


7-1979

# A Comparative Study of Academic Achievement of Students from Phased-Elective Social Studies Curriculum with Students from a Traditional Social Studies Curriculum

Dennis Minnix

Follow this and additional works at: <https://digitalcommons.wku.edu/theses>

 Part of the [Anthropology Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [History Commons](#), [Secondary Education Commons](#), and the [Sociology Commons](#)

---

## Recommended Citation

Minnix, Dennis, "A Comparative Study of Academic Achievement of Students from Phased-Elective Social Studies Curriculum with Students from a Traditional Social Studies Curriculum" (1979). *Masters Theses & Specialist Projects*. Paper 2069.  
<https://digitalcommons.wku.edu/theses/2069>


This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Masters Theses & Specialist Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact [topscholar@wku.edu](mailto:topscholar@wku.edu).

7-1979

# A Comparative Study of Academic Achievement of Students from Phased-Elective Social Studies Curriculum with Students from a Traditional Social Studies Curriculum

Dennis Minnix

Follow this and additional works at: <https://digitalcommons.wku.edu/theses>

 Part of the [Anthropology Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [History Commons](#), [Secondary Education Commons](#), and the [Sociology Commons](#)

---

## Recommended Citation

Minnix, Dennis, "A Comparative Study of Academic Achievement of Students from Phased-Elective Social Studies Curriculum with Students from a Traditional Social Studies Curriculum" (1979). *Masters Theses & Specialist Projects*. Paper 2069.  
<https://digitalcommons.wku.edu/theses/2069>

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Masters Theses & Specialist Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact [topscholar@wku.edu](mailto:topscholar@wku.edu).

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT  
OF STUDENTS FROM A PHASED-ELECTIVE SOCIAL STUDIES CURRICULUM  
WITH STUDENTS FROM A TRADITIONAL SOCIAL STUDIES CURRICULUM

A Thesis

Presented to

the Faculty of the Department of Secondary Education  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

by

Dennis O. Minix

July 1979

AUTHORIZATION FOR USE OF THESIS

Permission is hereby

granted to the Western Kentucky University Library to make, or allow to be made photocopies, microfilm or other copies of this thesis for appropriate research or scholarly purposes.

reserved to the author for the making of any copies of this thesis except for brief sections for research or scholarly purposes.

Signed Dennis Mining

Date 7/10/79

Please place an "X" in the appropriate box.

This form will be filed with the original of the thesis and will control future use of the thesis.

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT  
OF STUDENTS FROM A PHASED-ELECTIVE SOCIAL STUDIES CURRICULUM  
WITH STUDENTS FROM A TRADITIONAL SOCIAL STUDIES CURRICULUM

Robert S. Melville  
Director of Thesis

Maria B. Lucas

James A. Kaper

Approved July 10, 1979  
Date

Elmer Gray, Dean  
Approved July 12, 1979  
Date

#### ACKNOWLEDGEMENTS

This paper could not have been completed without the help and cooperation of many people. I am especially indebted to Dr. Robert Melville for his help and consultation during the development of this project. Many valuable suggestions were made by Dr. James Koper and Dr. Marion Lucas which have enhanced the final form of the paper.

Dr. Eugene Harryman provided help and direction which was greatly appreciated. Dr. Steve House was a tremendous aid in obtaining needed data.

Finally, the person who made this paper possible was my wife, Nancy, who typed, edited, criticized, and suggested, but most of all she supported my educational endeavor.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
ABSTRACT . . . . .	vii
 Chapter	
I. THE PROBLEM . . . . .	1
Statement of the Problem . . . . .	4
Purpose of the Study and Hypotheses . . . . .	5
Definition of Terms . . . . .	5
Limitations of the Study . . . . .	7
II. REVIEW OF LITERATURE . . . . .	8
Proponents of Elective Curricula . . . . .	8
Opponents of Elective Curricula . . . . .	11
Implementation and Evaluation Processes of Elective Curricula . . . . .	15
Research Dealing with Elective Curricula . . . . .	21
Summary . . . . .	27
III. METHODS AND PROCEDURES . . . . .	29
Research Design . . . . .	29
Design Problems . . . . .	30
The Population . . . . .	31
Statistical Procedure . . . . .	32
Observation Instruments . . . . .	34

Chapter	Page
IV. FINDINGS AND INTERPRETATION OF DATA . . . . .	37
Comprehensive Test of Basic Skills (O <sub>1</sub> ) . . . . .	37
American College Test (O <sub>2</sub> ) . . . . .	39
Overall and Social Studies Grade Point Average (O <sub>3</sub> ) . . . . .	41
Summary . . . . .	48
V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS . . . . .	49
Summary of Procedure . . . . .	49
Summary of the Purposes of the Study . . . . .	50
Findings of the Study . . . . .	51
Conclusions . . . . .	52
Implications and Discussion . . . . .	52
Recommendations . . . . .	55
APPENDIX . . . . .	57
SELECTED BIBLIOGRAPHY . . . . .	67



## LIST OF TABLES

Table	Page
1. Reading and Language Expression Mean Scores of CTBS (8th grade) Expressed in Grade Equivalency Spring of 1972 . . . . .	38
2. Mathematics and Reference Skills Mean Scores on CTBS (8th grade) Spring of 1972 . . . . .	38
3. Analysis of Variance of CTBS . . . . .	39
4. ACT-Social Studies Analysis of Variance . . .	40
5. ACT-Composite Analysis of Variance . . . . .	40
6. Mean Social Studies GPA and Overall GPA . . .	41
7. Analysis of Variance of Overall GPA . . . . .	42
8. Analysis of Variance of Social Science and History GPA . . . . .	42
9. Analysis of Covariance Prior to Factor Analysis of Social Science and History GPA . . . . .	44
10. Analysis of Covariance Prior to Factor Analysis of Overall GPA . . . . .	45
11. Analysis of Covariance of Overall GPA . . . . .	46
12. Analysis of Covariance of Social Studies GPA . . . . .	47

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT OF STUDENTS FROM  
A PHASED-ELECTIVE SOCIAL STUDIES CURRICULUM WITH STUDENTS  
FROM A TRADITIONAL SOCIAL STUDIES CURRICULUM

Dennis O. Minix

July 1979

71 pages

Directed by: James Koper, Marion B. Lucas, and Robert S. Melville  
Department of Secondary Education Western Kentucky University

In this study, the academic achievement of two groups of University students was compared. The control group consisted of 15 students who had attended a traditional high school. The experimental group consisted of 25 students who had attended a high school which utilized a phased-elective curriculum design.

The students were observed at three points in their schooling. First, students were compared at the end of the eighth grade to determine if any significant difference existed prior to their exposure to the two high school programs. Next, students were observed at the end of their high school education by comparing scores on the American College Test (ACT). Finally, the University grade point average was utilized as a point of comparison.

The results of the study indicated that no significant difference at the .05 level existed at any of the three points of observation utilized. However, the .05 level of significance was approached at the third observation point. Consequently, further statistical analysis was made to account for the variation in grade point average. It was found that the difference could be accounted for when the initial differences between the groups were considered.

## CHAPTER I

### THE PROBLEM

Like many introductions this one was written at the conclusion rather than the beginning. In order for the author to properly introduce the content that follows the material had to be analyzed to the limits of the writer's cognitive ability. Only in this manner can the writer claim authority and assurance as he brings the reader to a set of questions with which much time in critical analysis has been expended.

The question which initiated this study served as a catalyst which had acted to lead the researcher to explore in the concluding chapter of this report the philosophical implications and educational belief systems represented by the various positions which became apparent from the review of literature.

By the time the data for the study had been collected and the results of the statistical analysis had been completed, this researcher has concluded that the essence of this study lay not in the immediate statistical data which may result but rather in its relation to the foundations of educational and philosophical thought. Should students be permitted to choose their studies or should such decisions be made by educators?

Should the institution of education be primarily one of control or one which uses human freedom as a model? While questions such as these are beyond the scope of this report, if they are not considered as a foundation for a proper perspective of this study then it is highly unlikely that a valid interpretation of the findings may be made. Those arguments—both pro and con—emanate from philosophical camps, and if these varying views of education and the nature of man are ignored then the further study of this report will result in only a superficial knowledge of the basic problem.

The question of freedom and choice in American secondary schools appears to force educators into two different schools of thought. The result is that school officials elect to operate under the auspices of either freedom or control models.

Those schools which view the learner as an able and worthwhile person tend to operate within what may be labeled a freedom model. This model has produced such innovations in modern education as the open education concept.

Traditional education has tended to operate within the realm of a control model of education. Proponents of the control model seem to view the learner as something which must be molded into an acceptable human being. This view contrasts sharply with the view held by supporters of the freedom model who have a proclivity to believe that the learner will develop into a worthwhile human being if given a chance. It is the role of the schools to provide learning

experiences which enhance development rather than retard and mold it.

Perhaps the most noted contemporary representatives of each of these views are Carl Rogers and B.F. Skinner. In 1971 B.F. Skinner wrote in Beyond Freedom and Dignity:

Man's struggle for freedom is not due to a will to be free, but to certain behavioral processes characteristic of the human organism, the chief effect of which is the avoidance of or escape from a so-called 'aversive' features of the environment. (p. 42)

Skinner views the job of the school as one of molding people into whatever society would have them be. This is in total opposition to the views held by Carl Rogers.

