R E P O R T R E S U M E S

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FIVE YEARS OF CHANGE IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MICHIGAN, A RESEARCH REPORT TO THE CITIZENS OF MICHIGAN, 1.

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

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THIS RESEARCH REPORT PRESENTS THE FINDINGS OF A SURVEY OF TRENDS IN EDUCATIONAL CHANGE OVER A 5-YEAR PERIOD IN MICHIGAN. THE REPORT SUMMARIZES THE RESPONSES TO A QUESTIONNAIRE SENT TO SCHOOL DISTRICTS THROUGHOUT THE STATE. IN BRIEF STATEMENTS AND CHARTS IT DESCRIBES THE SCHOOL DISTRICTS' USE OF EDUCATIONAL TELEVISION, PROGRAMED INSTRUCTION, TEAM TEACHING, EXTENDED SCHOOL DAY AND YEAR, HOMOGENEOUS GROUPING, CURRICULUM STUDY COMMITTEES, AND ELEMENTARY AND SECONDARY SCHOOL CURRICULUMS. THE CHARTS PRESENT DATA ON THE PERCENTAGE OF SCHOOLS WHICH REPORTED ACTIVITIES IN THESE AREAS DURING THE PERIOD FROM 1957 TO 1964. THE APPENDIX TO THE REPORT CONTAINS CHARTS DEPICTING ORGANIZATIONAL AND CURRICULUM CHANGES ON BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. TWO SAMPLE SURVEY FORMS ARE INCLUDED IN THE DOCUMENT. (NH)

34 YEARS OF CHANGE

IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MICHIGAN

A
RESEARCH REPORT
TO THE
CITIZENS
OF MICHIGAN
1

Published by THE DEPARTMENT OF PUBLIC INSTRUCTION

LYNN M. BARTLETT, STATE SUPERINTENDENT

LANSING, MICHIGAN 1964

5 YEARS of CHANGE

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1

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CONTENTS

A LETTER TO THE READER:

Appraising, evaluating, or simply determining the scope of any local school program is a monumental task; identifying change, an even greater one.

During recent years, this nation has been engaged in a period of great educational change. Schools have been turning to educational television, team teaching, programmed learning, and new methods and techniques. The curriculum itself has been in an exciting state of flux, undergoing increasing pressures to accommodate more and more knowledge in its traditional 12-year span, attempting to encompass greater comprehension and understanding of its subject matter through broadened learning bases.

Yet throughout this period of change, there has been little opportunity to determine how extensive these changes have been. Prior to this survey conducted by the Michigan Department of Public Instruction, no state department of education to our knowledge had attempted a similar large-scale research into the educational patterns and trends of these years.

In the certain knowledge that such information is vital to educational improvement, I asked my staff early last year to prepare a questionnaire to identify the kinds of organizational and curricular changes that have been occurring in Michigan's public elementary and secondary schools over the preceding five years.

After careful development and pre-testing, elementary and secondary questionnaires were mailed to each of the 554 K-12 school districts and to each of the 83 intermediate units. Sufficient copies were mailed for each school building in each local district to identify the variations in program within the same school system. (In some instances where elementary and secondary schools had made the same changes, the district returned only one form for each level.) Intermediate districts were asked to select a sample of primary districts—those not having high school programs—for reporting purposes.

Based upon this method of sampling, we believe we have the equivalent of a 96 per cent overall return from all districts and that the information contained in this report is representative of the state as a whole. This report of our study is illustrative only of the magnitude of change underway in Michigan elementary and secondary schools. The information contained in these pages is not intended to identify those areas of education which the Department of Public Instruction believes are desirable for the schools of the state. The survey itself was merely a "status study" of significant trends and change over the past five years. In addition, it must be stated that practices cited in this report, such as team teaching, use of ETV, etc., are not intended to be accepted as desirable without question. As with all teaching techniques, the uses to which such practices are put and results they show in improved learning are the criteria on which they should be judged.

The study, we believe, clearly indicated that where change does occur, careful evaluation is needed to determine its effects and that because of the increasing tempo of change, evaluation is more vital and necessary than ever before.

Lynn M. Bartlett

Lynn M. Bartlett

State Superintendent

EDUCATIONAL TELEVISION

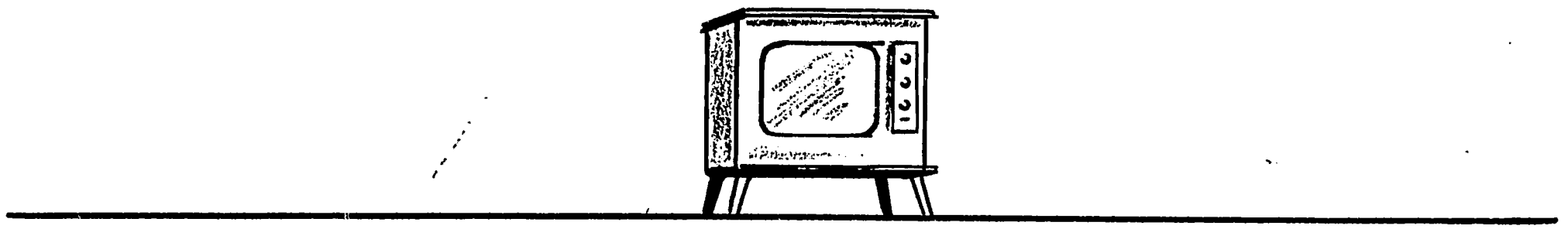
The survey results concerning educational television in the schools of the state reveal a rapid increase in the use of television at both elementary and secondary levels. The graph shows that the use of educational television at the secondary level continues to increase, whereas in the elementary program, a levelling off trend is in evidence.

