omitted and
others added by teachers and pupils. Teachers and pupils should choose the ones they consider most valuable and pertinent to the needs of the class.

To work more effectively toward the attainment of the objectives of the unit, the teacher and students should recognize potential varieties of problem orientation. These will be dealt with under eight general headings.

A. Activities Dealing with Schools.

1. Devote class periods as needed to explore the background and present knowledge of the pupils in their understanding of Bay County.

2. Discuss the making of a learning unit by using a resource unit as a guide. Students and teachers should develop the learning unit together. To this end committees may be set up for the several phases of the learning unit, i.e., objectives, activities, materials evaluation. These committees may make preliminary reports to class and let all of the students of the class decide what they then may most wish to learn and how they are to go about it.

3. Make surveys of the potential aids to learning at Jinks Junior High School. These should include the books, materials and resources of the classroom, the library, and personal books of the students. Students can learn from other students, from teachers, from librarians, from contacts with the school administrative, secretarial, lunchroom, and janitorial staffs.

4. Make individual charts showing those things in each subject-matter area that may help students in his unit of work.

5. Keep individual lists of misused or misspelled words which the student contacts in reading, writing, and speaking.

6. Invite the principal or other school officials to speak on the functions of the school and the responsibilities of the students in the school and other pertinent subjects.
7. Invite one of the local business men to speak to the class on the relationship of a good education with achievement of economic success outside the school.

8. Invite the principal of the high school to speak on the program of studies for which students should prepare. This speaker should explain the "unit system," the requirements for graduation, and the values of a good school record after graduation.

9. Have students take notes and write themes after listening to speakers, seeing films, or doing research in the library.

10. Make a questionnaire to be submitted to other schools concerning school living, school rules, school government, course offerings, et cetera. Evaluate and compare Jinks Junior High School with the schools returning the questionnaire.

11. Construct pictorial charts of the activities that are conducted in the school and evaluate the activities.

12. Explore the history of education in the county with special emphasis on Jinks Junior High School and show that the cooperation of people from all sections was needed before such a school could be constructed.

13. Elect class officers and room committees. After these have been set up, evaluate their work in terms of criteria set up by students and teachers. Make posters or charts to show the duties of officers and committees.

14. Present skits and plays dealing with school living and the learnings that take place.

15. Have written and oral evaluations of the progress the individual makes in the unit. These evaluations may be done as frequently as the teacher and students desire, preferably prior to report-card time. At the conclusion of the unit, evaluation by both teachers and students is of great significance.

16. Draw a pictograph showing the neighborhoods of students attending Jinks Junior High School.

17. Use sociograms occasionally to determine whether students' likes and dislikes of other students have changed.

18. Show films and filmstrips on such topics as "School Living,"
"School Government," and "Making the Most of School."

B. Activities Dealing with the Family:

1. Have students submit problems anonymously to be discussed in class. Class may wish to select a panel of specialists or a jury to study the problems and offer recommendations to the students. This panel may be composed of parents or students or both parents and students.

2. Study the social attitudes and skills and then practice these at a party, entertainment, or tea honoring parents.

3. Read literature dealing with family problems. Discuss these problems in class, evaluating the solutions in the story and have students offer other solutions.

4. Compose a "kitchen-band" using kitchen utensils as instruments. Have class divide into "families" or committees and entertain group. Discuss family entertainment and discover ways in which families can entertain themselves.

5. Plan a tour of Florida with the family. List places and things each member of the family would desire to see, and figure approximate cost of the tour.

6. Trace your family tree as far back into the past as is possible.

7. Write themes on such topics as "My Most Comical Relative," "Baby Brothers." (or Sisters) "How my Parents Influence me."

8. Write and present a play or playlet centering around family life.

9. Read a play such as "I Remember Mama" and then evaluate the family in the drama in terms of characteristics set up by the class.

10. Outline or write a radio serial entitled "It's Hard to Grow Up." End each sequence or chapter with a problem faced by teen-agers today.

11. Make list of movies dealing with family life and plan to attend those with the best reviews when they are shown.
at the local theaters.

