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ADMINISTERING THE NONGRADED SCHOOL.

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ADOPTION OF THE NONGRADED SYSTEM FOR ELEMENTARY AND SECONDARY SCHOOLS NECESSITATES EXTENSIVE CHANGES FOR BOTH THE SCHOOL SYSTEM AND THE COMMUNITY. A SET OF ADMINISTRATIVE GUIDELINES IS PROPOSED FOR THE IMPLEMENTATION OF THE NONGRADED SYSTEM, AND THE ROLE OF THE ADMINISTRATOR IS EXAMINED IN RELATION TO (1) PROGRAM DEVELOPMENT, (2) TEACHER AND COMMUNITY COOPERATION, AND (3) STUDENT EVALUATION AND PLACEMENT. (DG)

Administering
The NONGRADED SCHOOL

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Preface

The nongraded plan of school organization is one of the most talked about plans in American education. Most of the emphasis has been directed toward the elementary school level. B. Frank Brown's books are the only major writings devoted to the secondary level, and these books primarily describe the high school in Melbourne, Florida.

We take the position that the nongraded concept is the only defensible organization for all education--kindergarten through college. The student-learning centered philosophy is equally valid for the nine year old and the sixteen year old.

This small book is designed for the busy reader who wants to look at the specifics of implementing a nongraded school. We believe this type of information should be available for each school administrator. Also, most colleges and universities do not offer separate courses in the nongraded school organization. This book should be the appropriate length to provide supplementary materials for courses in school administration, supervision, and curriculum development.

Since readers will be interested in how individual school districts have applied the concepts of the nongraded school to their organization, a section of case studies is provided. These case studies, for the most part, represent school districts in which the authors have worked or visited.

Implementing the nongraded school on the secondary level will be the focal point of this study; however, most of the book will have implications for the elementary level. Part of the book will have specific reference to the elementary school.

The authors recognize the limitations of this book to organization and implementation. The vast number of related problems--curriculum revision, team teaching, etc.--are left for further study.

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CHAPTER I
INTRODUCTION

The present system of graded schools has been sentencing many of today's students to an academic hell. The school organization has been filled with irrelevant administrative devices and classifications that make no sense when one looks at the purpose of education. The satirical sabre tooth tiger curriculum could be illustrated many times by analyzing the organization in most graded schools. These harsh statements are not to say that all is wrong with the public school organization, but it is time that a reassessment be made of the entire structure of public schools. Arbitrary classification of pupils, senseless prerequisites established for some courses, and other impediments have crept into school organization during the past hundred years. School teachers and administrators, having a tendency toward conservatism, have permitted tradition and custom to dictate the structure of schools.

Nongrading - What is it?

In the very simplest of terms, nongrading is the practice of placing students in each subject area according to their level of achievement as evidenced by their performance on standardized achievement tests and teacher evaluation. It is an administrative device which permits a continuous classification and reclassification of students so that they may proceed, both vertically and horizontally, through the school at a steady pace commensurate with their achievement levels. It is a method of administrative organization which facilitates the providing of education tailored to fit the individual because it ignores chronological age and the number of years a student has been in school. It is thus student centered rather than teacher or administrator centered.

Nongrading is the best device presented to date for implementing the philosophy of individual differences, because it makes learning a continuum instead of a series of broken steps. Nongrading, then, is not a process which calls for drastic overall changes but one which demands only a retooling of what is already present based upon the following principles:

1. Chronological age is not a reliable measure of the level of achievement of any particular individual in any subject.
2. Students should compete with themselves more than with other individuals.
3. The pressure imposed by the rigid standards of the graded school should be eliminated.
4. There should be the maximum of flexibility in student movement within the school, in curriculum, in class size, and in teacher utilization.
5. Subject matter should not be repeated by students.
6. There should be challenges for all students and all should experience the feeling of success.
7. Any effort on the part of the student should be rewarded.
8. Predetermined barriers such as required order of subjects and equal standards for all students are incompatible with the theory of individual differences.
9. The acquiring of knowledge is not a series of broken steps, but it is a continuous process with both vertical and horizontal implications.

Failure of the Graded System

The grading of students into rigid administrative units has been based on false assumptions. The placing of a student in a grade has supposedly been assigning him a group of academic peers. Theoretically, the teacher has been thus enabled to teach the entire class as a common unit. As any student of differential psychology knows, there is a large range of individual differences in any grade; therefore, the basic reasons for assigning students to grades has been disproved. Good teachers have recognized, of course, the individual capacities, interests, abilities, and limitations of the pupil and have attempted to individualize instruction. Why does the classification system stand in the way? It is as if a coach gave each runner a twenty pound weight to carry in the race because runners have always carried such weights.

Assigning students to grades was first started in this country during the middle of the nineteenth century. This plan, like many ideas in education, was borrowed from Germany. This regimentation was a good idea--for teachers and administrators. It made a neat organizational unit. In fact, almost no administration is necessary when this plan is in operation. Perhaps this is another reason why this device operated so well in the middle of the last century. There was no administration of schools as is known today. Americans have been compulsive categorizers in all phases of life, and this tendency is another difficulty to overcome in breaking down the traditional system. A stranger almost automatically asks a child, "What grade are you in?"

The authors sincerely believe that the classification of students by grades has not been capricious. Nevertheless, this administrative device has resulted in teaching toward the average student. It has caused teachers to set unrealistic, rather than individual, goals. Graded structures have not been compatible with the scientific approach to educational organization. The arbitrary assignment of students to grades has been based on administrative expediency and has had little relationship to grouping students for learning.

The reader at this point may say, "We do have to group students some way. How are we going to do it?" These possibilities of grouping will be explored in detail in subsequent chapters.

Removing Old Concepts

No school administrator should accept or reject a new method of organization until he has thoroughly weighed what it has to offer and compared it to the old. As the administrator attempts to analyze the nongraded school, it is imperative that he detach himself as completely as possible from his traditional background. He needs to step outside himself, in a sense, and take a totally new look at the process of education. He must remove from his thinking the traditional horse-and-buggy philosophy of teaching and administration which involves the categorization of students by grades according to chronological age as a sound method of grouping, textbooks as "bibles", study halls as vital elements of school administrative and teacher organization, ideal class size as being 25 students, length of class periods as being a sacred hour, and assignment of students as being a rigid matter. Further, he must rid himself of the ideas that the public will not accept change and that state departments of education rules and regulations prohibit change. It is time that administrators and teachers quit hiding behind the public and state departments of education and using them for excuses for maintaining a static school in a dynamic society. It has been generally proven that the public is vitally interested in improving educational opportunities and that they will accept any sound changes which have the possibility of bringing about such improvements. It is also a proven fact that state departments of education will allow schools to make changes and, in fact, encourage change which improves education. Unless administrators and teachers remove from their minds their biases, prejudices, and fallacious ideas concerning the public and state departments of education, these things will become insurmountable barriers to a clear analysis of the nongraded plan and what it has to offer.

Reasons For Nongraded Organization

The authors have taken the position that various forms of nongrading are the best known methods for organizing elementary and secondary schools. It is recognized that no one type of nongraded school is best for all situations. In fact, each nongraded school will have certain elements of uniqueness. Whereas, it is recognized that every individual is different, it is equally well known that each school is a separate entity. The plan for a nongraded school in Melbourne, Florida, could never be exactly duplicated in Mora, New Mexico. However, it is believed that the concept or philosophy of the nongraded school is applicable to any school in the world.

Advantages of the nongraded organization at all levels are:

1. This plan is consistent with scientific knowledge of child growth and development.

2. This organization facilitates individualization of instruction, a long sought but seldom achieved goal.
3. Improved mental health of pupils can result.
4. The stigma of nonpromotion is largely eliminated.
5. Exceptionally slow students are allowed to progress at a rate commensurate with their abilities.
6. Gifted students are not held to mediocrity or boredom.
7. Teachers do not feel frustrated by trying to maintain impossible goals for some pupils.
8. Staff utilization is improved.
9. Innovations are easier in this flexible plan.
10. Teachers need not fear encroaching upon materials for the next grade.
11. Teachers become sideline coaches rather than quarterbacks. Pupil activity, not teacher activity, is the focal point of the organization.
12. Acceleration of pupils, if desirable, is easy to achieve without the problem of skipping any work.
13. Curriculum determination is easier and more sensible in nongraded schools.
14. Reporting to parents becomes more meaningful in this context.
15. Teaching is not necessarily easier, but it is more efficient.
16. Independent work for pupils is more easily arranged.
17. This plan makes team teaching easier.
18. Teachers feel more professional in this type organization.
19. Discipline problems are reduced when most frustrations are removed.
20. The number of dropouts is greatly reduced in nongraded schools.
21. Small school organization can be more efficiently organized under this plan.
22. Parents appreciate this plan when they are aware of its advantages.
23. Libraries are used efficiently.
24. Standards are not lowered; they are adjusted to individuals.

Importance of the Administrator

Whatever progress or any changes which comes to any school is dependent upon the administrator of that school. Administrators must set the stage and provide the leadership. If they fail in this, they fail in their primary responsibility as administrators. The nongrading of a school will never be accomplished or even considered by teachers, board of education, and community unless the administrator feels that it is worthwhile. Therefore, administrators must be responsible for the initial consideration and subsequent study and planning.

Reporting Student Progress

Nongrading the curriculum does not do away with the problem of reporting to parents on the progress of students. Parents still must be informed, so the dilemma of marking still persists. The nature of nongrading, however, necessitates careful consideration be given to marking. As the school considers the procedure to be utilized, all concerned should keep in mind that the very structure and definition of phase levels in the various subject areas indicate that as any student progresses from Phase 1 to Phase 5, the work becomes increasingly more complex.

The authors feel that the Phase 5 student should be given recognition for having fulfilled the stiffer requirements just as a student in Phase 1 should be recognized for having mastered the subject at this level to the best of his ability. Such recognition comes in the form of letter grades, or marks. But should an A in a Phase 2 or 3 subject, for instance, be equal to an A in a Phase 5 of the same subject? For many years students and parents have complained that a B or C in a "high ability" class section might easily have been an A in an "average" class section which required less effort than did the latter. Our answer to this deficiency is the weighted marking system shown below, in which the marks receive a number of points depending upon the phase.

Phase	GRADE				
	A	B	C	D	F
1	4	3	2	1	0
2	5	4	3	2	0
3	6	5	4	3	0
4	7	6	5	4	0
5	8	7	6	5	0

Thus, an A in Phase 1 would be worth four points, whereas an A in Phase 5 would be worth twice as much, or eight points. The report card should reflect for each subject both the phase level and the letter grade. The following illustration shows how to find the total points earned during a marking period:

		Points
English	2B	4
Algebra I	3C	4
United States History	3A	6
Biology	3C	4
Typing I	3C	4
	TOTAL	22

22 + 5 = 4.4 Grade Point Average

Grade points should be used only for computing rank-in-class and eligibility for membership in honor societies. They should definitely not be used for determining local school honor rolls. Even Phase 1 students should be considered for these. Graduation requirements should be fulfilled by accumulating a certain number of credits, not points.

Placement of Students in the Nongraded Secondary School

It is imperative that the school set up a method for placing students in the various phases. The authors recommend that the student's level of achievement be determined by (1) scores made on standardized tests, (2) teacher judgment, and (3) student wishes.

Nationally standardized achievement tests in the areas of mathematics, social studies, English, and science should be administered to all secondary students each spring so that the results will be available for preenrollment decisions. Since so many extraneous factors can enter into a testing situation which affect a student's performance on a test, each teacher should carefully study the results of the achievement tests for each student. If a teacher feels that a student should be placed in some phase other than that indicated by the test scores, his judgment should take precedence over the test score.

Since the nongraded school has as one of its chief merits increasing each students responsibility for his own education, the desires of the student as to what phase he will be placed in should be carefully considered. Caution, however, should be utilized in allowing students to choose phases below their evidenced achievement level.

Teachers should be aware of the fact that mistakes, for one reason or another, will be made in placing students in phases. Student performance will be the key for determining whether or not a student has been misphased. For instance, a student who consistently makes F's in Phase 3 probably should be in Phase 2; and a student who consistently makes A's in Phase 3 should be in Phase 4. Whenever it is evident that a mistake has been made, immediate action should be taken to correct it.

General Description of Phases

The achievement levels or phases represent an attempt to match the curriculum to the achievement, the interests, and the needs of each student without reference to grade level placement.

Phase 1

The student who is placed in this phase scores in the lower quartile on the standardized achievement test. Such a student may be considered as a remedial student, one who is in need of special individual attention and assistance with his learning activities.

The student in Phase 1 might well be expected to do the following things:

A. To regularly attend classes
B. To complete assignments on time
C. To be led to participate in some class discussion
D. To read or work in class under the direct supervision and guidance of the teacher
E. To develop a positive attitude as evidenced by trying individual projects and requesting special assistance

Phase 2

The student whose achievement level on standardized tests lies between the 25th and 40th percentile should be placed in this phase. Students in this phase should be expected to show achievement beyond the remedial level, but the student will still need much direction and assistance from the teacher in the classroom.

The student in a Phase 2 class should be expected to:

A. Regularly attend class
B. Complete assignments on time
C. Participate in class discussion, especially relating his own personal experiences in the subject matter
D. Read or work with all assigned materials under teacher direction and supervision
E. Learn to develop reading skills, write short sentences, spell correctly, and communicate properly
F. Demonstrate a tolerant attitude by taking positive criticism from teacher and fellow students
G. Show positive attitudes by trying individual projects and working harmoniously with others

Phase 3

Students placed in this phase will be those whose score on the standardized achievement falls from 10 percentiles below the median to 19 percentiles above it. These will be the students whom teachers have always looked upon as "average" students. The big danger to be avoided is the tendency to teach them in an "average" way. There may be an inclination, on the part of the teacher, to not present challenges since the students are supposedly average.

The student in this phase should be able to generalize by using concrete information, and he should be able to do this with limited direction from the teacher. The student should be expected to:

A. Regularly attend classes
B. Be able to read or work with all assignments without receiving any special assistance from the teacher
C. Complete some assignments outside of the class time
D. Use resource centers and libraries with some teacher direction
E. Use both inductive and deductive reasoning
F. Demonstrate skills required in each class

Phase 4

Only students who score above the 69th percentile should be placed in this phase. Students in this phase should do the major part of their work without any assistance from the teacher. Such students should already possess a command of the basic skills required in a subject and should be expected to:

A. Read or work in considerable depth with all materials and to experiment with related materials.
B. Demonstrate an independence in developing conclusions, interpreting information, and employing insight and original thought in oral and written expression.
C. Prepare in advance of class discussions a comprehensive investigation of discussion topics.
D. Employ much inductive as well as deductive reasoning when analyzing problems.
E. Be willing to spend much of their time in independent research.
F. Complete different types of activities that will demonstrate quality of achievement in learning.

Phase 5

This will be the independent study phase; therefore, only those students who are capable of assuming the major responsibility for their own learning should be placed in this phase. Only those students who score in the upper quartile on standardized achievement tests should be admitted to the phase.

This phase will constitute a rigorous program of independent study and research in depth initiated by a student who expects to acquire more knowledge than if he were in a conventional class. The student should be able to cultivate a mature expression of his abilities and knowledge. The student in this phase will be expected to:

A. Undertake work of considerable depth and variety.
B. Look to a teacher only for occasional suggestions.
C. Demonstrate sophistication in expressing original thought and critical analysis.
D. Demonstrate creative as well as expository abilities through the preparation of rigorous research.

When a school ungrades its curriculum, it should move cautiously into Phase 5. Students at first should be closely supervised in both their selection of study areas and their study. Students who participate successfully should be expected to take advance placement tests when they enter a college or university.

Overview of Steps in Nongrading

Whether or not nongrading will be successful depends upon the amount and kind of study and preparation which precedes implementation. The study and planning phase should last one year and should involve administrators, teachers, boards of education, and community. The involvement of as many people as possible will bring about greater understanding, appreciation, and cooperation. The study will serve to dispel false notions concerning nongrading. It should reveal that it is not a plan which will save the school district money nor is it a panacea which will automatically cure all educational ills. On the other hand, this study should reveal the unlimited possibilities inherent in nongrading by pointing out that it provided for an organization and a curriculum which will contribute more fully to the development of every individual's capacities.

Several items must be considered in the study and planning phase:

1. In what ways will nongrading of the school system contribute to providing educational opportunities which met the varying accomplishment levels of each individual.

2. Should the school be nongraded by parts or should it be done in one operation?
3. What additional resource materials are going to be needed?
4. Are textbooks as such going to be a primary part of the program?
5. How is curricular material to be arranged?
6. How will it be determined where students will be placed?
7. What is present that can be used if it is retailored?
8. What methods are going to be used for reporting to parents?
9. How is class scheduling to be effected?
10. In what areas can large group instruction be effectively utilized?
11. How will extracurricular activities be handled?
12. What changes will need to be made in the guidance program?
13. What are the best methods for presenting the idea to the general public?
14. How is the role of the teacher going to change?
15. Will special permission have to be obtained from the State Department of Education or other accrediting agency before nongrading can be put into use?

Thorough consideration of each of the preceding questions is vital. They should be studied in depth and satisfactory conclusions reached by the administrators and teachers before the idea is even presented to the board of education and the general public. The authors contend that if nongrading is treated as a total process involving all grades the transition will be smoother and the problems less than if you attempt to spread the process over a period of years.

The total steps involved in nongrading may be summarized thusly:

1. Study and planning by administrators and teachers.
2. Study by the board of education.
3. Presentation of the concept to students and the general public.
4. Actual implementation of the nongraded program.
5. Refinement of the program
   (This will be a continuous process based upon constant study of the problem.)

The details involved in carrying out each of these steps will be covered in succeding chapters. Chapter II will be concerned with working with the staff, Chapter III with the Board of Education and the Community, Chapter IV with Secondary English, Chapter V with Secondary Social Studies, Chapter VI with Secondary Math, Chapter VII with Secondary Science, Chapter VIII with nongrading the Elementary School, Chapter IX with the small school, and Chapter X will present Case Studies.

CHAPTER II

WORKING WITH THE STAFF

Before any major reorganization for instruction can be made the democratic administrator must obtain the cooperation of the instructional staff. The nongraded organization has often failed when the superintendent and principal issued fiat orders that the school will be ungraded. Since the success of the nongraded program depends upon close cooperation among the teachers and principal, the autocratic approach would certainly not be the proper beginning.