Rogers views man as having an independent nature. He wrote in 1969 in Freedom to Learn:

I see this freedom of which I am speaking . . . as existing in a different dimension than the determined sequence of cause and effect. I regard it as a freedom which exists in the subjective person, a freedom which he courageously uses to live his potentialities. (p. 269)

While it would be unfair to claim that all educators fall into the extremes represented by Skinner and Rogers, it should be sufficient to note that a continuum does exist along which educators do fall in regard to their view of freedom and choice in the schools. Among the strongest supporters of phased-elective curriculum design have been those educators who would see the school operate under the influence of a freedom model of education.

The current trends to emphasize basics in instruction and to make educators more accountable have been detrimental

to phased-elective programs. Warren Central High School has terminated its phased-elective program, and other high schools with phased-elective programs in southern Kentucky are under attack.

As educators begin to move away from phased-elective programs to the more traditional programs there is little evidence to be found that these changes are justifiable on educational grounds. There has been little research done on phased-elective programs. The criticisms of the programs are, to a large extent, based on personal observations rather than sound research. Indeed, much opposition to the phased-elective program in the secondary schools is raised on the university campus by academic professors.

At a time when the phased-elective curriculum appears to be declining, research on the topic may seem dated. Yet, with the recurrent character of curricular ideas and movements such research may provide assistance to some future curricular designer. A second and more pragmatic reason for the study is to salvage desirable aspects of one of the most influential innovations in the secondary school in the last decade.

#### Statement of the Problem

There has not been a research study on the effect of the phased-elective program on students who attended college. It is time that a study be conducted to help answer some of the questions about the effect of the program on students' academic achievement in the colleges and universities. Also,

the research comparing traditional programs with elective programs using the American College Test (ACT) as a criterion have not been totally consistent in their findings. Consequently, this study will replicate earlier studies by using the ACT as one point of comparison.

#### Purpose of the Study and Hypotheses

The purpose of this study was to test for any difference that might exist in the achievement of students who had studied under the auspices of a phased-elective social studies curriculum with those students who received their secondary education in the traditional manner. Specifically, students were to be compared on the following criterion: ACT scores and GPA at Western Kentucky University (WKU).

The following null hypotheses were tested:

1. There will be no significant difference between the ACT scores of the students from the traditional social studies program and those from the phased-elective program.
2. There will be no significant difference between the scores on the social studies section of the ACT for students from the traditional social studies program and those from the phased-elective program.
3. There will be no significant difference between the two groups of students in overall GPA at WKU.
4. There will be no significant difference in the grades made in social science and history classes between the two groups.

#### Definition of Terms

To avoid confusion the reader should realize that the terms elective, mini-course, and phased-elective course as used in this study denote the same thing. One exception

should be noted to the above statement, i.e., a phased-elective course is rated by its level of difficulty on a scale of one through five. Otherwise the terms refer to a course which is not required for high school graduation and is nine weeks in length. Specific definitions for these and other terms which are important to the comprehension of this report are as follows:

Achievement - Those qualities of students measured by the American College Test and University grade point average.

Content-Centered Curriculum - The program of studies is geared toward the presentation of specified subject matter content as perceived to be important by subject matter specialists.

Elective - This term refers to any course not required for graduation. It is used in this study to denote nine week elective courses.

Electives in Traditional Programs - Courses which are a semester or full academic year in length. They are not required for graduation.

Min.-Course - A term used to denote an elective course of nine weeks or less in duration.

Open Curriculum - For purposes of this study this term may be defined as a curriculum which is designed to promote student involvement, internal motivation, student interest, and student initiative. The needs of the individual are seen as paramount. The philosophical basis for this concept can be traced to Rousseau's Emile.

Phased-Elective Social Studies Curriculum - The program consists of numerous courses nine weeks in length which are rated on a scale of difficulty of one through five with the latter numeral representing the highest level of difficulty. Under this program in Kentucky, students are required to complete eight phased-elective courses in social studies with four of these being designated as electives dealing with the subject matter of United States History. Phased-elective courses may or may not be graded (See Appendix A for Warren Central High School's Phased-Elective Program).



Student Centered Curriculum - The program of studies is directed toward meeting the needs of students as perceived by parents, teachers, students, and administrators.

Traditional Curriculum - For the purposes of this study this term is defined as a curriculum which is designed to control the learner; and by exposing him/her to a specified content will produce a socially acceptable being. Freedom and choice are given a low priority. Socialization of the learner is the norm.

Traditional Social Studies Program - A curriculum which consists of year long courses. In Kentucky the student is required to complete two Carnegie units of social studies, one of which must be United States history, prior to graduation from high school. Year-long electives are normally available in World History, Civics, Government, Psychology, Sociology, Geography, Economics, Problems of American Democracy, and Humanities. In some schools the electives at the senior level may be a semester in duration. Students are normally required to take specified courses at the specified grade level (e.g., traditionally, U.S. History is required for Eleventh grade students; if a student wishes to take Psychology he must wait until he is a senior).

#### Limitations of the Study

This study was limited by the small number of subjects and the quasi-experimental design which made it impossible to use random sampling. There was no attempt to generalize the findings of this study to other populations. It was assumed that the two schools involved were similar in socio-economic make up. The study was limited because it did not consider those students who had not completed their entire high school education at the schools included in the study. Nor did the study include those students who did not have on their records scores for the Comprehensive Test of Basic Skills (CTBS) or the American College Test (ACT). This study was concerned only with the student's achievement and did not take into account affective considerations such as attitude toward school or subject matter.

## CHAPTER II

### REVIEW OF LITERATURE

A review of the literature related to phased-elective curriculum was at once disappointing and gratifying. During the early 1970's professional education journals abounded with articles both praising and condemning the advent of phased-elective programs. Unfortunately these articles were of little value other than as indicators of the attitudes and opinions of the authors. A number of experimental studies were undertaken by graduate students at various institutions to determine the effect phased-elective programs were having on students. The results of their work provided the most dependable knowledge-base on phased-elective programs. For clarity the literature reviewed has been organized into four sections: proponents of elective curricula, opponents of elective curricula, implementation and evaluation processes of elective curricula, and research dealing with elective curricula.

#### Proponents of Elective Curricula

Messemore (1974) viewed elective programs as a catalyst for change. According to this article the use of the concepts of elective programming provided the stimulus for the creation of the curriculum of the future. The phased-elective curriculum

was seen as synthesis of the progressive education movement of the 1950's and the content-centered curriculum of the early 1960's. He maintained that the basic characteristics of the programs were outgrowths of the trend toward humanistic education which was focused upon during the middle 1960's by writers such as Carl Rogers who called for more relevance in the subject matter, giving students more responsibility for decision-making, and the creation of classrooms with open environments with greater attention directed toward individual needs.

Maase (1974) combined the sometimes diverse viewpoints of parents and educators in an article which praised the elective English program in her daughter's school. She reported the experiences her daughter encountered. The primary problem encountered was dealing with ambiguous course descriptions which made course selection a difficult process. A course entitled "American Humor" was cited as an example to illustrate the point. The class was actually concerned with satire in which her daughter was unable to see the humor. Despite such shortcomings Maase still felt that the program was a viable curricula instrument in that it exposed students to a greater number of teachers, enabled teachers to teach their areas of special competence, permitted students to make choices, and contributed to their taking more than the required amount of English.

In an article by Victor L. Dupuis (1975), four strong points of the elective program were cited as reasons for

adoption of elective curriculum designs by schools. The program lent itself to the creation of a more relevant curriculum. He did not, however, offer a definition of relevance or a set of guidelines as to how it might be identified and achieved. Second, the elective system offered greater flexibility in the area of programming. He argued that under the traditional Carnegie system the curriculum tended to remain essentially the same from year to year. Under the elective program, however, a greater variety of learning experiences were offered to the student.

The elective system was also seen as a method whereby the strengths of the individual teacher could best be drawn upon. Most teachers were better prepared to teach in a particular area. For example, an English teacher may have had a strong educational background in American novels but a very poor background in Shakespeare. Consequently, under the auspices of an elective program a teacher could teach in an area in which he were especially well qualified.

Finally, according to Dupuis, such a program made greater provision for individual differences than the traditional curriculum. The greater freedom given to the student and greater number of learning experiences provided a milieu in which the student could design his own program to a greater degree than possible under traditional programs.

Dupuis reported a concern about the in-service training necessary to insure the success of an elective program.

Without continuous in-service, he wrote, the program would become routine and lose its vigor and vitality. In-service training should focus on the development of a curriculum philosophy, courses built around specific instructional objectives, teacher-made materials, diagnostic tools, a variety of instructional strategies, and evaluative tools.

In a survey of 516 Nebraska principals Guenther and Ridgeway (1976) concluded that mini-courses were an improvement over traditional programs. They wrote that the principals who responded to their questionnaire tended to believe that mini-courses provided relevant courses, greater flexibility, better staff utilization, individualized instruction and lessened pupil-teacher conflicts. The authors also concluded that schools that offer mini-courses had a greater likelihood of being in agreement with humanistic education goals. The article concluded, however, that mini-courses did not guarantee a humanistic program.

#### Opponents of Elective Curricula

One of the most vehement critics of the elective program has been Pradl (1976), who maintained that the gains made in English instruction during the past fifteen years were subverted by elective programs. He indicated that fragmentation of the curriculum resulted when each teacher was given the responsibility of developing his own courses. Efforts to create a more open and responsive curriculum have created a new barrier in the goal of realizing the discipline's central principles.