12. Make a list of your responsibilities in the home and how they change as you grow older.

13. Design a mural or murals showing the influences of inventions upon the home.

14. Make daily lists of things you do to help your family.

15. If possible, plan with other brothers and sisters in assisting parents to have an occasional "night of their own".

16. Make list of issues of good magazines which have effective stories and articles dealing with family living.

17. Check daily papers for news of family problems. Discuss the more significant problems in class.

18. Exchange with other members of the class some flowers shrubbery, or cuttings to plant at home.

19. Discuss possible things to do around the home to make it more attractive.

C. Activities Dealing with Geography of Bay County:

1. Secure specimens of each kind of soil found in Bay County.

2. Make charts showing how each kind of soil can be most effectively used.

3. Make a list of the types of rocks found in the county, and if possible bring specimens to class. Display these in the classroom or library.

4. Tour the county in a school bus to determine different geographic elements found in the area.

5. Make a survey of natural resources in the county and discuss whether or not these are being used intelligently.

6. Discover what types of animals are found in the county, which are wild and protected by law? Which are harmful and which are helpful?

7. Discuss the advantages and disadvantages of living in Bay County from a geographic point of view.

D. Activities Dealing with History of Bay County:

1. Do research in the library on the history of Bay County. Have oral or written reports.

2. Make a list of long-time residents who can give information about the history of Bay County.

3. Make telephone or letter requests to these citizens asking for interviews with them.

4. Make lists of things the class wishes to learn about the history of Bay County.


6. Collect pictures of scenes in Bay County showing old and new aspects. Available pictures include photographs of the old court house on the pier; Bay High School in 1927, family scenes, street scenes, et cetera.

7. Make drawings or a mural depicting life in Bay County from 1900 to the present.

E. Activities Dealing with Government in Bay County:

1. Have a committee attend a meeting of the city commission and county commission and report its findings to class.

2. Invite the City Manager, Mayor, or other official to speak to class on city government.

3. Make an outline chart of city government and county government organization.

4. Discuss important political activities in the community.

5. Discover the number of registered voters in each precinct. Chart or graph these in relation to the total population and the number actually voting.

6. Appoint a committee to visit the City Hall and the Court House to find out and report when and where the legislative groups meet and what standing committees each has.
the important local official, how these officials were put into office, length of term, salaries, and duties.

7. Plan to hold a simulated election with candidates and an interesting issue that people can take sides about. Stage this as nearly as possible in accordance with local regulations as to registration, election notices, supervision of polls, marking of ballots, election judges and clerks, and the counting and recording of votes.

8. List the protection agencies and find out how each helps improve living in the community.

9. In connection with the study of courts, present a mock trial and/or visit the court.

F. Activities Dealing with Health and Recreation in Bay County:

1. Write a letter telling about Panama City to a friend who has never seen the community.

2. Make art posters advertising the community in terms of why it is a good place for recreation.

3. Visit the water purification plant and sewage disposal plant to gain an understanding of these agencies of health.

4. Survey housing in the neighborhoods and suggest ways of improving poor housing and thus, improving health.

5. Consult one or more life-insurance salesmen and discover what kinds of policies are available for health and accident insurance.

6. Have a committee arrange with representative people in health occupations to give talks to the class about their work.

7. Visit local police for map of street accidents. Make copy of it and discuss it in class.

8. Make a survey of recreational agencies in the community.

9. Discover whether the community has any artists and invite them to display their work at the school.

10. Discuss health in the schools in terms of the work of the school nurse, the hookworm tests, the hearing examinations.
G. Activities Dealing with Industries and Agriculture:

1. Make field trips or excursions to one or more industries.
2. Explore the county for types of crops grown.
3. Discuss the possibilities of improving agriculture in the county and of getting desirable new industries to establish in the county.
4. Make a survey of types of employment available in the county.
5. Write newspaper editorials showing advantages Bay County has to offer to new industries.
6. Show movies on industries which are found in Bay County.
7. Invite the county farm agent or agriculture teacher to speak to class on agriculture in Bay County.
8. Make a list of foods eaten in one day and discover which of them were grown in Bay County.

