

DOCUMENT RESUME

ED 053 211

TM 000 745

AUTHOR Heusser, H. Earl, Jr.  
TITLE Philosophies and School Evaluations: Are They  
Origins of Hypocrisy?  
PUB DATE 71  
NOTE 35p.  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS Course Objectives, Curriculum Development,  
Curriculum Evaluation, \*Educational Objectives,  
\*Educational Philosophy, Evaluation Needs, \*High  
School Curriculum, \*Instructional Improvement,  
Instructional Programs, Program Evaluation, \*Rating  
Scales, Relevance (Education)

ABSTRACT

This two-part article addresses itself to philosophical and instructional guidelines. Part I is entitled "Relationships of High School Philosophy and Objectives to Curriculum and Instruction in the Education Process" and Part II, "A Rating Instrument Designed to Improve School Evaluation and the Resulting Instructional Program." (CK)

PHILOSOPHIES AND SCHOOL EVALUATIONS:

are they

ORIGINS OF HYPOCRISY?

prepared by:

H. Earl Heusser Jr.  
Associate Professor of Education  
San Diego State College

U.S. DEPARTMENT OF HEALTH, EDUCATION  
& WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRODUCED  
EXACTLY AS RECEIVED FROM THE PERSON OR  
ORGANIZATION ORIGINATING IT. POINTS OF  
VIEW OR OPINIONS STATED DO NOT NECES-  
SARILY REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY.

INTRODUCTION:

Do we really do what we say we ought to?....and, if not, what can we do about it?

The words hypocrisy, bigotry, credibility....relevance, are in the wind. So much so that we may be tempted to tune them out. After all, who in education or any walk of life cares to be accused of ambiguity here, insincerity there and pedantic "Mickey Mouse" everywhere? But isn't it possible that we in education are becoming victims of our own inadvertent design? Aren't we aiding and abetting, indeed nurturing an insidious hypocrisy when we emplazen across page 1 of faculty and student handbooks and our accreditation reports, platitudinous statements of philosophy and objectives?--Statements the nobility of which leave us gasping, but the hollow generality and nebulosity of which leave us groping? Most such statements are not designed to offer curricular guidance nor to serve as bench mark criteria against which an entire comprehensive high school may later be measured. What potent determinants these statements could be. Such an origin of self imposed leverage (instead of hypocrisy), these statements could be as philosophical and instructional guidelines. It is to these ends that the following (two) part article is intended.

ED053211

TM 000 745

#2

## PART I

### SYNOPSIS: RELATIONSHIPS OF HIGH SCHOOL PHILOSOPHY AND OBJECTIVES TO CURRICULUM AND INSTRUCTION IN THE EVALUATION PROCESS

The following account is a summary-abstract of the unpublished doctoral dissertation by the writer<sup>1</sup>. This account is the core of Part I because it is believed that the ensuing implications for improvement of school evaluation and resulting improvement of instructional programs are real. These implications are not only real, they are of a mundane nature that educators can do something about. They lend themselves to feasible courses of action.

PROBLEM: Did the high schools in the sample selected for this study:

1. appraise their programs of study on the basis of their own statements of philosophy and objectives when performing self evaluation for accreditation?
2. develop statements of philosophy and objectives that are identifiable and useful to the school as evidenced by related self appraisal?
3. provide the learning experiences and impart the values and skills which are stressed as elements of their philosophy and objectives (in their estimation)?

PROCEDURES: Questions in the problem statement were considered by three judges including the writer. These considerations were made as three separate studies giving the effect of an initial study with two replications.

(See Fig. 5) Self appraisal reports of thirty 4-year high schools (student bodies of 1000-2000) were selected at random from the library of the secondary commission for the Western Association of Schools and Colleges (WASC). The instrument used to obtain these reports under the direction of WASC is entitled Procedures for Appraising the Modern High School. The statements of philosophy and objectives (P&O) and appraisals of programs of study made by administrative staff (A), instructional staff (I) and student representatives (S) were taken from the reports for this analysis. P&O's and A, I and S appraisals for each of the thirty schools were randomly assigned to a reading order and to one control (A) and five treatment (B, C, D, E, F,) groups of a simple-randomized design. Each group contained materials from five different accreditation reports.

<sup>1</sup> Heusser, H. Earl, "Relationships Between Stated Philosophies & Objectives and Programs of Study as Appraised in Thirty California High Schools: An Experimental Analysis," (unpublished doctoral dissertation, the University of Oregon, Eugene, 1967)

Treatment by matching (association) and various mismatching (dissociation) of P&O's with A, I and S appraisals within each group was as follows:

Control group A: P&O's and A, I and S appraisals were all associated by school.

Treatment group B: P&O's and A appraisals were associated by school. I and S appraisals were dissociated from P&O's of their own school and placed with P&O's of other schools within the group.

Treatment group C: P&O's and I appraisals were associated. P&O's and A and S appraisals were dissociated.

Treatment group D: P&O's and S appraisals were associated. P&O's and A and I appraisals were dissociated.

Treatment group E: P&O's were dissociated from the appraisals of their own school and placed with appraisals of other schools within the group. A, I and S appraisals were all associated with each other by school.

Treatment group F: P&O's and A, I and S appraisals were all dissociated from each other and placed with other P&O's and appraisals within the group.

The rationale for treatment by association and dissociation of P&O's and appraisals is simple. One might assume that a P&O and program of study appraisal both from the same school would bear more resemblance and a more detectable relationship than a P&O and appraisal each from different schools, if a comprehensive spectrum of criteria are used in the rating instrument. (See Fig. 1, next page)

P&O's and appraisals of one school from each group as treated above were rated by eight judges including the writer. These preliminary ratings were made as a pilot study for trial of the rating instrument designed for this analysis and for selection of two judges to continue with the writer. The three judges then read and rated the P&O's and appraisals of all the remaining schools as treated in the research design.

Twenty-seven qualities of appraisal to P&O relationship as measured by the rating instrument are subsumed under the following class headings.

1. Attitudinal qualities
2. Overall curricular tendencies, features and philosophy
3. Specific subject area relationships
4. Consistency of the program (as appraised) with P&O

Composite scores of each A, I, S and total appraisal to P&O relationship were tested with one way analysis of variance within and between control and treatment groups. Fifteen such tests were run on scores from the initial study. Identical tests were run for each replication. (See Figs. 2, 3 & 4)

Fig. 1.--SIMPLE-RANDOMIZED DESIGN

School self appraisals were assigned and grouped with statements of philosophy and objectives as shown.