Mary Dupuis (1974) noted that certain deceptions existed in the elective curriculum. She wrote that teachers deceived themselves into thinking that they were offering students choices while in reality the choice was often that of the teacher. This problem arose out of the paradoxical premise upon which many elective programs have been based, for example, students should be offered a choice as to what they learn and teachers should be given the opportunity to teach what they want to teach. What happens if the students do not choose to learn what the teachers choose to teach? The article also reflected a concern for the poor quality of course descriptions in elective programs which the author maintained offered little assistance to the student trying to make a choice. On the question of choice the article indicated that choice should be offered within courses as well as among courses.

Rowe (1975) was an early advocate of elective programs. His position on electives changed for a number of reasons which he delineated as a scattering of the curriculum, teachers becoming reluctant to teach any aspects of literature which they had not chosen themselves, and the students beginning to view the privilege of course choice as their inalienable right. Rowe, however, felt that electives offered some advantages; and his solution to the problems he saw in the program was to create a greater number of required courses—thus, lessening the number of electives. Also, the courses under Rowe's new program were based on graduated experiences in reading and writing which he felt should be common to all students.

In a report on the English curriculum at Minneapolis South High School, Bane and Reed (1976) wrote that the North Central Association, the accrediting agency for the school, claimed in their report that there was not a systematic way established to develop and evaluate elective courses. The agency accused the elective curriculum of causing fragmentation, duplication, and confusion. In an effort to remedy the criticism the English department required more writing courses. The authors maintained that an orderly structured system of sequential skill development was needed for students to progress to higher levels.

Lucas (1976) related the failure of an elective curriculum in a small rural high school. She provided a list of conclusions reached at the end of the third year of the program:

1. Demands on teacher and administration time was increased dramatically.
2. Teacher evaluation of student's work decreased because they had less time.
3. Efficiency of teachers was reduced because they taught so many different lesson plans they did not have time to revise and improve their presentations.
4. Teacher interaction with the students was reduced because teachers had less time to build rapport with students who were constantly changing classes.
5. Teachers did not have as much control over concept and skill building in the elective courses which lasted only nine weeks.
6. It was difficult to obtain material that challenged each student.
7. Teachers did not know what courses the students had taken and what skills they had been taught.

Also, certain student behavior was observed. Due to scheduling difficulties some students were forced to take courses which they did not want and which were likely to be inappropriate to their ability. Students who were average or lower had difficulty connecting skills and concepts taught in one course to other courses, for example—students from literature classes lacked basic writing skills.

Roberts and Gable (1973) noted that electives were adopted primarily in areas such as English and social studies because these subject areas encompass several diverse disciplines. One of the main concerns of these authors was the lack of research on electives. They expressed the importance of educating the students as well as motivating them. The primary problems related by the authors, along with lack of research, were scheduling and excessive teacher preparations. They pointed out that traditional instruments for measuring achievement may not have been valid due to the conflict in content between the two curricula.

An attempt to provide solutions to the problem of getting to know the student was offered by Riley and Schaffer (1976). They suggested that student folders which would contain samples of the student's work be passed from teacher to teacher as the student changed courses. They suggested that students could be shadowed to determine if they were taking appropriate courses. Another method to determine whether students would seem to have made acceptable choices would be to review the records of graduates.



Stokes (1976) wrote that electives had failed to fulfill their promise in a number of ways. First, the course content of electives reflected no significant change from the traditional courses. Also, teachers tended to use college curricula in planning courses. Finally, he concluded that electives over-emphasized content.

Gyves and Clark (1975) were critical of elective curricula because they felt that other innovations such as the inquiry approach had been unduly discredited because of it. One of their major grievances with the development of elective programs was the lack of professional leadership utilized in the designing stage. They indicated that student interest had replaced the needs of the students and the complexities of curriculum construction had been over-simplified. Elective courses tended to be too concerned with a specific content and failed to emphasize the processes which would offer students an opportunity to learn how to survive in a constantly changing world. Basic skills were probably not adequately treated in most short term courses.

#### Implementation and Evaluation Processes of Elective Curricula

One should not conclude from the criticisms of electives and mini-courses that the programs were haphazardly implemented. Indeed, some of the programs were planned and implemented with caution as the report by Seretney (1973) of the Yale-New Haven History Education Project suggested. This project was a cooperative venture between the history department of Yale

University and the New Haven School System, New Haven, Connecticut. Under the auspices of this program approximately thirty Yale history professors worked with a similar number of high school teachers. Approximately eighty mini-courses were created by their efforts. Teachers involved in the program had the following responsibilities which gave an indication of the degree of planning and training which went into the program:

1. Provide a curriculum packet to the United States History Co-ordinator for each unit taught. A file was kept on the packets.
2. Attend a monthly in-service meeting where problems would be discussed with other teachers.
3. Attend training sessions led by Yale professors in an area appropriate to the mini-course taught by the teacher.
4. Attend informal meetings as needed.
5. Complete questionnaires.

Seretney felt that the primary importance of the mini-course was to enhance children's interest in history. The report indicated that the program had been a remarkable success.

Hayward (1969) explained how Hamilton-Wenham Regional High School, Hamilton, Massachusetts instituted a two-week mini-course program when confronted with a particularly disruptive and uncooperative senior class. The program captured the interest of the students and was to be continued in the future. There was a complete break with tradition in that grades were abandoned.

Steirer (1973) described the implementation of an elective program at Shuler Junior High School, Cleveland, Ohio. The results of the post-evaluation indicated that student discipline had improved, teachers seemed better satisfied, and the teaching-learning environment was more open and friendly.

Riley and Schaffer (1976) also offered seven ways in which the teachers could evaluate themselves:

1. Individual students could be asked to observe the class and evaluate the teacher according to stated goals.
2. Panels of students could be utilized to offer suggestions.
3. Teachers could informally sample student opinions.
4. A fellow teacher could be asked to make observations.
5. Reaction sheets to the course could be used. These should not be signed by the student.
6. Ask students what they like or dislike about the class.
7. Teacher asks students to write their feelings about the class on the chalkboard while the teacher is out of the room.

In a brief description of the elective program at Ossining High School, New York, Stanley Toll (1974) wrote that to ensure a balanced English program for the students all the courses were placed in one of four categories: writing, listening and speaking, literature, and elective. Toll, however, did not explain how the four categories were used. The program was open to juniors and seniors with about fifty percent enrolling in the electives. To determine if the students

actually got the class they requested Toll used a questionnaire. He found thirty-three percent got the course they originally selected and that eighty-eight percent who did not get the course they wanted understood why not. Also, seventy-five percent of the students who did not get the course they wanted were satisfied with the alternate selection.

One of the major selling points for the elective program was that it would be more relevant and reflect student needs to a greater degree. Folta (1974) noted ways in which students could be involved in curriculum planning:

1. Students could be respondents to questionnaires about aspects of the program.
2. They could act as observers and evaluators of courses.
3. They could design courses.
4. They could help write course descriptions.
5. They could review textbooks and materials.
6. Students could evaluate single courses.

The author's stated belief that the curriculum should be molded to suit the student rather than the curriculum serving as a mold for the student is well suited to the above mentioned methods of involving students in the curriculum planning.

In another article Palmatier and Martin (1976) offered ten principles to follow in establishing an elective curriculum:

1. It is essential that students be involved in the planning of the program.

2. Effective methods of making sure the basic skills are not neglected must be included.
3. The role of the conventional curriculum and conventional teacher should be critiqued to gain perspective.
4. Teachers should be responsible for courses which deal with topics they want to learn.
5. Classes should be organized around themes.
6. Each class should end with some type of meaningful activity. For example, if students study the prison system they could draft a set of legislative proposal to be submitted as bills in the next legislative assembly.
7. If the program is to be successful it must have the support of the administration.
8. The final success of the program rested with the teachers.
9. A positive public relations program should be developed.
10. The electives should receive regular evaluation.

Johnson, Henning, and Small (1976) developed what they described as a constellation model curriculum. The purpose of their model was to avoid many of the common pitfalls encountered by the elective curriculum developer. Using the English curriculum as an example, they divided the curriculum into the four basic skill areas: reading, writing listening, and speaking. Courses were then classified according to the skill area they represented. Courses were also identified as to their difficulty. Entry to the more difficult courses was to be obtained by taking a course of the lowest level of difficulty first. There were five levels in the model with independent study representing the fifth level. Only by

taking a course on each level of difficulty could the student advance to the next level.

The problems involved in creating an effective evaluation device were the concern of an article by Scherite (1976). The author described the problem encountered with existing evaluation instruments such as the ACT, PSAT, and SAT. He observed that these instruments did not measure all that was being taught in elective programs. The most satisfactory method of evaluation, according to a committee of English teachers at Trenton, was to evaluate each course. To do this, a course write-up model was used to insure that each teacher teaching the same elective would be using the same goals and objectives. A number of basic assumptions on the part of the Trenton language arts staff were provided by the author which indicated the complexity of determining a system of evaluation for the elective program. The assumptions were:

1. The student should have known what the course content consisted of and what was expected of him. Otherwise the student could not choose wisely.
2. Students were to be actively involved in the classes since learning was an active role rather than a passive one.
3. Teachers needed the freedom to choose materials and use methods with which they felt most comfortable; yet, students should be assured they received instruction that would accomplish the goals stated in course descriptions.
4. All teachers should have contributed to the construction of each elective.
5. The evaluation instrument should have been created by teachers. To be used at its maximum the instrument should be utilized for curriculum development, teacher improvement, and student growth.