Selection of Teachers

Some principals in innovative schools have sought teachers who were recent college graduates. The assumption was that young, inexperienced teachers are adaptable to new ideas and older, experienced teachers are not. The authors believe that this attitude is not defensible. It is true, of course, that some experienced teachers will resist any organizational change. On the other hand, it is also true that some new teachers are surprisingly conservative and fixed in attitudes. Therefore, if a principal has an opportunity to select teachers for a school contemplating organizational change, he should look for flexibility and openmindedness among the applicants regardless of age and experience factors.

Staff Involvement

A minimum of one year should be spent with the staff before reorganizing the graded school. In some instances, it may be better to study the problem for two or more years. The simple criterion should be: make a thorough, comprehensive study before launching the change.

A proposed outline for activities would be:

1. Administrators should seek the permission of the controlling board to make the study. This will also involve acquiring funds for speakers, books, travel, and materials.
2. Bring an inspirational consultant to talk to the faculty on the theory of the nongraded school. This could be a principal, teacher, counselor, superintendent, or college professor.
3. Collect a bibliography of writings on the nongraded school.
4. Purchase several copies of several different titles on the topics.
5. Arrange for several teachers to visit nongraded schools. These teachers should primarily talk with teachers and pupils, not only administrators, when visits are made. Substitutes should be provided for these teachers while visiting.
6. The principal should visit as many nongraded schools as possible. He should concentrate his visits on the principals but he should also get reactions from children, teachers, and parents.
7. The faculty should be divided into several committees to study various aspects of the nongraded school.
8. The faculty should have several frank discussions and brainstorming periods. Perhaps some of these should be without the presence of the principal.
9. Superintendents, supervisors, and other central office administrators should be involved in some of the meetings but the primary work should be done in the building concerned.
10. A questionnaire could be prepared and sent to similar schools that had instituted the nongraded approach.
11. It is highly recommended that all of the teachers in the building be involved. Going into one grade or on the primary level has been the common practice; however, the authors take the position that the whole school should make the study.

Committees

Committees selected to provide various types of information could be determined by the faculty. The following are suggestions for consideration.

Information and materials. These members will make a thorough survey of available books, articles, films, tapes, and speakers and mimeograph this information for distribution to the entire faculty.

Public Relations. This group will be responsible for keeping patrons, board, and staff members informed on the whole subject. This is very important and easy to neglect.

Visitation Committee. The visitation committee will conduct a survey of all nongraded schools in the possible visitation range. It is probably important that schools of similar size and socieoeconomic levels be visited. If a visit is made to a very dissimilar school, teachers may feel that this type of school organization is irrelevant. However, if funds are available, it would be worthwhile for the committee to visit one nongraded school in a distant state. This committee, of course, would bring a detailed report to the staff.

Curriculum Development. Since the nongraded schools will have implications for curriculum development, a committee should study the curricular changes that would need to be made. This committee could give particular emphasis to the fields of language arts and mathematics. A study of the various textbooks and how they can be used in the possible reorganization will give teachers a sense of security.

Student Assignment. Teachers often feel insecure when the traditional grade assignment criteria are removed, and, obviously, something has to be decided as to how pupils will be placed in rooms. This committee should study this facet of the problem and propose guidelines for the faculty to consider.

Reporting to Parents. It is possible for a school to continue its reporting system after reorganization but most schools have found a need to revise report cards. A small committee would make a thorough study of this problem and be prepared to give the faculty several alternate plans of reporting to parents.

A Word of Warning

The important principle to remember is total teacher involvement. The mechanics are not as important as the concept. Perhaps principals should remember that most principals are not as democratic as they think they are. It is possible for a basically autocratic principal to set up these committees in a pseudodemocratic manner and waste a tremendous amount of teacher time and incur the indignation of teachers and parents. Teachers opinions should be respected and sought.

CHAPTER III

WORKING WITH THE BOARD AND COMMUNITY

When superintendents have considered the nongraded school organization, they have often said, "I think it is a good idea, but I don't know if my board and community will buy it." This is a legitimate apprehension since the successful school administrator must work closely with the board of education and entire community.

Many schools that have reorganized to the pattern of the nongraded school attest that the problems with the board and community rarely exist if the administration has kept them informed. In other words, this prospect of stirring up antagonism in the community has largely been nonexistent.

SELL THE TEACHERS FIRST

Whereas many superintendents have sold the nongraded idea first to the board then to the faculty, the authors would recommend that the administrators should work with the teachers first. After, and if, the teachers are convinced the continuous progress approach has worth, the permission and consent of the board of education should be sought. The reasons for this approach are:

1. The board of education is rarely innovative.
2. Convinced teachers will do more to promote or kill the idea than any other group. Teachers have many informal lines of communication with parents.
3. There will be no point in taking the idea to the board if teachers remain unconvinced.
4. If administrators try to issue a decree and force the organization on the faculty, it will likely be unsuccessful.

WORKING WITH THE BOARD OF EDUCATION

Although research studies, plus empirical reasoning, show that boards of education usually rely on professional administrators for innovations, the controlling bodies can stop any proposal suggested by the superintendent. Also, since school reorganization would involve a policy decision, it would be within the board's province to make a decision.

In presenting the concepts of the nongraded school it may be better to bring in an outsider. This objective person would not have anything to gain whether the school accepted or rejected the proposal. Some possibilities would be: principals and teachers of nongraded schools, college professors who have specialized in this field of study, and supervisors in districts with experience with nongraded schools. A presentation with the use of the overhead projector would be ideal.

The logical explanation of the advantages of this plan should sell itself. If the faculty is convinced that this type of organization is best for the students, the board is not likely to stand in the way. The reorganization to the nongraded philosophy is not irreversible; the possibility of returning to the graded structure will always be there.

INFORMING THE COMMUNITY

An enthusiastic faculty, board of education, and administration will go a long way toward informing the community of the advantages of the nongraded philosophy. However, the good administrator will not rely on these informal lines of communication solely. Suggestions for communicating with the patrons are:

1. Print a newsletter to send to all patrons, explaining the plan and how it will improve education for the pupil. Be careful not to present the plan as a panacea.
2. Have an orientation session for parents and interested patrons. Use visual aids in the presentation. Be sure to allow the participants to ask questions.

3. Invite parents to come to the school for individual conferences.
4. Prepare several articles for the local newspaper.
5. Get the support of the Parent Teacher Association. Discussion groups or main programs are possibilities.
6. Arrange to have someone offer programs to all of the local service clubs.
7. Offer programs for the local women's clubs.
8. Suggest that particularly interested patrons visit nongraded schools already in operation.

SUMMARY

Superintendents are often worried about the possibility of the board of education and community's adverse reactions to the "new" idea of the nongraded school. Experience has shown that these are usually needless fears if proper preparation is made. The authors recommend presenting the continuous progress idea to the faculty first then to the board of education and community.

CHAPTER IV

UNGRADING THE SMALL SCHOOL

Definition of Small School

For the purpose of this study a small school is defined as a school system with less than one section for each grade level. Another description would be less than 300 students for all twelve grades of the traditionally graded school.

Whereas most students attend the larger district schools today, the small school system has not disappeared. In spite of increased urbanization and consolidation, many small schools will probably remain in the sparsely settled areas of the United States for the foreseeable future.

Large secondary and elementary schools have received most of the recognition in the nongraded reorganization plan. This fact has led many school administrators to believe the nongraded structure is designed for, and will only work in, large school systems. The authors recognize that large schools can provide certain flexibilities that cannot be maintained in small schools; however, they maintain that the basic philosophy and organizational pattern will work in a school of <u>any</u> size. In fact, the small school can recognize certain economies in the nongraded structure. The authors do not want the nongraded plan to be considered primarily an economical organization; but good administrators must always be concerned with getting the most for the taxpayer's money. Then, too, the small school is likely to be operating under a financial strain.

In order to try to give practicality to ungrading a small school, a plan for moving to the nongraded structure of an existing small school will be given. Afterwards, principles for ungrading a small school will be summarized.

Description of Hillvale

Hillvale, a fictitious name but a real school, is located in a farming and ranching area of a western state. There is no town other than two small churches, a store, and a half dozen houses. This school is the center of the cultural life of the area: the people love basketball; the service club meets at the school. The population of the area has become somewhat stable after large losses in recent years. There is some slight decline continuing. Consolidation with a nearby larger school would seem to be in order except that there is no school within several miles.

This school system is organized into a six-six plan with the first six grades in a building next to the secondary school which is a junior-senior high school. Some facilities, such as cafeteria and gymnasium, are shared by both schools. The elementary school is basically self-contained with some cooperative teaching and the junior-senior high is completely departmentalized in the traditional manner. Two plans for ungrading will be given, one for elementary and one for secondary, with the suggestion that a unified plan for the whole school be considered as ideal.

The following enrollments are: grade one-17, grade two-18, grade three-15, grade four-15, grade five-17, and grade six-18. The census for next year indicates a further decline in this enrollment. The state allots less than four teachers for this group, one for each twenty-six pupils in average daily attendance. Hillvale has had to pay for two elementary school teachers out of local funds with no state support. The superintendent had considered combining the two smallest grades to eliminate the need for one of the present teachers. When two grades are arbitrarily combined a superintendent and principal often find unhappy parents and a more frustrated teacher. By going to the nongraded approach the pupils can be grouped on a realistic basis. Pupils can be regrouped if experience indicates the need, and arbitrary grade assignments will not dictate pupil placement.

Ungrading the Small Elementary School

This suggested plan for ungrading the elementary school assumes that the administration, staff, board of education, and community have already been convinced as to the worth of the nongraded organization.

Organizing these six sections into five sections should be a group responsibility, not an administrative decree. The group responsible should be primarily composed of the principal and all teachers involved. The superintendent would probably be an ex officio member. Since the entire elementary school will include less than one hundred pupils, each teacher and the principal will know each of these children both academically and personally.

The first step will be to forget the grade designation of each pupil. Instead, the five rooms will be known as Mrs. Smith's room, Mr. Johnson's room, etc. A summary sheet should be prepared for each pupil. This information will include standardized achievement data and teacher description of his work. Chronological age and data concerning work habits should be provided. If the school has not had a good plan for giving standardized achievement tests, this should be instituted before assigning pupils to sections.

In assigning pupils to the five sections the only valid criterion should be: place him where he is likely to learn best regardless of his previous grade designation. Since most teachers are so grade conscious, it is understandable that they will not immediately forget the fact that Johnny was in a particular grade last year.

The first criterion for room assignment may well be the determined reading level since reading is the point of emphasis in elementary schools. However, this plan would not be truly nongraded if the group ranked pupils solely by reading achievement and assigned them to rooms. Obvious misassignment such as putting a seven year old with the top group could result. In looking at the individual child the group would recognize that this "overachiever" would likely not learn well with the older and larger group of pupils. Conversely, the large older child who reads far below his age group would possibly be out of place socially with the younger children. Whereas the reading level would be a tentative grouping criterion, regrouping would result when each child was considered as an <u>individual</u>, not as a reading level or grade designation. Children and parents would need to understand that the initial group assignment was tentative and any pupil could be moved at any time during the year when the situation demanded a change. This plan would not, however, result in many changes since the principal and teachers would know each pupil so well that there would be little chance of misassignment. The biggest problems would result from new first graders and transfers to Hillvale.

Some cooperative, or team, teaching should be continued under the revised organization. In fact, this more flexible and individualized plan would be more conducive to some phases of team teaching.

Hillvale Secondary School

Hillvale has the state approved curriculum in the secondary school. Since there are only seventy-two pupils enrolled in the upper six grades the administrators have faced several difficulties in maintaining the minimal program. The average class size has been twelve with a range of five to twenty-seven The smallest is in the third year of vocational agriculture and the largest in senior girls physical education.

Twenty units are required for graduation with courses counting in grades 9-12:

English	4
Mathematics	2
Science	2
Vocational Agriculture or Vocational Homemaking	2
Physical Ed. and Health	2
American History	1
World History	1
Government	$\frac{1}{2}$
Electives	$5\frac{1}{2}$

Courses taught on alternating years are: geometry and algebra II, bookkeeping and business arithmetic, physics and chemistry.

Speech and Spanish have been taught in recent years but it was not possible to organize them this year.

The seventh and eighth grade program consists of: social studies, language arts, mathematics, health and physical education, and science. Each pupil in these grades follow the same program with no electives.

Problems in the Nongraded Secondary School

Three problems must be faced in setting up a nongraded secondary school: (1) the tyrannical Carnegie unit, (2) state accreditation standards, (3) and counting only work in grades nine-twelve on the high school transcript. All of these and other problems, will have to be considered; but they should not prevent a school from achieving its goal of appropriate student placement and consideration. The nongraded concept does not permit arbitrary standards and administrative expediency to replace sensible school organization.

The Carnegie unit served as a purpose in the past and it is still somewhat useful. Schools can give Carnegie unit credit by equating work completed to Carnegie units even though the class periods do not exactly conform t_ the Carnegie unit method of computing credit.

State accreditation standards are established to improve education, and they are not designed to impede progress. The state departments of education cooperate with schools that wish to experiment and try new organizational patterns. The third problem, counting high school work only courses taken in grades nine-twelve, does not seem to have an easy solution. Until colleges and accreditation groups become more flexible, a school will be forced to count the work taken the last four years as high school credit.

Hillvale's high school schedule is presently based on seven fifty-five minute periods daily. It is recommended that the day be divided into either five 77 minute periods or six 66 minute periods and that study halls be eliminated. Study halls have generally been administrative procedures and have had little educational value. The longer periods would provide study time and individual assignments as a part of the regular work. For example, in a longer algebra I period the necessary study could be done under the direction of a mathematics teacher rather than supposedly done in a study hall under the direction say, of the history teacher. The library, a very important part of the nongraded school, could be better utilized when it is not the site of a "study" hall.

Generally speaking, the nongraded high school would not have any arbitrary prerequisite requirements usually found in high schools and colleges. In other words, a gifted mathematics student may skip algebra I and go into algebra II and geometry. Then he could take an independent study course in higher mathematics if he is capable. The student's proficiency and academic achievement would determine his readiness to study a course. No student would have to be classified in a certain grade to take a subject. Using another example, Biology, a student must not take this course unless he is in the tenth grade. Under the nongraded approach, students who would normally be in grades 9, 10, 11, and 12 could be enrolled. Enrollment for biology should be determined on an individual basis rather than class standing and prerequisites. This plan will necessitate some careful counseling; but in a small school where each pupil is generally known, this should not be a major problem.

Ungrading Language Arts

Ungrading the language arts program should begin with the consideration of the entire secondary language arts program as an entity rather than six separate unrelated units. Reading ability, often overlooked on the secondary level, should be a major consideration. Rather than lamenting the fact that some students did not learn to read well in the elementary school, the secondary school should phase pupils who need additional help in reading and emphasize that skill in the language arts classes. Schools have often tried to teach Beowulf and Julius Caesar to pupils who cannot read functionally! Independent study for pupils on the other end of the ability scale can serve to provide challenging activities in a small high school. More will be given on the independent course plan later

Ungrading Social Studies

The social studies program should also cut across grade lines. World history in the tenth, American history in the eleventh, and government in the twelfth does not follow a logical pattern. These three courses, required by the state, must and should be taught, but student assignment can be based on an individual basis, and not on grade level. American history, taught in both grades eight and high school should be articulated. One possibility is to emphasize events before the Civil War in the first course; the second course would place emphasis on concepts since the advent of the Civil War. Here again, the social studies taught in the entire secondary program should be planned as integrated subjects rather than five and a half unrelated units. More emphasis on independent study for some pupils would make possible additional courses such as economics, psychology, sociology, anthropology, and geography for gifted and/or interested students.

Ungrading Business Courses

In one sense the business courses are nongraded: they are electives and grade lines are crossed. The suggestion for these courses is to completely ignore grade lines. Typewriting I and II could be taught simultaneously if sufficient typewriters are available. Administrators should remember that teachers are more expensive than typewriters, and additional machines would be a long term economy. If groups are quite small, courses such as bookkeeping and office practice could be taught simultaneously. Utilization of audio tapes could enhance this instruction.

Alternating Courses

A small school must alternate courses and not be expected to teach each course every year. In addition to the courses already alternated, Hillvale could consider alternating courses in homemaking and agriculture since these courses are often uneconomically small. The additional utilization of independent study will at least partially compensate for the scheduling problems involved.

Independent Study

Making provisions for a few self motivated committed students to take more responsibility for their learning can be an excellent way for small schools to provide depth in instruction. The number of courses offered in this manner can be almost unlimited. At first thought the reader may say, "How does this differ from correspondence courses already in use?" These courses are prepared by the regular staff to meet the needs of that particular group of pupils. Each student working in independent study will work directly with a faculty sponsor. Several faculty sponsors will be given a period each day to work with these pupils. For instance, one teacher should be assigned to the social studies area to work with pupils there. Another teacher will work in mathematics, another in science, and perhaps others in language arts and business. If a well developed language laboratory is provided and a qualified teacher is available, a foreign language could be taught in an independent manner.

To summarize independent study, these principles should be remembered:

1. Allow only mature, motivated students to participate.
2. Provide a period each day for teachers to work with students. Although the study is "independent", teachers must be involved in planning courses, advising students, and conducting examinations.
3. Put the responsibility on students and use care to see that they accept it.
4. Provide a good library and many resource materials. A library is essential in any program but supplementary materials are particularly necessary in this type of study.
5. Teachers should prepare good course outlines with objectives and assignments. Good students can have some responsibility in planning courses.
6. Quiet study areas should be made available. Study carrels in the library are helpful.

7. Independent study should be sold to students as a privilege and care should be taken to see that the privilege is not abused.
8. Resource people of the community, with certain skills and knowledge, should be utilized.
9. This organization would put no limit on what the best students can do. Heretofore, schools have often been guilty of failing to challenge the best students.
10. No student on independent study should be held back to any degree.

Summary and Conclusions in Ungrading the Small School

The elementary school can be ungraded by forgetting grade levels and arbitrary assignments. Instead, the principal and teachers should assign pupils to various teachers according to what seems best for the pupils. A starting point could be the reading level. Regrouping after this tentative assignment by reading level can be easy. Any group assignment should be recognized as tentative and pupils can be moved when conditions seem to warrant.

The small school will ordinarily consider the last six years as a unit rather than junior and senior highs. Unfortunately, however, the last four years will have to be considered as high school credit for transcript purposes.

Courses in high school should have no rigid prerequisites. With proper counseling, allow the student to take any course he can handle. Do not assign to any course a certain grade level. Permit students of the last four years to intermingle in most courses. The criteria of acceptance in a course should be worked out for individual students. Administrators tend to establish artificial barriers, which when carefully analyzed can be illogical.