H. Miscellaneous Suggested Activities:

1. Make a chart of all the churches, clubs, lodges, and other civic organizations and indicate the types of activities performed by each.
2. Discuss changes that may take place in the community during ensuing years.
3. Make a survey of the elements in Bay County that show evidence of community pride.
4. Suggest things one would want to know about a place if he were moving to a new town.
5. Make charts showing different races of people found in Bay County.
6. Arrange a panel discussion: "Ways and Means of Making Constructive Criticism Effective in Bay County."
7. Draw cartoons showing community needs, defects of local government, or the working of party machinery.
8. Form a file of newspaper clippings about the community. Add to this throughout the year.
9. Suppose some of the services supplied by government were
taken away from you. List them in the order in which
the class would be willing to forego them.

10. Find and bring to class newspaper articles that deal
with community planning. Discuss fully and then post
on bulletin boards.

11. Make a series of three charts, one for each of these
titles: Our Community of Yesterday, Our Community of
Today, and Our Community of Tomorrow. Collect or draw
pictures to illustrate these charts.

12. Write slogans that illustrate your responsibilities as
a citizen in Bay County.

Evaluation

I. Concept of Evaluation:

Alberty\(^2\) says:

Evaluation should be used as a means of determining the
progress of students toward the goals for which students and
teachers are working. The purpose of evaluation is to help
students and teachers see where progress is being made and where
it is not, and to point to reasons for progress or lack of prog-
ress. It is to lead to the changes which are needed to bring
progress about. It may in some cases, lead to changes in the
goals, themselves, when other goals are found to be more fruit-
ful in the development of students.\(^a\)

The above quotation implies that evaluation is a continuous
process from the beginning of the unit to the final culminating ac-
tivity. Purposes, objectives, activities, \textit{et cetera} should come
under continuous scrutiny of teachers and students, and changes
should take place when there is a need for such change in terms of
this evaluation.

II. Evaluation Techniques:

The evaluation techniques described below are suggestive

\(^2\)Alberty, \textit{Reorganizing the High School Curriculum}, p. 318.
of the many ways the teachers and students can secure evidence of student growth toward desired goals. Learning in terms of a democratic philosophy calls for not only the cooperative venture between students and teachers in setting up goals but also in determining appropriate criteria and methods of evaluating progress. If learning is to be successful, the student as well as the teacher must see the progress made or understand the reasons for the lack of progress.

A. **Formal Methods of Evaluation:**

Teachers are familiar with the "conventional types of evaluative instruments such as true-false tests, matching tests, essay examinations. At times these types of evaluations may be helpful to both the teacher and the student. It may be advantageous to test the present knowledge of the students at the beginning of the unit. Testing for facts or fundamental knowledge may show the student his need for mastering fundamentals that are essential to his success in future planning.

B. **Informal Methods of Evaluation:**

Much evaluation takes place without any special instruments of a formal nature. Teachers may analyze and evaluate students day by day on the basis of the following:

1. The questions they ask.
2. The materials they use in gathering information.
3. The projects they undertake.
4. The part they take in group work.
5. The responsibility they assume.
6. The manner in which they deal with other people.
7. The way they write and speak.
8. The interest they show in the individual and group work.
9. Their willingness to help others.
10. The amount of independent work they do.
11. The work habits they employ.
12. The attitude they have toward school work.

Very few formal instruments of evaluation will test adequately for such values as reflective thinking, consistency of belief, ability to cooperate, social sensitivity, and extension of worthy interests. Interest surveys, problem analyses charts, and psychological examinations may at times be useful in supplying information about the students which can further the evaluation of the above values. Anecdotal records kept by both teachers and students of day to day behavior may be of special significance. Written themes and articles, oral discussion, and oral reports may help the teacher to analyze the beliefs and opinions held by the students. Teachers not infrequently endeavor to change the student's attitude when the desire should really be to encourage critical thinking, research, and evaluation of his beliefs. To indoctrinate one's belief in another is not democracy. To evaluate beliefs in
the light of all available evidence is essential to the
democratic way of life. Students may wish to change their
opinions when they analyze them.

C. Student Realization of Values:

The resource unit's results should be evaluated
broadly in terms of values realized by the students such
as the following:
1. The value of feeling that one belongs to a group.
2. The value of sharing with others.
3. The value of participating with others on worthwhile
   projects.
4. The value of creativeness.
5. The value of attaining skills and information.
6. The value of developing a philosophy of life.
7. The value of changing attitudes in terms of available
evidence.
8. The value of developing a feeling of group concern.