Research Dealing with Elective Curricula

According to DiStefano (1974) elective programs made the problems of grading more complex. He conducted an evaluation of the grading in Columbus Ohio Public Schools. He found that students in elective courses tended to make higher grades. DiStefano contributed this occurrence to the fact that when students were able to choose they did better. It was also observed that methods of instruction in elective courses were more student-centered than those in traditional courses. He maintained that traditional grading processes were inadequate for the elective system and that if the elective program was to be anything other than the old program with a new name there would have to be a change in grading procedures.

In DiStefano's study of the Columbus Ohio Public Schools he sought answers to three questions:

1. Were student attitudes toward English affected by the elective program?
2. Were there any changes in materials and instructional techniques because of the elective program?
3. To what degree were the changes contributed to a difference in student attitudes?

He found that students in the elective program had a higher positive attitude toward English than did students in the traditional program. Part of this difference may have been attributable to the newness of the program. He learned that the teaching materials most commonly used in the traditional program were printed material; however, in the elective program

students were exposed to a greater number of multi-media materials. Methods of instruction in the traditional program favored the use of lecture while the method favored in the elective program was class-discussion. Also, a greater emphasis was placed on individual study in the elective program.

The earliest comprehensive study of an elective program was conducted by Hillocks (1971), who researched the program offered in the Trenton Public Schools in Trenton, Michigan. Hillocks sought the answer to the following questions:

1. What differences existed between Trenton (elective) and the control schools (traditional) toward English and student achievement in English?
2. What differences existed between the two programs in terms of content, faculty, and instructional technique?
3. To what extent did those differences contribute to different student attitudes and achievement?

He found that the Trenton program offered a greater variety of course content and more diverse learning activities and materials than the schools which offered the traditional programs. Also, noted was the fact that Trenton students responded to materials and problems on their own volition more often than the students from the control schools. No significant differences were found to exist in terms of achievement. In regard to student attitudes Hillocks found that while some differences appeared toward traditional aspects of English study (literature, writing, grammar, and mechanics) the main differences among the populations appeared in their attitudes toward the actual



activities in their English classes. Trenton students felt that their English classes had introduced them to new ideas, made them more aware of social issues, made them more tolerant of diversity, and made them more empathetic with others. Hillocks was unable to determine precisely what caused the diversity of attitudes among the schools. Failing to provide an answer, he provided further questions for consideration: Were the positive attitudes the result of the elective nature of the curriculum or of the phasing of courses which permitted presentation of materials and ideas appropriate to the student's academic level? Or were they primarily the result of the great amount of variety of materials and activities used in the Trenton program? Finally, were the attitudes resultant from the roles which teachers adopted in the classroom, roles which permitted greater student involvement and greater interchange or ideas among students?

Gudaitis (1972) reported on a mini-course program in Westfield, New Jersey. The social studies department developed a series of twenty-two courses of either eight or eighteen weeks duration. At the end of the first year the program was evaluated through a questionnaire. The results showed that students tended to select courses on the basis of title and course description. A significant number of students chose courses due to the reputation of the teacher. Students did not feel that changing teachers offered any difficulty and many students found the variety provided more interest. The study showed that students

had a more positive attitude toward the study of social studies. A significant number of students indicated that they made higher grades under the elective system. Over seventy percent of the students involved in the study rated the program as above average or excellent. Gudaitis found that one unanticipated outcome was that approximately ten percent of the senior class took more than the required number of courses in history.

Williams (1973) investigated an elective program at Weber Junior High School in Part Washington, New York. The year end evaluation of the program revealed the following results. Eighty percent of the students felt that the forty week course was too long. Also eighty-one percent of the students felt the ten week elective course was not too short a time to get to know the teacher. Students indicated that they felt that the teachers were more interested in what they taught. The students felt that they received greater freedom and greater in-depth study.

Silverbank (1973) felt that the program's success at Weber Junior High was due to a large extent on the learning atmosphere at the school. She added that the administrators were largely responsible for the open innovative atmosphere which existed. She maintained that innovative programs had a better chance of success if those involved in its implementation helped to plan and develop it.

Gibbons (1975) studied the attitudes and performance of high school students enrolled in elective English programs.

Three types of English course organizations were used in the study: a traditional English program, an all-elective program, and an elective English program which required diagnosis and remediation prior to entry into electives. She found that students in elective-diagnosis-remediation program scored lower in the understanding and interpretation of literature than those in the other two programs. This same group of students had less positive attitudes toward English. No significant difference in English usage existed among the three groups. She found no significant difference in attitudes between the traditional and all-elective program.

A study of traditional and elective instruction in the social studies and science was conducted by Newberry (1975). He found that in schools where the socioeconomic factors and ability levels were comparable the scores were as high for students from elective programs as were those from traditional programs. Secondly, he found that elective students' attitudes were at least as favorable toward science and social studies as were those from traditional programs. He found that students in an elective college preparatory program scored as well as those in the traditional college preparatory program. He found that there was a significant difference between the mean scores of science students in the elective program and those in the traditional program.

Kerr (1975) studied certain affective behaviors of high school students enrolled in mini-courses and compared them

with those found in students from a traditional program. He found that eleventh grade students enrolled in mini-courses did not have a more positive attitude toward school than students in traditional courses. He did find that students enrolled in a mini-course did have a more positive attitude toward the teacher. Also, students in mini-courses had a more positive attitude toward the course. There was no significant difference in class attendance between the two groups of students. Finally, he concluded, the mini-course teachers had a more positive attitude toward their students and the teaching profession.

Davis (1975) in his comparative study of elective and traditional programs of study found that students from the elective program showed greater achievement gains than those from the traditional program. He warned that the gains in the elective group could have been greatly influenced by a progressive school administration and pride generated by the new curriculum.

A study in New Jersey by Meredith (1974) was designed to determine quantitatively the status of multiple-elective programs in English in the public school of New Jersey. The study revealed that fifty-two percent of the public high schools had instituted elective programs. By 1976-77, according to the intentions of English supervisors sixty-seven percent would have multiple-elective programs. The second aspect of Meredith's study dealt with the quality of the programs. She concluded that there was greater student

interest in English and that the variety of offerings permitted students to design more individualistic programs.

Marshall's comparative study (1975) of achievement scores in English usage by students who had been assigned classes and students who took elective English classes revealed no significant difference in scores. She did find that those who took more than the required amount of English did better on the achievement tests.

Parkinson (1976) reported that nearly half of the 548 schools surveyed in Ohio offered a mini-course program. He also found that students reacted favorably to mini-courses; administrators tended to react favorably to mini-courses as did the teachers. He maintained that provision for student interest was the major advantage of the mini-course cited by school faculty members. Also cited as advantages were flexibility, utilization of the strengths of the faculty members, and greater relevance. Some of the problems noted were scheduling and matching teacher strengths with student interests.

#### Summary

The literature dealing with phased-elective curriculum designs revealed a number of significant ideas. Students tended to prefer phased-elective curriculums over traditional curriculums. Secondly, there was no evidence in the research that students who studied under phased-elective programs did more poorly on academic achievement tests. Finally,

more research is needed on the elective curriculum before definitive answers can be provided for questions and concerns educators have about such programs.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this chapter is to describe the methods, procedures, observation instruments, and population of the study. The research design is delineated with discussion as to its strengths and weaknesses. Basic statistical information with a discussion of the observation instruments which were utilized for data collection is discussed.

#### Research Design

In order to create a research design Warren Central High School was labeled School A and was assigned the role of the experimental group. Daviess County High School was labeled School B and was assigned the role of the control group.

The research design utilized was quasi-experimental. The essence of the design may be indicated as:

School A -  $O_1$  X  $O_2$   $O_3$  (Experimental Group)

School B -  $O_1$  Y  $O_2$   $O_3$  (Control Group)

The first observation ( $O_1$ ) consisted of data collected from the student's permanent record at his respective high school. This data consisted of (1) Intelligence Quotient scores and (2) Comprehensive Test of Basic Skills (CTBS) scores.

The experimental group's (Warren Central High School) treatment (X) was the phased-elective social studies program as it existed at that school from the fall of 1972 through the spring of 1976. The control group (Davies County High School) received traditional (Y) instruction in the social studies during those same years. The second observation ( $O_2$ ) for both groups was obtained through the registrar's office at Western Kentucky University and was composed of the scores on the American College Test. Information for the third observation was also obtained through the registrar's office at Western Kentucky University. The data which comprised this observation ( $O_3$ ) was the student's grade point average in history and social science at Western Kentucky University and the student's overall grade point average.

#### Design Problems

The quasi-experimental design utilized in this investigation posed problems which would not have been encountered in a true experimental design. First, it should be noted that the subjects utilized in the study were not randomly selected and assigned. It must certainly be obvious that random sampling would not be feasible in most studies where intact groups are the subject of the investigation. Perhaps the greatest threat to the validity of this research was the possibility that the groups under investigation were not originally from the same population. In an effort to overcome this criticism of quasi-experimental design, data in the form of IQ and achievement test scores were obtained on the subjects so that any variation that existed between the



groups prior to the administration of the treatment could be accounted for.