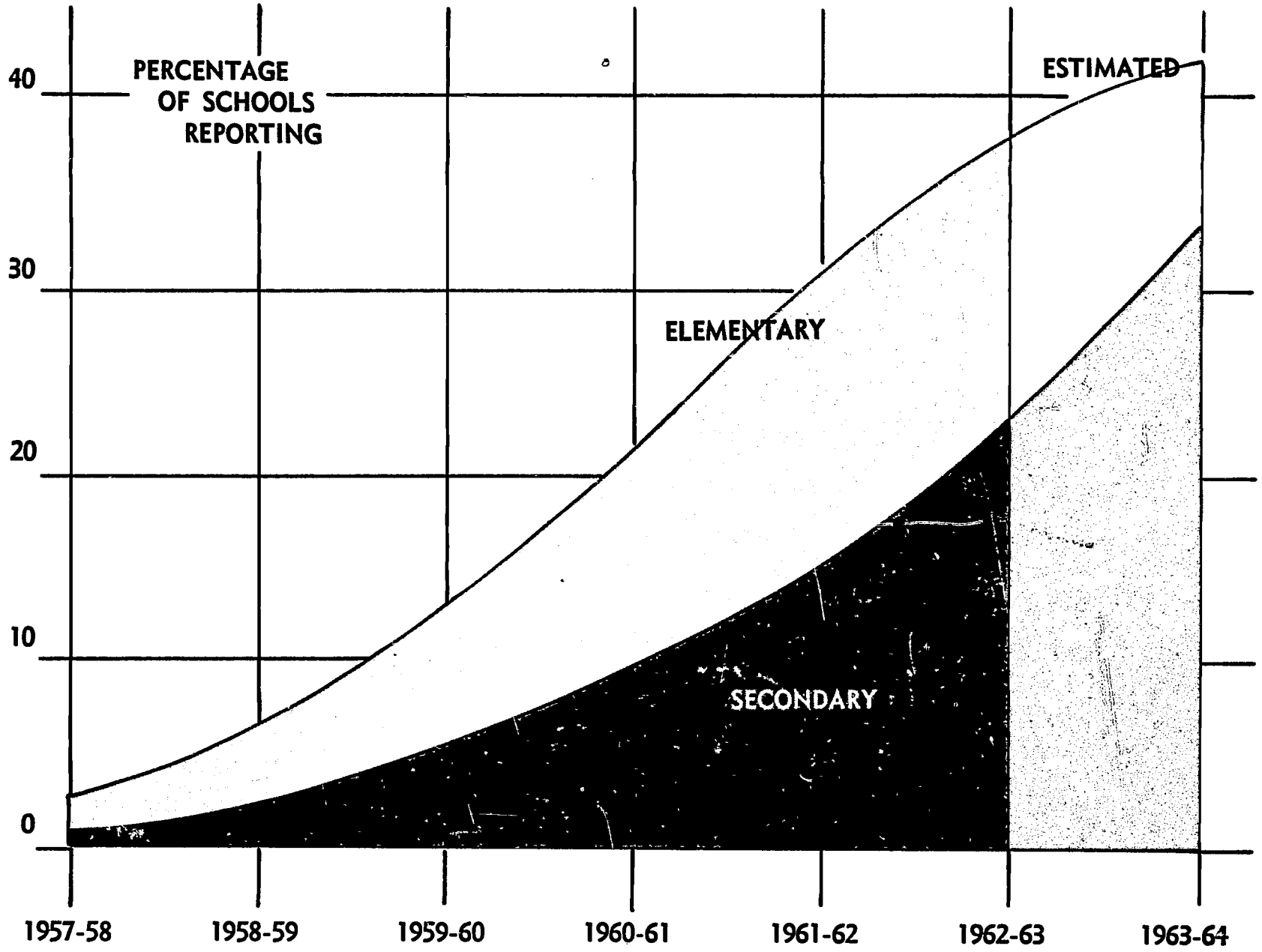
Five years ago, less than 5 per cent of all the public schools of the state were using educational television. Today, over 40 per cent of elementary schools use educational television, as do nearly 30 per cent of secondary schools.

Although we cannot identify at this time the extent or variety of uses to which educational television is being utilized in these schools or the effectiveness of the programs, we can say with a degree of confidence based on responses that television is providing an added unique medium to be utilized in the instructional process. The use of television makes it possible for teachers to bring into the classroom, personalities, events, and specialized instruction not always available through other means. It is vastly extending the reach of our best teachers, and it is bringing to students educational experiences that are quite beyond the potential of conventional means of instruction.

To illustrate this point, the reply of a teacher in the Wyoming Public Schools is reported:

> We who had used the programs feel that our programs have been enriched. We find students are stimulated and more receptive to the course of study. Attention span is normally high. Both the manner of subject presentation and the materials and equipment used are often not available to the average classroom teacher or school. Factual tests have not been available to enable us to show increased achievement, but we feel that they would, due to the increased activity of the students.




PERCENTAGE OF SCHOOLS REPORTING
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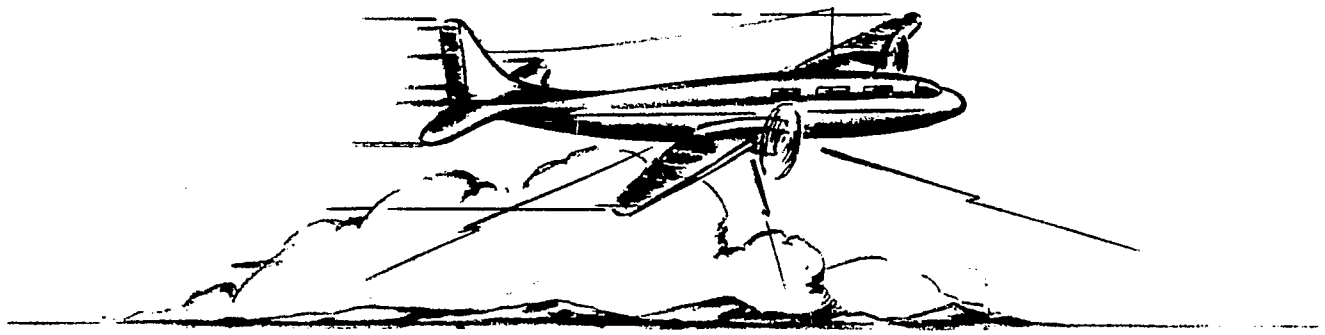


PROGRAMMED INSTRUCTION

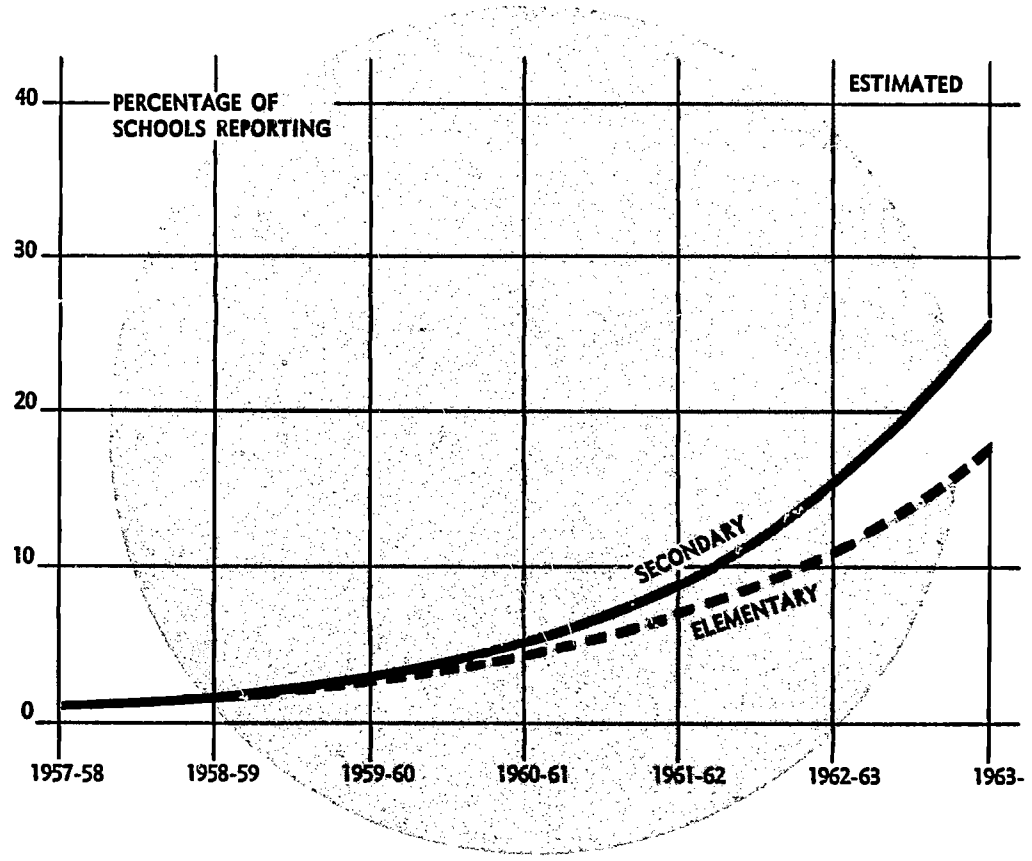
The theory basic to programmed instruction is that the learning sequence is presented in very small steps and there is immediate knowledge of the correctness of the response. This enables the student to work successfully one simple problem after another. Success in this way serves to hold his interest and to strengthen his understanding of the principle involved. Reinforcement to the student is provided in the knowledge that his response in each case is correct. This process is one that can be used to good advantage with individual students where the goal is the immediate learning of certain information.