D. Conclusion:

The above statements on evaluation are suggestions
only. No one instrument alone can possibly give a reliable
picture of the attitudes, interests, problems, etc. of a
student. Teachers and students should use as evaluative
devices and instruments, both formal and informal, in order
to bring about better bases for judgment as to the formula-
tion of plans, better understanding of students, and effect-
ive reorganizing of the curriculum.
Leads To Other Units

There are numerous possibilities for further exploration and study branching off from the study of Panama City and Bay County. The teacher may find unanticipated needs and interests of the students and should consider these needs and interests in planning future units.

Resource units which may be outgrowths of *Living Together in Bay County* include:

1. **Problems of School Living:** How can students get the most out of their school experiences?

2. **Problems of Growing Up in Bay County:** How can we learn to know and understand ourselves?

3. **Problems of Finding a Way of Life:** How can we develop our own philosophy of living?

4. **Problems of Family Living:** How can we understand and participate in family affairs?

5. **Problems of Employment and Vocations:** How can we reach our goal of economic independence from our families?

6. **Problems of Using and Conserving Natural Resources:** How can we help in developing and using wisely our natural resources?

7. **Problems of Continuing Education After School:** How can I further my education after graduation from High School?

8. **Problems of Using Time Wisely:** How can I determine desirable types of recreation?

9. **Problems of Communication and Transportation:** How can I better understand these two important phases of life?

10. **Problems of Keeping Healthy:** How can I achieve and maintain good health?

11. **Problems of Critical Reading:** How can I develop skill in evaluating what I read?

12. **Problems of Understanding Local and World Problems:** How can I better acquaint myself with local and world issues that vitally affect my life today?
13. Problems of Understanding the Past and Its Effect on the Present and Future: How can I achieve historical insight into today’s problems?

Bibliography of the Unit

The following materials are not all-inclusive and should serve only as examples of what can be utilized. In such a unit dealing with a specific school or community, materials will be difficult to find in printed form. Field trips, excursions, mimeographed matter, interviews, et cetera must be utilized to the fullest if students and teachers are to gather the material needed for such a unit.

Books:


Pamphlets:


Unpublished Material:

The following materials may be secured through the Chamber of Commerce, Panama City, Florida.

- Agriculture in Bay County.
- Articles Available Through Distributors in Panama City, Florida.
- Forms of Recreation in Panama City, Florida.
- Fuel in Bay County.
- History of Panama City, Florida.
- Map and Information Guide of Panama City, Florida.
- Panama City Clubs.
- Panama City Industries.
- Playground Vacation Guide.
- Ray Materials in Bay County.
- Tyndall Field.

Films:

- *The World's Most Beautiful Beaches* (Available through the Panama City Chamber of Commerce.) Tourist attractions in Bay County.

- *Power of the South* (Available from Gulf Power Company, Panama City, Florida.) Pictures the progress of electricity in the South. Some scenes were made in Panama City.

- *From Pulp to Paper* (Available from the International Paper Company, Panama City, Florida.) Shows the process of making paper from pulp.

Filmstrips:

- *Meeting the Basic Needs of Citizens* (Available from American
Council on Education, Washington, D.C. or from the Jinks Junior High School Library) Illustrates the division of services between local, state and federal governments.


Resource People:

1. Mr. Grady Courtney, City Manager of Panama City, Florida.
2. Mr. Carl R. Gray, Mayor of Panama City.
3. Mr. John Douglas, Safety Officer.
4. Mr. Randy Robinson, Highway Patrolman.
5. Mr. Frank Nelson, City Commissioner.
6. Mr. Walter A. Poston, Superintendent of International Paper Company.
7. Mr. Alfred Norris, Chief of Fire Department.
8. Mr. M.J. Daffin, Sheriff of Bay County.
9. Mr. Willie Carter, Athletic Director, Department of Recreation.
10. Mr. John Johnston, Principal of Bay High School.
11. Mr. Toby Schneider, Retailer in Men's and Women's Clothing.
12. Mr. J.E. Churchwell, Realtor and Owner of Long Beach Resort.
14. Dr. A.F. Ullman, County Health Doctor.
15. Mr. George McCall, Chief of Police, Panama City, Florida.
A CONCLUDING NOTE

The democratic philosophy of education should be the underlying assumption toward which all teaching is oriented. Almost any course of study can be adapted to the use of a wide variety of materials, methods, and techniques which are utilized in broad resource units. The writer appreciates the effort required to obtain, use, and evaluate successfully the many media which are available to the teacher and the student.