- P&O = philosophy and objectives
- A = administrative staff appraisal
- I = instructional staff appraisal
- S = student steering committee appraisal
- R.A. = randomly assigned from sample of 30 schools

- associated = P&Os and given appraisal correctly paired by school
- dissociated = P&Os and given appraisal purposely mismatched by school

GROUPS					
(A) control	(B) treatment	(C) treatment	(D) treatment	(E) treatment	(F) treatment
statement of P&O <u>associated</u>	statement of P&O <u>associated</u>	statement of P&O <u>associated</u>	statement of P&O <u>associated</u>	statement of P&O dissociated	statement of P&O dissociated
A <u>associated</u>	A <u>associated</u>	A dissociated	A dissociated	A <u>associated</u>	A dissociated
I <u>associated</u>	I dissociated	I <u>associated</u>	I dissociated	I <u>associated</u>	I dissociated
S <u>associated</u>	S dissociated	S dissociated	S <u>associated</u>	S <u>associated</u>	S dissociated
5 schools R. A.	5 schools R. A.	5 schools R. A.	5 schools R. A.	5 schools R. A.	5 schools R. A.
thirty (30) school sample					

Fig. 2 -- MASTER COMPOSITE SCORE SHEET FOR INITIAL STUDY

analysis #	A			B			C			D			E			F ratio signif- icance*
	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #		
101 attitudinal	7 13 2 28 23 M = 14.00	3 11 6 24 1 M = 18.18	18 20 20 22 14 M = 13.40	14 09 18 08 18 M = 8.60	19 14 17 09 18 M = 15.40	13 14 19 18 10 M = 14.80	21 12 30 4 14 M = 12.20	21 08 15 19 07 M = 14.00	.29	NS						
102 curriculum	09 12 13 03 12 M = 9.80	11 16 14 09 10 M = 12.00	09 02 16 02 14 M = 8.60	07 03 15 01 16 M = 8.4	10 14 12 10 11 M = 11.40	12 09 13 13 14 M = 12.20	11 05 11 15 09 M = 10.20	1.15	NS							
103 specific subjects	07 04 18 02 09 M = 8.0	12 19 16 28 04 M = 15.8	07 03 15 01 16 M = 8.4	05 05 11 04 08 M = 6.6	24 14 10 04 09 M = 12.2	09 10 19 04 12 M = 10.8	27 02 06 21 04 M = 12.0	.72	NS							
104 consistency	09 05 10 02 07 M = 6.6	09 10 10 11 04 M = 8.8	05 05 11 04 08 M = 6.6	11 08 08 04 05 M = 7.0	11 08 08 04 05 M = 7.0	07 10 10 06 08 M = 8.2	11 04 06 08 03 M = 6.4	.37	NS							
105 attitudinal	11 07 20 04 22 M = 12.8	20 22 19 20 14 M = 19.0	07 13 10 08 21 M = 11.8	13 19 18 18 06 M = 14.8	13 19 18 18 06 M = 14.8	19 14 08 13 14 M = 13.6	08 16 07 24 21 M = 15.2	2.75	S at .05							
106 curriculum	04 12 15 02 15 M = 9.6	14 14 09 09 10 M = 11.2	02 01 03 01 15 M = 4.4	06 12 11 10 07 M = 9.2	06 12 11 10 07 M = 9.2	15 10 05 08 15 M = 10.6	05 10 01 17 13 M = 9.2	1.30	NS							
107 specific subjects	05 03 18 03 21 M = 10.0	19 20 16 26 04 M = 17.0	09 08 16 01 08 M = 8.4	14 17 12 18 04 M = 13.0	14 17 12 18 04 M = 13.0	22 04 16 07 18 M = 13.2	03 08 01 33 15 M = 12.0	3.91	S at .01							
108 consistency	04 03 11 02 11 M = 6.2	10 10 09 09 07 M = 9.0	03 04 04 02 07 M = 4.0	06 06 09 10 03 M = 6.8	06 06 09 10 03 M = 6.8	10 06 09 04 08 M = 7.4	03 07 05 12 09 M = 7.2	2.15	NS							
109 attitudinal	09 06 09 02 10 M = 7.2	05 03 11 03 05 M = 5.4	09 10 03 05 06 M = 6.6	09 07 03 06 08 M = 6.6	09 07 03 06 08 M = 6.6	08 05 09 06 04 M = 6.4	06 05 07 06 05 M = 5.8	1.21	NS							
110 curriculum	03 04 05 00 04 M = 3.2	03 03 04 00 02 M = 2.4	00 04 00 00 04 M = 1.6	03 03 02 03 03 M = 2.8	03 03 02 03 03 M = 2.8	03 01 03 01 04 M = 2.4	03 01 04 03 01 M = 2.4	.17	NS							
111 specific subjects	14 07 20 04 15 M = 12.0	17 09 18 05 07 M = 11.2	11 14 01 02 02 M = 6.0	19 14 10 06 10 M = 11.8	19 14 10 06 10 M = 11.8	20 06 10 10 11 M = 11.4	11 15 05 15 06 M = 10.4	.69	NS							
112 consistency	10 07 10 01 08 M = 7.2	05 07 09 07 07 M = 7.0	08 08 03 02 05 M = 5.2	10 07 07 07 02 M = 6.6	10 07 07 07 02 M = 6.6	04 07 08 05 08 M = 6.4	09 07 08 09 06 M = 7.8	.45	NS							
113 attitudinal	03 02 05 02 05 M = 3.4	04 05 05 04 04 M = 4.4	01 03 04 01 04 M = 2.6	05 05 04 03 03 M = 4.0	05 05 04 03 03 M = 4.0	02 04 04 05 02 M = 3.4	04 01 04 05 02 M = 3.2	.35	NS							
114 specific subjects	16 13 43 10 24 M = 21.2	50 32 46 28 14 M = 34.0	13 21 23 11 18 M = 17.2	36 30 32 18 16 M = 26.4	36 30 32 18 16 M = 26.4	32 14 41 12 26 M = 25.0	25 18 11 57 14 M = 25.0	.89	NS							
115 consistency	09 05 10 02 08 M = 6.8	08 10 09 09 06 M = 8.4	05 05 06 02 06 M = 4.8	09 07 08 07 03 M = 6.8	09 07 08 07 03 M = 6.8	09 07 09 05 08 M = 7.6	08 06 06 10 06 M = 7.2	1.41	NS							

\* The minimum F ratios required for significance at .05 and .01 confidence levels are 2.62 and 3.90 respectively.