The unique contribution of programmed material rests with the specific nature of its use. It can also provide a simple and well organized source of specific material needed as a base for other class material.

We find that the use of programmed instruction in the elementary and secondary schools of the state has risen from a point where no Michigan schools reported being involved before 1958 to the point where 15 per cent of the secondary schools and 11 per cent of the elementary schools reported using some type of programmed instruction in 1962-63. Predicted trends suggest that programmed instruction will become more prevalent at both levels during the years ahead.

Although we are not able at this time to pin-point the contribution programmed learning is making in improved achievement or in enabling the more highly trained teacher to give each student more individual instruction, we do know that the potential of programmed learning is great. It remains for individual schools to adapt this promising practice to their school needs.

Of equal importance, however, is a recognition that either overestimating or underestimating programmed learning can negate its potential. The schools that utilize it as a teaching tool and effectively evaluate its worth will undoubtedly be able to realize many benefits from this newer method of instruction.

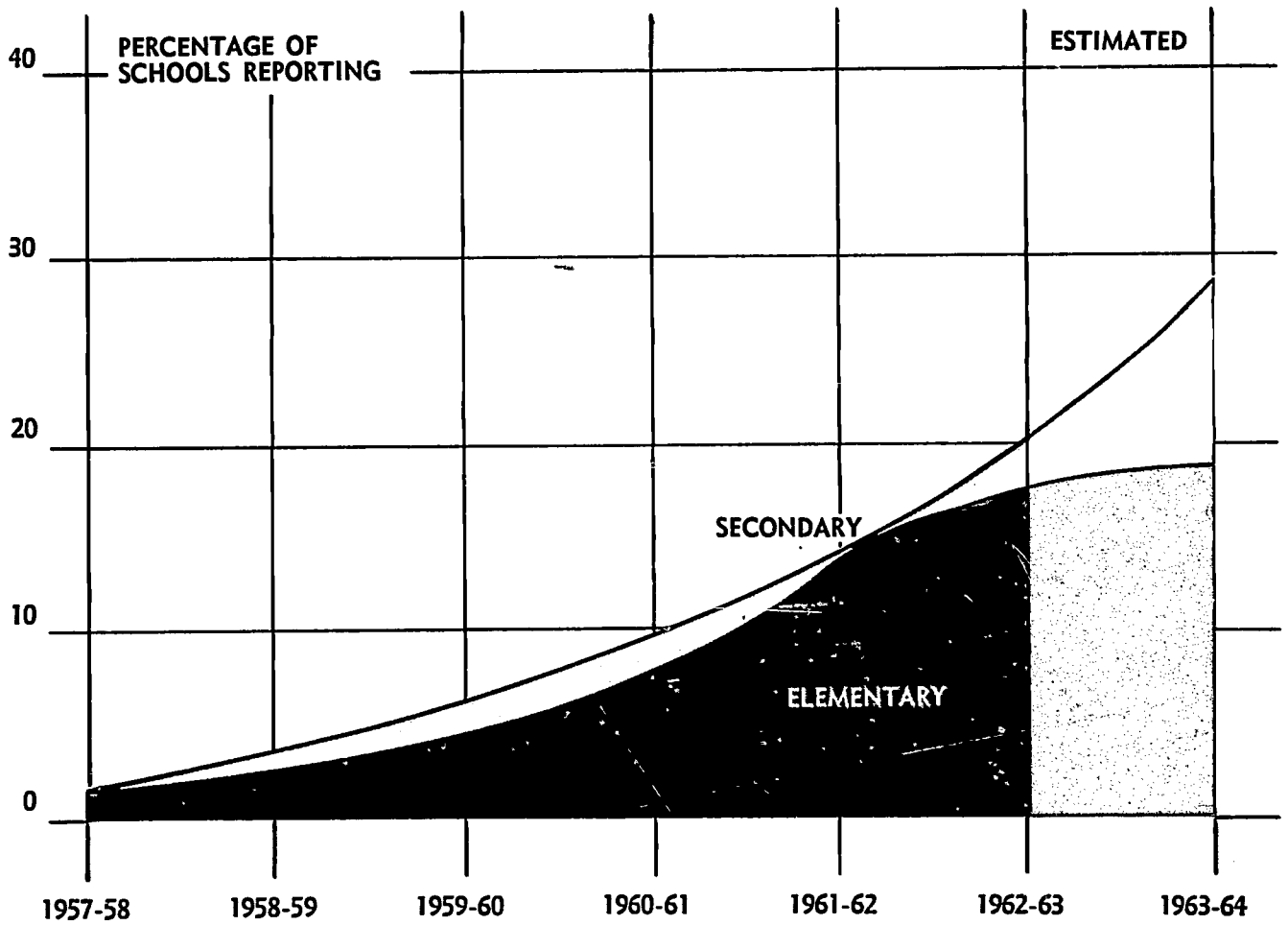


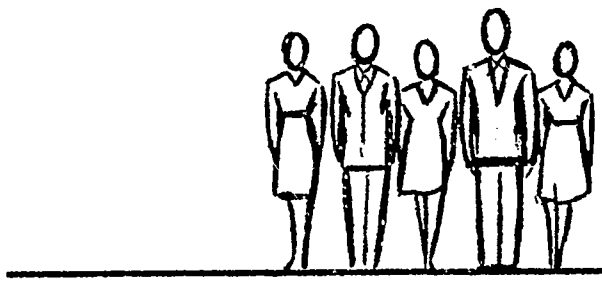
TEAM TEACHING

Just as some students excel in mathematics and others in literature, the aptitudes and abilities of teachers are greater in certain subject areas than in others. Team teaching, in its variety of forms, utilizes these greater proficiencies by focusing each teacher's work in his area of special competence. Thus students receive instruction from not just one teacher, but from the teacher most competent in that particular area.