It has not been the object of this paper to describe the Basic Education course as having all the answers to all the problems of education. Rather, Basic Education as taught at Jinks Junior High School should be considered as an experiential endeavor viewed by both teachers and administrators as exemplifying what appears to be the current best solution to the problem: "What and How Are We to Teach the Youth of Today?"

The Basic Education Course, including civics and English in a fused-core program, is relatively new in Bay County. Organized for only two years, the course has not been fully evaluated in terms of the carry-over of learnings into later life. However, there is evidence that students taking the Basic Education course are better able to
make the transition from elementary school to high school.

Teachers of Basic Education have endeavored to transform the classroom into a laboratory for the study of persistent problems confronting youth today. According to Alberty:25

Such living and working together under the guidance of a democratic philosophy of education should have a three-fold effect. First, it should be the means of making the school an integral part of the life of the community, instead of an institution apart from the vital currents of living. Second, it should transform the school into a place where students come to get help in the solving of their problems, instead of a place where lessons are learned. Third, it should raise teaching to the level of a profession with unlimited possibilities for personal growth, instead of a more or less temporary job to be carried out with little or no personal initiative or imagination.

The writer is convinced that the Basic Education program is resulting in an increasingly effective and more functional education for the youth of Bay County, Florida.

25 Alberty, Reorganizing the High School Curriculum, p. 442-443.
BIBLIOGRAPHY

Books


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Alberty, Harold, et al., How to Make a Resource Unit, 1946. (Mimeographed paper)

Bode, Boyd H., Reorientation in Education, 1944 (Mimeographed paper)
APPENDIX I
PROBLEM CHECK LIST

HIGH SCHOOL FORM

By ROSS L. MOONEY

Developed through the cooperation of Miles E. Cary and Dai Ho Chun at McKinley High School, Honolulu, Hawaii; John H. Herrick at Shaker Heights City Schools, Cleveland, Ohio; O. O. Royer at Johnsville-New Lebanon High School, New Lebanon, Ohio; and Arthur W. Combs at Alliance Public Schools, Alliance, Ohio.

Please fill out these blanks:

Your date of birth .......................................................... Boy ........................................ Girl ....................................

Your class, or the number of your grade in school ......................................................

Name of your school ........................................................................................................

Name of the person to whom you are to turn in this paper .....................................................

Your name or other identification, if desired ........................................................................

Date ...................................................................................................................................

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight". Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are troubling you most. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "1. Being underweight".