Fig 3 -- MASTER COMPOSITE SCORE SHEET FOR REPLICATION STUDY # ONE

analysis #	A			B			C			D			E			F			F ratio signif- icance*																																																																																																																					
	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #																																																																																																																							
201	7 13 2 28 23 M = 11.0	3 11 6 24 1 M = 17.0	19 16 19 14 17 M = 10.8	11 10 19 08 11 M = 11.8	17 29 18 22 26 M = 13.2	20 11 14 12 09 M = 6.0	12 12 18 17 08 M = 13.4	20 06 12 08 14 M = 12.0	.36	NS	202	01 05 11 00 08 M = 5.0	14 12 11 07 10 M = 10.8	07 00 14 03 01 M = 5.0	08 04 04 08 06 M = 6.0	07 00 06 11 04 M = 5.6	15 03 02 01 06 M = 5.4	.58	NS	203	04 12 13 01 11 M = 8.2	25 20 27 20 20 M = 22.4	02 02 33 04 09 M = 10.0	16 11 15 07 06 M = 11.0	04 11 29 22 03 M = 13.8	32 01 11 00 10 M = 10.8	.27	NS	204	03 03 06 00 05 M = 3.4	08 08 10 08 08 M = 8.4	03 03 10 01 04 M = 4.2	08 06 06 03 04 M = 5.4	06 06 09 08 04 M = 6.6	10 02 04 01 04 M = 4.2	.07	NS	205	11 08 19 02 21 M = 12.2	15 12 13 10 20 M = 14.0	14 04 06 04 18 M = 9.2	19 10 13 17 06 M = 13.0	19 09 17 18 09 M = 14.4	06 09 11 15 14 M = 11.0	1.68	NS	206	06 05 11 00 14 M = 7.2	05 08 04 04 11 M = 6.4	09 00 04 01 07 M = 4.2	06 07 11 12 01 M = 7.4	15 05 01 14 09 M = 8.8	02 01 03 08 09 M = 4.6	1.28	NS	207	07 03 28 00 30 M = 13.6	13 19 13 15 21 M = 16.2	13 01 06 02 18 M = 8.0	14 11 26 18 05 M = 14.8	21 03 19 22 04 M = 13.8	01 06 12 08 12 M = 7.8	1.78	NS	208	03 01 09 00 10 M = 4.6	04 07 05 07 10 M = 6.6	06 03 03 01 07 M = 4.0	04 04 09 06 02 M = 5.0	09 03 08 09 04 M = 6.6	02 04 06 03 06 M = 4.2	2.36	NS	209	06 01 09 03 06 M = 5.0	06 01 06 03 04 M = 4.0	07 06 03 01 07 M = 4.8	06 07 03 03 06 M = 5.0	05 05 06 06 02 M = 4.8	05 06 08 04 07 M = 6.0	2.07	NS	210	00 00 00 00 04 M = 0.8	03 00 00 00 02 M = 1.0	00 00 00 00 00 M = 0	00 03 00 00 03 M = 1.2	00 01 00 00 00 M = 0.2	00 00 00 00 00 M = 0	.98	NS	211	00 01 23 00 22 M = 9.2	20 00 04 00 01 M = 5.0	19 04 00 01 01 M = 5.0	00 06 02 05 06 M = 5.8	03 07 05 10 02 M = 5.4	01 01 12 02 01 M = 3.4	1.85	NS	212	01 01 08 00 09 M = 3.8	09 00 04 00 06 M = 3.8	08 04 02 00 05 M = 3.8	02 06 01 06 04 M = 3.8	02 02 05 04 01 M = 2.8	02 03 04 00 03 M = 2.4	1.26	NS	213	01 02 05 00 05 M = 2.6	05 04 03 03 05 M = 4.0	03 02 03 01 04 M = 2.6	02 03 04 04 02 M = 3.0	04 03 05 05 02 M = 3.8	04 01 03 03 02 M = 2.6	.82	NS	214	11 07 37 00 50 M = 21.0	26 17 24 10 30 M = 21.4	17 04 30 00 37 M = 17.6	17 18 27 14 06 M = 16.4	23 14 29 25 04 M = 19.0	46 05 21 10 13 M = 19.0	.38	NS	215	02 03 10 00 10 M = 5.0	10 08 06 06 09 M = 7.8	06 03 07 00 07 M = 4.6	06 06 06 06 04 M = 5.6	07 04 08 08 02 M = 5.8	08 03 06 01 05 M = 4.6	.53	NS

\* The minimum F ratios required for significance at .05 and .01 confidence levels are 2.62 and 3.90 respectively.



Fig. 4 - MASTER COMPOSITE SCORE SHEET FOR REPLICATION STUDY # TWO

analysis #	A			B			C			D			E			F			F ratio significance*																																																																																																																			
	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #	school #																																																																																																																					
301	7 13 2 28 23 M = 17.4	19 17 15 17 13 M = 16.2	08 16 20 17 13 M = 14.8	20 17 14 12 14 M = 15.4	12 20 19 21 13 M = 17.0	20 12 16 18 13 M = 15.8	.29	NS	302	14 12 15 13 12 M = 13.2	15 14 12 14 09 M = 12.8	04 12 15 12 11 M = 10.8	14 13 10 10 10 M = 11.4	09 11 13 14 12 M = 11.8	15 09 11 14 10 M = 11.8	.30	NS	303	24 15 21 21 13 M = 18.8	29 21 10 18 07 M = 17.0	12 21 27 16 13 M = 17.8	24 22 13 07 08 M = 14.8	10 21 26 25 11 M = 18.6	24 10 18 22 08 M = 16.4	.48	NS	304	08 06 08 08 06 M = 7.2	09 08 08 08 04 M = 7.4	04 08 09 08 05 M = 6.8	08 08 06 05 05 M = 6.4	06 07 08 08 06 M = 7.0	08 04 08 08 06 M = 6.8	.32	NS	305	13 15 21 12 19 M = 16.0	22 17 17 11 15 M = 16.4	13 12 13 13 20 M = 14.2	12 13 11 14 09 M = 11.8	20 19 09 19 12 M = 15.8	06 18 16 20 19 M = 15.8	1.42	NS	306	10 11 15 06 12 M = 10.8	16 13 12 09 11 M = 12.2	06 09 10 09 14 M = 9.6	04 08 09 11 07 M = 7.8	14 10 09 14 09 M = 11.2	05 12 11 14 12 M = 10.8	1.98	NS	307	22 12 28 14 17 M = 18.6	31 24 12 10 09 M = 17.2	12 14 13 15 22 M = 15.2	16 10 12 12 08 M = 11.6	26 14 16 20 09 M = 17.0	07 19 16 21 16 M = 15.8	2.05	NS	308	05 05 10 03 08 M = 6.2	10 08 05 06 06 M = 7.0	06 05 04 06 08 M = 5.8	03 05 06 07 04 M = 5.0	08 05 06 07 04 M = 6.0	03 08 07 08 08 M = 6.8	3.63	S at .05	309	09 04 09 06 08 M = 7.2	07 05 11 04 07 M = 6.8	09 08 03 07 05 M = 6.4	09 08 05 04 08 M = 6.8	09 07 08 05 05 M = 6.8	07 07 08 08 06 M = 7.2	1.68	NS	310	04 02 04 03 03 M = 3.2	04 03 05 02 04 M = 3.6	03 03 02 03 03 M = 2.8	04 03 02 02 04 M = 3.0	05 03 03 03 02 M = 3.2	03 03 03 04 03 M = 3.2	.70	NS	311	20 16 26 13 13 M = 17.6	23 10 21 10 13 M = 15.4	17 23 06 14 09 M = 13.8	33 20 10 07 16 M = 17.2	27 16 18 17 14 M = 18.4	27 14 18 15 14 M = 17.6	.90	NS	312	08 03 08 04 06 M = 5.8	06 06 08 06 06 M = 6.4	07 06 04 06 04 M = 5.4	08 07 04 04 07 M = 6.0	08 06 07 06 05 M = 6.4	06 07 05 08 07 M = 6.6	.80	NS	313	04 03 05 04 04 M = 4.0	05 04 04 03 03 M = 3.8	02 04 04 04 04 M = 3.6	04 04 02 04 03 M = 3.4	03 03 04 05 03 M = 3.6	05 04 04 04 04 M = 4.2	.16	NS	314	38 27 47 32 31 M = 35.0	51 38 36 24 20 M = 33.8	22 31 40 28 35 M = 31.2	42 32 25 25 20 M = 28.8	42 24 28 42 23 M = 31.8	44 26 32 49 36 M = 37.4	.37	NS	315	07 04 08 05 08 M = 6.4	08 08 08 06 06 M = 7.2	04 07 06 08 07 M = 6.4	07 07 06 05 05 M = 6.0	08 05 05 08 05 M = 6.6	06 06 06 08 08 M = 6.8	.88	NS

\*The minimum F ratios required for significance at .05 and .01 confidence levels are 2.62 and 3.90 respectively.

7.