Team teaching also offers the opportunity for relating academic areas to each other by utilizing an inter-disciplinary approach to teaching and learning. By functioning as a team, these teachers can help students inter-relate learning experiences.

A look at the growth of team teaching in Michigan indicates that at the secondary level, team teaching continues to increase, rising from a point of less than 5 per cent in 1958 to nearly 20 per cent now. At the elementary level, use of team teaching has not been as pronounced with 17 per cent of the schools now using some form of team teaching as compared to only 3 per cent prior to 1958.





LONGER SCHOOL YEAR

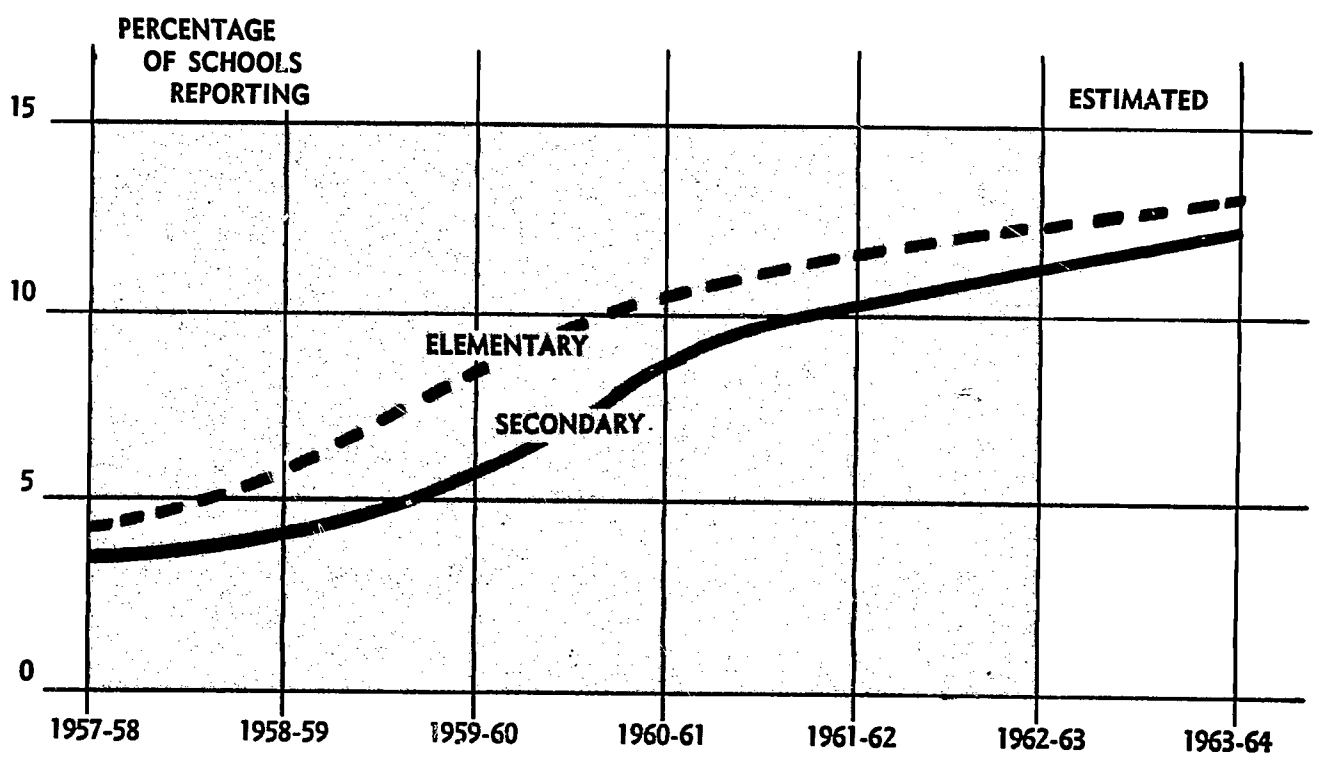
The explosion of knowledge of recent years and the equally explosive increase of school age population have forced schools to review their traditional practices and organizational patterns critically.*

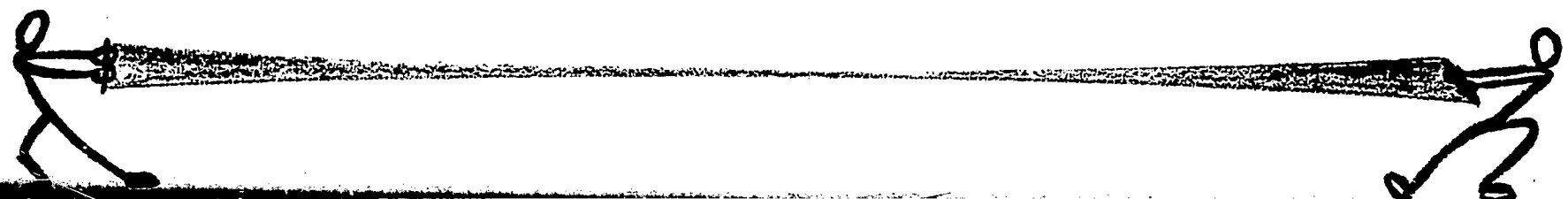
A longer school year permits greater use of existing school facilities and in many cases makes it possible to accommodate larger numbers of students. The more important benefit is the more diversified program, which can be offered through summer courses for enrichment, for acceleration, or for remediation. The summer vacation from school seems to have come under serious question in a growing number of schools. In these cases, schools are utilizing this hitherto neglected period of time to provide students with needed courses. They also encourage students to take courses or enrichment programs which could not be worked into the crowded program of the student during the regular school year.

Five years ago less than 5 per cent of the schools of the state had extended the school year, whereas today nearly 15 per cent of the elementary and secondary schools have increased the length of the school year.

The full implication of this trend has not been determined at this time, but the fact that more students are able to obtain a wider variety of experiences as a result of the extension of the school year has been determined.

*Among the possibilities for meeting these new demands are those of lengthening the school year and the use of a longer school day.