### The Population

The population used for the purposes of this study consisted of forty Western Kentucky University students who graduated from either Warren Central High School or Daviess County High School in the spring of 1976 and enrolled for twelve or more hours at Western Kentucky University in the fall of 1976. The control group consisted of fifteen Daviess County High School graduates who had had no exposure to phased-selective programs. The experimental group of twenty-five Warren Central High School graduates had been exposed to a four year phased-selective social studies program and a two year phased-selective English program.

During the process of this investigation the subjects were observed through their school records at three different points in their academic development. Following a chronological organization of the observations, the first observation was made through the scores obtained on the Comprehensive Test of Basic Skills (CTBS) which was administered during the spring of 1972. The second observation consisted of the scores made on the American College Test which was administered to the subjects during their senior year in high school.

The final observation was concerned with two aspects of the subject's grade point average at Western Kentucky University: (1) Overall Grade Point Average (GPA) and (2) Social Science and History Grade Point Average (GPA).

Criterion for selection of the subjects who participated in the study were as follows:

1. The subjects's high school graduation had taken place during the 1975-76 school year.
2. They entered Western Kentucky University in the fall of 1976 and registered for twelve or more semester hours of credit.
3. The subjects had attended Western Kentucky University for at least four semesters during the 1976-77 and 1977-78 school years.
4. All subjects were enrolled during the 1978 spring semester at Western Kentucky University.
5. At least one social studies course had been taken at the University by each subject.
6. Scores on the CTBS and ACT were available for each subject.

The subjects utilized in this study had a unique characteristic which became noticeable as possible subjects were eliminated because their school records did not contain the data needed in order to involve them in the study. That characteristic was that all students involved in this study appeared to have had a relatively immobile existence during their years of secondary schooling. All students in both the experimental and control group graduated from the eighth grade in the school system in which they attended high school and proceeded to spend four years at their respective high school.

#### Statistical Procedure

The statistical procedure utilized was complicated by the fact that it was not possible to work with a random sample. The primary concern was to be able to test for significant

differences that might exist between the control group and the experimental group. The procedure chosen to determine if significant differences existed on the ACT or grade point averages was one way analysis of variance. The results of the F test would have been extremely questionable because of the failure to utilize random sampling and assignment in the creation of the control and experimental groups. Consequently, it was necessary to determine if significant differences existed between the two groups prior to the administration of the treatment. In this study the Comprehensive Test of Basic Skills (CTBS), which was given to the subjects during the spring of 1972, was utilized as a source for comparative data.

Using school as a dependent variable, a multiple regression and analysis of variance were executed using the Statistical Package for the Social Sciences (SPSS) at the WKU computer center. The subtests of the CTBS were labeled as the independent variables. The result of the regression and analysis of variance indicated that any difference that existed between the groups was primarily due to five subtests.

Analysis of covariance made it possible to compare the differences between the two groups after the treatment was administered with differences between the groups prior to the treatment statistically controlled. Consequently the analysis of covariance was used to remove the bias introduced by differences in the initial level and permit the making of unbiased comparisons between school effects. The influence of the uncontrolled variables was removed by a linear regression

method, and the residual sums of squares were used to provide variance estimates which in turn were used to make tests of significance.

#### Observation Instruments

The Comprehensive Test of Basic Skills (CTBS) was administered to the subjects during the spring of 1972. The purpose of the test was to determine the level of attainment in language, number, and problem-solving skills. The 1972 test covered four general areas. The reading area contained reading vocabulary and reading comprehension tests. The vocabulary test required students to select a synonym for a word or words presented. The reading comprehension section required students to read passages of various literary styles and answer questions about the passages utilizing literal recall, the ability to identify the main idea, and the ability to draw conclusions.

Language expression, language mechanics, and spelling tests comprised the second general area labeled language. The mechanics section measured student skills in capitalization and punctuation.

The mathematics area contained sections dealing with concepts, applications, and computation. The basic four operations of addition, subtraction, multiplication, and division were covered in this section. The mathematics concept and application items measured the ability to recognize and apply the appropriate concepts and solve problems.

The reference skills test measured the students knowledge of the use of the library, parts of books, and standard reference works.

The American College Test (ACT) consisted of four subtests. A 1973 publication by the ACT Program, Assessing Students on the Way to College, provided descriptions of the subtests. The English Usage Test was a forty-minute test made up of seventy-five items which measured the basic elements of writing: punctuation and grammar, thirty-five percent; sentence structure, twenty-five percent; diction, thirty-five percent; logic and organization, five percent.

The Mathematics Usage Test was a fifty-minute, forty item test designed to measure reasoning ability in mathematics. This test was designed to include five types of content: arithmetic and algebraic operations, fifteen percent; advanced algebra, twenty percent; geometry, twenty percent; and modern math, ten percent.

The Social Studies Reading Test, a thirty-five-minute, fifty-two item test, measured evaluative reasoning and problem-solving skills. Two types of items were included on the test; approximately thirty percent were based on general information obtained in high school and approximately seventy percent were based on reading passages. The content areas represented were European and ancient history; American history and government; sociology and economics; and current social issues.

The Natural Sciences Reading Test was a thirty-five minute, fifty-two item test which measured critical reasoning and problem-solving skills. Two types of test items were included. Those based on general scientific knowledge and those dealing with reading and understanding passages at various cognitive levels were included. The emphasis of the test content was directed toward biology and the logic of science. Also represented in the items were chemistry, physics, geology, astronomy, and general science.

According to Colling (1967) four cognition levels were represented on the ACT in the following proportions: knowledge, fifty-six percent; comprehension, twenty-eight percent; application, twelve percent; and analysis, four percent. He also found that the percentage of items at each level of cognition was disproportionately distributed among the subtests.

The third observation was made by looking at the overall grade point average and the social science grade point average of the subjects. The overall grade point average utilized in the study was computed by the registrar's office at Western Kentucky University. The social science and history grade point average was computed from student transcripts by this researcher by dividing the number of quality points obtained in social science and history classes by the number of semester hours attempted by the student.

## CHAPTER IV

### FINDINGS AND INTERPRETATION OF DATA

The purpose of this study was to determine if students who experienced their secondary education in a high school which offered a four-year phased-elective program in social studies did as well as students who studied under the auspices of the traditional secondary social studies curriculum on the American College Test (ACT) and university grade point average. Because it was not possible to utilize random sampling it was also necessary to compare the groups prior to the application of the treatment. The Comprehensive Test of Basic Skills (CTBS) provided the data upon which the comparative analysis was made.

#### Comprehensive Test of Basic Skills (O<sub>1</sub>)

The population of this study consisted of forty Western Kentucky University (WKU) students. The students were divided into two groups based on the high school from which each student graduated. The scores made on the CTBS which was administered during the spring of 1972 were collected on each student included in the study. A computation of the mean scores (Tables 1 and 2) showed that School B scored slightly higher on all the subtests of the CTBS with the one exception

being the vocabulary subtest. The variation between the two schools was tested to determine if there was a significant difference at the .05 level. Analysis of

TABLE 1

READING AND LANGUAGE EXPRESSION  
MEAN SCORES ON CTBS (8TH GRADE)  
EXPRESSED IN GRADE EQUIVALENCY  
SPRING OF 1972

School	Reading		Language Expression		
	Vocabulary	Compre- hension	Mechanics	Expression	Spelling
A	9.584	9.396	9.96	9.60	9.43
B	9.580	9.600	10.15	10.18	10.25

TABLE 2

MATHEMATICS AND REFERENCE SKILLS  
MEAN SCORES ON CTBS (8TH GRADE)  
SPRING OF 1972

School	Mathematics			Reference Skills	
	Computation	Concepts	Appli- cations	Reference	Graphics
A	9.13	9.66	9.22	9.58	10.22
B	10.09	10.19	9.28	11.09	11.50

variance (table 3) revealed that the probability of determining which school was attended by a student based on his



ACT score was 0.3922. Consequently, the difference between the groups was determined to be insignificant.

TABLE 3  
ANALYSIS OF VARIANCE OF CTBS

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	2.0887	2.0887	0.749	0.3922
Within Groups	38	105.9822	2.7890		
Total	39	108.0710			

American College Test (O<sub>2</sub>)

During the spring of 1976 all the subjects were administered the ACT. This study was concerned with the composite score and the score on the social studies subtest. One-way analysis of variance showed that there was not a significant difference at the .05 level between the two groups on the composite score or the social studies subtest score.

Analysis of variance of the social studies subtest (table 4) showed that a subject's school could be predicted with a 0.5558 probability level which was very near the fifty percent level of chance. It was determined as a result of this test that a significant difference did not exist between the two groups on the ACT social studies subtest.

TABLE 4  
ACT-SOCIAL STUDIES ANALYSIS OF VARIANCE

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	19.80	19.80	0.353	0.5558
Within Groups	38	2129.97	56.05		
Total	39	2149.77			

The ACT-Composite score was also tested for significant difference. Analysis of variance (table 5) revealed a 0.4920 probability level to determine which high school program a particular student attended. Once again the probability level was very nearly the same as chance. Consequently, on the basis of this statistical data, it was determined that a difference between the schools did not exist at the .05 level.

TABLE 5  
ACT-COMPOSITE ANALYSIS OF VARIANCE

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	1	16.00	16.00	0.481	0.4920
Within groups	38	1263.09	33.23		
Total	39	1279.09			

Overall and Social Studies Grade Point Averages (O<sub>2</sub>)

The overall grade point average and social studies grade point average were computed for all the subjects. These averages reflected the students standing at the end of their second year at Western Kentucky University.