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.
First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily
5. Frequent illnesses
6. Having less money than friends have
7. Learning how to save money
8. Having to ask parents for money
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money
11. Being ill at ease at social affairs
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette
15. Wanting to learn how to entertain
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Lack of sex attractiveness
20. Uninterested in the opposite sex
21. Being left out of things
22. Getting into arguments
23. Hurting people’s feelings
24. Being talked about
25. Getting rid of people I don’t like
26. Losing my temper
27. Taking some things too seriously
28. Nervousness
29. Laziness
30. Worrying
31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion
36. Being treated unkindly because of my race
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in chosen vocation
45. Wondering what I’ll be like ten years from now
46. Being a grade behind in school
47. Absent from school too often
48. Adjusting to a new school
49. Not spending enough time in study
50. Taking wrong subjects
51. Poor place to study at home
52. No suitable place to study at school
53. Wanting subjects not offered by the school
54. Made to take subjects I don’t like
55. Too little freedom in classes
56. Frequent headaches
57. Weak eyes
58. Lack of appetite
59. Digestive troubles
60. Not getting proper diet
61. Too little money for school lunches
62. Working too much outside of school hours
63. Too few nice clothes
64. Getting money for education beyond high school
65. Learning how to spend my money wisely
66. Taking care of clothes and other belongings
67. Making a good appearance
68. So often not allowed to go out at night
69. In too few school activities
70. Wanting to get into a certain club
71. “Going steady”
72. Girl friend
73. Boy friend
74. Disappointment in a love affair
75. Wondering if I’ll find a suitable mate
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Lacking leadership ability
79. Being a poor judge of people
80. Too easily led by other people
81. Stubbornness
82. Carlessness
83. Getting too excited
84. Forgetting things
85. Not taking some things seriously enough
86. Disliking church services
87. Having no chance to go to church
88. Confused in my religious beliefs
89. Puzzled about prayer
90. Wanting communion with God
91. Not living with my parents
92. Parents separated or divorced
93. Being an only child
94. Mother not living
95. Father not living
96. Needing to decide on an occupation
97. Needing information about occupations
98. Lacking work experience to get a job
99. Trying to combine marriage and a career
100. Concerned over military service
101. Not getting studies done on time
102. Don’t know how to study effectively
103. Worrying about grades
104. Poor memory
105. Slow in reading
106. Textbooks hard to understand
107. So often feel restless in classes
108. Teachers too theoretical
109. Classes too large
110. Teachers doing too much of the talking
111. Not as strong and healthy as I should be
112. Not enough outdoor air and sunshine
113. Poor complexion
114. Frequent colds
115. Poor teeth
116. Needing money for better health care
117. Not being allowed to buy my own clothes
118. Too little money for recreation
119. Having to watch every penny I spend
120. Needing a job in vacations
121. Too little chance to do what I want to do
122. Not enough time for recreation
123. Not allowed to go around with the group I like
124. Being made to go to bed too early
125. Too little social life
126. Not knowing how to entertain on a date
127. Not being allowed to have dates
128. Embarrassed in discussion of sex
129. Afraid of close contact with the opposite sex
130. Shyness
131. Feelings too easily hurt
132. Don't make friends easily
133. Having no close friends
134. Feeling inferior
135. Moodiness, having the "blues"
136. Can't make up my mind about things
137. Afraid of making mistakes
138. Too easily discouraged
139. Sometimes wishing I'd never been born
140. Losing faith in religion
141. Failing to see value of religion in daily life
142. Confused on some moral questions
143. Yielding to temptations
144. Having a guilty conscience
145. Being criticized by my parents
146. Parents favoring another child
147. Mother
148. Father
149. Death in the family
150. Restless to get out of school and into a job
151. Choosing best courses to take next term
152. Choosing best courses to prepare for college
153. Getting needed education for chosen occupation
154. Wanting advice on what to do after high school
155. Graduating without being vocationally trained
156. Trouble with mathematics
157. Weak in writing
158. Weak in spelling or grammar
159. Trouble in outlining or note-taking
160. Trouble in using the library
161. Too few books in the library
162. Teachers lacking interest in students
163. Teachers lacking personality
164. Dull classes
165. Wanting subjects I'm not allowed to take
166. Poor posture
167. Being clumsy and awkward
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Living in a poor neighborhood
173. Borrowing money for school expenses
174. Needing to find a part-time job now
175. May have to quit school to work
176. Too little chance to go to shows
177. Nothing interesting to do in spare time
178. Too little chance to listen to radio
179. No place to entertain friends
180. Having no hobby
181. Too few dates
182. Being in love
183. Marriage
184. Going with a person my family won't accept
185. Concerned over proper sex behavior
186. Being criticized by others
187. Picking the wrong kind of friends
188. Unpopular
189. Being called "high-hat" or "stuck-up"
190. Being watched by other people
191. Lost—no sense of direction in my life
192. Failing to get ahead
193. Not doing anything well
194. Can't see the value of daily things I do