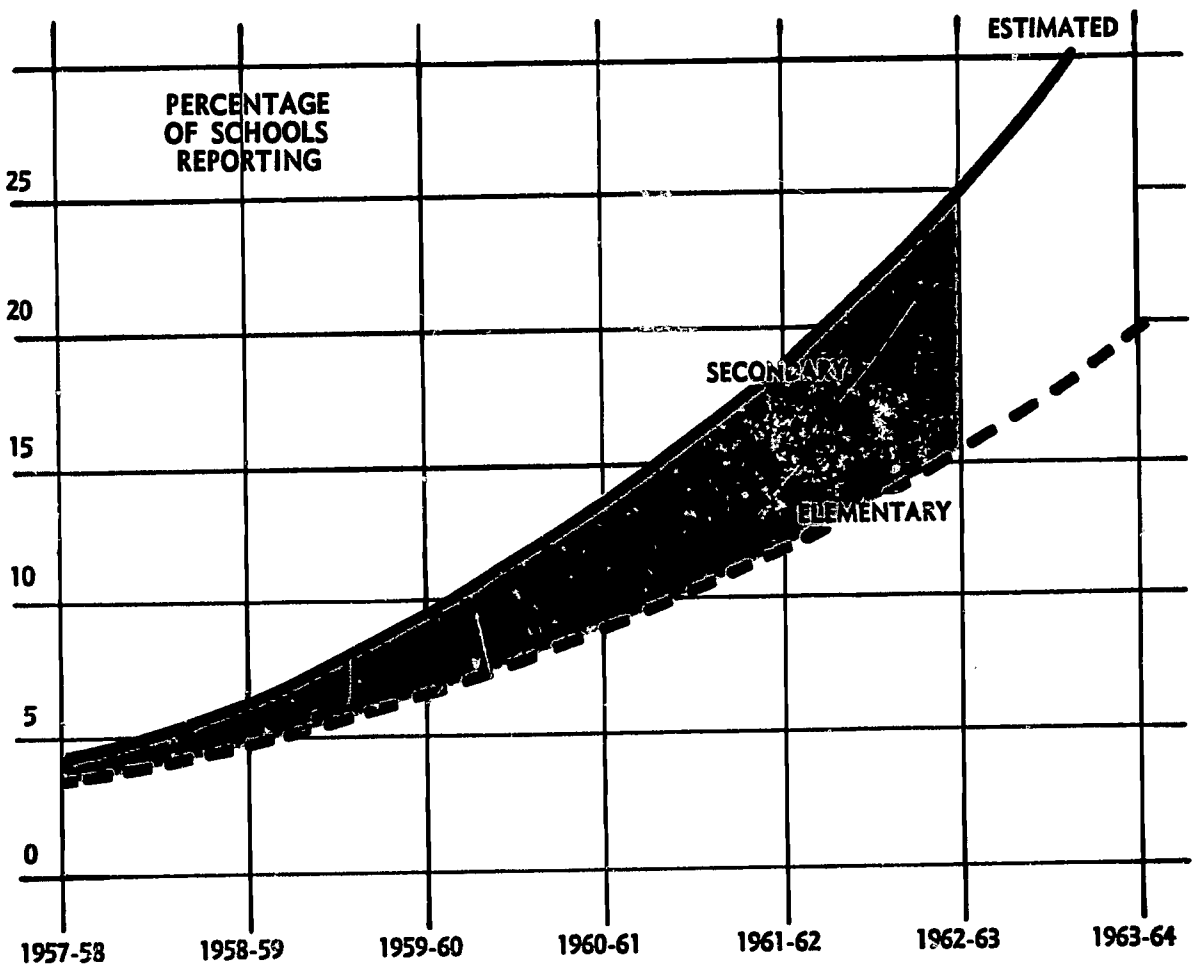
LONGER SCHOOL DAY

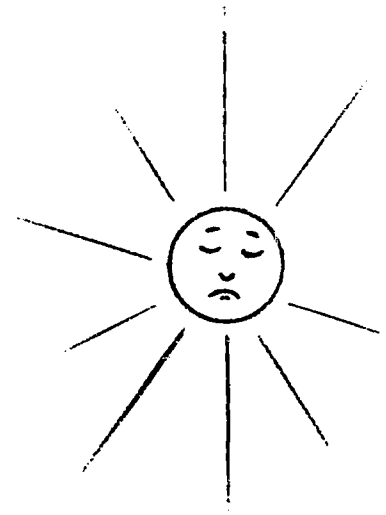
Some advocates of the longer school day maintain that the same reasons for extending the school year apply to the lengthening of the school day. It has been advocated that many co-curricular activities which have gradually become a part of the regular school program can be offered more effectively before and after the regular school day, thus leaving the normal hours of school for the more traditional curriculum offerings. For those students who wish to participate in an activity beyond those offered during the normal hours, teachers and planned program activities are available. For instance, in a number of schools, electives such as orchestra, band, glee club, shop, typing and driver education are a part of the extended school day.

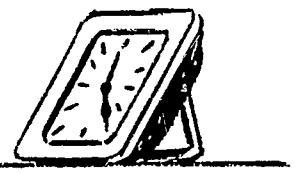
Although research is inconclusive as to the effectiveness of extending the school day, it does provide a way for many students to take special courses.

In some schools, extending the school day has not been done to provide for additional curricular activities, but to provide for more experiences within the typical class. Some schools, for example, are offering 70 minutes of class work instead of the normal 50-minute class period. Within the extra 20 minutes, the teacher is able to provide a variety of additional experiences not possible in the previously more limited class time.

In Michigan, 25 per cent of the secondary schools have lengthened the school day since 1958 as have 16 per cent of the elementary schools.