An independent study program is necessary to allow a small school some flexibility. This program should probably be restricted to the better students who have demonstrated an ability to be self motivated, capable, and well disciplined.

All courses, independent and regular, should not be tied to textbooks. Textbooks should be utilized as reference materials.

CHAPTER V

UNGRADING THE ELEMENTARY SCHOOL

A Case in Point

Jose, a twelve year old boy of Mexican descent, enrolled in a southwestern elementary school. This was the third school for him this year and probably the fifteenth school he had attended during the past six years. He had no report card and could speak English haltingly. Although he had spent all of his life in the United States, Jose had lived in a Spanish speaking culture.

The principal scratched his head trying to determine where to place this boy. After some preliminary testing, he found he could read on the preprimer level. Arithmetic, using only numbers, not stated problems, was his strongest asset, with perhaps a third grade level of achievement. Jose was small for his age and would appear to be the size of a fourth grader. The principal thought of several alternatives in grade placement: (1) put him in the first grade since this was his reading achievement level; (2) place him in the sixth grade with his age group; (3) the fourth grade would be a good placement since he "looks" like a fourth grader; (4) put him in the mentally retarded class since his reported I. Q. was sixty-nine.

Obviously, none of these alternatives was a sensible grade placement for Jose, but he had to be placed somewhere. Finally the principal decided to put Jose in Mrs. Smith's second grade. The reasons for this placement were (1) Mrs. Smith had a well known sympathy for Spanish speaking children, (2) she spoke Spanish fluently, (3) Mrs. Smith had organized a parent's committee to give individual help to pupils, (4) she had the assistance of college students serving as teacher's aides and student teachers. In other words, this seemed to be the best assignment for Jose, an assignment where he would likely learn the most and be best adjusted.

The above situation occurred in a school that was generally rigidly graded. This policy of placing the pupil where he was best suited was a departure from the usual procedure. It is true that Jose's case was an extreme one but the basic need for proper placing of all pupils is the same. If Jose's name had been Joe and he had a sixth grade achievement level and an I.Q. of 100, the same principle would apply. That principle should be: forget grade levels and put each pupil in the group where he will probably learn the best.

Elementary school administrators have been reluctant to drop the graded placement system since for years this has been an accepted and seldom questioned plan for organizing classes. Schools cannot discard this operation until something better replaces it. The nongraded, individual placement plan is better.

A Word of Caution

The authors recommend caution in converting to the nongraded plan; however, they believe an entire elementary school should make the transition rather than ungrading the primary section first, then some years later, ungrading the middle grades. The elementary school should have a unifying philosophy, not a split personality resulting from a nongraded primary with an abrupt change to the traditional graded system afterwards. Unless most staff members can be convinced of the superiority of the appropriate placement plan of grouping it is possible that more harm than good can come from a change.

Steps in Ungrading

Assuming that the administration, faculty, board, and community have accepted the concept of the nongraded school, the following approaches to grouping elementary school pupils can be used.

Remember that each placement is tentative. Not that pupils will be moved from room to room with regularity but occasionally mistakes will be made and corrections will be in order. Some principal may say that moving pupils from room to room will make attendance accounting more difficult, and it will. If the principal is primarily concerned with administrative convenience, he should not consider the nongraded school anyway.

One basic criterion in grouping could be reading levels. This approach has been criticized as a method of substituting 2 or more levels for each existing grade. No doubt this has occurred in some schools. However, if judiciously used, the reading level would be one of several considerations in room assignment. There will be many times when the reading level should not determine room assignment. The reading skills of the elementary school can be on eleven levels: reading readiness, pre-primer, primer, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, and eleventh. The first four would be those levels completed by the average first grader, the next two by the average second grader, and each of the next two would include expectations for average pupils in subsequent grades.

It is well known that some pupils' reading level may not correspond with their mathematics levels, their science levels, etc. If the principal and teacher are studying each pupil carefully before placing him, these considerations will be partial determinants in his room assignment. It is possible for some pupils to have reading and language with one group and move to another section, either lower or higher, for mathematics of other subjects. Admittedly this will cause some administrative problems. The nongraded plan, remember, is not designed to make administration easier; it is a plan to make administration more effective.

Regardless of where the pupil is placed, the never to be forgotten principle is to place him where he can learn best. Other principles to be considered in assignment are:

(1) Never have a pupil repeat material he has learned.
(2) No attitude of failure should result from placement. It is true that some pupils will take longer than six years to complete the elementary school but they will be following sequential steps of learning.
(3) Do not hold any pupil back to the level of the group. With enrichment, allow him to progress.
(4) Books and materials should be used where needed. Do not be concerned if a fifth grade book is being used by one twelve year old group and also by another nine year class. When sequential development is the basis for organizing work, no teacher need fear encroaching on another teacher's materials. There again, the proper utilization of textbooks will be a problem in areas with state textbook adoptions. State departments of education do not ordinarily put many restrictions on how each school utilizes textbooks. Hopefully, all states will discontinue the antiquated policy of state-wide adoptions.

Bases for Assignment

Pupil achievement as measured by teacher appraisal, standardized achievement tests, and pupil records will be a major basis for assignment. No attempt should be made to establish perfectly homogeneous groups although some homogeneity may be advisable. Individualization of instruction is the goal, but some group teaching is a practical necessity. Most class sections will be based on two levels of instruction. Care should be given to prevent teachers from establishing group, rather than individual, standards. Otherwise, you can have a nongraded school in name only.

Curricular Implications

The curriculum of the elementary school does not necessarily have to be drastically changed to make the nongraded organization work. The nongraded concept is a vertical plan for moving pupils through the curricular plan at their individual rates. It is noted, however, that the reorganization of the elementary school to the nongraded concept will have many implications for revision of the curriculum.

The curricular requirements should be broken down into small sequential steps. Each pupil should have a personal record of these achievements and a school record should also be kept. This plan, unfortunately, will require additional bookkeeping; but it will result in a much better system of keeping up with the progress of each pupil. The general meaningless grades in each subject is well known.

Teaching Methods

Teaching methods will change some after the nongraded school is operative, but this organization does not call for any drastic change. The major changes will most likely be more individualization of instruction, more independent study, more library reading, and additional books and teaching aids.

Reporting to Parents

Reporting to parents, always a problem, can become more meaningful since pupils should be rated according to their individual progress instead of being compared to mythical grade standards. If the school insists on maintaining traditional A B C marks, this could be done under the reorganized system. When each child has his sequential progress folder, teachers can go over these with parents in a parent-teacher conference. These folders will accompany each child as he moves to the next section in succeeding years.

Pupil Assignment

Under several plans teachers have been assigned to the same pupils for more than one year, and the nongraded school could easily accommodate this idea. The authors believe that this plan is not generally a good idea although there are some arguments for it. Pupils profit from the association with several teachers. When a pupil is assigned to a mediocre teacher for more than one year he is obviously penalized. There would be a few pupils better placed by being with a teacher for long periods. Here again, the principal and teacher, using the one criterion of what seems best for each pupil, would make the decision.

Testing

A carefully designed standardized achievement testing program will make the appropriate placement of pupils more scientific. Everyone knows the limitations of standardized tests, but the authors believe a judicious use of tests are necessary to the proper administration of this program. Standardized test results, teacher made test results, and teacher opinions should all be considered in appropriately placing each pupil. The exact tests to be used should be determined by the principal and staff. No one series of tests could be applied to all school systems.

Team Teaching

Team teaching can be organized in a variety of ways to meet the needs of the individual school pattern. Here again, team teaching is not necessarily a component of the nongraded structure, but the reorganization of the graded school lends itself to team teaching. The principal and staff would need to study this possibility. Some questions to be answered are:

(1) Could there be educational advantages resulting from team teaching?
(2) Do the teachers want to engage in team teaching?
(3) Can teachers be given extra planning time necessary for the successful team approach?
(4) Is the building arrangement conducive to large-small class groups?
(5) Is the increased stimulation provided by these additional contacts more important than the disadvantages?

Summary

There is no one plan for ungrading the elementary school; there are basic principles each school should approach. Unless the principal and those of the staff are sold on the nongrading philosophy, it will be fruitless to attempt this change.

CHAPTER VI

UNGRADING SECONDARY ENGLISH

Whether or not a school will ungrade one subject per year or all subjects at one time will be a decision which must be made on an individual basis. As suggested elsewhere, the authors feel that it would be much better to totally nongrade at one time rather than extend the process over a period of three or four years. It is recognized, however, that some schools will, for various reasons, prefer to ungrade only one subject at a time. If this be the case, the logical place to begin the ungrading process is with English, because it seems to lend itself more readily to ungrading; and, too, it is a subject which involves every student in the school.

Step 1: Studying the English Program

Teachers of junior high school English and senior high school English need to work together very closely in studying the English program and planning for ungrading. They need to treat the secondary level as one program rather than as separate and distinct programs consisting of junior high and senior high school English.

As English teachers plan the ungrading of the English program they must carefully consider the following principles:

1. Provisions must be made for those students entering both the junior high and the senior high school who cannot read as well as those who need further assistance in developing the basic reading skills. The practice of blaming the elementary school for failing to teach students to read and then doing nothing to correct the deficiency cannot be condoned.
2. English teachers, with their love of the so-called great works of literature, must accept the fact that many students are not immediately ready to be plunged into the depths of Shakespeare or Homer or Chaucer and many will never enjoy such things. The teacher must begin with the type of reading material which the individual student enjoys, even if it is the comic book, and seek to build upon this.
3. The use of anthologies as texts is not a satisfactory method for the teaching of literature, and they should be used only as supplemental materials.
4. Grammar is part of the whole English program and should not be segmented.
5. To specify that a set amount of reading be done by every student negates the idea of individual differences, increases pressure upon students, and greatly reduces the opportunity for all students to experience success.
6. There is no sacred order for presenting literature. It does not matter whether poetry comes before drama or whether English literature comes before American literature.
7. The method of teaching which has been used in teaching literature for time immemorial, that of telling the students what the author meant when he wrote a certain line, has no place in modern teaching. Through the use of this method teachers have done much more to kill any desire to read and to enjoy literature than they have to build such a desire.

Literature Study

The goals for literature study in the nongraded program will be similar to those found in the traditional program. The vital difference lies in methods and techniques. Reading lists can be compiled, but these should be only suggestive and all students even in the same phase should not be expected to read the same works or all of the works listed. (There should be some books on the reading lists which might be a little too difficult for many of the students, but books of this type are needed for those ambitious students who might be challenged to read them.) Classroom sets of various books should be available and studied by all of the students in a particular phase with the exception of Phase 5. The higher the phase the more reading a student should be expected to do. The students in phases 3 and 4 will perhaps study the same type of literature and even the same selections, but the depth of the study will be different.

Phase four students, for example, would be expected to be involved in greater depth in study and discussion than those in phase three.

During the time students attend the traditional seventh and eighth grades much attention should be given to acquiring the basic skills of reading, to develop these skills, to increasing comprehension, to building speed in reading, and to broadening the areas of reading interest.

During the four-year span that a student attends high school, he should cover all the areas of literature that he now covers in the traditional English program. The following plan is suggestive for phases 2, 3, and 4.

First Year: Units in composition, fiction, non-fiction, and poetry with emphasis on the works of English writers.
Second Year: Units on grammar, the American novel, Shakespearean Drama; and poetry with emphasis on world literature.
Fourth Year: Units on linguistics and semantics, mythology, drama, journals, letters and addresses.

This plan necessitates the procedure which is commonly referred to as "cycling". This allows teachers to specialize if they so desire, and it assures that every student will have covered the gamut of literature by the time he has completed his high school years.

Language Study

Modern scholarship in linguistics should be utilized. Language study for each of the phases in both the junior high and the senior high will be determined by the needs as indicated through testing. The language study for Phase 1 in both the junior high and the senior high will be very simple with major emphasis on simple sentences and short paragraphs, while in Phase 4 there will be little emphasis on grammatical structure, but the student will be making conscious attempts to use a variety of sentence structures in writing. Throughout the year, in all phases, usage errors will be noted for correction. Perhaps, at this point it should be reemphasized that a study of grammar should be considered an integral part of the entire English program, regardless of the units of study pursued throughout the year.

Step 2: Selecting Concepts To Be Presented

Secondary English teachers should work together in deciding upon the concepts which are to be presented from grade seven through twelve. This is the second step in the process of nongrading the secondary English curriculum. This list of concepts will be a rather long one which may well include as many as 150 concepts. During the process of selecting the concepts the purpose of the total English program and the goals to be achieved should be formulated. The purpose of all schools should be the same--to provide the best possible language skills program for each student. The goals should also be the same for every school regardless of location or size:

1. To develop each students' reading and writing skills to the point where he can read and write well enough to be able to assume citizenship responsibilities and to continue his education in all areas to the utmost of his capabilities.
2. To provide for each student a challenging program, but not one that extends so far beyond his level of achievement that he becomes frustrated, discouraged, and lost or one that is below his level of achievement to the point that he becomes disinterested.
3. To provide such flexibility in the program that any student may easily move to either higher or lower levels of achievement whenever such change is indicated, rather than on traditional yearly basis.

Step 3: Deciding Upon Materials and Number of Phases Needed

The third step will be that of deciding upon the materials which will be needed to develop the concepts. This material must be constantly evaluated after the nongraded program has been initiated because changes will undoubtedly need to be made. Decisions must also be reached as

to the number of achievement levels, phases, that will be needed for both the junior high school and the senior high school in order to cover properly the agreed-upon concepts. The number of phases will be determined by the size of the school, but phasing can be achieved even in the smallest school. Teachers at this point must decide upon the method of determining placement of students in the various phases. The authors recommend that not less than four phases be used in junior high English and not less than five phases be used in senior high English.

The teacher must always remember that placing students according to their achievement level does not provide a group of students who are completely homogeneous. There will still be differences among the students who are in the same phase, but this plan reduces the spread of these differences. This means then that the teacher must provide for independent reading within phases and hold regular individual conferences with each student. When a number of students appear to have the same problem, the teacher should form small groups for special instruction. Teachers must increase their knowledge of curriculum development skills and their ability to work with several groups with varying levels of achievement at one time. An unusual mastery of subject matter thus becomes an indispensable attribute.

Composition Study

The approach to the study of composition should involve in all phases throughout the secondary school extensive use of overhead projection material. Grammar books should be used only for reference. Skills in writing appear to be fairly consistent with skills in reading, although there are exceptions to this. Where there is a big difference between reading and writing skills, the work with these students should be on an individual basis with reading ability being the primary basis for placing students in the various phases.

Description of Phases

Phase 1

Phase 1 English should be concerned with teaching students how to read. Since the work will be largely of a remedial nature, classes should be kept as small as possible so that instruction can be of an individualized nature. There should be an approximation of a laboratory-type situation with each student pursuing materials of interest to him even if it is "comic" books. There should be an abundance, as well as a great variety, of materials such as paperback books, newspapers, magazines, and reading laboratories. The main goal in this phase should be to treat the individual with dignity while teaching him to read.

Phase 2

The students in this phase will be those who can read but need further work in developing their reading skills. On the basis of student needs determined by survey and diognostic tests, skills in phonetic and structural analysis will be developed. Students should be involved with distinguishing between word forms, using dictionary skills, synonyms, homonyms, antonyms, word roots, prefixes and suffixes. The literature program will consist mainly of individual reading selections made by the students for individual or group reading. It will be possible to cover some of the same reading materials covered in higher phases provided the teacher is careful in not going into depth of study.

Phase 3

The Phase 3 course will emphasize formal expository writing which includes elements of both narrative and descriptive writing. Topics will usually evolve from the literature studied. Basic mechanical skills and a working knowledge of form and purpose will be stressed and creativity and originality will be encouraged.

Literature study will emphasize interpretation, effectiveness of form; enrichment of vocabulary, imagery, tone, symbolism, social backgrounds, and basic human concepts.

A word of caution should be given. Students in this phase will be those whom teachers have always looked upon as "average". Teachers should avoid the tendency to teach them in an "average" way. There may be an inherent danger here of failing to present challenges since the students are supposedly average.

Phase 4

Students who qualify for this phase will be those who are quite well-prepared for studying English in depth. They will possess a very mature attitude toward their education and will not have to be prodded by the teacher. The units of study will be the same as for Phase 3, but the depth of study will be much greater.

Phase 5

This will be the independent study phase; therefore, only those students who are willing and capable of assuming the major responsibility for their own learning should be permitted to participate.

When a school ungrades its English, it should move cautiously into phase 5 with a limited number of students. Students should at first be closely supervised in both their selection of study areas and their study. After a student has shown that he can work indeperdently supervision should be quite limited. Oversupervision results in losing the purpose for which this phase is designed. Students who participate successfully should be expected to take advance placement tests when they enter a college or university.

The Library

The center of the nongraded English program, as well as for other subject areas, will be the library. The library must be a materials center containing not only books but all the items a student will need to facilitate study. The librarian should be dedicated to the needs of students, not to the sanctity of books and silence. Everything possible should be done to make the library a warm and attractive place, a place which stimulates learning. The library should be opened before school starts of a morning and should not be closed before ten o'clock at night.

DESCRIPTION OF THE
FLOYDADA, TEXAS, HIGH SCHOOL
PHASED ENGLISH PROGRAM

General Description. The purpose of the program is to provide the best program possible in the language skills for each individual student.

The Goals are as Follows:

1. To develop the reading and writing skills of each student to the point that he can read and write well enough to be able to continue his education in all areas to the level desired or needed.
2. To provide a program that will challenge each student, yet one that is not so far beyond his level of achievement that he becomes discouraged or lost and one that is not below his level of achievement to the point that he is bored.
3. To provide a flexible program so that the individual student can advance to higher levels of achievement or be placed on a lower level of achievement whenever such change is indicated rather than on a yearly basis.
4. To provide appropriate guidance activities that will enable students to gain understandings leading to the development of personal, social, educational, and vocational skills needed for living a fruitful life in our society.

Under this program students will not enroll in ninth, tenth, eleventh, or twelfth grade English, but will enroll for English on their level of achievement in reading and English. These levels of achievement will be called phases and there will be five phases or levels of achievement in the English program. The appropriate placement of each student will be determined through scores on nationally standardized achievement tests, grades, and teacher appraisal. The final decision will be made by the student after adequate counseling.

Naturally there will be differences in any group of students, but under this plan those differences should not be as great as they are in the regularly graded program. As in the past the teacher will have to make adjustments for each class; but when the departure is too great, the student will be up-phased or down-phased to eliminate some of the problems that occur with these differences.