The mean scores for the two groups (table 6) showed that School B had a higher overall GPA and a higher social studies GPA. To determine if there was a significant difference between the two groups the data was tested through the use of analysis of variance.

TABLE 6  
MEAN SOCIAL STUDIES GPA AND OVERALL GPA\*

School	Overall GPA	Social Studies GPA
A	2.6455	2.8978
B	3.0684	3.3948

\* GPA based on a 4.0000 scale.

The analysis of variance of the overall grade point average (table 7) resulted in a .0652 probability level. This was close to the .05 significance level utilized in this study.

The probability level revealed by the analysis of variance of the social studies grade point average (table 8) was .0950. It was recognized that these findings were

TABLE 7  
ANALYSIS OF VARIANCE OF OVERALL GPA

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	1	1.6770	1.6770	3.606	0.0652
Within groups	38	17.6729	0.4651		
Total	39	19.3499			

TABLE 8  
ANALYSIS OF VARIANCE OF SOCIAL SCIENCE AND HISTORY GPA

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	2.3713	2.3713	2.932	0.0950
Within Groups	38	30.7295	0.8087		
Total	39	33.1008			

approaching the level of significance utilized in this study.

Because of the nearness to the .05 level of significance on the overall grade point average and the social science and history grade point average, the researcher decided to conduct further statistical analysis in order to account for the differences discovered.

The first step taken was to take a closer look at the differences that existed between the groups prior to their

exposure to their respective high school programs. A multiple regression equation provided the order of importance of the CTBS subtests in predicting academic achievement.

The five subtests from the CTBS which offered the most predictive ability were used as covariables with social science grade point average and overall grade point average as dependent variables and an analysis of covariance was made. When these covariates were considered, the difference on social science and history grade point average between the two groups was explained to the .029 level of significance (table 9).

When the variance in overall grade point average was analyzed with the same covariates taken into consideration, the difference was explained to the .001 level of significance (table 10).

To further test for a possible significance in social science and history grade point average and overall grade point average, it was decided to do a factor analysis of the CTBS subtests and execute a multiple regression equation utilizing factor scores. This resulted in a different alignment as to significance of the subtests (table 11 and 12). However, the results of the analysis of covariance were similar. The difference unaccounted for in the overall grade point average between the groups was fully explained by considering the difference between the two groups after taking

TABLE 9

## ANALYSIS OF COVARIANCE PRIOR TO FACTOR ANALYSIS OF SOCIAL SCIENCE AND HISTORY GPA

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
<b>Covariates</b>	10.494	5	2.099	3.133	0.020
Factor-Reference	0.002	1	0.002	0.003	0.954
Factor-Vocabulary	0.296	1	0.296	0.441	0.511
Factor-Computation	2.655	1	2.655	3.963	0.055
Factor-Mechanics	0.139	1	0.139	0.208	0.652
Factor-Graphics	1.111	1	1.111	1.659	0.207
<b>Main Effects</b>	0.499	1	0.499	0.745	0.394
School	0.499	1	0.499	0.745	0.394
<b>Explained</b>	10.993	6	1.832	2.735	0.029
<b>Residual</b>	22.108	33	0.670		
<b>TOTAL</b>	33.101	39	0.849		

TABLE 10  
ANALYSIS OF COVARIANCE PRIOR TO FACTOR ANALYSIS OF OVERALL GPA

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Covariates	9.386	5	1.877	6.349	0.000
Factor-Reference	0.000	1	0.000	0.000	0.995
Factor-Vocabulary	0.110	1	0.110	0.371	0.547
Factor-Computation	3.360	1	3.360	11.363	0.002
Factor-Mechanics	0.000	1	0.000	0.000	0.996
Factor-Graphics	0.594	1	0.594	2.008	0.166
Main Effects	0.207	1	0.207	0.700	0.409
School	0.207	1	0.207	0.700	0.409
Explained	9.593	6	1.599	5.408	0.001
Residual	9.757	33	0.296		
TOTAL	19.350	39	0.496		

TABLE 11  
ANALYSIS OF COVARIANCE OF OVERALL GPA\*

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Covariates	11.829	5	2.366	10.389	0.000
Factor-Vocabulary	2.058	1	2.058	9.036	0.005
Factor-Comprehension	0.352	1	0.352	1.545	0.223
Factor-Reference	4.014	1	4.014	17.627	0.000
Factor-Computation	6.243	1	6.243	27.412	0.000
Factor-IQ	0.935	1	0.935	4.105	0.051
Main Effects	0.005	1	0.005	0.024	0.879
School	0.005	1	0.005	0.024	0.879
Explained	11.835	6	1.972	8.661	0.000
Residual	7.515	33	0.228		
TOTAL	19.350	39	0.496		

\* The covariate scores used to determine the significance of F were determined through factor analysis.



TABLE 12  
ANALYSIS OF COVARIANCE OF SOCIAL STUDIES GPA\*

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance of F
Covariates	14.307	5	2.861	5.059	0.002
Factor-Vocabulary	2.071	1	2.071	3.661	0.064
Factor-Computation	0.481	1	0.481	0.850	0.363
Factor-Reference	4.525	1	4.525	8.001	0.008
Factor-Comprehension	7.176	1	7.176	12.687	0.001
Factor-IQ	2.141	1	2.141	3.785	0.060
Main Effects	0.129	1	0.129	0.228	0.636
School	0.129	1	0.129	0.228	0.636
Explained	14.436	6	2.406	4.254	0.003
Residual	18.664	33	0.566		
TOTAL	33.101	39	0.849		

\* The covariate scores used to determine the significance of F were determined through factor analysis.

into account the significance of these covariates. Difference in social science and history grade point average was accounted for to the .003 level of significance.

#### Summary

Forty Western Kentucky University students who graduated from either Warren Central High School, Bowling Green, Kentucky, or Daviess County High School, Owensboro, Kentucky, were compared to learn if a significant difference in performance on the ACT or in grade point average at Western Kentucky University existed. An analysis of variance showed that there was no significant difference between the two groups in terms of performance on the ACT or GPA at the University. Any difference which existed in terms of performance at Western Kentucky University could be accounted for in initial difference between the groups.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this study a comparison was made of the performance of students who attended a high school which offered a phased-selective social studies program. The data utilized for comparative analysis was the ACT and grade point average for each student. The population of the study was made up of Western Kentucky University students who had graduated from either Warren Central High School or Daviess County High School in 1976 and had entered WKU in the fall of 1976. Students for whom data needed was not available were deleted from the study. The study included a total of forty students.

#### Summary of Procedure

Forty Western Kentucky University (WKU) students who had graduated from Warren Central High School or Daviess County High School in the spring of 1976 comprised the population for this study. The students who had graduated from Daviess County High School had not participated in a phased-selective social studies program; the students from Warren Central High School had participated in the phased-selective social studies program. The following data was collected from the students' school records:

1. Scores made on the CTBS
2. Scores made on the ACT
3. Grade Point Average (GPA) achieved

Analysis of variance was used to compare the groups' ACT scores and GPA. The data obtained from the CTBS were used to identify any initial differences that might exist between the groups.

#### Summary of the Purposes of the Study

The following were the stated purposes of the study:

1. To test the hypothesis that there was no significant difference between the ACT scores of students who participated in a phased-elective social studies program and the ACT scores made by students who participated in a traditional social studies program.
2. To test the hypothesis that there was no significant difference between the scores on the social studies section of the ACT of students who participated in a phased-elective social studies program and the scores made by those students who participated in a traditional social studies program.
3. To test the hypothesis that there was no significant difference between the overall grade point average of students who participated in a phased-elective social studies program and the grade point average achieved by students who participated in a traditional social studies program.
4. To test the hypothesis that there was no significant

difference between the grades made in social studies classes at Western Kentucky University by students who participated in a phased-elective social studies program and the grades earned by students who participated in a traditional social studies program.

#### Findings of the Study

The following were the important findings gained from the study reported in this thesis:

1. There was not a significant difference between the scores of the experimental and the control group on the composite score of the ACT.
2. There was not a significant difference between scores of the experimental group and the control group on the social studies section of the ACT.
3. There was not a significant difference between the overall GPA of the experimental group and the control group at Western Kentucky University.
4. There was not a significant difference between social science and history GIA of the experimental and control groups.

Because differences in overall GI and the social studies GPA began to approach the .05 level, a factor analysis and analysis of covariance was computed. The results of this test showed that the difference was due to initial differences between the groups.

### Conclusions

Data from this study showed that students who graduated from a high school utilizing a phased-elective program did as well as their counterparts from the traditional high school program on the following:

1. ACT composite score
2. ACT social studies subtest
3. Overall university grade point average
4. University social science and history grade point average

### Implications and Discussion

Based on the findings of this study it was clear that the phased-elective program was at least as good as the traditional program in terms of providing learning experiences which contributed to student achievement. Other researchers whose studies were reviewed reached similar conclusions. One area which this study did not consider was student attitude. The research in this area appears to show a strong proclivity toward better student attitudes in relation to the teacher and the subject. Consequently, it seems that students prefer elective programs to traditional programs.

Another noticeable characteristic of phased-elective programs was that teachers seemed to like them. Discussions with teachers who have taught elective courses led this researcher to conclude that they felt a great deal of professional pride in their work.