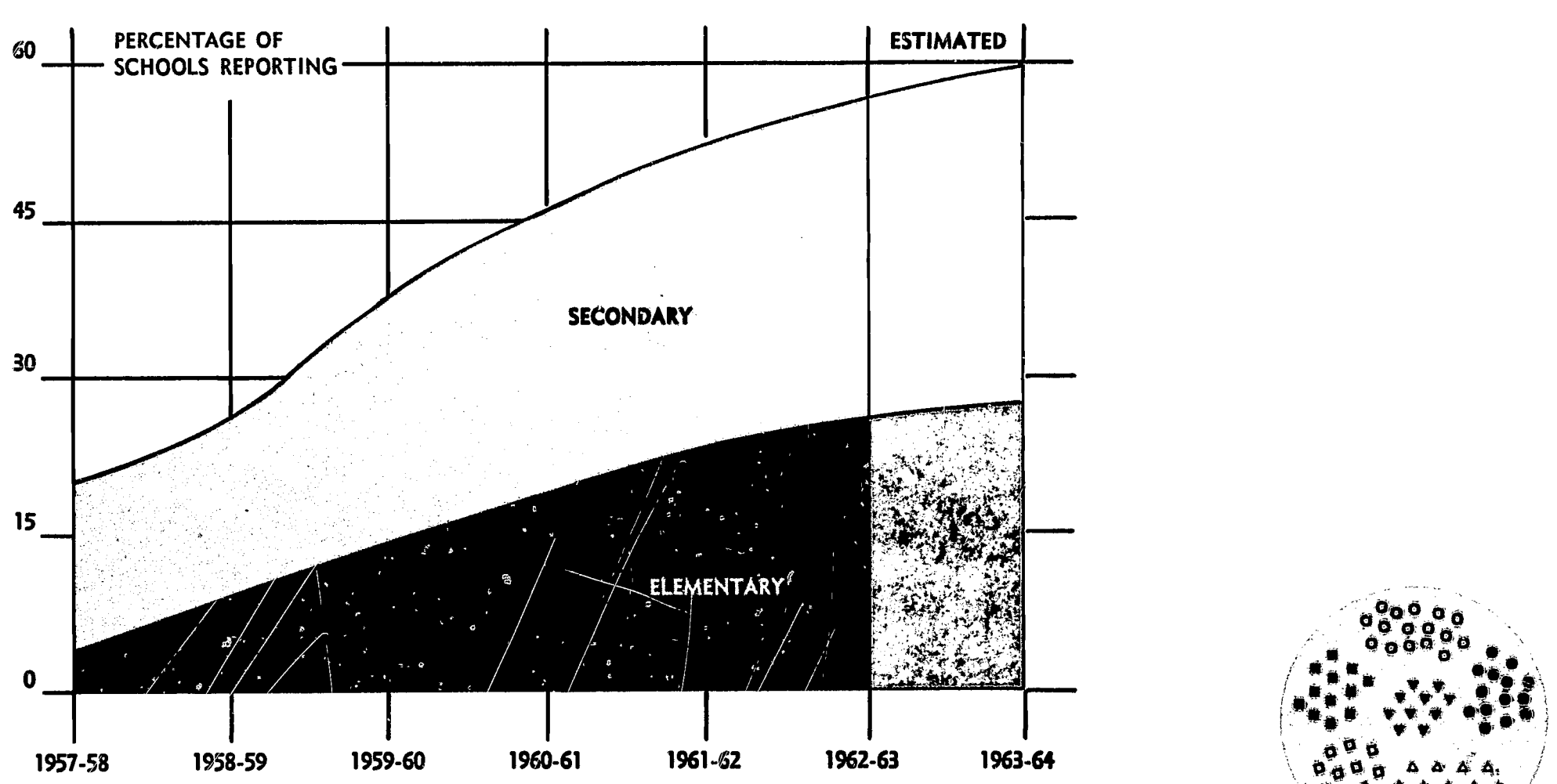


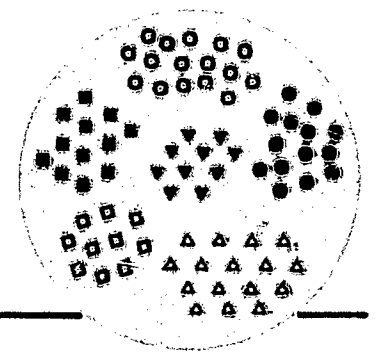
HOMOGENEOUS GROUPING

For over a century of American education, diverse grouping plans have been initiated, discarded, modified, or gradually accepted on a widespread scale. Actually, there can be as many different variations of grouping plans as there are schools in operation. Homogeneous grouping is often synonymous with ability grouping. This is an approach which frequently uses intelligence and other test data in addition to reading ability or generalized achievement scores as a basis for placement in a given classroom.

Our summary results reveal that nearly 60 per cent of the secondary schools of the state are now using some form of homogeneous grouping. This is compared to only 25 per cent of the secondary schools prior to 1958. On the other hand, homogeneous grouping at the elementary level has not increased to such an extent.

Although many of the schools are finding that there are benefits to grouping plans beyond those measured by achievement tests in certain appropriate situations, research is still inconclusive in this regard.





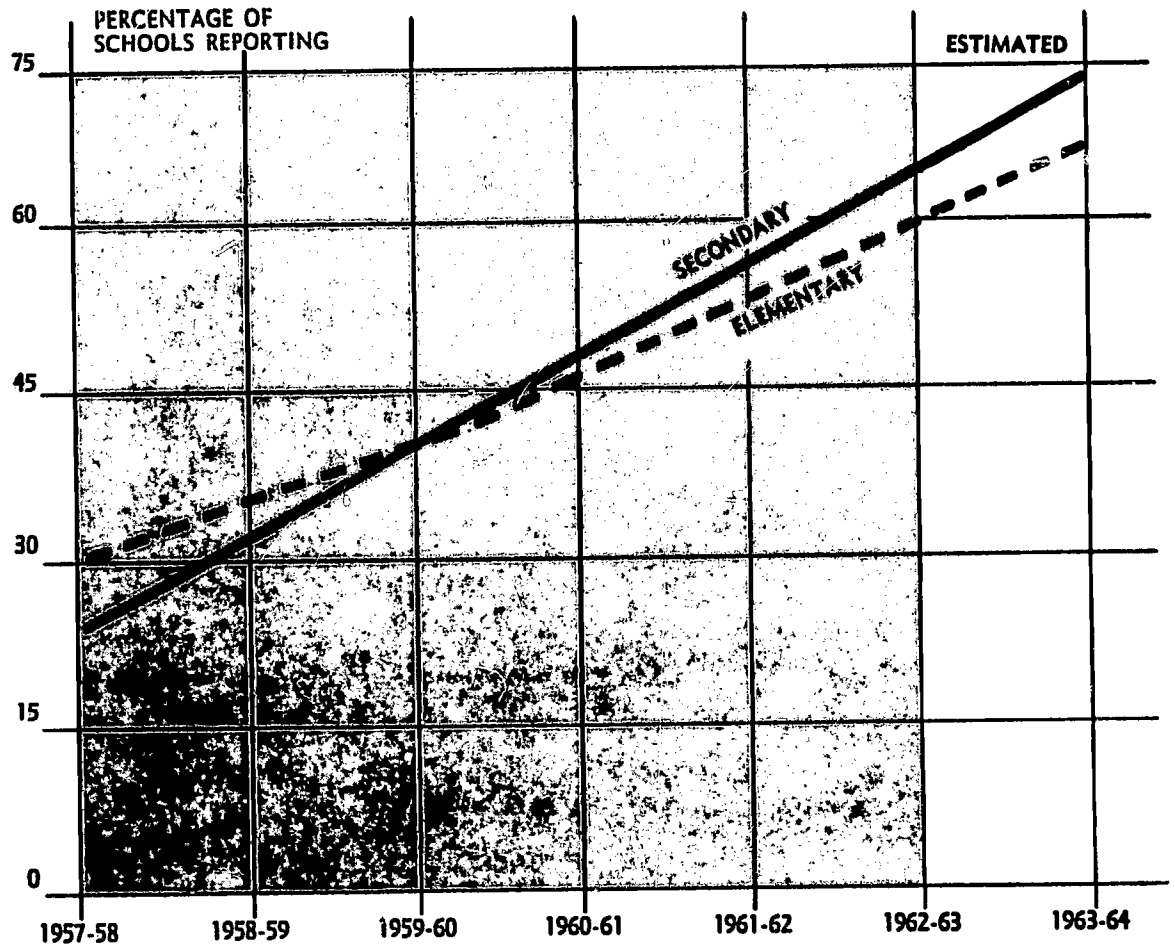
CURRICULUM STUDY COMMITTEES

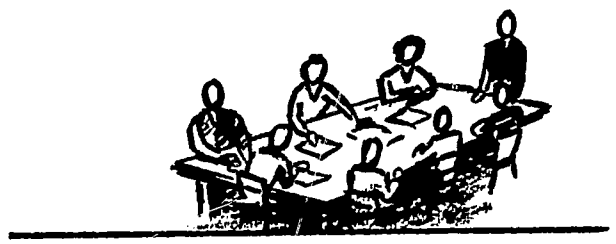
The use of curriculum study committees to develop and evaluate curriculum practices and materials has won increasing support over the past five years. The committees are composed of educators from each level of education who work together in planning and coordinating course offerings and solving specific problems in selected areas.