Literature Study. A change in the approach to the study of literature will be inclusion of guidance activities to achieve guidance objectives through group discussions, specific projects, and other appropriate methods. The goals will be the same as those set forth in Bulletin 615 from the Texas Education Agency. Although the intent is to work toward the same goals and skills set forth by the Agency, there will be less emphasis placed on the use of the anthologies than in the past. The anthologies will be used to some extent in Phases Two, Three and Four.

In regard to reading lists it is not intended for all students to study all the works listed. Classroom sets of certain books are available and will be studied by the entire class. The higher the phase the more independent reading the student would be expected to do. A much greater depth of study and discussion would be expected of the Phase Four students than those in the lower phases.

Some of the books on the reading lists for the various phases might be too difficult for many of the students, but it was so intended. Some books of this type are on the list for the ambitious student who might want to read them. Especially is this true for the Phase Three students, for many of them will be going to college.

During the four-year span that a student attends high school he will study all areas of literature that he now covers under our present program. In the 1967-68 school year units in composition, fiction, drama, and poetry are planned with emphasis on works of English writers. In 1968-69 the emphasis will be on American literature with units in grammar, the American novel, nonfiction and poetry. Units planned for the last two of the four year span are Practical English, Short Story, Biography, the Foreign Novel, Linguistics and Semantics, Mythology, Journals, Letters and Addresses. In general this plan is the consensus of the English teachers who have been working on the program, with some reservations concerning the last two years, because working in the program for a year or two might cause a change in thinking.

Composition Study. The approach to the study of composition will be through overhead projection material. Grammar books may be used for reference and possibly for some exercises the teacher might find to be useful. Skills in writing seem to be fairly consistent with skills in reading, although there are some exceptions to this. Where there is a big difference between reading and writing skills the work with these students will be on an individual basis with reading ability being the primary basis for placing students in the various phases. A study of vocations will be made in connection with composition study. Special attention will be given to the occupational implications of English.

Language Study. Language study for each phase will be determined by the needs indicated through testing early in the year. The language study for Phase One will be very simple with emphasis on simple sentences and short paragraphs while in Phase Four little emphasis will be needed on grammatical structure, but the student will be making conscious attempts to use a variety of sentence structures in writing. Throughout the year in all phases, usage errors will be noted for correction. The study of language is considered an integral part of the entire English program, regardless of the units of study used during the year.

Guidance Activities. English teachers have greater opportunities and greater responsibilities than any other group of teachers for developing guidance activities since they teach all students, each of whom must take four years of English. Working together, the English teachers and the counselor planned for a continuous program for English was developed so as to provide a variety of educational experiences appropriate for the different achievement levels of all students. The Texas Education Agency Bulletin No. 616 "Guidance Activities for Teachers of English" by Harold L. Munson were the reference materials used.

While guidance activities are part of the English curriculum, in some areas the counselor will do group counseling with the English classes. Previous to giving national standardized tests, the counselor will explain the tests to be given, how to take the tests, the importance of doing one's best, and how results are used. At this time materials to help parents to understand the testing program will be distributed. When the test results are returned, the counselor will discuss what the scores mean and how the objective information they give can help the student make better decisions and choices. Film strips will be used to increase understandings and to insure each group getting the same information.

The counselor will present general information concerning the national testing programs for college entrance and scholarships in units having to do with educational planning. Materials available in preparing for national tests will be discussed.

Description of Phases

Phase One. The work on this level will be remedial reading. The achievement level is well below normal, and students working in this phase are generally below the 30th percentile in achievement on nationally standardized tests. These classes will be small, and the instruction will be individualized. It will be a laboratory situation with each student working on his own level on materials of interest to him in an effort to raise his reading ability to the level necessary to do satisfactory work in English and other areas of study.

Phase Two. These classes are concerned with the development of the basic skills. The achievement level is below average with students generally ranking between the 30th and 55th percentiles on nationally standardized tests.

Phase Three. These classes are designed for those students with an average background in English. Normally, students on this level will rank between the 55th and 90th percentile on nationally standardized tests.

Phase Four. These classes are designed for extremely well prepared students desiring education in depth. Students working on this level will generally rank above the 90th percentile on nationally standardized tests and will be quite mature in their attitude toward education. Although the units of study will be the same as those in Phase three, the depth of study will be much greater.

Phase Five. These courses are available to students who are willing to assume responsibility for their own learning and pursue college level courses while still in High School. Students working on this level would be expected to achieve the 98th percentile on nationally standardized tests and be diligent workers. Those students working at this level would normally be expected to take advance placement examinations on entering college.

The outline for Phase Five would generally follow that of Phase Four, but it would be much more flexible, allowing students to specialize in some area of high interest.

Explanation: This is a combination of Quest Phase and Independent Study, as described in Brown's THE NONGRADED HIGH SCHOOL. Suggestions found in the Advanced Placement program are to be used as the guide lines for the course as a whole.

Three teachers will be involved in the actual conduct of the course, with the teacher of the chosen area being responsible primarily for direction of the individual programs. The other two teachers will be required to grade written work and evaluate oral presentations and examinations.

I. Materials: Library materials and departmental sources
II. Procedure:
  A. Each student submits a proposed reading program for nine weeks based on suggestions for the Advancement Placement Program, subject to approval of director.
    1. Written assignments are made on some of the books.
    2. Other assignments will be determined in individual conferences.
      a. Possibility of oral presentations to a Phase Three or Phase Four fiction class.
      b. Possibility of group discussions where one book is read by three or four.
  B. Each student will choose a research area for intensive study during the last nine weeks.
    1. This area, along with a tentative purpose, is subject to approval of the director.
    2. The project will include written reports and a final oral examination by a committee of three teachers.

CURRICULUM OUTLINES

PHASE ONE

I. Materials
  A. Course content material
    1. SRA Reading Laboratory IIIa
    2. SRA Widening Occupational Roles Kit
    3. English on the Job (Globe Book Co.)
    4. Reader's Digest Educational Editions
    5. SRA Junior Guidance Series
    6. SVE Educational Filmstrips (Foundation for Occupational Planning)
    7. Simplified novels and biographies
    8. Selected readings (Short stories, poems, essays, plays)
  B. Professional materials
    1. Why Johnny Can't Read
    2. Basic Reading Skills
    3. Individual Differences
    4. Keys to Independence in Reading
    5. Language Games
    6. Listening Games
    7. Guidance Activities for Teachers of English

II. English on the job
  A. "Why study English?" - motivational study
    1. Value of an education
    2. Studying the work we can do
      a. SRA careers for High School Graduates
      b. Filmstrips (Foundations for occupational Planning)
      c. Field trips

3. Obtaining information about job openings
   a. Newspaper reading
   b. Listening to the radio and T.V.
   c. Interviewing procedures
   d. Using the telephone
   e. Writing business letters
4. Attitudes toward work and life
5. Developing the successful personality
   a. Good manners
   b. Hobbies and interests
   c. Techniques of discussion
6. Getting the job
   a. The letter of application
   b. The application form
   c. The interview
7. Skills that will help on the job
   a. Vocabulary
      (1) Phonics
      (2) Syllabication
      (3) Meaning
      (4) Dictionary drills
      (5) Alphabetizing
   b. Composition
      (1) Continuous autobiographical sketch
      (2) Paragraph study
         (a) Topic sentence
         (b) Idea sequence
         (c) Conclusion
      (3) Oral recitation
         (a) Newspaper reports
         (b) Magazine reports
   c. Grammar
      (1) Confusing words
         (a) Homonyms
         (b) Synonyms
         (c) Antonyms
      (2) Spelling
         (a) Rules
         (b) Group study
         (c) Spelling bees
      (3) The formation of verbs
         (a) Recognizing verbs
         (b) Recognizing tenses
         (c) Principal parts
      (4) The right verb
      (5) Agreement of subject and verb
         (a) Recognizing subject and verb
         (b) Recognizing singular and plural
      (6) Sentence structure
         (a) The run-on sentence
         (b) The incomplete sentence
      (7) Punctuation
         (a) Comma
         (b) Colon
         (c) Semi-colon
         (d) Capitalization

B. Reading
   1. SRA Reading Lab IIIs
   2. Read and review short selections to help determine values and goals
      a. Short stories
      b. Essays
      c. Poetry
      d. Plays
      e. Novels
   3. Reading Skill Builders (Reader's Digest Service, Inc.)

COMPOSITION

Goals:
1. To teach the skills of writing to meet the needs and abilities of the different phases.
2. By orderly progression from the single paragraph through the cohesion of two or three paragraphs, to finally apply in the five paragraph composition all the principles of expository writing.
3. To encourage the student to evaluate his own writing and to provide standards of self-criticism.
4. To teach the fundamentals of grammar as the need arises in composition.
5. To develop an understanding of the level of language usage in oral and written composition.
6. To facilitate both teacher and learning by providing models and examples of the writing activities included in the course.
7. To relate real life needs and experiences to their compositions.

General Procedure:
I. Discussion of suitable topic
II. Study of models of type of writing to be done
III. Class composition under supervision
IV. Student revision
V. Student evaluation of composition

PHASE TWO

I. Materials: Classroom set of Enjoying English, Book II; Comp-Pack Transparencies; unabridged dictionary

II. Procedure
   A. Introduction
      1. Sample writings from each student
      2. Diagnostic tests - sentence sense
   B. Contents of study
      1. Use of simple sentence and transformations
      2. Effective word usage
      3. Grammar exercises based on main errors noted in compositions
      4. Development of paragraphs
         a. Topic sentence
         b. Arrangement of ideas
         c. Conclusion
         d. Development by examples and details, narration, comparison and contrast, description and process
      5. Letter writing
         a. Friendly
         b. Thank-you
         c. Bread-and-butter
         d. Business order

6. Reports
   a. Written-summaries, reference material
   b. Oral - reports from references, narrations, current events, process, directions and definitions
7. Research compositions on career choices
   a. Oral interviews and reports to class
   b. Paragraphs containing information gained by interviews and research
8. Spelling list taken from students papers

Sample Unit: Choice of Career

I. Research
   A. Oral discussion of careers
   B. Discussion of pertinent questions - educational requirements, personal characteristics, demand, etc.
   C. Presentation of possible sources of information
      1. Career Kit
      2. People following that career - personal interview
      3. Questionaires
      4. Counselor
   D. Research in library
   E. Instruction or interviews
   F. Personal interview
   G. Study of Aptitude scores

II. Resulting activities
   A. Oral report to class on findings
   B. Instruction of paper organization
   C. Writing of report on information

III. Evaluation of unit

PHASE THREE

I. Materials: Classroom set of Enjoying English, Book III Comp-Pack transparencies; dittoed sheets of supplementary materials

II. Procedure:
   A. Improvement of sentence structure
      1. Compound, complex, and compound-complex sentence
      2. Variety of sentence patterns and structure
      3. Effective word usage
      4. Economy in use of word
         a. Eliminate padded or overloaded sentences
         b. Identification of empty sentences
      5. Subordination
   B. Paragraphs
      1. Structure
         a. Topic sentence
         b. Transition
         c. Unity, coherence
         d. Emphasis
         e. Specific details
      2. Types
         a. Narrative
         b. Expository
         c. Descriptive

3. Paraphrase
4. Precise

C. Diction
1. Specific words
2. Jargon
3. Dialect
4. Standards of usage
5. Figures of speech

D. Punctuation study emphasizing the needs of students as revealed in their compositions

E. Longer compositions
1. Selecting and limiting the subject
2. Outlining
3. Stating a thesis; including the subject and attitude
4. Developing parts of a longer composition
a. Introduction
(1) Striking statement
(2) Anecdote
(3) Definition
(4) Question
(5) Example
b. Body
c. Conclusion
(1) Summary
(2) Prediction
(3) Question

F. Letter Writing
1. Friendly
2. Social
3. Business - order, request, job application

G. Essay writing

H. Newspaper writing

I. Essay-type examinations

J. Oral compositions
1. Narration of personal experiences
2. Exposition - process, directions, and definitions
3. Drill of sentence patterns
4. Reports

K. Research composition for career information
1. Use of sources of information
2. Letter writing
3. Personal interview
4. Oral reports
5. Bibliography and footnotes
6. Composition based on information
7. Evaluation of unit

PHASE FOUR

I. Materials: Classroom set of Enjoying English, Book IV, unabridged dictionary; Comp-Pack transparencies; transparencies for diction study; dittoed supplementary material

II. Procedure
A. Sentence structure
1. Coordination and subordination
2. Conciseness
3. Clear reference

4. Parallelism
5. Variety of structure
6. Effective diction
   a. Formal
   b. Informal
   c. Denotation and connotation
   d. Concrete and abstract words

B. Paragraphs
   1. Topic sentence, stressing subject and attitude
   2. Concluding sentence
   3. Coherence
      a. Chronological order
      b. Spatial
      c. Order of importance
      d. Transition
   4. Types of paragraphs
      a. Expository
         (1) Details
         (2) Examples
         (3) Reasons
         (4) Comparison and contrast
         (5) Definition, formal and informal
         (6) Combination of types
         (7) Incident
      b. Narrative
         (1) Personal experience
         (2) Newspaper story
      c. Descriptive
         (1) Character sketch
         (2) Objective description of an object
         (3) Subjective experience

C. The personal essay
   1. Informal, stressing content and tone
   2. Opinion, to convince or persuade

D. Longer compositions
   1. Selecting and limiting the subject
   2. Writing of thesis
   3. Outlines
   4. Parts of theme - introduction, body, conclusion
   5. Types of composition
      a. Exposition
      b. Narration
      c. Description
      d. Argumentation
      e. Persuasion
      f. Combination of types
   6. Letter writing
      a. Personal
      b. Business
         (1) Order
         (2) Application
            (a) Job
            (b) College
            (c) Scholarship
            (d) College essay

7. Research theme
   a. Career information
   b. Literary subjects
8. Oral compositions
   a. Research reports
   b. Panel discussions
9. Note-taking
10. Essay-type examinations

STUDY OF NOVEL

Goals: 1. To develop an appreciation of novels that develop character and understanding of other peoples and of self.
2. To teach the structure of a novel on a level that is comparable to the ability and needs of the students, showing what to look for in a novel to gain the maximum enjoyment and benefit.

General Procedure:
I. Study of author and background
II. Class study of selected novel
III. Class discussion, based on study questions
IV. Themes based on elements of novel and application of novel to real life situations
V. Vocabulary study
VI. Group reading and discussion of other selected novels
VII. Filmstrips
VIII. Tests

PHASE TWO

I. Materials
   A. Novels for classroom study
      1. Kim
      2. On the Beach
   B. Novel for girls group - National Velvet
   C. Novel for boys group - Mr. Midshipman Hornblower
   D. Novels for group study
      1. An Episode of Sparrows
      2. Good-bye Mr. Chips
      3. War of the Worlds

II. General Procedure
   A. Units in which all students read On the Beach and Kim
      1. Introduction
         a. Discussion of type of novel
         b. Discussion of origin of title
      2. Activities
         a. Approximately two weeks are allowed for reading
         b. During the process of the reading
            (1) Check-up tests
            (2) Class discussion based on check-up test questions
            (3) Character study through quotations exercises
            (4) Discussion of difference between British and American spelling and expressions
            (5) Study questions to be given
            (6) Vocabulary study
            (7) Lecture

c. Upon completion of book
(1) Comparison, to a degree, with other novels
(2) Theme assignment over characters - character sketch, etc. or writing an original ending
d. Review of book through listing events from assigned chapters
e. Final test
f. Corrected papers as we study

B. Units for group study - boys and girls to read combination of books, for example - National Velvet and An Episode of Sparrows for girls and Good-bye Mr. Chips and Mr. Midshipman Hornblower for boys
1. Introduction
2. Teacher lecture
3. Activities
a. Two weeks for reading
b. During period of reading
(1) Check up tests
(2) Panel or group discussions
(3) Vocabular study
(4) Character study
c. Upon completion of book
(1) Theme assignment
(2) Evaluation
(3) Final
(4) Notebook of corrected papers

PHASE THREE

I. Materials - Death of the Heart, Wuthering Heights, Tale of Two Cities, Lord of the Flies, Tess of the D'Ubervilles, Of Human Bondage, Sir Walter Scott, Lost Horizons

II. Procedure
A. Unit in which all students read the same book - Tale of Two Cities or Lord of the Flies
1. Introduction
a. Justification of reading the book
b. Teacher lecture on author's background and possible source of the book
2. Normal Routine
a. Assign book to be read in one week with possibly four class periods devoted to class reading
b. During the reading
(1) Study questions which develop into class discussions
(2) Short papers
c. Upon completion of the book
(1) Testing theme
(2) Class discussion over such topics as follows: How character is revealed in literature, the development of each main character, general and specific settings of the book, author's point of view, examples of good writing, British slang, and tracing the use of specific terms through out the book
d. Major paper over such areas as the use of symbolism and/or allegorical qualities or the development of character
e. Final test over book

B. Units in which students do not read the same book but are divided into groups to read a combination of books

1. Introduction
   a. Assignment of books
   b. Group discussion for introduction of book
2. General Procedure
   a. Assign book to be read in two weeks
   b. During the process of reading
      (1) Three check-up tests
      (2) Group discussions based on check-up test questions
   c. Upon completion of book
      (1) Group discussions of evaluation of book
      (2) Individual themes of evaluation basis on group discussion
   d. Final test over book

PHASE FOUR

I. Materials: Return of the Native, Lord of the Flies, Death of the Heart, Lord Jim, Oliver Twist, Portrait Of the Artist as a Young Man, Of Human Bondage, The New Men, Jane Eyre, Heart of Darkness

II. Procedure
   A. Close reading of Return of the Native and Lord of the Flies for class study alternately
   B. Group reading of other books listed above, the groups consisting of five or six students
   C. Comprehension quizzes given during progress of reading
   D. Lecture, by teacher, either after or before reading of entire book
   E. Discussion of book as a whole
      1. Analyses of structure, various themes, philosophy, symbolism, imagery patterns, style, and character development
      2. Oral themes on The Return of the Native
      3. Written themes on Lord of the Flies
         Note: Procedure may be reversed for one class
   F. Major theme
      1. Library research on existentialism
      2. Lord Jim read concurrently outside of class previously read
      3. Comparison of existentialistic qualities in Lord of the Flies, Heart of Darkness and The Horse's Mouth
   G. Group reports and discussion of books read in groups
   H. Final Test
      1. Entirely essay
      2. Comparison/contrast of the three major books in specified areas, such as chronology, point of view, character development, effective language, etc.
   I. Additional activities
      1. Brief research on authors
      2. Vocabulary list
      3. Group work on plot structure of The Return of the Native
      4. Study of symbolism in The Lord of the Flies

POETRY

Goals: To develop an appreciation and understanding of the various types of poetry, with emphasis on English epic, sonnets, and lyrics.