Fig. 5 -- Sample of Thirty 4-Year High Schools

<u>NAME</u>	<u>STREET ADDRESS</u>	<u>CITY</u>
1. Alameda H. S.	2200 Central Ave.	Alameda
2. Andrew P. Hill H. S.	3200 Senter Rod.	San Jose
3. Aragon H. S.	900 Alameda	San Mateo
4. Atwater H. S.	P.O. Box 835	Atwater
5. Aviation H. S.	2025 Manhatten Beach Blvd.	Redondo Beach
6. Baldwin Park H. S.	3900 North Puente Ave.	Baldwin Park
7. Camden H. S.	1945 Winchester Blvd.	Campbell
8. Chester F. Awalt H. S.	Bryant and Truman Aves.	Mountain View
9. Emil R. Buchser H. S.	3000 Benton Street	Santa Clara
10. Ernest Righetti H. S.	941 East Foster Rd.	Santa Maria
11. Granite Hills H. S.	1719 Madison Ave.	El Cajon
12. Huntington Beach H. S.	1905 Main St.	Huntington Beach
13. Irvington H. S.	4451 Cooks Rd.	Fremont
14. James Logan H. S.	1800 H Street	Union City
15. Lawdale H. S.	14901 Inglewood Ave.	Lawndale
16. Leigh H. S.	5210 Leigh Ave.	San Jose
17. Livermore H. S.	600 Maple St.	Livermore
18. Los Altos H. S.	210 Almond Ave.	Los Altos
19. Lowell H. S.	P.O. Box 171	La Habra
20. Mayfair H. S.	6000 N. Woodruff	Lakewood
21. Montclair H. S.	4725 Benito	Montclair
22. Mountain View H. S.	P.O. Box 640	Mountain View
23. Samuel Ayer H. S.	1331 Calaveras Rd.	Milpitas
24. San Carlos H. S.	2600 Melendy Dr.	San Carlos
25. San Rafael H. S.	Fourth and High Streets	San Rafael
26. Santa Clara H. S.	551 Jackson St.	Santa Clara
27. Santa Cruz H. S.	415 Walnut Ave.	Santa Cruz
28. Soquel H. S.	401 Old San Jose Rd.	Soquel
29. Terra Linda H. S.	Nova Albion Way	San Rafael
30. Thomas A. Edison H. S.	540 California Ave.	Fresno

9.

**FINDINGS:** All null hypotheses were accepted but one involving a significant though spurious F ratio. This false value was due to chance pairing of apparently related I appraisals and P&O's from different schools in the dissociation of group B. There were no significant differences due to systematic effect of treatment by various dissociation, either in the initial study or the replication studies. Five of the highest F ratio values were obtained from the same five score analyses in all three studies. They include the significant but spurious F ratio mentioned above. (See Figs. 2, 3 & 4)

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions in Reference to Stated Problems

1. Evidence obtained in this study indicates that high schools of this sample and corresponding population generally do not appraise their programs on the basis of their P&O. The acknowledged admonition of writers in the field notwithstanding, the relationships sought for in this study appear not to exist in widespread practice. In the words of Orlich and Shermis, statements of philosophy and objectives of most high schools appear to be not much more than "window dressing"<sup>2</sup> in terms of their utilitarian value. A few of the schools in this sample did apparently appraise their programs on the basis of their P&O but when studied with the total sample, these relationships, their abundance and/or dearth, were not pronounced enough to be detectable with the design and statistical treatment of this analysis.
2. High schools of this sample and the corresponding population generally do not develop useful P&O's which are products of creative efforts of the staff. Such statements do not generally reflect needs peculiar to given high schools, student bodies or communities. Many of the P&O's studied were whole or modified adoptions of national educational documents. Even those statements which were obviously local products bore little measurable relationship to associated programs of study as appraised, so as to be distinguishable from dissociated P&O's.
3. Because P&O's are often not definitive in terms of values and expected behavioral outcomes, they tend to be inconsistent with what is offered in the instructional programs of most high schools as appraised. For example, particular disparities exist in the areas of democratic process and scientific inquiry. Democratic values and scientific awareness are commonly espoused in P&O's but are seldom behaviorally defined. Consequently instruction for knowledge and skills in these areas is seldom accounted for in self appraisal reports.

<sup>2</sup> Donald C. Orlich and S. Samuel Shermis, Educational Philosophy as Mythology: "A Critical Analysis of School Philosophies," Administrator's Notebook. (The University of Chicago, Vol. XLV, No. 4, December 1965).

Observations Incidental to Stated Problems

1. Specific appraisals of health, physical education, safety education, art and music programs are often omitted or passed over lightly even though these skills and areas of instruction are quite consistently acknowledged in statements of philosophy and objectives.

2. Moral, spiritual and civic values and their development are consistently espoused as objectives but are seldom assigned to specific teachers or disciplines as course content or as a responsibility. Such concepts are non-cognitive and difficult to measure or evaluate.

3. Instruction and practical training in citizenship and leadership are consistently espoused as objectives with high priority but are seldom assumed or acknowledged as part of the instructional program and therefore are seldom appraised as such. Only occasionally did social studies appraisals account for such instruction.

4. Recognition of and provision for individual differences in student's abilities and interests are consistently professed as philosophical tenets of high priority. The typical mode of providing for these differences is through homogeneous grouping by subject. (e.g., slow group in life science, middle group in traditional or BSCS yellow version biology, accelerated group in BSCS blue version biology).

5. With some exceptions, responses to questions for student steering committees are too brief. They lack detail and comprehensiveness which could indicate their relationship to philosophy and objectives and thereby increase validity of judgements made by visiting committees.

6. A consistent feeling concerns (1) permitted latitude in instructional methods and (2) expectations for coverage of subject matter as prescribed in school or district course instructional guides. Teachers and administrators, as concerted groups, feel initiative and originality in teaching methods are encouraged including authoritarian lectures and open ended laboratory discovery methods as extremes of a continuum. Coverage of subject (i.e. units or topics) is suggested in most cases and stringently required in only a few cases.

7. A common dilemma in nearly all of the self appraisals studied is the feeling that needs of college able students and terminal students are:

a) difficult to provide for in the so called comprehensive high school,

b) not being met

and solutions to correct these conditions are not firm or consistent.

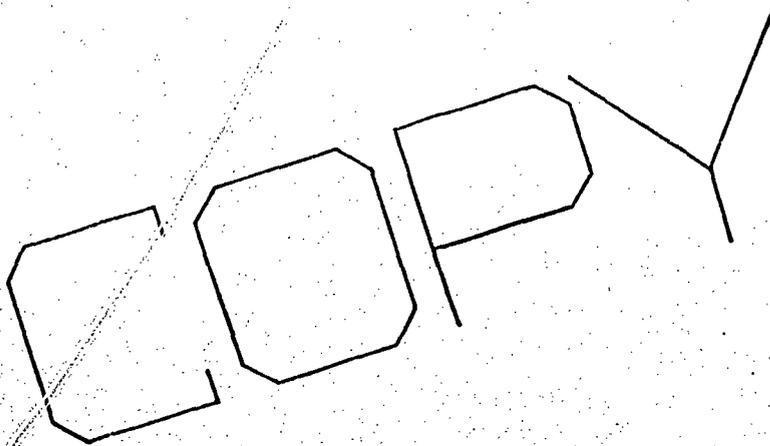
11.

Such specific intentions are professed in only a few statements of philosophy and objectives but realization of this shortcoming is common in nearly all responses to question #5 in the California instrument (i.e. append a general evaluation of the program of studies).