While we are not able to identify the direct relationship between improved teaching and curriculum study committees, we do believe that the resulting curriculum guides can be of significant importance if they are subject to frequent review and/or revision to keep them up-to-date.

We also believe that teachers themselves and their students, in turn, benefit from work on such committees. However, curriculum planning is demanding work and should include recognition of the teachers' efforts by either released or compensatory time. Effective curriculum planning cannot be expected in addition to a full day of classroom work.

A steady increase of curriculum study committees is reported in both the elementary and secondary schools of Michigan. By 1959, the ratio of secondary schools to the total number of secondary schools having curriculum study committees was higher for the first time than the ratio in elementary schools, as illustrated by the Chart. The proportion of secondary schools having such committees has increased to 68 per cent, as compared to 20 per cent prior to 1958. At the elementary level, the number of study committees has also risen steadily from 30 per cent to 61 per cent during the five year period.



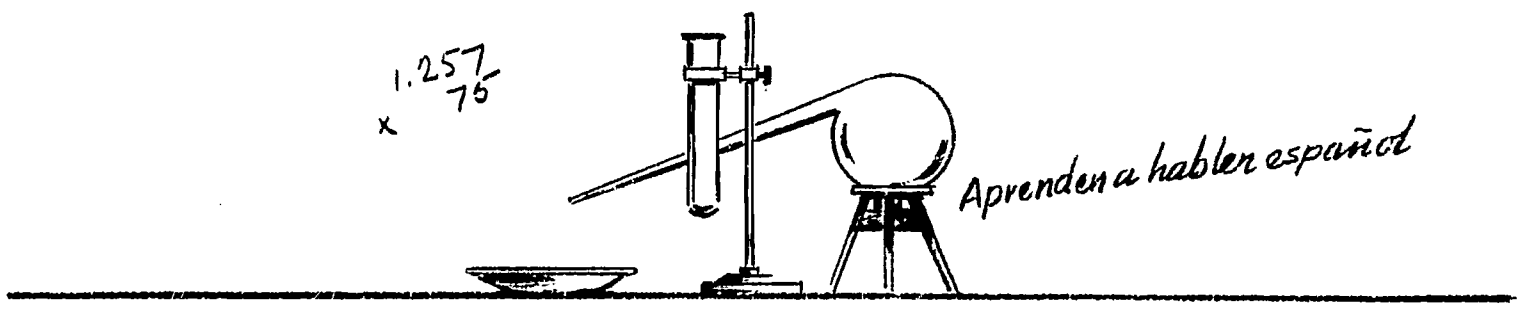


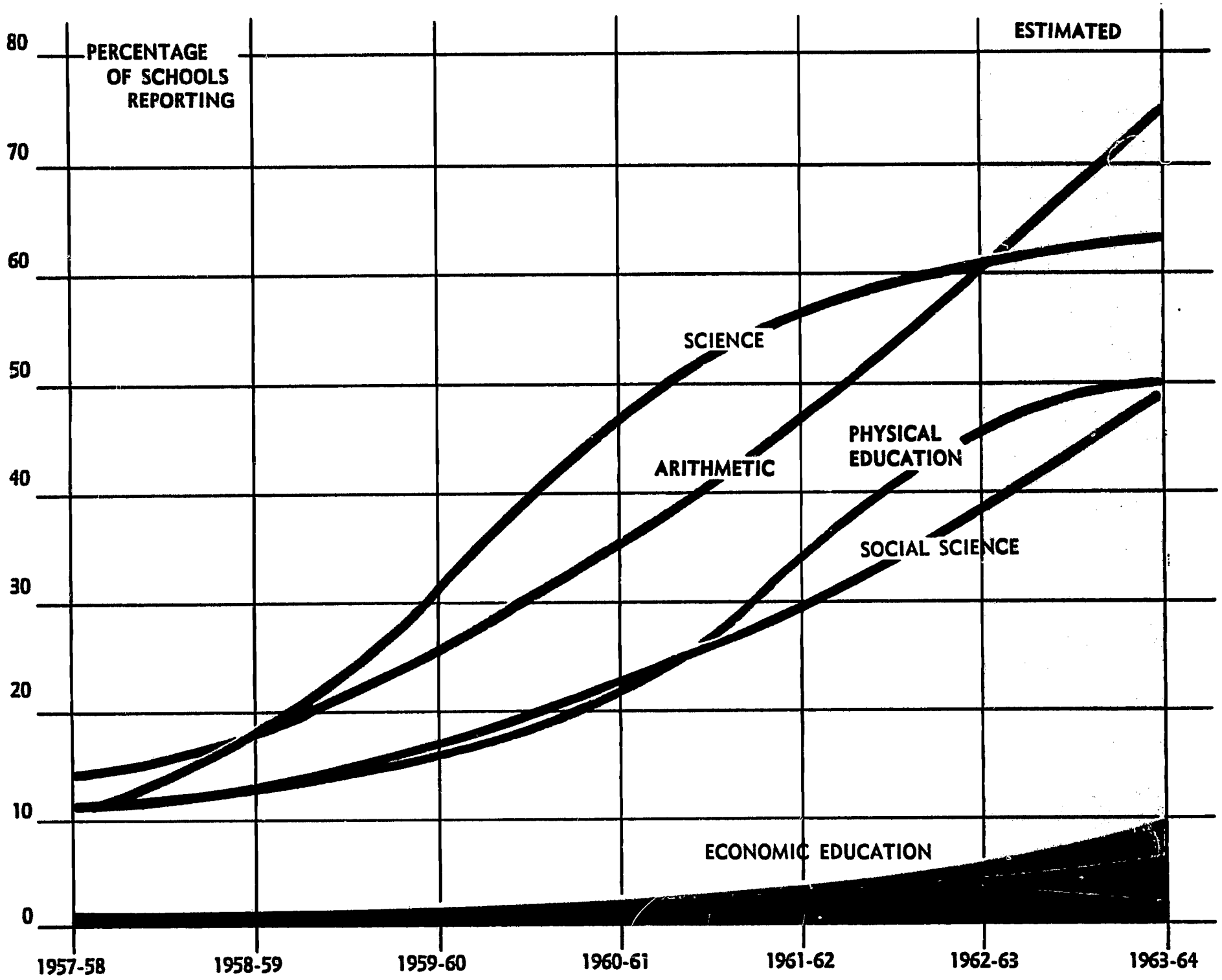
ELEMENTARY CURRICULUM CHANGE

Many new practices in teaching the basic subjects are underway. Changes in teaching techniques, methodology, and content have taken place in mathematics and science to about the same degree. Sixty per cent of the elementary schools of the state now have made some change or innovation in their mathematics and science offerings. It was discovered that 45 per cent of the elementary schools had revised their physical education programs and 40 per cent of the schools had made changes in their social studies programs.

Because of the concern of many in the state and nation in regard to economic education and the teaching of comparative government, we were especially interested in innovations in these two areas. We discovered that while very few elementary schools had incorporated new offerings, the 5 per cent that had, did represent an increase over the percentage of the previous five years.