PHASE TWO

I. General Procedure
   A. Study questions
   B. Summary paragraphs
   C. Vocabulary work

B. Summary paragraphs
C. Vocabulary work
D. Introduction to simple poetic devices
E. Dramatizations
F. Choral Reading
G. Recordings
H. Notebook of favorite poetry

II. Units covered
A. Poems for fun
1. "The Purist"
2. "Atomic Courtesy"
3. "An Epicure"
4. "The Rhinoceros"
5. "Mike O'Day"
6. "Jabberwacky" - record
7. "The Duke of Plaza Toro" - record
8. "Hi-Yo, Hi-Yo, Discernible Today"
9. "A Hot Weather Song"
10. "To the Yearners"
11. "The Rhyme of the Chilvalrous Shark"
12. "Mia Carlotta"

B. Lyric Poetry - defined and study important authors
1. "The House with Nobody in It"
2. "The Wanderer's Song"
3. "Four Leaf Clover"
4. "About Ben Adhem"
5. "Four Little Foxes"
6. "Fog" - Sandburg-figures of speech
7. "The Fawn"
8. "Winter Night"
9. "Roofs"
10. "Autumn"
11. "The Ticket Agent"
12. "The Eagle" - poetic devices
13. "Requiem" - spiritual development
14. "God Give Us Men"
15. "I Remember Yule"
16. "Freddie the Rat Perishes"
17. "When Day is Done"
18. "The Eagle and the Mole"

C. Narrative Poetry
1. "The Highwayman" - Aesthetic appreciation
2. "Paul Revere's Ride" - patriotism
3. "Cremation of Sam McGee"
4. "Gunga Din"
5. "Enoch Arden" - understanding of people
6. Casey poems - appeal to familiar
7. "Evangeline"
8. "Allen-A-Dale"
9. "Hiawatha's Childhood" - development of understanding people
10. "Idylls of the King" - Tennyson

D. Poems that give advice
1. "The Noble Nature" - Ben Jonson
2. "Pope's Epigram"
3. "A Fool's Prayer"
4. "El Dorado" - spiritual development

E. Poems that set a mood
   1. "My Heart Leaps Up" - Wordsworth - aesthetic appreciation
   2. "Sea Fever" - Aesthetic appreciation
   3. "Four Little Foxes" - aesthetic appreciation
   4. "A Dirge" - Shelley
   5. "Crossing the Bar" - death
   6. "A Lament" - Shelley
   7. "Laugh and be Merry" - Alfred Noyes

PHASE THREE

I. General Procedure
   A. Introduction - lecture on ways in which character is revealed through literature
   B. Notes on poets
   C. Discussion of characters in poems
   D. Notes and discussion of verse of poems - blank, free, or heroic couplet
   E. Poems to develop understanding of people through character study
      1. "Death of the Hired Man"
      2. "My Last Duchess"
      3. "Prisoner of Chillon"
      4. Selections from Spoon River Anthology
      5. "Poetry of a Southern Lady"

II. Units covered
   A. Nature Poems
      1. Notes on types of sonnets
      2. Discussion of rhyme scheme
      3. Classification of sonnets
      4. Statement of theme
      5. Poems to help develop aesthetic appreciation
         a. "The World Is too Much With Us"
         b. "God's Grandeur"
         c. "Shakespeare's Sonnet 73"
   B. Transitional
      1. Discussion, written or oral, of Emily Dickinson's attitude toward society, religion, and nature as reflected in poems read
      2. Poems to help in working out a consistent personal philosophy of life
         a. "I Never Saw a Moor"
         b. "How Happy Is the Little Stone"
         c. "Faith is a Fine Invention"
         d. "My Life Closed Twice"
         e. "Success Is Counted Sweetest"
         f. "A Word"
         g. "Some Keep the Sabbath"
         h. "The Sky Is Low"
         i. "There is No Frigate Like a Book"
         j. "I'm Nobody"
         k. "If I can Stop One Heart"
         l. "The Bustle in a House"
   C. Imagery and Figures of Speech in poetry
      1. Poems reflecting the use of imagery
         a. "Meeting at Night"
         b. "August"

2. Poems using figures of speech
   a. "Fog"
   b. "Presentiment"
   c. "Death Stands Above Me"
   d. "A Smile for Her Smile"
3. Poems using irony
   a. "Ozymandias"
   b. "Richard Cory"
   c. "Of Alphus"
4. Poems using symbols
   a. "Road Not Taken"
   b. "A White Race"
   c. "Grass" - Sandburg
   d. "It Bids Pretty Fair"
   e. "Fire and Ice"
5. Poems using tone
   a. "The Villain"
   b. "Apparently With No Surprise"
   c. "The Coming of Wisdom in Time"
   d. "A Lament" - Edna St. Vincent Millay
   e. "Out, Out" from MacBeth

PHASE FOUR

I. General Procedure
   A. Introduction
      1. Teacher lecture
      2. Films
   B. Student special oral reports
      1. Background information
      2. Comparisons and contrasts
   C. Class discussion
   D. Related student themes
      1. Original poems
      2. Comparison - contrast papers
      3. Poetry analysis
   E. Culminating activities
      1. Discussion of best student papers
      2. Final evaluation of unit through discussion
      3. Unit test

II. Units
   A. Narrative and dramatic poems - historical study and character study
      1. Beowulf
      2. "Mr. Flood's Party"
      3. '"Ulysses"
      4. "My Last Duchess"
   B. Chaucer's Cantebury Tales - character study
   C. Sonnets
      1. "Cliff Klinzenhsgen"
      2. "Sonnets from Portuguese" - selections
      3. "On His Blindness" - worth life goals
      4. "Sonnets li, 30" - Shakespeare
      5. "Pity This Busy Monster, Mankind"
      6. "The Cambridge Ladies"

D. Theme of death in poetry - spiritual development and philosophy of life
   1. "Bells for John Whiteside's Daughter"
   2. "Do Not Go Gentle Into That Good Night"
   3. "To An Athlete Dying Young"
   4. "The Death of the Hired Man"
   5. "Death Be Not Proud" - John Dovoe
   6. "L'Envoi" - Kipling
   7. "The Groundhog"
   8. "Elegy Written in a Country Churchyard" - philosophy of life
   9. "Elegy on the Death of a Mad Dog"

E. Art and poetry - development of aesthetic appreciation
   1. "Ode on a Grecian Urn"
   2. "Musee des Beaux Arts"
   3. "Ozymandias"
   4. "Kubla Khan"

F. Nature poems - appreciation of nature
   1. "West Wind"
   2. "Lines Composed a Few Miles Above Tinters Abbey"
   3. "Lake Isle of Innis Free"
   4. "Ode to a Nightingale"
   5. "God's Grandeur"
   6. "The World Is Too Much With Us"

STUDY OF DRAMA

Goals:
1. To demonstrate an understanding of the evolution of drama as a form: Renaissance through the twentieth century
2. To see the continual development of the theme of the frailty of human nature
3. To gain skill in the art of criticism and analysis
4. To develop techniques for the reading of drama

General Procedure:
- I. Use of filmstrips for structure of play and background of theater development and drama
- II. Research and reports on author and background of play
- III. Class reading of complete play
- IV. Discussion of complete play as a whole
- V. Composition based on play
- VI. Group study of selected plays
- VII. Analyses of movie or T.V. show
- VIII. Test

PHASE TWO

I. Materials: The Valiant, Romeo and Juliet, The King and I, Julius Caesar, The Lesson, The Man Who Liked Dickens, Blithe Spirit

II. Entire class study Romeo and Juliet
   A. Study of life of author
   B. Discuss type of play
   C. Introduce development of character
   D. Study specific parts of play such as climax, plot theme, figures of speech
   E. Summarize acts
   F. Vocabulary study
   G. Tests
   H. Memory work

III. Blithe Spirit and The Valient
  A. Class study
  B. Comparison of these plays with Romeo and Juliet
  C. Themes of contrast
  D. Tests

IV. Group studies of other plays
  A. Panel discussion
  B. Oral reports
  C. Culminating tests

V. Critical analysis of a TV play either written or oral

PHASE THREE

I. Materials to be studied: MacBeth, Our Town, Blithe Spirit, Midsummer Night's Dream, The Lesson. Death of a Salesman, The Old Lady Shows Her Medals

II. Study of MacBeth
  A. Understand the structure of drama
    1. Conflict and plot
      a. Exposition
      b. Complication
    2. Rising action
      a. Climax
      b. Crisis
      c. Catastrophe
    3. Denouncement
      a. Resolution
      b. Falling action
  B. Vocabulary study
  C. Summaries of each act
  D. Character development
  E. Memory work
  F. Record, filmstrip, parodies

III. Our Town and Blithe Spirit
  A. Class study
  B. Comparison of modern plays with MacBeth
  C. Forms of drama in the U.S. today
  D. Develop appreciation of:
    1. Effective characterization through dialogue
    2. Universal significance in situation and character development
    3. Verisimilitude in the resolving of the central problem
    4. Author's style or characteristic qualities
    5. The author's basic view of life and human nature
    6. His purpose in this particular play
    7. His relative stature as a playwrite

IV. Critical analysis of a television play

PHASE FOUR

I. Materials: Hamlet, Murder in the Cathedral, Pygmalion, Death of a Salesman, Cyrano de Bergerac, She Stoops to Conquer, The School for Scandal, Glass Menagerie, Winterset, filmstrips, recordings

II. Procedure:

A. Class study of Hamlet
   1. Study of drama structure (filmstrips)
   2. Study of Shakespeare - his theater, life and works
   3. Class discussion
   4. Themes based on theme and character development
   5. Critical analyses
   6. Comparison of Hamlet and Winterset
   7. Test

B. Group study of She Stoops to Conquer, The School for Scandal, Cyrano de Bergerac, Death of a Salesman, Glass Menagerie
   1. Panel discussion
   2. Written comparisons
   3. Critical analyses
   4. Test

C. Class study of Murder in the Cathedral and Pygmalion
   1. Teacher lecture on background of play and author
   2. Reading of play
   3. Class discussion of play - structure, theme, character
   4. Comparison of Shakespearean and modern drama
   5. Critical analysis
   6. Test

D. Culminating activities
   1. Critical analysis of modern television, stage show or movie
   2. Tests
   3. Writing a play (optional)
   4. Additional reports on plays (optional)
   5. Dramatizations (optional)

CHAPTER VII

UNGRADING SECONDARY SOCIAL STUDIES

Secondary social studies presently presents a very chaotic picture. It is just now awakening from a long sleep which began with the acceptance in 1916 of the report of the Committee of Social Studies of the Commission of the Reorganization of Secondary Education of the National Education Association. This committee made recommendations which have resulted in the social sciences courses being taught as if there were no relationship among subjects and as if they were in limbo, with no relationship to man. The inevitable effect has been apathy and indifference on the part of students.

Obviously, there is a pressing need for change, for the development of a new and dynamic program of secondary social studies. A major step in the right direction would be the ungrading of the social studies program, for this would force a complete reassessment of the existing program and would necessitate new approaches, new methods, and new materials for teaching. For nongrading to come about, however, certain conditions must exist in a school. There must be administrators who will create a climate for change, administrators who are not afraid to let teachers experiment. There must be teachers with imagination, imagination needed to develop new course content, new methods of presentation, and new materials. There must be teachers who are flexible individuals and who are fully aware of the fact that the Social Studies Curriculum has become static in a rapid changing world.

Step One in the Ungrading of Social Studies

The first step in ungrading social studies in any school will involve a thorough study of the present situation. This study should focus upon how the present situation has come to exist, the content of present-day courses, the teacher, the textbook problem, and methods. Out of this should come answers to the following problems:

1. Shall the interdisciplinary or the separate subject matter approach be utilized?
2. What attitude should the teacher have toward his students and toward his role as teacher?
3. What role should the textbook play?
4. What materials can be used in place of the textbook?
5. What can be done in the light of state rules and regulations?
6. What phases will be necessary to carry out a desired program?

This study must not be a hurried one for the success or failure of the ungrading depends upon the decisions reached.

How did the current situation on secondary social studies come about? There will be no simple answer to this question, because it has evolved as a result of a combination of factors. Actually, today's social studies curriculum has resulted for the previously mentioned N E A Committee of 1916 which defined social studies as those courses whose subject matter relates directly to the organization and development of human society, and to man as a member of this society. Perhaps, little fault can be found with this definition but fault can be found with what has resulted from their recommendations concerning courses. Their report mentioned geography, European History, civics, economics, problems of democrary, government, and sociology, but not anthropology. Most state departments of education, basing their decisions on the recommendations of this N E A Committee, have continued to demand that these courses be taught, usually specifying at what grade each shall be taught. This has resulted in a totally unimaginative social studies program, usually dominated by history, rigidly-structured textbook oriented, and teacher ruled, courses which are desperately in need of revision. This has also resulted in what amounts to a two-cycle secondary program in which students are forced to take some social studies course for at least five of their six secondary years. Cycle 1, the junior high cycle, usually includes world geography or a continent geography for one semester and state history for one semester of the traditional seventh grade; American History in the eighth grade, and civics in the ninth grade. Cycle 2, the senior high cycle, almost always includes World History in the tenth grade and American History in the eleventh grade. Courses such as economics, sociology, and geography are occasionally offered as electives in some schools.

In 1934, the report of the N E A Committee of 1916 was reviewed by another N E A Committee. This report, which was published under the title Conclusions and Recommendations of the Committee, did not significantly alter the earlier committee's report. While other fields of study were spurred to make changes, the social studies area, overall, remained apparently complacently satisfied until the early 1960's. Since then innumerable projects, many federally financed, have sprung up with various purposes in mind. The most outstanding of these include the following: the Carnegie Institute of Technology Project, the Harvard University Project, the Minnesota Project, the Amherst Project, the Northwestern University Project, the University of Texas Project, the University of California Project, the Purdue University Project, and Project Social Studies of the United States Office of Education. Some of these projects are designed to provide an entirely new curriculum, some to provide a revised, revitalized curriculum, some to provide for the gifted, some to promote the interdisciplinary approach, some to find new materials, and some to seek new methods, such as the inquiry or discovery method. Some will undoubtedly generate more heat than light; but, hopefully, some will make worthwhile contributions, contributions that will bring the improvement needed in social studies. Regardless of what results from these projects, they will be useless if they are placed in the traditional curricular organization. A new type of curricular organization will be a necessity, namely the nongraded curriculum.

Nothing is more confusing and perplexing to the reader than all the conflicting ideas presented. A perusal of books and professional periodicals in the field of social studies leaves the reader in a quandary. One group emphatically states that social studies is not definable and hence not a subject, whereas another avers just as forcefully that it is definable and that social studies are clearly accepted as those courses which deal with ideas and generalizations from the social sciences. One group advocates an interdisciplinary approach while another maintains that to do this would contaminate the individual subjects. One group argues that history should be considered separately from the rest of the subjects and is, in fact, not a social studies subject while another says it is. One faction contends that the primary purpose of social studies is to create better citizens while the opposing faction laughs at this and states that this is the purpose of all education.

What about the content of social studies courses? The typical ninth grade civics class has, in many instances, become a purposeless, insipid course which principals have come to use as a catch-all for all the odds-and-ends which do not fit any place else. World History has become a constant source of frustration to both students and teachers, a course which is so general that it becomes meaningless. Usually it is taught as if it ended during the last century and as if there were a void in the eastern part of the world. Geography has become almost extinct in the high school and has degenerated into a mere memorization of irrelevant and sometimes untrue ideas in the seventh grade. American History in the senior high school is quite often a repetition of eighth grade American History which is itself a repetition of the course taken in the elementary school. Too, senior high American History has become a copy of the college course. A study of Asian countries is completely ignored.

The content of most social studies courses is limited to facts, and the classroom becomes a stage for the presentation of these facts. How sad the picture is at this point! Facts are vital, of course, for one must possess them in order to be able to think, to form concepts, and to draw generalizations; but all too often teachers relate these facts to nothing more than the passing of a test which will follow the presentation of them. If facts are to be of use, they must be tied to a purpose; and a student must be able to distinguish between the important and the unimportant. Unless this is done, the student may leave the school prepared to excel on some television quiz program but totally lacking in the ability to make any generalizations which will help him in his adult life.

The fact of most social studies courses are usually presented in chronological order. This binds the teacher to the textbook and inhibits and discourages inquisitiveness on the part of the student. It is taboo to stray, for nothing can be considered out of its proper chronological order. Students need a sense of immediacy and a sense of unity which will assist them in developing the ability to assimilate, to integrate, and apply facts. Social studies teachers who rely on facts alone teach strictly on hope, hope that if students conscientiously learn all the facts, they will automatically be able to apply them, because facts speak with such a loud, clear voice.

The textbook situation must also be analyzed as social studies teachers prepare for ungrading. The complete reliance on textbooks has helped to bring on the emphasis on facts. Textbooks present a paradoxical situation. On the one hand, they are far too simple for those students who fall in the upper achievement levels while, on the other hand they are much too difficult for those students who place in the lower achievement levels. This makes the practice of using a single textbook unjustifiable. Many of the so-called modern textbooks are unrealistic and full of inaccuracies due to the evolving nature of many parts of the world. Consequently, the teacher who depends completely upon a textbook will never be able to present a vital, up-to-date course. The textbook presents a very superficial picture because of the vast volume of material. Another criticism of most social studies textbooks is that they seldom deal in any depth with the controversial issues because it is safer to emphasize the Civil War than it is to emphasize civil riots. The strict use of the textbook leads to rigidity and the lack of the flexibility which is so desperately needed.

Each teacher involved in the study for nongrading needs to take a critical look at himself. He needs to analyze his attitudes toward students and toward his role as a teacher. The typical teacher has, unfortunately, received his professional training in a college curriculum that placed great stress on isolated facts and little or no emphasis upon the assimilation and critical calling of such facts. Such teachers have no idea how to emphasize the critical analysis of social issues in their secondary classroom. Too often college professors teach their separate subject areas as if they existed apart from any other and as if there were great virtue in simply possessing a vast amount of lifeless knowledge.

Actually, it would probably be safe to say that not one out of ten social studies teachers could give you any defensible reason why they teach social studies. The main objective of too many teachers does not go beyond the desire to complete the textbook within a certain period of time. Most teachers are so concerned with the "parrot" process of teaching that they have not stopped to analyze the real importance of social studies, to touch upon the important problems and the vital social issues of the day. While people are fighting for civil rights and while a battle for freedom rages between two ideologies, teachers complacently teach such important items as the problems faced by camel drivers in Arabia and noncontroversial facts related to the French and Indian Wars.