### Recommendations

1. Professional staff members should become aware of basic differences between the philosophy and the objectives in a school's P&O as well as differences between cognitive, and affective objectives with all of their components and potential functions. <sup>and psychomotor</sup>
2. Teachers should be provided inservice time and instruction for development of P&O. They should be given opportunities to consider total relationships of P&O to student body, faculty, community and family in this crucial step of curriculum development.
3. The school's statement of philosophy and objectives should be the basis of evaluation with all of that statement's priorities, specific provisions and behavioral goals. This principle should be made clear by the visiting committee chairman, coordinators and the steering committee chairmen during initial planning sessions and at the outset of P&O development.
4. Development of the P&O should be a joint endeavor of all persons who will later be involved in the evaluation of the school (i.e., administrative staff, teachers and student representatives).
5. Staff members and students should be reminded during their evaluation of the school that each judgement should be made in view of, and in relation to their P&O.
6. P&O's should be completely re-developed periodically to be appropriate to changing needs of students and community as well as to provide new faculty members experience in curriculum development.
7. Question #5, asking for a general evaluation of the program of studies in the administrative and instructional staff sections of the WASC instrument, should be supplemented with a kind of instructional area and activity checklist. Such a checklist should be designed to enable all evaluators to check whether given curricular provisions have been appraised elsewhere in the report. In this manner undue repetition and omission in reporting could be avoided.
8. The student steering committee's questions in the WASC instrument should be re-designed so as to stimulate more thorough investigation. This may elicit more meaningful responses from students in their evaluation of the school's program.

9. Inasmuch as teachers should play a large part in development of the P&O as well as bearing total responsibility for leading the development of specific course objectives, these objectives, specific, measurable and committing as they may be, must all be relatable to specific elements in that school's P&O. They must be relatable in a cognitive fashion in order for the P&O to be of any functional consequence in a school's self appraisal of its program of studies.



PROPOSED:

II  
PART III

13.

A RATING INSTRUMENT DESIGNED TO IMPROVE SCHOOL  
EVALUATION AND THE RESULTING INSTRUCTIONAL PROGRAM

The rating scales<sup>samples</sup> presented here represent just one way of assessing the degrees to which a school "practices what it preaches" in its own estimation.

These scales may be considered a supplement to a formal evaluation procedure as:

- a) a self-imposed checklist to be used by the school staff and students during their own introspection, or
- b) reminding criteria to be used by a visiting evaluation team for accreditation.

For informal evaluation of the instructional program by school staff, students, district staff or school patrons, the rating scales could be used as a brief, convenient set of criteria by themselves at low cost. Ease of handling and use of such a booklet by each individual involved in the evaluation might be especially attractive.

Systems of score analysis and interpretation and standards derived therefrom should be evolved and adapted by the school or district. Analysis of scores obtained through these rating scales by any group may be desirable but may also be unnecessary. The latter is more likely if the evaluation is an informal, low key endeavor. The teacher who is given credit (free reign) for being willing and able to rectify a self-detected, useless objective, or a hypocrisy, a nonrelevance or an inconsistency, is quite likely to improve all that is improvable within his domain. This is in effect, giving respect for the teacher's own self respect.

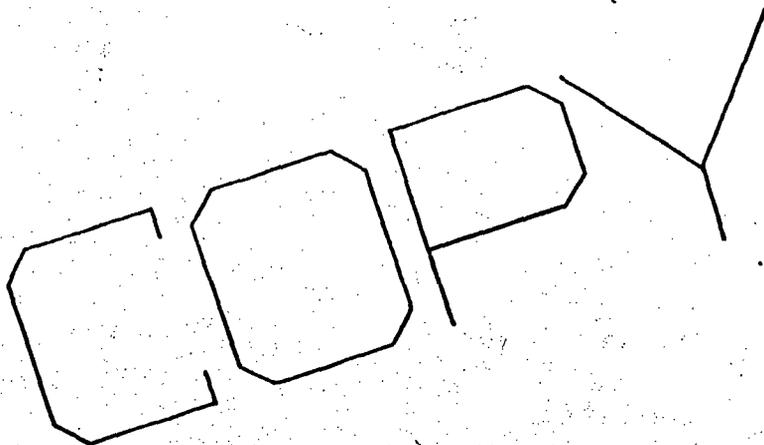
<sup>Two sample each</sup>  
The rating items are classed into the following categories of relationship:

- 1. teaching and learning methods
- 2. student participation
- 3. apparent evaluator's attitude and thoroughness
- 4. affective domain
- 5. overall curricular tendencies-features
- 6. cognitive and psychomotor domains in specific subject areas. <sup>b a. & b. (course offerings : P & O relationship)</sup>  
<sup>b c. & d. (course objectives : P & O relationship)</sup>
- 7. preparation
- 8. consistency
- 9. total, overall relationship

#  
14.

1. TEACHING-LEARNING METHOD RELATIONSHIPS

~~(Rating scales #1a through #1j)~~



#  
15.

RATING SCALE #1a

To what degree do you judge this appraisal was made on the basis of, and in relation to the school's P&O, concerning effective varieties of teaching methods and use of instructional materials?

1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
3. an intentional and purposeful relationship is quite apparent (4)
4. a definite relationship is evident (3)
5. a probable relationship can be detected (2)
6. a possible relationship is barely detectable (1)
7. no discernable positive or negative relationship (0)

RATING SCALE #1b

To what degree do you judge this appraisal to have been made on the basis of, and in relation to the school's P&O, in terms of the disciplined lines of student thought and inquiry which are held by many authorities to be peculiar to "the structure"<sup>1</sup> of each academic subject?

1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
3. an intentional and purposeful relationship is quite apparent (4)
4. a definite relationship is evident (3)
5. a probable relationship can be detected (2)
6. a possible relationship is barely detectable (1)
7. no discernable positive or negative relationship (0)

<sup>1</sup> Jerome S. Bruner, The Process of Education. Cambridge, Mass.: Harvard University Press, 1963, pp. 17-32.

#9  
16.

2. STUDENT PARTICIPATION RELATIONSHIPS

~~(Rating scales #2a through #2e)~~

COPY

RATING SCALE #2a

To what degree is provision made for student participation in the development of instructional objectives on the basis of, and in relation to the school's P&O?

1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the program (6)
2. a very high degree of relationship is obvious between the statement of P&O and the program (5)
3. an intentional and purposeful relationship is quite apparent (4)
4. a definite relationship is evident (3)
5. a probable relationship can be detected (2)
6. a possible relationship is barely detectable (1)
7. no discernable positive or negative relationship (0)

# 2 b.

RATING SCALE #2b

To what degree is provision made for student participation in the evaluation of curriculum and instruction on the basis of, and in relation to the school's P&O?