Perhaps the most significant impact phased-elective curriculum design had was its effect on the school environment and what actually transpired in the classroom. These programs tended to promote a more humane, and more open environment in which the student could operate. At the same time it created anxiety and uneasiness among those who had operated under and preferred the more traditional controlled environment which offered less choice and involved less risk.

Out of necessity the teaching methods underwent change. Since in some cases teachers who were used to teaching five United States History classes were now teaching five different elective courses, they found that they did not have enough time to prepare lectures for all their classes. Consequently, teachers used new methods which consisted of more student involvement such as discussion, simulation games, and role playing.

Missing from many phased-elective classrooms was the traditional textbook. Students used paperback books, newspapers, and magazines as sources of written information. Also, students were exposed to sources of information other than written. Filmstrips, slide programs, television, and motion pictures were utilized as well as recordings and resource people.

Basic to the success of phased-elective programs was the inherent flexibility of the design. The program did not demand that teachers change methods or for that matter content of the elective they taught. It did, instead, make it possible for a diverse faculty to work as a closely knit organization with a common goal.

Phased-selective programs were based on the premise that the student should have choice and learn to make responsible decisions. This view of the learner as an able and worthwhile being was in agreement with advocates of an open and humanistic education. The classes tended to be more relevant because of the greater flexibility in what courses would be offered. The local school tended to determine its curriculum, rather than the state department of education or even the district's school board and central office. The program helped to diminish the arbitrary classification of teachers through certification which could result in the same course moving from one department to another. The teacher's expertise was more important than a piece of paper, i.e., it was more important to be qualified than it was to be certified.

If the decline in phased-selective programs continues, educators should make every effort to see that the gains in teaching methodology made under this system do not diminish.

Phased-selective programs did not offer a panacea to all of education's problems. Some have claimed that the positive attributes of the program were the result of the spirit of innovation rather than the innovation itself. There still remains much to be learned about the effect phased-selective programs had on students. The short term effect on achievement and attitudes may be researched at this point with reasonable accuracy. However, the long term effects



which are of ultimate importance must wait. Will these students be better citizens? Will they be more successful? Will they be happier? Will they have better self concepts?

#### Recommendations

The change promised by the era of the new social studies has not come to pass. Little change has occurred as a result of the federally-funded social studies projects of the 1960's and 1970's (Shaver, Davis, and Helburn, 1979). It is estimated that at most only ten to twenty-five percent of the nation's social studies teachers use materials developed by these projects. Surveys conducted by the National Science Foundation indicated that the primary instructional tool was still the textbook. Other findings of these surveys were:

1. Little attention was being paid to major contemporary societal issues.
2. The content students were expected to master is information oriented rather than process-oriented.
3. New teaching techniques were rare.
4. Teachers relied on external rather than internal motivation.
5. Students were expected to learn for grades or for approval rather than because of one's own interests.
6. Affective education was not a stated or explicit part of the curriculum.
7. For the most part social studies students found their studies uninteresting.

In view of the above information and the findings of this study, the researcher feels that the social studies

curriculum at the secondary level would best be served by the continuation of phased-selective programs.

While accountability is and should be a concern of the public, there is no reason why phased-selective programs cannot be as accountable as the more traditional programs. Perhaps the greatest threat to evaluating such programs lies in their unique nature which makes existing evaluation instruments inappropriate. Evaluation and accountability might best be served by the development of procedures and instruments at the school level since phased-selective programs are essentially school developed curricula. Should the community school be accountable to the community or the nation? And, if it is to be accountable to both, which should receive priority in determining the nature of that accountability?

As this study came to an end, the researcher realized that much research is still needed on phased-selective programs. It is recommended that studies such as this one be replicated using other high school and universities. Perhaps the most significant research on phased-selective programs is yet to come. It is recommended that follow-up studies on graduates of phased-selective curriculum be done to determine if these people are better adjusted, happier, and more successful than their counterparts from the traditional curriculum.

APPENDIX

Warren Central High School Phase Course Descriptions

Course No.	Phase	Title	
400	1-2	You and Your Community	This course would include responsibility of the youth to his home, school, and community.
402	2-4	Political Parties and Elections	This is a unit pertaining to the development of political parties in the U.S. and their effect upon the federal system.
403	2-4	State and Local Government	This course would be designed to discuss the powers and duties of the state and local levels of government.
405	3-5	Classical Civilizations—Greece and Rome	This unit will search for the reasons and factors responsible for the development of two great civilizations.
406	1-3	Techniques of Studying Social Studies (Semester Course)	This course will include how to study methods, reading improvement, interpretations of readings, social studies definitions, note taking, how to outline and how to develop individual thinking.
407	1-3	Survey of Human Geography	This course will emphasize the socio-cultural diversity of mankind in order to understand and appreciate the cultural regions of the world.
408	1-3 3-5	Basic Geographical Factors	This course will consist of an indepth study of important geographical factors and their effect upon people and nations. (continued)

<u>Course No.</u>	<u>Phase</u>	<u>Title</u>	
			Some of the important geographical factors which will be studied in this class will be: 1. climate 2. topography 3. location 4. soil 5. map interpretation
410	1-3 3-5	World Patterns and Problems	This course will be an in-depth study of the following problems and their effects on the world: 1. population 2. food 3. industry 4. commerce
411	1-3 3-5	The technologically advanced regions of the world	This course will help students understand the factors responsible for three regions of the world being more advanced than other sections. The three regions to be studied will be: 1. Anglo-American 2. North-West Europe 3. U.S.S.R.
412	1-3	The Developing Regions of the World	This course will take an in-depth look at areas of the world that in the very near future may become world leaders. The three regions to be studied will be: 1. Latin America 2. Middle East 3. Certain countries in Africa
413	1-3 3-5	The Orient	This course will be concerned with this cultural regions effects and contributions to the world. This course will study the following (continued)

<u>Course</u> <u>No.</u>	<u>Phase</u>	<u>Title</u>	
			countries or areas: 1. China 2. Japan 3. South-east Asia
414	1-3 3-5	The Pacific World	This course will enable students to better understand the Pacific world and its contribution and effects on the world. This course will study the following: 1. Australia 2. New Zealand 3. Selected Pacific Islands
415	4-5	Independent Study in Geography	This course will include an in-depth study of research methods including use of primary and secondary sources developing hypothesis and conclusions.
418	1-3	Legislative Process	This course is designed to explain the powers of the legislative branch.
419	1-3	Your Civil Liberties	This course is designed to give the student an understanding of their basic individual rights and how the courts protect these rights.
420	1-3	Fertile Crescent-Dawn of Modern Civilization	The students enrolled in this course will look for the reasons as to why Modern Civilization developed in a particular region of the world.
422	1-3	Middle Ages	This will consist of a study of the political, social, economic, and cultural institutions from the 5th to the 12th century.

<u>Course No.</u>	<u>Phase</u>	<u>Title</u>	
423	3-5	Age of Renaissance	This course will consist of a study of Western Europe during the period 1275 to 1520 with emphasis on political, social, and religious developments.
424	1-4	Age of Reformation	A study of Western Europe during the period 1500 to 1648 with principal attention given to religious conflicts of that time.
425	3-5	English and French Revolutions	This course will study the reasons for such a drastic violent change in the English and French governments during a period of time from the 17th to the 19th century.
428	1-4	Age of Exploration, Discovery and Colonization	The students enrolled in this course will search for reasons as to why man became so inquisitive about other sections of the world.
429	4-5	World Organizations	This course will take an in-depth look at past and present world organizations whose goals have been to promote peace.
427	1-3	Age of Machines-First and Second Industrial Revolutions	This course will study the factors and reasons responsible for the development of the machine age.
430	4-5	Contributions of Religions to Mankind	This course will consist of an in-depth study of how religions have developed and evolved. It will also look for contributions of religion to the world.

<u>Course No.</u>	<u>Phase</u>	<u>Title</u>	
431	4-5	The Sleeping Bear, U.S.S.R.	This course will consist of an in-depth study of the largest and one of the most powerful nations in the world, trying to list its effects on the world of tomorrow.
432	4-5	Independent Study	This will include an in-depth study of World History topics, chosen according to the interest of the individual student.
459	1-3	Manifest Destiny (Glory, God, and Gold)	This unit will explain the desire and progress of America to expand from one ocean to another.
460	1-3	Civil War: Cause and Effects	This course will include a brief look at the major causes of the Civil War, focusing mainly on the slavery issue—tracing the change from the institution of slavery to the institution of segregation and its effect on America.
461	1-3	The United States Becomes an Industrial and Urban Nation	This course will be a historical tracing of the United States from an agricultural nation.
462	3-5	The Progressive Era and the New Deal	This course will be a study of industrial growth and urban problems.
463	1-3	The Roaring Twenties	This course will study social changes of this period by looking at prohibition, invention of the radio, the impact of the automobile, negro renaissance, heroes of the era and the scandals.
464	1-3	World War I and World War II	A comparative view of events leading us into (continued)