The teacher's attitudes toward students and his role as a teacher will govern the activities which take place in his classroom and will determine whether students are passive participants, absorbers and repeaters of knowledge verbatim, or whether they will be active participants, reactors to and analysts of knowledge. If the teacher considers his students in an impersonal way, as objects, who are to absorb and then regurgitate the facts with which he incessantly showers them, they can be nothing but passive participants. If this be the teacher's perception of the student, he will doubtlessly picture his role to be that of molding all students to fit some predetermined pattern. He will want to make all individuals alike rather than different. On the other hand, if he looks upon his students as unique individuals, each with varying achievement and aptitude levels, he will picture his role to be that of a guide or a counselor; he will not have any preconceived standards for all individuals. He will set the stage for discovery and will not become indignant when students question what he says or what the textbook says. He will create a permissive atmosphere in which all will be encouraged to express their viewpoints. He may even create an atmosphere where questions arise that he cannot immediately answer, but he will not attempt to hide this from the class.

Teachers involved in the study prepatory to ungrading social studies should carefully examine methods and materials which could be utilized. They will do this to a certain extent when they look at the previously mentioned areas of study, but it is important that they give more than incidental attention to this matter.

Two alternatives exist--(1). Each subject will be taught separately and courses will continue to be labeled as American History, World History, geography, etc. (2). Courses will be taught in an interdisciplinary fashion with the old traditional course labels being discarded in favor of Social Studies I, Social Studies II, Social Studies III, etc. Arguments can be presented for both alternatives. Regardless of which approach is selected, the fact that knowledge rapidly becomes obsolete must be faced. No matter which approach is selected by a faculty the problem of methods of presentation must be faced also. Furthermore, the school can no longer assume that the good student will get everything that is necessary and the poor student

could not get it regardless of how it was presented. Teachers must realize that extensive use of discussion, reporting, films, filmstrips, or outside speakers regardless of approach will not be satisfactory if the sole intent is to relate to students some already organized and predetermined body of knowledge. If the teacher is to succeed in bridging the gap between a student's personal experiences and those encountered in a social studies course, he must bring about some degree of reflective thinking in every student, not in just the superior one.

There are many methods other than the traditional fact-giving, which can be utilized with either the strict subject matter approach or the interdisciplinary method. Probably, the most significant of these methods is the problem, the discovery, or the inquiry approach. The use of such techniques does not put an end to the acquiring of facts, rather it makes facts means to an end rather than ends in themselves.

The problem-solving method provides a way to handle effectively the inexhaustable materials available for any social studies curriculum. It promotes the selection of areas of learning which can be probed in depth and reveals reasons, cause and effect relationships, and leads to logical explanations. The student is allowed to find information, to evaluate it, and to reorganize it. Students will be forced to think, to look at divergent viewpoints, to organize, and to draw conclusions.

Many teachers, especially those who are authoritarian in nature, may tend to shy away from the problem-solving approach because they do not know how to select proglems or how to manage the classroom once problems are selected.

Many techniques can be utilized in working with the problem solving method. Even games can be used as a teaching technique. This could be an excellent motivational device provided that all game activities are created by the students and not by the teacher. Such activities will require students to analyze realistically the nature of the problems and will give them the opportunity to apply theory even if in a simulated situation. The student, if he is to make an effective contribution, must conduct research and learn facts in order to portray a realistic role. For this he must be acquainted with the technology of the period, the economy, the society, the political situation, the geography, and the proper order of events. A teacher must not, if this is to be an effective technique, make any definite assignments. He should give only a suggested reading list. This technique will perhaps result in an apparently noisy class, but dead silence has never been indicative of a good learning situation. The teacher will be forced to look upon discipline in a manner other than the traditional one and be content to serve as a referee and consultant.

It is to be assumed that when the initial prepatory study for ungrading the social studies curriculum is completed, that the faculty will have reached certain decisions and arrived at certain principles which will be applicable to their school system. The authors would suggest that, hopefully, the following decisions would be reached:

1. Whether the separate subject approach or the interdisciplinary approach will be utilized.
2. Regardless of which approach is to be used, there must be drastic changes to the traditional methods of instruction with its complete reliance upon textbooks and lectures.

It is suggested that the above decisions will be based on the following principles:

1. There should be a clear relationship between facts and their use.
2. The social studies courses should be flexibly structured.
3. Strict adherence to chronology inhibits practical learning and application of learning.
4. Teachers need to evaluate constantly their attitudes toward students and toward the proper teacher role.
5. Teachers must teach with a legitimate purpose in mind.
6. Teachers cannot justifiably ignore social problems even though they may be of a controversial nature.
7. Teachers do not have the right to make choices for their students and to furnish them with ready-made solutions to problems.

8. The vast amount of materials necessitates teaching of concepts.
9. The present graded curriculum will inhibit worthwhile change.

Step Two in Ungrading Social Studies

The second step in ungrading the social studies is that of deciding upon the number of phases, or achievement levels, which will be needed, how students will be placed in these phases, and what will be covered in each phase. Since the answers to these questions will vary somewhat, depending upon whether the interdisciplinary or separate subject matter method is chosen and upon whether the secondary years are to be considered as one unit or as two, the suggested procedure to be used for all possibilities will be presented.

The procedure presented in Chapter I for placing students in phases will be appropriate in all instances for social studies. Nationally standardized tests in social studies should be given to all students. This should include tests which examine general knowledge of social institutions and practices as well as tests which examine the achievement in the interpretation of social studies reading materials. The number of phases will depend upon the number of faculty members.

Phasing Using the Interdisciplinary Approach

The interdisciplinary approach will eliminate segmentation of subjects. Instead of having geography, history, economics, etc., there will be courses entitled Social Studies I, Social Studies II, Social Studies III, etc., courses which bring together in an integrated fashion the separate disciplines. This will necessitate new methods of teaching if the change is to amount to more than a mere change of labels. It demands the use of the concept method of teaching. Courses will then become courses which are not bound to stay within the narrow confines of any particular subject area. Instead, all subject areas must be involved, because concepts cannot be properly built and generalizations drawn without looking at every angle--history, geography, economics, sociology, anthropology. The secondary teachers must work out together the concepts which are to be presented. They must develop learning packages, because they will no longer be able to depend upon the textbook. The discovery, or inquiry method, can easily be utilized, but caution must be exercised in order not to predetermine the exact objectives or goals for each student. If these goals are predetermined by the teacher, there is no discovery involved. The concept method will not prohibit teachers from utilizing their specialties and it will afford excellent opportunities for team teaching.

The authors recognize the fact that the use of the interdisciplinary approach will be complicated because of the rules and regulations of state education agencies, but they feel that these should not be used as excuses for doing nothing. All states demand that American History, for instance, be taught in either grades 10, 11, or 12. Most states also require World History in these grades. State history is quite often a requirement, usually at the 7th, 8th or 9th grade. All of these requirements can be met with the interdisciplinary approach with the possible exception of state history. If possible, offer this the first semester of the seventh grade and then begin the use of the interdisciplinary approach. If the State Education Agency will not permit the new subject designation to be placed on the permanent records, then use them in the traditional fashion, because students will have covered these areas anyway.

If a faculty feels they must continue the separate subject method in the junior high, they can do this; but then use the more modern method in the senior high school.

Phasing Using the Separate Subject Approach

The use of the separate subject approach will almost preclude considering the secondary years as one unit. The goals for each of the subjects in the nongraded program will be quite similar to those which are found in the traditional graded program. The significantly vital difference lies in the fact that students are placed at levels where they can feel success even though their achievement level is low and where they can be challenged if their achievement level is high. Since students of various achievement levels will be studying at different

depths, teachers must use new methods and techniques. The use of the lecture and so-called discussion where the teacher actually does all the discussing, methods which are more conducive to promoting sleep than learning, must be used very sparingly. No single textbook should be more of a reference book and a general guide. Suggestive reading lists should be compiled for each phases, but not every student even in the same phase should be required to read the same books or all of the books which are listed. There should be some books on every list which will challenge students.

Large secondary schools may set up the number of phases which they feel will be necessary to take care of the various achievement levels in the courses which are required of all students. Elective courses may be done the same way, or it is quite possible that many of the electives will be courses which should be limited to those students who fall in the upper achievement levels.

Small schools may find it difficult to set up enough phases in even required courses to adequately take care of the various achievement levels. This problem can be solved by cycling the courses. The following plan is suggestive:

First year, Junior High: Civics
Second year, Senior High: American History through the Civil War
Third year, Junior High: State history and geography
First year, High School: Government
Second year, High School: American History, from Civil War to present
Third year, High School: World History
(Other courses such as economics, sociology, and geography could be offered to capable students any time during the three years of high school.

This plan places everyone in each school in the same subject at the same time and allows the subject to be presented in varying depth depending upon the phase. It assures that every student will have covered those subjects which are required by state education agencies by the time he has completed his six secondary years.

Description of Phases

The exact description of each phase cannot be set forth in any book, because it is impossible to describe "the social studies program" or any particular course. There are too many factors involved, such as the size of the school, the qualifications of the teachers, the geographical setting, the wealth of the school district, etc.

It is suggested that the same percentile ranges which were suggested for the setting up the phases in the English program be utilized for setting up the phases in social studies for both the interdisciplinary and separate subject approach. The only exception will be that all phases will be covering the same topics whereas in English, phase one students were involved with different topics than were phases 2, 3, and 4.

The size of Phase 1 and Phase 2 classes should be kept as small as possible so that individualized instruction is facilitated. The use of resource persons and field trips will be useful in any phase, but they will be of vital significance for Phases 1 and 2 students. Students in these phases will be quite ignorant concerning even the community.

The Social Studies Center

There is a need for a special area in the library which can be devoted exclusively to the social studies, an area similar to the space provided for science courses. Actually, if space and funds are available, this should be an area apart from the library.

The use of a social studies center would be a great tool for helping teachers to discard their total reliance upon the textbook and for encouraging the utilization of diverse methods of teaching. It would be of especial value to students in Phase 1 and Phase 2, for they desperately need something which will get them more actively involved in the learning process. On the other hand, it would be just as valuable to other students who need the facilities to do advanced study and research.

Ideally, the social studies center should be a large open area with both small and large rooms opening into it. The small rooms could be utilized for seminars or for individual study, and the large rooms could be used as classrooms. The large open area should be equipped with individual carrels, with various sizes of tables, with comfortable chairs, and with adequate shelving and storage space.

What should the open room contain? There is, of course, no pat answer to this. This must be governed by the needs of teachers and classes. It will grow as new problems are encountered. There must be books of all kinds--reference books, biographies--pamphlets, monographs, newspapers, and appropriate periodicals. There should be a variety of difficulty and interests levels represented in all of these.

The center should contain all kinds of films, tapes, pictures, filmstrips, slides, records, and maps which are readily available for both class and individual use.

CHAPTER VIII

UNGRADING SECONDARY SCHOOL SCIENCE

In October of 1957 the Russians launched the first vehicle into space. This caused great consternation in the United States as well as a frenzied search for a scapegoat on which to place the blame for this nation not being first. The culprit became the secondary schools, and the secondary science program became the chief villain.

In an attempt to bring about change, there have been many recommendations made and experimental programs initiated. The Federal government has expended millions of dollars through the provisions of the National Defense Education Act of 1958. Despite all the heat which has been generated, one tends to wonder if there has actually been much light generated, for an astute observer is apt to find such conditions as the following still existent!

1. Elementary science being taught as something totally unrelated to the interests of children.
2. Elementary science being taught by teachers with little or no science preparation.
3. No articulation between elementary science and secondary science.
4. Inadequate and out-dated equipment.
5. Science classes suffering because administrators do not allow teachers sufficient time to prepare.
6. Repetition of learning experiences from one grade, or one subject, to another.
7. The teaching of out-moded concepts.
8. Insufficient student laboratory experience.
9. Insufficient utilization of community resources.
10. Too much emphasis on memorizing facts and strict adherence to an adopted textbook.
11. No provisions for persons with varying levels of achievement.

All this would seem to indicate that there will be no real improvement in the teaching of secondary school science unless science teachers rethink and reformulate their philosophies, their teaching methods, and their goals and objectives. We must go beyond merely adding courses. One of the best ways to bring about needed change is to ungrade the science curriculum.

Step 1--Analysis of Program Desired

The first step in ungrading secondary science in any school is a thorough analysis of what type of science program is actually needed in the particular school. This study should involve both junior high and senior high school science teachers, for the secondary science program, like all other secondary programs, should be considered as one unit. Elementary science teachers also need to be involved as much as possible, because the study of the secondary curriculum necessitates a study of the elementary science courses.

At the very beginning of the analysis of the type of program needed the science teachers should formulate certain questions which should serve to guide their study:

1. What is Science?
2. What should the objectives of science be?
3. How can the science program be developed so that there is a well-articulated sequence of courses extending from Grades 1 through 12?
4. How can we provide for students of varying levels of achievement and interest?
5. How can the use of the textbook as a bible and the use of the lecture as the principal method of instruction be minimized?
6. How can the content of courses be organized so that a science course becomes more than a mere memorization of facts?
7. How can instruction best be evaluated?

Many more questions may present themselves as the study progresses, but none of the answers which are arrived at will be of any value unless teachers drop their preconceived ideas about science. Failure to do this will stifle objectivity.

The question "What is Science" may appear to be on first thought a very elementary, and even inane, one. Actually though, probably few teachers have given any serious thought to what science is. From the way most science is taught, however, it appears that most teachers look upon science as a collection of facts which should be learned by all. The inevitable result has been student apathy and indifference and a lack of understanding and appreciation for the contributions of science. A faculty must adequately define science before they can even begin to consider other elements.

Once a faculty has agreed upon the definition of science they can then consider objectives. The specific objectives will quite naturally vary from school to school and according to the definition of science; but such objectives, regardless of school, should reflect an awareness that there will be two types of students in the classroom with many different levels of achievement present in each--those who will make a career out of science and those who will not. Statistics indicate that only a very small percentage of secondary students will even study science in college and even fewer will become scientists. The implication here seems quite obvious--the teachers of secondary science should cease teaching their courses as if every student were a scientist. This does not mean, of course, that potential scientists should be neglected, but that purposes must vary for students of different achievement levels and abilities.

There are numerous lists of objectives to be found in professional journals and books which may be used as guides for formulating those to fit a particular school. Such objectives should be developed around the following general areas: understanding science, acquiring skill in problem solving, understanding the social aspects of science, developing appreciations for science, developing of attitudes, and acquainting students with the opportunities available in the fields of science. These objectives must be geared to the achievement level of each student. Emphasis needs to be placed upon the fact that science teachers should not expect every student to attain every objective or to reach the same degree of understanding. If the objectives are properly formulated and attained most students will leave the secondary school with a greater understanding of what science really is, the relationship among sciences, and the complementary roles of each of the areas of science.

The need for a well-articulated science program which spans the total school system is one which has been too long disregarded. In most elementary schools science is taught by the textbook or curriculum guide by teachers with little competence in the field of science and no idea of what is presented in junior high and senior high science. The junior high science program has been, in many instances, a repetition of subject matter presented in the elementary school because of the uncertainty concerning the place of the junior high, because of poorly-prepared science teachers, and because junior high teachers have not been acquainted with what was taught in the elementary school. The picture in the senior high is a repetition of that found in the junior high.

If the science program is well-articulated from grades one through twelve students will become increasingly able, as they proceed through school, in the reading and interpretation of science, in the performance of experiments for testing hypotheses, in the ability to make inferences, and in their ability to evaluate facts. This will never be accomplished, however, unless there is more effective communication between the teachers in the various levels of the school.

Everyone who goes through the secondary schools must take some science. This means that every class will be filled with students whose interest and achievement level varies extremely. The school has the responsibility for providing for the gifted few as well as those who are not gifted and those whose interest is nil a program which utilizes every possible resource. This demands an abandonment of the traditional textbook oriented and lecture dominated presentation.

The content of courses must be carefully scrutinized. No science course can any longer be considered to be complete and sufficient in itself. The previous ideas relative to boundaries between the various sciences must be dropped, for we cannot possible obtain a clear picture of any one subject without having a great deal of information about the others.

Teachers of science are faced with a tremendous volume of content for each course, so much in fact that it would, even if it were a worth while practice, be impossible to cover all of it. They must, therefore, concentrate more on concept realization and thinking and less on the memorization of facts. This calls for more permissiveness and flexibility in content.

Step 2--Description of Phases

After the science faculty has completed Step 1, it should give considerable attention to developing descriptions of each phase it wishes to include. These descriptions will vary, of course, from school to school, but the following suggestions might well serve as guides for any school.

Grades 7 and 8 (all Phases)

The quality of the elementary science program will greatly affect the 7th and 8th grade courses. These courses should build upon the elementary program but should provide for a much wider range of learning experiences. The phases should be kept reasonable flexible in the sense that the teacher has the freedom to make adaptations whenever they are needed in order to meet the needs and abilities of pupils.

Unified Science (General)

This course should be divided into not less than five phases. Phase 1 and 2 should deal with what might be termed "related science", that is, science dealing with the everyday realities. Activities should involve extensive use of local materials and situations.

Phase 3 might offer students an opportunity to investigate the four basic scientific areas of biology, chemistry, physics and space science. This phase should also deal with the interrelationships of the physical and biological sciences. Students should be expected to show constantly that developments and ideas in one area of the experimental sciences are linked with developments and ideas in the other experimental sciences.

Phase 4 might stress the two basic concepts: the interrelationship of the experimental sciences of biology and chemistry and a historical approach to the development of our present system of physics and space science. Students should investigate some inorganic and organic chemistry and relate biological systems such as the muscular, nervous, and digestive system to the chemical mechanisms.

Phase 5 unified science may be mainly concerned with the student doing in-depth experimentation and investigation of chemistry, biology and physics. Students will do such work largely on their own.

Biology

The authors suggest that Biology be limited to those whose achievement level places them in Phases 3, 4, or 5. All phases should include comprehensive and comparative studies of living organisms.

The Phase 2 course might place emphasis on the following: how food is used, the ten life functions, reasons for behavior, a study of useful and harmful microorganisms and their relationship to common diseases; a study of genetics, conservation, and the place of man among living things.

Phase 3 might deal with these concepts: pattern in the biosphere, the cell, functioning of plants and animals, reproduction, heredity, genetic adaptation, ecosystems with special emphasis on the human animal and his relationship to his environment.