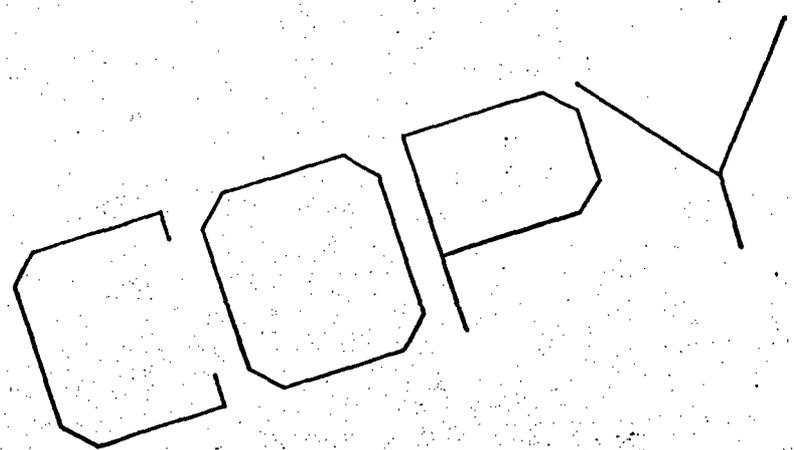
1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the program (6)
2. a very high degree of relationship is obvious between the statement of P&O and the program (5)
3. an intentional and purposeful relationship is quite apparent (4)
4. a definite relationship is evident (3)
5. a probable relationship can be detected (2)
6. a possible relationship is barely detectable (1)
7. no discernable positive or negative relationship (0)

~~18~~  
18.

ni

RELATIONSHIPS OF APPARENT ATTITUDE AND THOROUGHNESS

~~(Rating scales #2a through #2e)~~  
~~#3a~~ ~~#3e~~



#3a.

RATING SCALE #2a

How favorable--optimistic--enthusied is this response in view of,  
and in relation to the school's P&O?

- 1. highly favorable (6)
- 2. quite favorable (5)
- 3. slightly favorable (4)
- 4. no indication or balance (3)
- 5. slightly negative - critical (2)
- 6. quite negative - critical (1)
- 7. very negative - critical (0)

#3b.

RATING SCALE #2b

How complete - comprehensive is this response in view of, and  
in relation to the school's P&O?

- 1. very comprehensive (6)
- 2. quite comprehensive (5)
- 3. adequately comprehensive (4)
- 4. fairly comprehensive (3)
- 5. seems somewhat incomplete (2)
- 6. noticeably incomplete (1)
- 7. very incomplete (0)

RATING SCALE #2c

~~How descriptive--informative is this response in view of, and  
in relation to the school's P&O?~~

- ~~1. highly informative - vivid description throughout (6)~~
- ~~2. quite descriptive of most aspects (5)~~
- ~~3. quite descriptive of some aspects (4)~~
- ~~4. a "bare essentials" description (3)~~
- ~~5. seems a little inadequate (2)~~
- ~~6. quite deficient in description (1)~~
- ~~7. completely lacking of any description (0)~~

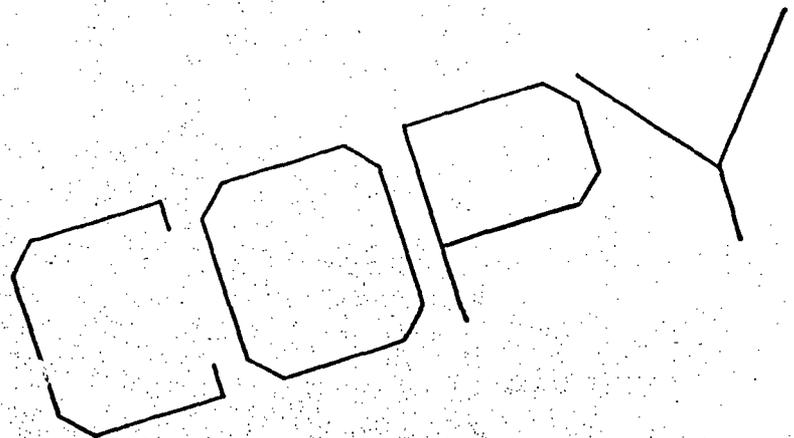
4  
5

### AFFECTIVE RELATIONSHIPS

~~(Rating scales #3a through #3e)~~

~~#3a~~

~~#3e~~



#4  
21.

#4 a.  
~~#4 f~~

RATING SCALE #3f

To what degree does relationship exist between the school's P&O and provided learning experiences for development of equitable, functional value systems?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the program (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the program (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

#4 b.  
~~#4 f~~

RATING SCALE #3g

To what degree does relationship exist between the school's P&O and provided learning experiences for acknowledgement and culture of human feelings and emotions?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the program (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the program (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

#22

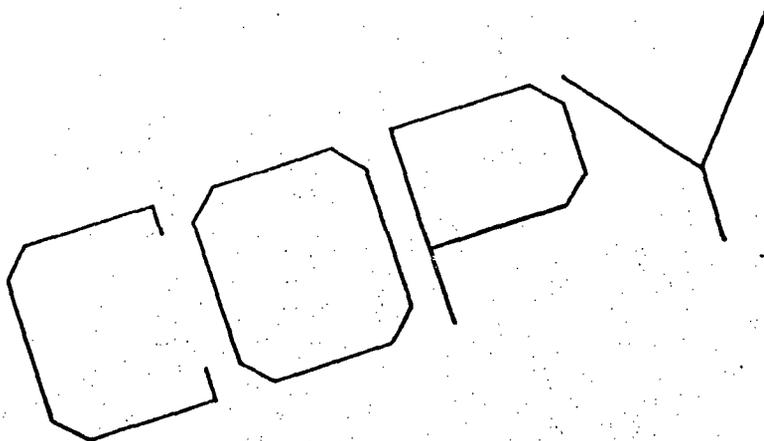
107

# OVERALL RELATIONSHIPS OF CURRICULAR TENDENCIES-FEATURES

~~(Rating scales #1a through #1c)~~

~~#5a~~

~~#5c~~



#5a.

RATING SCALE #4a

How innovational--experimental is this instructional program as appraised in view of, and in relation to the school's P&O?

- 1. highly creative - innovations throughout program (6)
- 2. numerous experimental activities in progress (5)
- 3. slight tendency toward experimental attitude (4)
- 4. equal emphasis on tradition - innovational practice (3)
- 5. slight tendency toward traditional practice (2)
- 6. experimental programs seldom tried (1)
- 7. no innovations - traditional throughout (0)

#5b.

RATING SCALE #4b

How recently or frequently have experimental programs as appraised, been implemented and evaluated in view of, and in relation to the school's P&O?

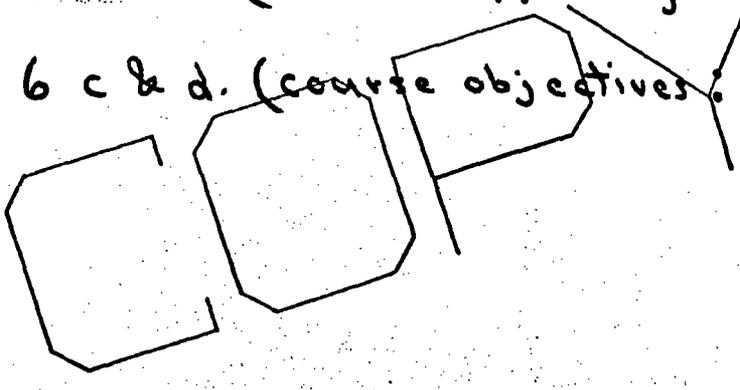
- 1. continuous and effective implementation of experiments and evaluation throughout (6)
- 2. frequent implementation and evaluation of experiments in most aspects of the program (5)
- 3. frequent implementation and evaluation of experiments in some aspects of the program (4)
- 4. adequate for their minimum standards (3)
- 5. slightly inadequate for their minimum standards (2)
- 6. quite deficient experimentation and evaluation (1)
- 7. completely lacking of experimentation and evaluation (0)

6.

COGNITIVE AND PSYCHOMOTOR RELATIONSHIPS IN  
SPECIFIC SUBJECT AREAS

~~(Rating scales #5a through #5j)~~  
~~#6a~~                      ~~#6j~~

6 a & b. (course offerings: P&O relationship)  
6 c & d. (course objectives: P&O relationship)



25.