<u>Course</u> <u>No.</u>	<u>Phase</u>	<u>Title</u>	
			two world wars, the course of the wars, and the United States part in the peace treaties.
465	1-3	Forgotten American	This course will include minorities and their contributions to society.
466	1-3	Race, Poverty, and Youth	This will be a study of the three most pertinent problems in our society.
467	3-5	Cold War and Containment Policy	This course shall include cold war conflicts and coexistence in international relations, also including old and new policies toward Southeast Asia and China
468	1-3	Vietnam and American Involvement	The basic background and involvement in Vietnam and the Far East will be discussed in this course.
469	4-5	Independent Study	This will include in-depth studies of U.S. History topics, chosen according to the abilities and interest of individual students.
470	1-3	The Presidency	This course is a general look at the Presidents of the U.S. and how they have exercised the power granted by the constitution.
471	2-4	Political Parties and Elections	This is a unit pertaining to the development of political parties in the U.S. and their effect upon the federal system.
472	1-3	Techniques of Studying Social Studies (Semester Course)	This course will include how to study methods, reading improvement, interpretations of reading social studies (continued)

<u>Course</u> <u>No.</u>	<u>Phase</u>	<u>Title</u>	
			definitions, note taking, how to outline, and how to develop individual thinking.
473	3-5	Constitutional Development	This course is a study of how and why our constitution developed as it did.
474	4-5	A Study of the 70's	This course will consist of discussion of current events in government and depth study of the national and international reasons for these events.
477	4-5	The Supreme Court	A course offering the student an in-depth study of the Supreme Court and the development of its powers.
481	4-5	Comparative Government	This course is designed to give upper level students a comparison between democracy and the modernism's of socialism and communism.
482	4-5	Independent Study in American Government	This course will include an in-depth study of Governmental topics, chosen according to the interest of the individual student.
483	4-5	Philosophy	An introduction to the philosophies through a study of its history from its beginnings in Ancient Greece to the Renaissance with an emphasis on Plato, Aristotle, Socrates, and Aquinas.
484	2-5	Art Appreciation	This course will be designed to acquaint the student with various aspects of art in order to lead them to a better (continued)

<u>Course</u> <u>No.</u>	<u>Phase</u>	<u>Title</u>	
			understanding and appreciation of the subject.
485	2-5	Music Appreciation	This course will be a study of music from early to modern times. It will include a study of the major composers and their music during the major periods of Western music.
486	1-3	Understanding Behavior	A study of what makes you behave like you do, how you formed your attitudes, and what you might do to develop a more favorable personality.
487	3-5	Understanding the Human Behavior	This course will include a study of personality, how a person's personality is developed and how a person's personality may change.
488	1-3	How Learning Takes Place	This course would include the different ways that learning may take place. Also a study on learning more efficiently.
489	3-5	Principles of Learning	This course would include theories on how learning takes place. The psychological aspects of punishment and reward will be included.
492	1-3	Individual Mental Health	Subject matter will include what constitutes mental health, also an understanding of what makes people become frustrated will be included.
493	3-5	Mental Illness and Mental Institutions	What constitutes a neurotic or psychotic (continued)

## Course

No. Phase Title

			person will be covered in this course. Some of the cases of mental health will be covered.
494	2-4	Role of Heredity and Environment	This course will include a study of how societies are formed as well as the different types.
495	3-5	Organized Societies	This course will include a study of how societies are formed as well as the different types.
496	1-5	Studying Human Groups	The more important groups in our society will be discussed. Included would be a study of all human groups.

SELECTED BIBLIOGRAPHY

#### SELECTED BIBLIOGRAPHY

- American College Testing Program. Assessing Students on the Way to College. Technical Report for the ACT Assessment Program, Vol. II, Iowa City, Iowa: ACT Publications, 1973.
- Bane, David and Reed, Margaret. "Elective English: Three Case Histories, South High School, Minneapolis, Minnesota: Moving Out of the Hodge Podge," English Journal, LXV (April, 1976), 43-47.
- Collins, Milton E. "A Predictive and Item Study of the Cognitive Structure of a College Aptitude Test," Unpublished Dissertation, University of Michigan, 1966.
- Davis, Allen Leonard, III. "A Phase-Elective, Non-Graded, Flexibility Scheduled Versus a Traditional Instructional Program-The Effects on Urban High School Achievement." Unpublished Dissertation, Virginia Polytechnic Institute and State University, 1975.
- Devoe, Thelma Edmunds. "A Study of Skills Development in English Elective Programs in Selected Public Secondary Schools in Massachusetts." Unpublished Dissertation, Boston University School of Education, 1975.
- DiStefano Philip. "Can Traditional Grading Survive the Elective Program," English Journal XLIV (March, 1975), 56-58.
- \_\_\_\_\_. "The English Curriculum: A Breakthrough for Urban Students?" English Education, VII (Winter, 1976).
- Dupius, Mary M. "Undeceiving and Decision Making: Some Thoughts on Electives and Mini-Courses in English," English Journal, LXIII (April, 1974), 29-33.
- Folta, Barbara. "Seven Ways to Involve Students in Curriculum Planning," English Journal, LXIII (April, 1974), 42-45.

- Gibbons, Joan Mary. "A Study of Attitudes and Performance of High School Students Enrolled in Elective English Programs," Unpublished Dissertation, University of Southern California, 1973.
- Graves, Richard L. "English Elective Curricula and How They Grew," Educational Forum, XXXVIII (January, 1974), 195-201.
- Gross, Richard E. "The Status of the Social Studies in the Public Schools of the United States: Facts and Impressions of a National Survey," Social Education, XLI (March, 1977), 194-205.
- Guenther, John and Ridgeway, Robert. "Mini-Courses: One Way to Provide More Humanistic School Programs," NASSP Bulletin, LX (April, 1976), 12-15.
- Gudaitis, Donald J. "Mini Courses Are They Useful," The Clearing House, XLIV (April, 1972), 465-467.
- Gyves, John J. "The Interest Centered Curriculum: Is Interest Enough?" The Clearing House, XLIX (September, 1975), 33-37.
- Hayward, Robert R. "Maximum Results From Mini-Courses," Today's Education: NEA Journal, LVIII (September, 1969), 55-57.
- Hillocks, George, Jr. An Evaluation of Project APEX: A Nongraded Phase-Elective English Program, Trenton Public Schools, Trenton, Michigan, 1971.
- Johnson, James R. "A Constellation Model for the Development of a Mini-Course Curriculum in the Language Arts," Educational Technology, XVI (September, 1976), 25-29.
- Kerr, William Gordon. "A Study of Designate Affective Behavior of High School Students Enrolled in Mini-Courses and Traditional Courses," Unpublished Dissertation, Wayne State University, 1975.
- Lucas, Pat. "The Curriculum Ended with a Whimper," English Journal, LXV (April, 1976), 54-57.
- Marshall, Florence Katanick. "Comparison of Elective English Courses in Relation to Achievement Scores in English Usage of High School Seniors," Unpublished Dissertation, University of California, Los Angeles, 1975.

- Maase, Elda. "My Daughter and the English Department; A Second-Hand Look at High School Mini-Courses." English Journal, LXIII (April, 1974), 34-36.
- Meredith, Clare V. "Multiple Elective Programs in English in the State of New Jersey." Unpublished Dissertation, Rutgers University. The State University of New Jersey, 1974.
- Messmore, Mescal. "The Curriculum of Today: A Foreshadowing of Tomorrow," English Journal, LXIII (April, 1974), 37-41.
- Newberry, Norman E. "A Study of Elective and Traditional Instruction in Science and Social Studies in Selected Secondary School." Unpublished Dissertation, University of Tennessee, 1975.
- Palmatier, Larry and Martin, Millie. "Ten Guidelines For Establishing an Elective program," English Journal LXV (April, 1976), 28-31.
- Parkinson, Daniel S. "The Mini-Course Approach in Ohio," Phi Delta Kappan, LVII (April, 1976), 551-552.
- Pradl, Gordon. "Elective Courses: A Case of Electoral Fraud," English Journal, LXV (April, 1976), 37-42.
- Riley, Roberts and Schaffer, Eugene C. "Evaluating Alternatives: Elective Programs Assessment," English Journal, LXV (April, 1976), 37-42.
- Roberts, Arthur D. and Gable, Robert E. "The Mini-Course: Where the Affective and Cognitive Meet," Phi Delta Kappan, LIV (May, 1973), 621-623.
- \_\_\_\_\_, and Owen, Steven V. "An Evaluation of Mini-Course Curricula in Secondary Social Studies," Journal of Experimental Education, XLVI (1977-78), 4-11.
- Rowe, William H. III. "Backing off from Electives," The Independent School Bulletin, XXIV (February, 1976), 63-64.
- Schulte, John. "Creating an Effective Evaluation Device for Elective Programs," English Journal, LXV (April, 1976), 48-53.
- Stokes, Ruth. "English Elective: 'A Report' on the State of the Art," English Journal, LXV (April, 1976), 14-15.



- Seretney, Albert A. "Yale-New Haven History Education Project Summary Report 1970-73 and Guide for Mini-Course Teachers," Education Resource Information Center, 1973.
- Silverbank, Francine. "Creating the Climate for Successful Innovation," Clearing House, XLVII (December, 1973), 239-241.
- Steirer, Michael D. "Mini-Electives Enliven English Studies," Clearing House, XLIX (January, 1975), 264-286.
- Toll, Stanley. "Where It's Happening: Making English Interesting," NASSP Bulletin, LVIII (April, 1974), 103-104.
- Williams, George L. "English Elective Evaluated," The Clearing House, XLVII (April, 1973), 469-471.
- Weiss, Seymour. "A Comparison of the Attitudes Toward Blacks in an Elective Mini-Course in Black History with Those of White High School Students Electing Another Mini-Course in United States History," Unpublished Dissertation, New York University, 1975.