Phase 4 should include a study of unifying structures and biochemical organization of living organisms followed by a study of the diversity and modifications of common patterns; i.e., the structural basis of cells, reproduction, heredity, the effects of evolution interrelated to the entire living organism via the study of microorganisms, plants, and animals with related laboratory experience emphasizing biochemistry.

Phase 5 might emphasize the study of anatomy and animal psychology. Nothing should be done, however, to inhibit the student from pursuing that which avidly interests him.

Chemistry

Chemistry should be limited to Phase 3, Phase 4, and Phase 5 students. Phase 3 chemistry might be developed as an introductory survey course into chemical principles, theories, and concepts. Topics will probably not be treated in great depth, but each student should be expected to gain basic understanding into a wide variety of materials. The emphasis should be on descriptive rather than theoretical chemistry, but theoretical chemistry should be studied to an extent that will enable the student to understand the physical and chemical properties of the elements, compounds, and mixtures studies.

to an extent that will enable the student to understand the physical and chemical properties of the elements, compounds, and mixtures studies.

Phase 4 chemistry might be developed within a framework of certain unifying concepts among which are chemical bond, the structure of matter and the matter-energy relationships, the mole concept, equilibrium, chemical notation, the periodicity of the properties of chemical elements.

Phase 5 chemistry might be quite similar to Phase 4 but would be designed for more "in depth" independent study. The student will be expected to proceed with independence of thought and show considerable insight into the realm of chemistry mainly by engaging in a more rigid, more sophisticated higher level of approach to topics under consideration.

Physics

Physics is a fundamental laboratory science concerned with the nature of the whole universe. The following topics then might be considered in all phases:

1. The measurement of time, space, matter, and motion
2. Light in terms of the wave and particle theories
3. Mechanics (forces and their relationship to motion)
4. Electricity and magnetism
5. Atomic structure

No student below Phase 3 should be admitted to a physics course. Students in Phases 3, 4, and 5 will study the aforementioned items. The depth and intensity of their study will be determined by the phase they are in.

Step 3: Determining Placement in Phases

The requirements for entering the various phases of science must be determined once the content of the various phases has been set forth. The same procedure suggested in Chapter I can be used for the placement of students in the various phases with the exception of Phase 5 of Unified Science, Phase 4 and 5 of Biology, Phase 4 and 5 of Chemistry, and all Physics phases. Students entering any of these should be in not less than Phase 3 of mathematics. In many of these courses, the student must be able to perform the fundamental algebraic operations and in physics a knowledge of trigonometry of logrithms will be needed.

CHAPTER IX

UNGRADING SECONDARY MATHEMATICS

Secondary mathematics, like the science program, has been in the spotlight of criticism since the late 1950's. This criticism has resulted in (1) an increased enrollment in mathematics courses, specifically college preparatory courses, (2) addition of courses, (3) in the development of what is called "modern math"; and (4) in many new textbooks, which for the most part differ little from the old. Despite these developments, the average secondary school has made little truly effective changes in its mathematics curriculum. The curriculum still consists of arithmetic, general mathematics, algebra, geometry, and trigonometry. Little subject matter of recent development can be found; courses of study are essentially the same as they were twenty-five to fifty years ago; the lecture method of teaching is still the main forte of the majority of mathematics teachers; textbooks are still the bibles; and all students are subjected to the same treatment regardless of individual needs.

A study of the many varied mathematics programs now being tried in the United States indicates that there is general lack of agreement as to what should be included in a modern program of secondary school mathematics. This disagreement does not, however, excuse the teacher or the school which makes no attempt to improve the situation as it exists in a particular school system. Some things, such as teaching methods, courses of study, and grouping of students can be improved even though general disagreement does exist. One of the best approaches to improving the mathematics program in a secondary school is to ungrade the mathematics curriculum, because ungrading, if correctly done, will encourage needed changes in courses of study, teaching methods, student placement, and textbooks.

Step 1: Studying the Secondary Mathematics Program

The mathematics faculty, both junior high and senior high schools, should spend much time together studying the mathematics program as it exists in their school system as well as studying what is being done elsewhere. This should reveal where they are; but, above all, it should indicate the direction in which they wish to go. In deciding where they wish to go careful consideration should be given to the following principles:

1. There should be aims and objectives to fit <u>every</u> level of achievement.
2. The amount and kind of mathematics offered should vary to fit the individual rather than subjecting everyone to the same thing in each course.
3. There should be better articulation between elementary and secondary mathematics. This will aid in preventing seventh and eight grade mathematics courses being mere repetitions of fifth and sixth grade courses.
4. A mathematics course should involve more than memorization of fundamental operations and drill. Meaning and understanding should be of utmost importance in mathematics courses.
5. Extensive use should be made of concrete examples, manual activities, and visual aids.
6. The mathematics teacher should exhaust every possible means in order to motivate students. Low achievement may in many cases be the result of lack of motivation rather than the absence of ability.
7. Every attempt should be made to help each student find the most profitable courses to fit his needs. The changes which will result from the ungrading of the mathematics program technique will necessitate improved counseling and guidance to assist each student in the selection of the sequence of courses appropriate to his achievement level and purposes.
8. The traditional content of mathematics courses needs to be closely examined. The subject matter of many such courses needs to be completely revised and changed if it is to meet the needs of all students, those who will attend college and those who will not. Strict compartmentalism may need to be abandoned, and such subjects as algebra, trigonometry, and geometry taught as related subjects with common structure and unifying concepts.

9. Mathematics teachers need to utilize the intuitive approach in introducting many of the mathematical concepts.
10. A variety of methods of presentation of mathematical concepts should be u+ilized and the experiences of the students should be capitalized upon, especially in dealing with the slow learner.
11. The practice of dumping all non-college preparatory students into the same type of course should be discarded. Special provisions should be made for the two types of non-college bound secondary students: those who are good students and those who are not.

From this study should come the following:

1. Courses to be offered.
2. Specific aims and objectives to fit each phase of each course. These should be based on those needs suggested by the local situation as well as those found in professional books and journals.
3. Courses of study for each phase of each course. These courses of study should be more than mere outlines of the courses.
4. New methods of presentation peculiar to each level of achievement.
5. A guidance program which will assure, as nearly as possible, that students are assisted in making wise choices in the selecting of mathematics courses.
6. A mathematics program specifically designed to fit the needs of seventh and eighth grade students, not a program which repeats elementary school.
7. A mathematics program which emphasizes understanding rather than memorization.
8. A mathematics program which is utilitarian in nature for both college-bound and non-college-bound students.

The faculty must reach a decision as to whether the old plan of labeling--algebra, geometry, etc.--will continue to be used or whether the courses will be presented as Mathematics I, Mathematics II, Mathematics III, etc. The latter would be set up to include all the areas covered in the traditional courses but would provide for breaking down the barriers among courses and also facilitate teaching by concepts.

Step 2: Determining the Number of Phases

After the situation has been carefully studied and decisions reached as to what courses will be offered, the faculty must then determine the number of achievement levels needed in each course in both junior high and senior high school. Mathematics will differ from most other subjects in this respect in that some courses will be limited to the lower phases and others to the higher phases. The number of phases will, however, as in other subjects, be affected by the enrollment of the school; but it will be possible to phase to some extent even in the smallest of schools.

The authors recommend that, if possible, five phases be offered at the seventh and eight grade levels and that these be called Mathematics Phase 1, Mathematics Phase II, Mathematics Phase III, Mathematics Phase IV, and Mathematics Phase V. Mathematics V should be largely independent study, but caution should be used in placing students in this phase. Such an arrangement will enable above-average students to proceed into more advanced mathematical concepts while the less capable are dealing with the very basic concepts without frustrations.

From the traditional ninth grade through the twelfth grade the authors recommend the following organization. Related Math should be offered to students who have been achieving at Phase 1 and 2 level. A course entitled General Mathematics, consisting of Phase 3, 4, 5, should be offered for students who are not planning to go to college and who have been achieving at one of these levels. Algebra I and II should be offered at Phase 3, 4, and 5 level for both those who are college-bound and those who are not, if they wish to take it and they have been achieving at one of these levels. Geometry should be offered at the Phase 2, 3, 4, and 5 levels for those who are college-bound as well as to others who have been achieving at the Phase 3, 4, and 5 level. Other subjects should be offered only to those who have been achieving at the Phase 4 or 5 level. Such subjects should be offered only at the Phase 4 and 5 levels.

If a faculty should decide to break away from the traditional compartmentalization of mathematics courses, the phasing would be quite simple and could follow the same ideas inherent in the suggestions given in the preceding paragraph.

Step 3: Placement of Students

Students will be given standardized achievement tests and the suggestions given in Chapter I for percentile cut offs will apply. There are standardized diagnostic tests to assist the teacher in determining whether or not a student is intellectually ready to take a course in higher mathematics, which might be given and used as an aid in determining the placement of students. These however, should be used with extreme caution, if at all, because such tests fail to reveal what other mathematics a student who does not come up to the probable success score is capable of pursuing.

Description of Phases

It would be virtually impossible for anyone to set forth phase descriptions for every course which could be used in every school, and it would be quite unwise for any school or teacher to try to make their course fit such a description. With these thoughts in mind the authors will merely set forth suggestive descriptions which may serve as examples rather than as exact models to be copied to the nth degree.

Mathematics, all Phases (seventh and eight grade.) Phases 1, 2, and 3 should deal with the fundamental operations of math, per cents, decimals, ratios, proportion, and square root. Phases 4 and 5 should deal with an introduction to Algebra.

Related Mathematics, all Phases. This course should be designed for and limited to the student who has difficulty in reading and comprehending. It should encompass the basic mathematical concepts: addition, subtraction, multiplication, and division--and their proper use as they benefit the individual in our society. Emphasis should be placed upon such items as insurance, banking, owning an automobile, and keeping budgets. The students who would be placed in this course need two years of such mathematics because living is becoming so complex that it would be impossible for them to acquire all the mathematics they need for their personal use in the home, in their work, and for good citizenship. Completion of two years of this course should provide the student with the necessary tools for success in financial calculations in his own personal life.

General Mathematics, all Phases. This course will involve some of the same things as found in related mathematics, but it will be pitched at a much higher level of complexity. In addition, the course should include fairly extensive units of algebra and geometry.

Algebra I. Algebra I should be a study of the real number system. Emphasis in all phases should be placed upon the structure of the system by studying its patterns and properties.

Phase 3 students should be expected to distinguish among natural numbers, whole numbers, integers, rationals and real, and should know the properties of each set of numbers. The student should also be able to perform addition, subtraction, multiplication, and division in algebraic terms and solve first degree equations and inequalities over the rational numbers. The student should be expected to apply his knowledge of the basic skills in formulating a mathematical sentence and solving simple algebraic proglems. The student should be expected to factor first degree polynomials, and demonstrate the basic principles of exponents, radicals, and absolute value notation.

Phase 4 students, in addition to covering the subject area of phase 3, should be required to solve word problems which involve considerable thought and background knowledge. The student should be able to factor linear and quadriatic equations and find the solution set. The student should be able to demonstrate the principles of exponents, radicals, and absolute value notation, and should have a thorough understanding of the rational and irrational number system. The student should be expected to graph and solve open sentences in two variables and understand the significance of terms such as slope and intercept, solutions to systems of equations and inequalities as well as the knowledge of linear and quadratic functions should be expected.

Phase 5, the independent study phase, should involve the student being able to perform any of the activities of Phase 4. The Phase 5 student should do several independent projects which require original thought as well as applications of the principles involved.

Algebra II. Phase 4 of this course should take up the following topics: functions,

logarithms, trigonometry, conics section, systems of equations, and the number systems through complex number. The course should be designed for college-bound students who need a good background in mathematics.

Phase 5 students should work independently and should cover the subject matter of Phase 4, but should be expected to cover it more rapidly and with deeper understanding. They should also be expected to do independent projects of their choice.

Geometry. Phase 2 of this course should be designed for the student who has successfully completed the first year of algebra, but is not a strong student in mathematics. The course will vary from Phase 3 geometry primarily in its depth of study.. Some of the same areas will be studied, but much less time will be devoted to the proof of theorems. Less topics will be included to allow time for a more complete understanding of each topic considered.

Phase 3 should be primarily the study of plane geometry with a few units on solid geometry, and an introduction to coordinate geometry. Sets, planes, angles and triangles, geometric inequality and proportionality are a few of the topics that are considered. Students in this phase should be expected to discuss and identify the geometric ideas presented and apply these ideas to the various types of problems.

Phase 4 should develop a great number of the same topics that are covered in Phase 3, but students may be expected to discuss and identify geometric ideas in greater depth. Coordinate systems are used in this phase and they are applied to problem solving. Emphasis on interrelationships and proofs are emphasized in the application of ideas to problem solving. Students will be expected to do more complex and subtle proofs than Phase 3 students.

Phase 5 students will cover the same areas as those in Phase 4, but will work independently. They should also work with vectors in two and three dimensional space. They should do several individual projects.

Working With the Slow Learner

Students who have traditionally taken general mathematics have a difficult time learning algebra. Classroom teachers will do well to look to certain psychological characteristics of nonacademically inclined students for suggestions as to how to teach and how to select subject matter to motivate the student to learn. The teacher must ever keep in mind that such students come to them frightened of mathematics, because they have never experienced anything but failure in elementary arithmetic. The only way this attitude can be changed is by helping them to achieve a new self-image through successful experiences, through everyday practical applications, and through sympathetic understanding on the part of the teacher of their difficulties. The slow student cannot readily form associations with words and ideas, cannot take a series of experiences and easily generalize from them, cannot remember too well, cannot be interested in abstractions, and can learn best when concrete physical situations are utilized.

The teacher must keep presentations short (not more than ten minutes) because these student's attention cannot be held for very long at a time. They need a great variety of activities, much laboratory activity, considerable board work, and simple films. Review must be held quite often as a means of reinforcement.

CHAPTER X

CASE STUDIES

A CASE STUDY

NONGRADED ORGANIZATION IN SEMINOLE SCHOOL

Texans need not travel outside the boundaries of their own state in order to find school systems which are leading out in the effort to improve public school education. A prime example of innovation is to be found in Seminole High School at Seminole, Texas. Here a very concerned faculty under the able leadership of Mr. V. N. Keys has done a most effective job of implementing a nongraded high school curriculum in a somewhat conservative section of the country.

The Seminole nongraded high school curriculum, grades 9-12, is based upon the philosophy that students, not teachers, should assume the major part of the responsibility for their education. It is also based upon the philosophy something should be done about individual differences.

Realizing that success depended upon thorough preparation, Seminole followed this schedule in developing the nongraded program: 1964-65--the English faculty studied the English curriculum and prepared for the nongrading of it while at the same time the community was prepared for nongrading; 1965-66--the English curriculum was nongraded and social studies teachers and math teachers studied their respective courses and prepared for ungrading; 1966-67--Social studies and math courses were ungraded and science teachers studied their courses and prepared for ungrading; 1967-68--science courses will be ungraded. Seminole has elected not to ungrade other courses.

Courses at Seminole are set up in phases with the number of phases varying somewhat from one subject area to another. Students are placed in phases according to (1) percentile scores made on the Iowa Tests of Educational Development, (2) teacher evaluation, and (3) student and parent desires. Teacher evaluation actually takes precedence over standardized test scores. If a teacher feels that a standardized test score does not present a true picture of a student's achievement level, the student is placed where the teacher feels that he should go. Student and parent desires are considered if they raise strenuous objections. In no case is a student permitted to go into a phase lower than that for which he qualifies, but he may be permitted to go into a higher phase upon his or his parent's insistence.

The phases may be described in the following manner:

> Phase 1--The work on this level will be mostly remedial in nature. The achievement level is well below, average students working in this phase are generally below the 20th percentile on the ITED. These classes will be small, and the instruction will be highly individualized.
>
> Phase 2--These classes are concerned with the development of the basic skills. The achievement level on the ITED is below average with students generally ranking between the 20th and the 40th percentiles.
>
> Phase 3--These classes are designed for those students with average background in a subject. Normally, students on this level will rank between the 40th and the 70th percentiles on the ITED.
>
> Phase 4--These classes are designed for extremely well-prepared students desiring education in depth. Students working at this level will generally rank above the 70th percentile on the ITED and will be quite mature in their attitude toward education.
>
> Phase 5--These courses are available to students who are willing to assume responsibility for their own learning and pursue college level courses while still in high school. Students working on this level generally rank above the 85th percentile on the ITED.

The nongraded program at Seminole provides for maximum mobility of students. It is possible to rephase students who may be occasionally misphased or students whom teachers feel are achieving to the point that they should move into a higher phase at any time during the school year. It is possible for a student to begin the year in one phase and end it in another with credit being given in the phase he is in at the end of the year. It is also possible for a student to spend his four high school years in the same phase, if this is his maximum achievement level, and still graduate. This does not mean that he continually repeats material. On the contrary, he covers new material each year thus eliminating the factor of boredom brought on by repetition. Students in all phases are given the traditional A's, B's, C's, D's, and F's; but the grades are weighted so that a C in Phase 3, for example, might be worth more than a B in Phase 2.

Even though the program has been in operation for a short time, the administration, the faculty, the students, and the community can see great values resulting from it. They feel that the following things have occurred because of the nongraded program:

1. All students, regardless of achievement level, are able to build a respectable self-image.
2. Absenteeism has been reduced 95 per cent.
3. Dropouts have decreased considerably.
4. Courses of study are brought up to date.
5. Teachers have a greater feeling of closeness and work together more effectively.
6. Failures are almost nonexistent.
7. Teachers are forced to make better preparations.
8. The textbook is no longer the confining factor it once was, since, in most cases, it is used only as supplemental material.
9. Teachers get greater satisfaction out of teaching and students get greater satisfaction out of learning.

As you view Seminole High School there is no doubt in your mind that the nongraded high school has great promise for those who have the courage to move forward. Although it is not the ultimate answer, it is undoubtedly the best vehicle at the moment for helping to bring the high school curriculum out of the dark ages of traditionalism.

PENNSBURY SCHOOL DISTRICT

THEORY OF NONGRADING

Nongrading is a method of organization by which children are allowed to progress through the primary grades at their own individual rates. Each child covers as much of an appropriate curriculum as he can during the year. At the beginning of the next term, he picks up where he left off and again works at his own speed. No grade label is attached to the work at any point; there are no promotions and no retentions. A slow child may take four years to cover the work the average child does in three, but he does not repeat work as he would if he were held back a year under the graded system. The academically talented child may complete the curriculum faster than he would in a graded school, but he does not "skip" any material or have a chance to become bored and lazy waiting for the less able pupils to catch up with him.