\*6a.

RATING SCALE #1a

To what degree do you judge that this appraisal of remedial and/or specialized instruction in arithmetic, reading, speech, hearing, and for slow learners, the physically handicapped, the mentally retarded, and the gifted, was made on the basis of, and in relation to the school's P&O?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

\*6b.

RATING SCALE #1b

To what degree do you judge that this appraisal of offerings in the academic subject areas such as English, mathematics, language, science and social studies, was made on the basis of, and in relation to the school's P&O?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

6 c.  
~~#6~~

RATING SCALE #1

To what degree do you judge that this/your school's specific course objectives in physical, health and safety education, were developed on the basis of and in a corresponding fashion with the school's statement of educational philosophy and objectives?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the ~~response~~ course objectives (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the ~~response~~ course objectives. (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

~~#6~~ 6 d.

RATING SCALE #2

To what degree do you judge that this/your school's specific course objectives in the vocational subject areas of industrial arts, home economics and business education, were developed on the basis of and in a corresponding fashion with the school's statement of educational philosophy and objectives?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the ~~response~~ course objectives. (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the ~~response~~ course objectives. (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

7.  
6. PREPARATION RELATIONSHIPS

~~(Rating scales #1a through #1b)~~  
~~#7a~~      ~~#7b~~

COPY

\*7a.

RATING SCALE #7a

To what degree do you judge this appraisal was made on the basis of, and in relation to the school's P&O, in terms of preparation for post-high school education?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

\*7b.

RATING SCALE #7b

To what degree do you judge this appraisal was made on the basis of, and in relation to the school's P&O, regarding development of saleable skills for efficient economic participation?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)

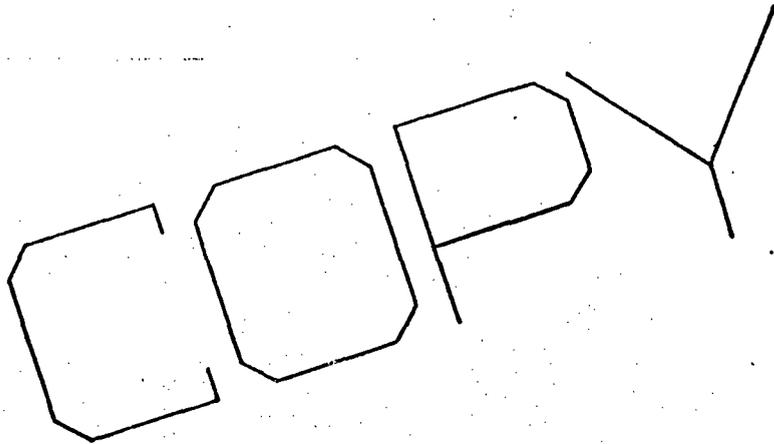
~~48~~  
29.

8. CONSISTENCY OF PROGRAM WITH P&O

~~(Rating scales #7a through #7b)~~

~~#8a~~

~~#8b~~



\*8a.

RATING SCALE #1a

To what degree do you judge that this school's program of studies as appraised here is in keeping with the philosophy in the school's statement of philosophy and objectives?

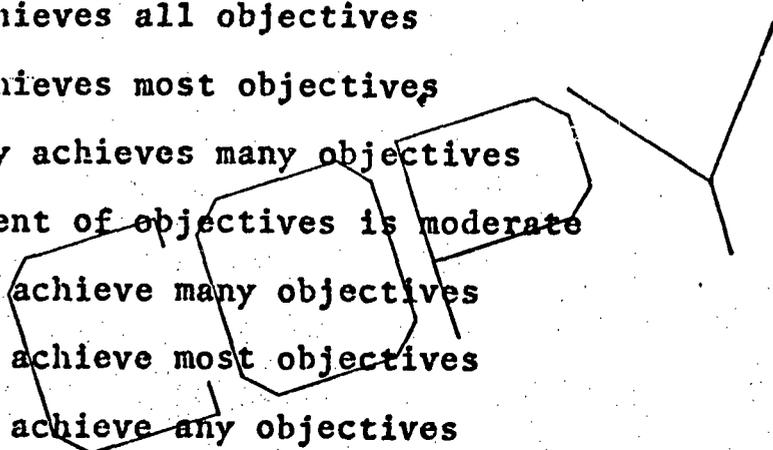
- 1. perfectly in keeping with statement (6)
- 2. nearly in full accord (5)
- 3. more in keeping than seems typical (4)
- 4. moderately in keeping with statement (3)
- 5. less in keeping than seems typical (2)
- 6. hardly in keeping with statement (1)
- 7. definitely not in keeping with statement (0)

\*8b.

RATING SCALE #1b

To what degree do you judge that this school's program of studies as appraised here achieves the objectives included in the school's statement of philosophy and objectives?

- 1. fully achieves all objectives (6)
- 2. fully achieves most objectives (5)
- 3. partially achieves many objectives (4)
- 4. achievement of objectives is moderate (3)
- 5. fails to achieve many objectives (2)
- 6. fails to achieve most objectives (1)
- 7. fails to achieve any objectives (0)

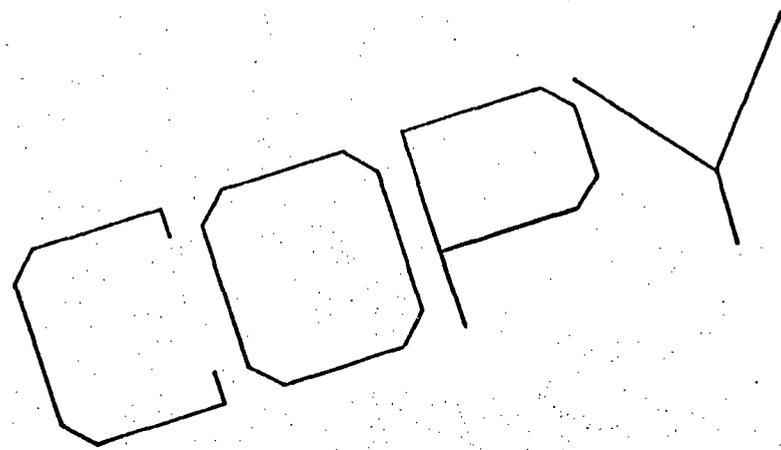


##

31.

9. TOTAL, OVERALL RELATIONSHIP

~~(Rating scales #8a through #8d)~~  
~~#8a~~ ~~#8d~~



\*9a.

RATING SCALE #8a

To what degree do you judge that this statement of philosophy and objectives was developed as a functional, purposeful guideline for planning, implementation and evaluation of the curricular experiences described in the school's self-appraisal?