195. Not having any fun
196. Bothered by ideas of heaven and hell
197. Wanting to know what the Bible means
198. Wondering what becomes of people when they die
199. Can't forget some mistakes I've made
200. Afraid God is going to punish me
201. Never having any fun with father or mother
202. Clash of opinions between me and my parents
203. Talking back to my parents
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Choosing best courses to prepare for college
208. Choosing best courses to prepare for a job
209. Not knowing what I really want
210. Not knowing the kind of person I want to be
211. Worrying about examinations
212. Not fundamentally interested in books
213. Unable to express myself in words
214. Vocabulary too limited
215. Difficulty with oral reports
216. Wanting more help from the teacher
217. Teachers not friendly to students
218. School is too strict
219. Too many poor teachers
220. Teachers lacking grasp of subject matter.
221. Physical handicap
222. Afraid I may need an operation
223. Frequent sore throat
224. Menstrual disorders
225. Not enough sleep
226. Having to earn some of my own money
227. Employed late at night on a job
228. Working for all my own expenses
229. Getting low wages
230. Disliking my present employment
231. Not enjoying many things others enjoy
232. Too little chance to get into sports
233. Not being allowed to use the family car
234. Not enough time to myself
235. Too little chance to read what I like
236. Breaking up a love affair
237. Deciding whether I'm in love
238. Thinking too much about sex matters
239. Insufficient knowledge about sex matters
240. Sex diseases
241. Disliking certain persons
242. Being disliked by certain persons
243. Being "different"
244. Being made fun of
245. Losing friends
246. Too self-centered
247. Unhappy much of the time
248. Lacking self-confidence
249. Afraid when left alone
250. Daydreaming
251. Moral code weakening
252. Being punished too much
253. Swearing, dirty stories
254. Drinking
255. Cheating in classes
256. Getting my family to accept my friends
257. Family quarrels
258. Brothers
259. Sisters
260. Relatives
261. Family opposing my choice of vocation
262. Not interested in entering any vocation
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job
266. Not liking school
267. Finding it hard to speak correct English
268. Afraid to speak up in class discussions
269. Don't like to study
270. Unable to concentrate when I need to
271. Too much work required in some subjects
272. Teachers lacking understanding of youth
273. Teachers not practicing what they preach
274. Grades unfair as measures of ability
275. Tests unfair
276. Nose or sinus trouble
277. Poor hearing
278. Smoking
279. Speech handicap (stammering, etc.)
280. Foot trouble or ill-fitting shoes
281. Family worried about money
282. Too crowded at home
283. Having no radio at home
284. Having no car in the family
285. Ashamed of the house we live in
286. Unskilled in carrying on a conversation
287. Slow in getting acquainted with people
288. Not knowing how to dress attractively
289. Too much social life
290. In too many student activities
291. Finding it hard to control sex urges
292. Putting off marriage
293. Wondering if I'll ever get married
294. Petting and making love
295. Going too far in love relations
296. Being jealous
297. Being snubbed
298. No one to tell my troubles to
299. Feeling that nobody understands me
300. Dislike talking about personal affairs
301. Too many personal problems
302. Unwilling to face a serious problem now
303. Bad dreams
304. Thoughts of suicide
305. Fear of insanity
306. Always getting into trouble
307. Sometimes being dishonest
308. Being punished for something I didn't do
309. Trying to break off a bad habit
310. Getting a bad reputation
311. Being treated as a "foreigner"
312. Wanting to leave home
313. Afraid of someone in the family
314. Parents expecting too much of me
315. Not telling parents everything
316. Wondering if I'll be a success in life
317. Dreading to think of a life of hard work
318. Not knowing where I belong in the world
319. School of little help in getting me a job
320. Needing to plan ahead for the future
321. Can't see that school is doing me any good
322. Not smart enough
323. Getting low grades
324. Afraid of failing in school work
325. Wanting to quit school
326. Not getting along with a teacher
327. Having an unfair teacher
328. Poor assemblies
329. Lunch hour too short
330. School too indifferent to students' needs
Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? Yes. No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)
3. Have you enjoyed filling out the list? ………..Yes. ………..No.

4. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? ………..Yes. ………..No. Please explain how you feel on this question.

5. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? ………..Yes. ………..No. If so, do you have any particular person(s) in mind with whom you would like to talk? ………..Yes. ………..No.

Note to Counselors: Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the checklist.

**Instructions for Making a Statistical Summary**

For convenience in summarizing results on an individual case or on groups of students, the 300 problems are classified in eleven areas:

1. Health and Physical Development (HPD)
2. Finances, Living Conditions, and Employment (FLE)
3. Social and Recreational Activities (SRA)
4. Courtship, Sex, Marriage (CSM)
5. Social-Psychological Relations (SPR)
6. Personal-Psychological Relations (PPR)
7. Morals and Religion (MR)
8. Home and Family (HF)
9. The Future: Vocational and Educational (FVE)
10. Adjustment to School Work (ASW)
11. Curriculum and Teaching Procedures (CTP)

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only.) At the bottom of the page enter the totals for the list. If desired, the area totals can be re-copied to the first page for greater convenience in later reference.