The following pages show the developmental and sequential steps of learning in Reading, Arithmetic, and Language.

We recognize in the development of this curriculum, that the timing and pacing of learning processes becomes more important than the grade placement of specific learning tasks. (For example, we are concerning ourselves with how well a pupil's word analysis skills and eye movement are developing, rather than the grade level assignment of the book which the pupil is using to develop these skills.)

In number work we are concerned with number, quantity and spatial relationships. We feel that the sequence here advances the learner through an orderly and disciplined process. Language experiences are provided to insure refinement of communication. Language structure has been included to provide for a basic discipline.

This course of study has been developed with three aspects of elementary education in mind:

(a) To take care of the individual differences of children.
(b) A longitudinal concept of curriculum that prohibits grade packaging of content.
(c) The encouragement of continuous pupil progress along the vertical threads of the curriculum.

OBJECTIVES FOR NONGRADED READING

I To orient the child for living in a democratic society.
II To develop and strengthen the child's interest in and desire for reading.
III To develop skill and abilities the child needs for successful reading at any given level.
IV To give a child a "tool" he needs for digging out the real meaning of a message.
V To show a child the need for critical appraisals of what he reads.
VI To make reading pleasant and profitable enough so that he, the child, voluntarily turns to books for information or fun.
VII To develop the skill of critical thinking.

OBJECTIVES FOR NONGRADED MATH

I To orient the child for understanding of numbers for use in a democratic society.
II To develop and strengthen the child's interest in and desire for learning Mathematical Concepts.
III To develop the skills and abilities the child needs for discovering mathematical concepts.
IV To continue to develop number sense and to develop confidence in his ability to grow in mathematical understanding.
V To help the child develop the ability to explore mathematical ideas in greater depth.

Children proceed through these Steps at various rates. Some children at the end of three years will have completed Step X (equivalent to Grade 5) in reading. Others will take four years to complete Step VII (third grade level).

The number of children who would have probable repeated first grade in a self-contained situation is far greater than the number who eventually spend four years in the program.

All of this material has been developed by our own staff members, with some very limited assistance from New York University very early in the program.

THE PENNSBURY SCHOOLS
FALLSINGTON, PA.

NONGRADED PROGRAM

The Nongraded Program was started in the Makefield Elementary School in September 1961. Mr. Harry Noblit, principal and four teachers were involved the first year. Today there is a total of six principals and forty-nine teachers involved in this program. Next year all the elementary schools will have the nongraded program at least on the first level.

An orientation program for new parents is held each year. At this time the philosophy and the Steps are carefully explained. Each parent receives his own copy of the Parent Checklist Booklet. During the year when a new student enters, the program is explained and the parents receive a copy of the above mentioned booklet.

In late 1964 after the program had been in operation for three years in the Makefield Elementary School and two years in the Quarry Hill Elementary School the parents were given the opportunity to fill out a questionnaire expressing their opinion of the program. The following are the questions and the percentage breakdown of parrental responses:

1. All in all how do you feel about the nongraded program? Please make a check at the point on the line that shows best how you feel.

50%	33%	4%	9%	3%	1%
Strongly in Favor	Moderately in Favor	No preference either way	Moderately Opposed	Strongly Opposed	No Answer

2. How do you feel about children being grouped into classes where all have roughly the same achievement level?

52%	31%	4%	9%	4%	2%
Strongly in Favor	Moderately in Favcr	No preference either way	Moderately Opposed	Strongly Opposed	No Answer

3. How do you feel about nongraded assignments where slow learners are given more time to learn and where rapid learners can go ahead to advanced material as fast as they are able to learn it?

68%	22%	2%	3%	2%	3%
Strongly in Favor	Moderately in Favor	No preference either way	Moderately Opposed	Strongly Opposed	No Answer

4. How do you feel about your child's academic progress particularly in reading and math?

57%	18%	16%	5%	1%	3%
Very pleased	Moderately Pleased	Satisfied	Moderately Displeased	Very Displeased	No Answer

The Nongraded Booklet covers the philosophy and the objects of the program plus the Steps in learning the children follow. Each Step labeled "Child's Behavior for Evaluation" is followed by a "Parent Checklist" for the same Step. When a child has completed a Step (90% Mastery) the "Parent Checklist" is sent home.

This year the Math Steps are not being used since we have gone into Modern Math. A workshop for developing new Steps in Math is planned for this summer to bring this phase of the program up-to-date and ready for September 1966. Each year the Steps have been evaluated by the teachers involved in the program and minor changes have been made to keep the program current.

CHECK LIST FOR PARENTS

Math - Step 15

I. Addition and subtraction

_____A. Knows short form of column addition (carrying)

_____B. Knows short form of subtraction (borrowing)

_____C. Subtracts using zeroes

_____D. Knows how to check subtraction by adding

II. Measurement

_____A. Knows how to find area of squares and rectangles

_____B. Knows how to find volume using blocks

_____C. Understands centimeter

_____D. Knows how to use metric ruler

_____E. Uses math vocabulary

III. Fractions

_____A. Knows equivalent values of 1/6, 1/8, 1/10, 3/4, 2/3

_____B. Knows how to find fractional parts of groups using aids

IV. Graphs, charts, and scales

_____A. Reads and understands graphs using larger numbers and fractional parts

_____B. Reads and understands scales on maps

_____C. Transfers information to graphs (recording)

_____V. Reads and writes Roman Numerals of 500 and 1000.

- indicates area has been mastered.

- indicates a weakness in the area.
Weak areas will be reinforced on later steps.

CHECK LIST FOR PARENTS

Math - Step 15 (cont.)

VI. Multiplication

_____A. Has mastery of 6,7,8,9 facts

_____B. Knows the short form of multiplying a multi-digit number by one number

VII. Division

_____A. Has mastery of facts to 9

_____B. Divides using the short form

_____VIII. Understands, completes, and creates fact teams

\+ indicates area has been mastered.

\- indicates a weakness in the area.
Weak areas will be reinforced on later steps.

HALE CENTER ELEMENTARY SCHOOL

The faculty of the elementary school, under the leadership of the principal, studied the nongraded school all one year.

Organization for study:

1. Committees were set up to divide the various responsibilities.

   A. To provide information and/or materials
   B. Develop reporting procedures to parents
   C. Public information
   D. Visitation
   E. Polling parents
   F. Organization of levels
   G. Teacher assignments
   H. Teacher assignments
   I. Curriculum development

2. The teachers and parents visited several nongraded schools and reported back to the faculty and community.
3. Questionnaires were sent to nongraded schools to find what had and had not worked. Twenty-three were returned and analyzed.
4. Faculty and staff members discussed the concepts of the nongraded schools with interested groups.
5. Letters were sent to all parents explaining the study.
6. News releases were prepared for the local press, explaining the local study under way.
7. Parents were polled to measure their reactions toward the nongraded school. (only two were opposed)
8. The completed study was sent to the superintendent and board of education for adoption or rejection.

This school had tried ability grouping in the past but parents had resisted. The principal believed the nongraded approach contained all the advantages of ability grouping without the disadvantages. This plan, while not neglecting the middle group, greatly improved education for the lower and upper ability levels.

As a side result of this reorganization F was eliminated from the report cards.

Dear Parents:

Since the approval of the nongraded program for the Primary School has come from the school board, an explanation regarding the placement of your child for the next year is necessary.

If you were present at any of the several meetings that were held during our study, you are already familiar with the basic organization of the nongraded school. For those of you who were not present the following chart is submitted in order that you might understand the "new" terminology regarding "placement" of your child.

Not an organized part of Traditional Grade III	X. Advanced Work
Normal progress of Traditional Grade III	II. 3_2 Basal Reader (Basic)
	VIII. 3_1 Basal Reader (Basic)
Not an organized part of the Traditional Grade II	VII. Enrichment
Normal Progress for Traditional Grade II	VI. 2_2 Basal Reader (Basic)
	V. 2_1 Basal Reader (Basic)
Normal Progress for Traditional Grade I.	IV. First Reader (Basic)
	III. Primer (Basic)
	II. Pre-Primer (Basic)
	I. Readiness (Basic)

Any student whose achievement level does not equal his number of years in school has been assigned to the reading level that equals his reading skills at this time. Therefore, if a child had completed reading levels I, II, and III during his first year in school then he is assigned to reading level IV for September. (Under the traditional graded system, he would have been failed and would have repeated levels I, II, and III next year).

For those students who will be starting to school for the first time in September, their reading level assignment will be number I which is set up for a readiness period.

The length of time that each child spends in this readiness period will be determined by his individual readiness level. For instance, some students are ready to read when school begins, and their work in level I will be limited to only a few days of school orientation. The time required for others to gain the necessary readiness skills will vary; however, most students will need to spend about six weeks in this level.

The progress that your child has made in school at the time of this report will be shown by a red ( ) check on the specific reading level assigned for next year.

Since this will be the first year of the program, none of the children have been assigned to the enrichment level or the advanced level because it is necessary that all students complete the 8 basic reading levels. Therefore, some of those studies assigned to reading levels V and VIII will be functioning in and will complete either the enrichment level or the advanced level before the school year ends, but they must begin on their current achievement levels.

Those students who have been in school for 2 years, and who have been "passed" each year will begin work on the 3_1 Basal Reader level number VIII.

Those students who have been in school for 1 year and who have made a normal progress will begin work on the 2_1 Basal Reader level number V.

Some students will complete all 10 levels in three years; whereas, others will complete the 8 basic levels during three years, and some will need four years to complete the 8 basic reading levels.

We are looking forward to our coming school year, and if you need further assistance to interpret your child's progress - do not hesitate to call us.

Yours truly,

/s/ Noal Clemmons
Principal

NC/lld

CONTINUOUS PROGRESS SECONDARY SCHOOL
DUMAS, TEXAS

Junior High Enrollment 860
Grades 7, 8 and 9

Senior High Enrollment 720
Grades 10, 11 and 12

Dumas secondary school curriculum is based on continuous progress for all students. The secondary school picks the student up where he left off in the elementary school. Regardless of his achievement level, 3rd grade or 12th grade, the student is taught on his level of achievement. The student may progress into more difficult work anytime he proves he is capable.

Students entering grade seven are grouped according to achievement, work habits, and ability for instructional purposes in all subjects except Music, Band, Arts and Crafts and P.E. There are six levels of difficulty in instruction in each grade. The instructional level of the student's work is shown on the student's transcript. The levels are coded and are as follows:

Sections E and F-----Enriched
Sections G and H-----Average and Above
Sections I and J-----Average
Sections C and D-----Average and Below
Sections A and B-----Slow
Section K----------Basic Skills

A course of study and a scope and sequence have been prepared by teachers for each level. Methods of instruction and levels of material permit the teacher to teach on the level of the particular student. Grades lines are crossed with materials.

Example: A "K" student may be in grade seven but his material will be on grades 3 to 6 grade level.

Most students in section "A", "B", and "K" are working below grade level. The students in all levels are graded in comparison to the other students in his level of work. The students in section "K" are not graded compared to students in section "E" and "F". With this system of grading, a student in any level may make the honor roll.

Grade level text books are used as the basal material in all subjects for sections "C" through "H". Supplementary material is used when needed.

In sections "E" and "F", the students are expected to do work beyond their grade level. Sections "E" and "F" also use the basal text, but material is presented in depth and beyond the material in the text.

To aid in placing the 7th Grade student in appropriate level of work, the sixth grade teachers are asked to recommend the student for a level. The records of all students from the five elementary schools are put together. The students' records are divided according to the recommendations from the sixth grade teachers as to high, average, etc. From these levels, the student will be assigned to his Major section according to the student's standardized reading achievement score. His reading achievement score determines his section level for reading, language arts, and social studies. After the student is assigned to his Major section, he is re-assigned to levels for Math based on his standardized arithmetic achievement score.

The schedule is flexible enough that a student may be moved from one level to another at any time the need arises. However, there must be a need for the change.

The students in grades 7 and 8 are grouped two ways--Major section and Arithmetic section. It is possible for a student to change levels in his Major section and not change in Arithmetic or vise-versa.

The student, parent, teacher, counselor, or principal may initiate the change. At the end of the first three weeks of school, the teachers are asked for recommendations pertaining to students that could profit by a change in levels. If only one teacher, from the major section, recommends a change, the student is not moved because he is doing satisfactory in his other classes. If as many as three teachers recommend a change, the student and parent are informed of the need for change. After the situation is explained to the student and parent, the principal or counselor recommends that the student be changed. The student does not have to change if he or his parents disagree to the recommendation. The math teachers may recommend a change and the change be made through the office without affecting the student's major section, consisting of language arts, reading and social studies.

The same changing procedure is followed at the end of the first six-weeks and at the end of the first semester. Most changes are made at one of the above periods; however, a student can be changed at any time.

At the end of grade 7, the students are moved up or down in levels for assignment in grade 8. A change in the level of work will be determined by the student's grades and achievement in grade 7.

By the time the student has completed eight years of school, the enriched sections will have completed the equivalent of Algebra I and English I. This student will be given a proficiency test in Math and English. If he scores high enough, he will be advance to English II and Geometry in his 9th year of school.

The following chart will show how the grades earned will be converted to grade points.

Grades Earned	90-100	80-89	70-79	Non-Grouped	
Sec. Level	Grade points for Level of Work			Gr. Earned	Gr. Point
G (Enriched)	6.0-7.0	5.0-5.9	4.0-4.9	95-100	6.0-7.0
R (Aver. & Above)	5.0-5.9	4.0-4.9	3.0-3.9	90-94	5.0-5.9
F (Aver. & Below)	4.0-4.9	3.0-3.9	2.0-2.9	85-89	4.0-4.9
M (Low)	3.0-3.9	2.0-2.9	1.0-1.9	80-84	3.0-3.9
K (Basic Skills)	3.0-3.0	2.0-2.9	1.0-1.9	75-79	2.0-2.9
L (Non-grouped)				70-74	1.0-1.9

Through the levels approach in Dumas Senior High School, a student in the enriched classes may be taking college level work his senior year. Those students who are capable and willing to take on the responsibility for learning, will be given the opportunity to do independent study. It is possible for this type student to do from one to two years college level work while in high school. The Advanced Placement Test is given to senior students wanting college credit.

On the other hand, a "K" student may graduate and get a diploma and his achievement level will be no more than 7th or 8th grade level. The level of the credit earned will be shown on the student's transcript.

Through the levels approach, where teachers teach students and not standards, almost all students have a feeling of success.

THE NON GRADEL PROGRAM IN CORPUS CHRISTI

The idea of a nongraded program for Corpus Christi originated in an elementary school where the principal and the teacher had become interested in this type or organization. For more than a year this group studied everything they could find on the subject of nongraded schools. Representatives of the Division of Instruction of the Corpus Christi Public Schools were brought into the study and were kept informed on the progress of the group. Early in the school year of 1960-61 Robert T. Wilson Elementary School asked and received administrative approval to serve as a pilot project in the nongraded program, beginning in September, 1961. In September of 1962 three other schools were given approval to participate in the program. One of these, Carroll Lane Elementary School, will continue for the duration of the experiment. Two, because of unforeseen difficulties in organization, have decided to withdraw.

It was decided that the first steps in nongrading would be in reading, although study had been done and is continuing in the area of arithmetic. After much deliberation, reading levels were established as follows:

Level 1 - Readiness
Level 2 - Pre-Primer
Level 3 - Primer
Level 4 - First Reader
Level 5 - Second Reader, 1st Semester
Level 6 - Second Reader, 2nd Semester
Level 7 - Third Reader, 1st Semester
Level 8 - Third Reader, 2nd Semester

These levels correspond with those of the state-adopted basal reading series and represent a logical sequence of growth of all children. Children were placed in levels on the basis of teacher opinion, ability, and scores on standardized achievement tests. These groups were made very flexible in order to provide for children who might have either regressed or made an unusual spurt in reading growth during the summer months.

Simply stated, the nongraded program is nothing more than a different type or organization. In theory, a nongraded school is one in which pupils progress at their own rate of speed and not according to the "cut and dried" formula required by grade levels. It is a recognized fact that students cannot be compartmented; that they do not make the same amount of progress every year. The nongraded type of organization allows for irregular, but continuous progress. The theory behind the program is that students will never have to repeat work which they have covered in a previous year, that at the beginning of each school year they will resume their studies at the point where they left off the year before. Under a graded plan a student who fails must, of necessity, repeat much of the work which he has done before. In a real nongraded program, there is no such word as failure, although some children, because of immaturity, may take four years to complete the primary program.

The nongraded school does not require a change in teaching methods; instead, it is an aid to the instructional program in that it narrows the span of achievement within each room. It does require a definite change in teacher attitude, however. Teachers working in this type of organization must adjust their thinking and instead of simply paying lip service to the idea that a child is taken at the point in his development where he is and carried as far as he can go, they must actually see that this is done. To make this type of program effective, there must be dedicated teachers who are willing to actually work with a child where he is. Teachers must become aware of, and involved in the processes of change which children undergo day by day.

Some of the advantages of the nongraded program are:

1. It increases the interest of students since they are taught on their own comprehension level
2. It motivates an increased interest and cooperation among teachers
3. It results in increased teacher awareness of the individual progress of the child
4. It results in better and closer communication with parents
5. It eliminates the stigma of failure and substitutes achievement for the slow learner
6. It provides broadening and/or acceleration for the above-average student
7. It results in a better emotional climate in the classroom

5. It eliminates the stigma of failure and substitutes achievement for the slow learner
6. It provides broadening and/or acceleration for the above-average student
7. It results in a better emotional climate in the classroom
8. It provides a flexible type of organization which allows for free movement of pupils within or between rooms

Some of the problems connected with the nongraded program are:

1. How to group first graders when there is no kindergarten
2. Selling teachers on the program to help them realize how worthwhile this type of organization can be
3. Getting teachers to forget grade distinctions
4. The lack of adequate criteria to evaluate accomplishments
5. Difficulty in communicating with parents, especially those with language problems

It is recommended that no school go into a nongraded type of organization without thorough study and preparation. Parents, as well as teachers, should be involved in this study. Most parents are willing to go along with the schools on changes in curriculum and organization if they are convinced nothing will be done to interfere with their children's progress. Public meetings, discussion groups, and other means of communication should be employed to keep parents aware of changes that are being anticipated. In Corpus Christi there were very few parents who were not willing to cooperate with the program because much time was spent in keeping them informed.

It is the feeling of the people involved in this program in Corpus Christi that although this is not a solution for all problems of elementary organization, it is one step in the right direction toward making each child have some experience of success that will give him a more wholesome attitude toward his entire school life.

NONGRADED SCHOOLS

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