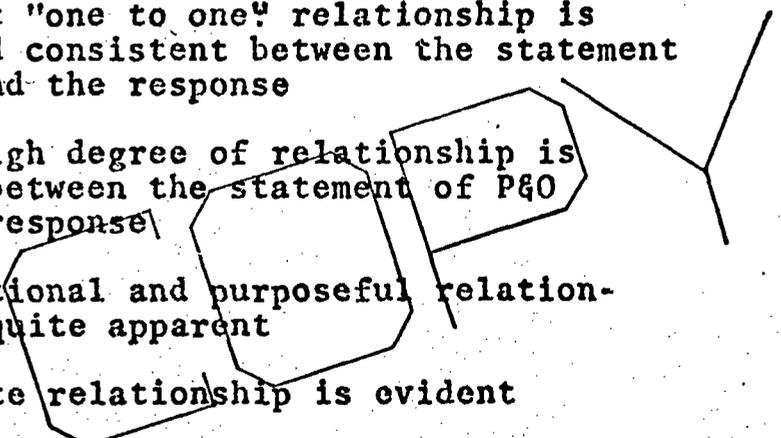
- 1. completely purposeful design (6)
- 2. a high degree of purpose is obvious (5)
- 3. intentional purpose is quite apparent (4)
- 4. some purposeful design is evident (3)
- 5. probable purposes can be detected (2)
- 6. possible purposes barely detectable (1)
- 7. no discernable design or function was purposefully developed (0)

\*9b.

RATING SCALE #8b

To what degree do you judge that this evaluation--appraisal was made on the basis of, and in relation to the school's P&O?

- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
- 2. a very high degree of relationship is obvious between the statement of P&O and the response (5)
- 3. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- 5. a probable relationship can be detected (2)
- 6. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)



These ratings may be adapted to peculiar circumstances by rewording, by selection of pertinent items or by adding items as seems appropriate. The seven point scales in the ratings may be collapsed to five or three by omitting points #3 and 5 or points #2, 3, 5, and 6 as shown below.

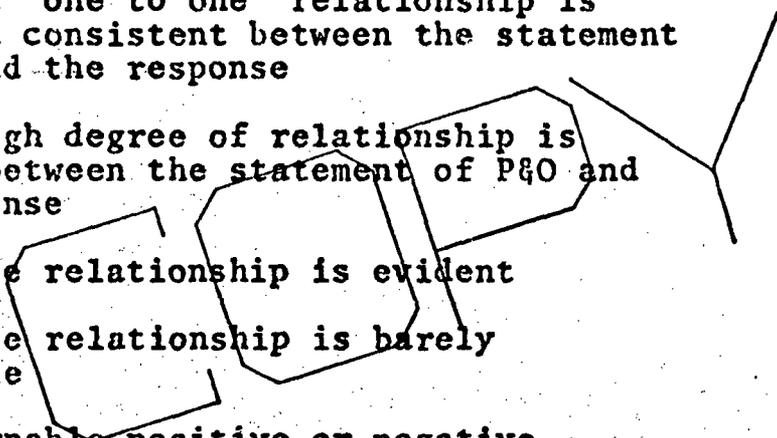
- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (6)
- X. a very high degree of relationship is obvious between the statement of P&O and the response (5)
- X. an intentional and purposeful relationship is quite apparent (4)
- 4. a definite relationship is evident (3)
- X. a probable relationship can be detected (2)
- X. a possible relationship is barely detectable (1)
- 7. no discernable positive or negative relationship (0)



- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (4)
- 2. a very high degree of relationship is obvious between the statement of P&O and the response (3)
- 3. a definite relationship is evident (2)
- 4. a possible relationship is barely detectable (1)
- 5. no discernable positive or negative relationship (0)

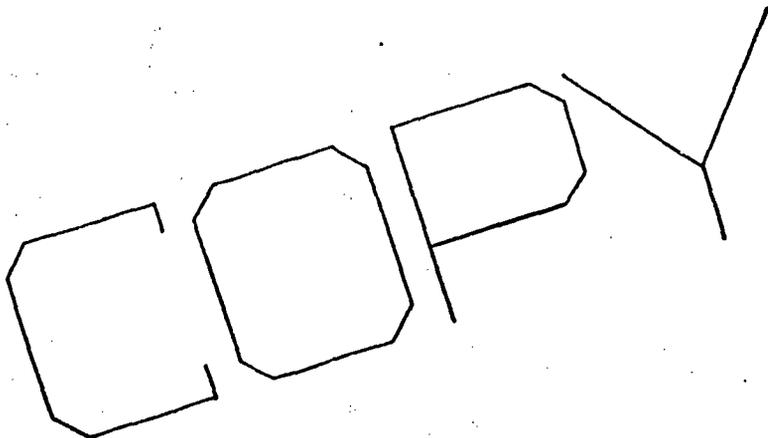


- 1. a perfect "one to one" relationship is clear and consistent between the statement of P&O and the response (2)
- 2. a definite relationship is evident (1)
- 3. no discernable positive or negative relationship (0)



Omission of the entire seven point scale may be desirable if the ratings are to be used as a checklist in supplement to a formal evaluation procedure. Going through the mental motions of qualified introspection with provision for a subjective written response if needed, may be more effective than reduction of responses to numerical values. The circumstances in which the system is used will dictate the kinds of flexibility needed.

Notice that some rating items call for evaluation of the appraisal of program:P&O relationship while others focus attention on the program as appraised and its relationship to P&O. Still others call for firsthand evaluation of the program:P&O relationship (e.g., 4a, 5a, and 2a). Which form(s) to use may depend upon whether the evaluator is examining his own school's program or acting as an evaluation team member in the appraisal of another school.



#9  
35

BIBLIOGRAPHY

- Anderson, L. and J. Suehr. "Has Accrediting Really Helped Secondary Schools?" Michigan Education Journal, 43:8-11, November, 1965.
- Bloom, B. et al. Taxonomy of Educational Objectives (The Classification of Educational Goals) Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.
- Bruner, J. S. The Process of Education. Cambridge, Mass: Harvard University Press, 1963.
- California Association of Secondary School Administrators (CASSA). The California Plan. Fresno, California: CASSA, 1961.
- Twenty Question and Answers on the CASSA Appraisal - Accreditation Program. Fresno, California: CASSA, 1961.
- Cooperative Study of Secondary School Standards. "Educational Needs of Youth," Evaluative Criteria (section C). Washington 6, D. C.: 1950.
- Cooperative Study of Secondary School Standards. Evaluative Criteria. Washington 6, D. C., 1940.
- Ebel, R. L. "Estimation of the Reliability of Ratings," Psychometrika, 16:407-424, December 1951.
- Esbensen, T. "Writing Instructional Objectives," Phi Delta Kappan, 48:246-7, January 1967.
- Guilford, J. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill Book Company, 1965.
- Hedge, L., et al. "A Symposium on Secondary School Evaluation - Accreditation," California Journal of Secondary Education, 34:433-48, November 1959.
- Heusser, H. E. "Relationships Between Stated Philosophies & Objectives and Programs of Study as Appraised in Thirty California High Schools: An Experimental Analysis," Unpublished Doctoral dissertation, The University of Oregon, Eugene, 1967.
- Krathwohl, D. R., B. Bloom and B. Masia. Taxonomy of Educational Objectives (The Classification of Educational Goals) Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.



BIBLIOGRAPHY (continued)

Lindquist, E. Design and Analysis of Experiments in Psychology and Education. Boston: Houghton Mifflin Company, 1953.

Mager, R. Preparing Instructional Objectives. Palo Alto, California: Fearon Publisher, Inc., 1962.

National Study of Secondary School Evaluation (NSSSE). Evaluative Criteria. Washington 6, D. C., 1960.

Orlich, D. and S. Shermis. "Educational Philosophy as Mythology: A Critical Analysis of School Philosophies," Administrator's Notebook, Vol. XIV, No. 4, The University of Chicago, December 1965.

Western Association of Schools and Colleges (WASC). Procedures for Appraising the Modern High School: Administration - Instruction Staff - Classified Staff - Student Form. Fresno, California: WASC, 1965.