Other changes in the elementary curriculum include an increase in the teaching of foreign languages at this level from 5 per cent of the schools in 1958 to nearly 30 per cent in 1962-63. Changes in mathematics programs climbed from 12 per cent of the schools in 1958 to nearly 60 per cent in 1962-63. How much of this latter trend was due to a change to a modern mathematics approach is not known at present but may be identified in a follow-up study.

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PERCENTAGE OF SCHOOLS REPORTING
ESTIMATED
SCIENCE
ARITHMETIC
PHYSICAL EDUCATION
SOCIAL SCIENCE
ECONOMIC EDUCATION
1957-58
1958-59
1959-60
1960-61
1961-62
1962-63
1963-64

SECONDARY CURRICULUM

At the secondary level, innovations in science, mathematics, and foreign languages continued to reflect the most change. Over *70* per cent of the secondary schools had made changes in their mathematics programs and *64* per cent made changes in the science and foreign language offerings. Changes in the curriculum of physical education and of social studies were reported by 39 per cent of these schools.

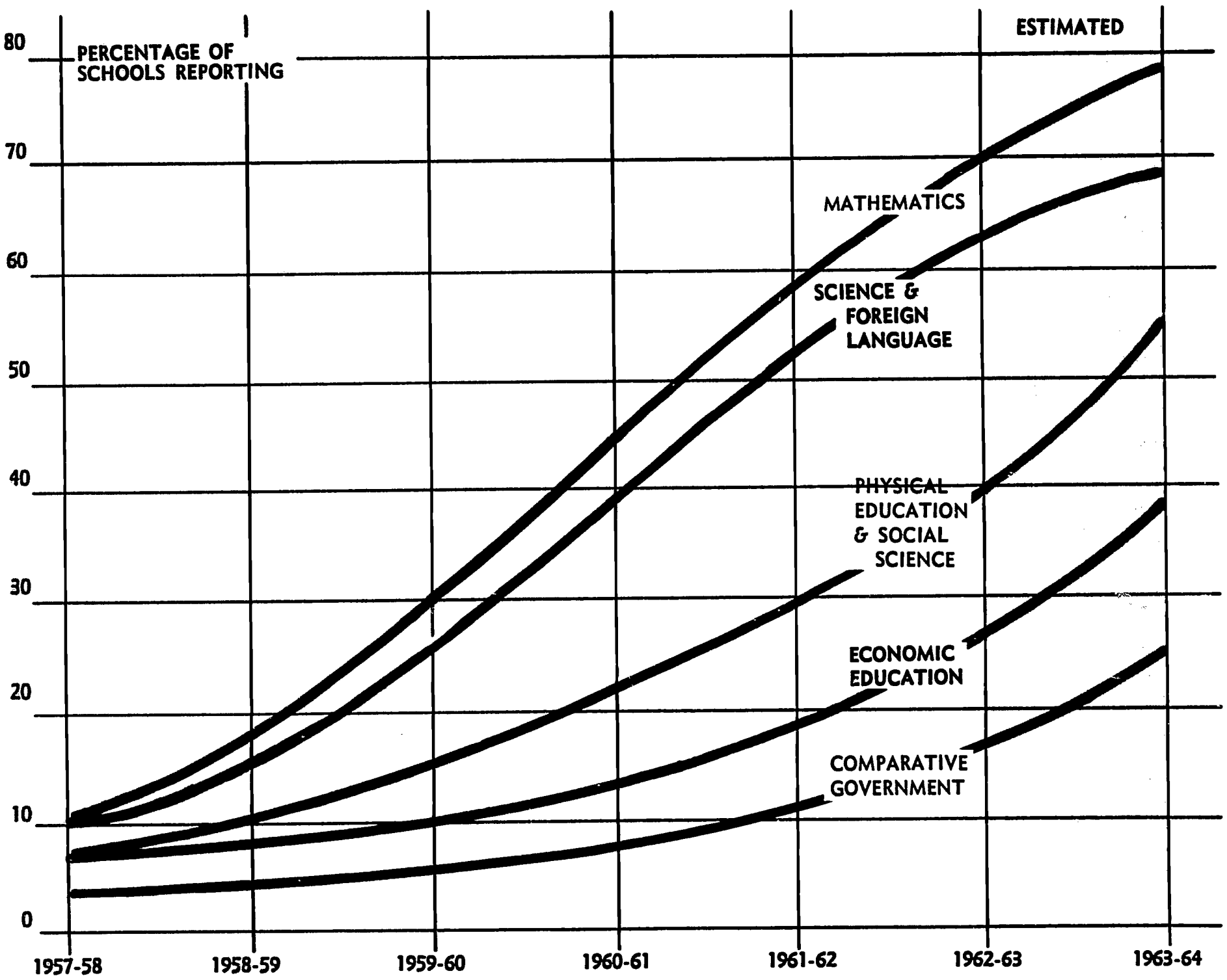
An interesting point to note is that 25 per cent of the secondary schools had programs in economic education, compared to only 7 per cent five years previous. It should also be noted that 15 per cent of the schools had an offering in comparative government, compared to only 2 per cent five years previous.

The National Defense Education Act of 1958 made special funds available for science, mathematics and modern foreign languages, which, of course, must be considered a contributive factor for the increased activity in these areas. Increased innovations in science and mathematics have already been noted. About 64 per cent of the reporting secondary schools made changes in their foreign language programs.

Another interesting development, reflecting the changing world picture, is the teaching of the Russian language in our schools, some of which are,

Dearborn High School, Dearborn
Edsel Ford High School, Dearborn
MacKenzie High School, Detroit
Mumford High School, Detroit
Northwestern High School, Detroit
Redford High School, Detroit
Grosse Pointe High School, Grosse Pointe
C. E. Brake Junior High, Taylor
Taylor Junior High, Taylor

The questionnaires do not list any schools teaching the Chinese language, although there appears to be some interest developing in this area as well. For more details on the number of secondary curriculum offerings identified and the relative proportion of changes undertaken, please turn to Appendix.


PERCENTAGE OF SCHOOLS REPORTING
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MATHEMATICS
SCIENCE & FOREIGN LANGUAGE
PHYSICAL EDUCATION & SOCIAL SCIENCE
ECONOMIC EDUCATION
COMPARATIVE GOVERNMENT
1957-58
1958-59
1959-60
1960-61
1961-62
1962-63
1963-64

A CONCLUDING NOTE TO THE READER:

The information presented to you in this report indicates some of the more significant trends in Michigan education. Because of space limitations, the report could not include all of the information gathered from the five-year survey as can be noted in samples of the questionnaires in the Appendix.

Currently, a number of graduate students are using the results of the study as a basis for theses and as a basis for depth studies for college and university credit. Any student or other interested citizen can obtain other information compiled from the returns upon request. One of the significant outcomes of the study is the use currently being made of the questionnaires by graduate students interested in identifying promising practices and compiling follow-up studies on the effectiveness of the changes. It is presumed that these will provide additional insights into the nature of such revisions. Insofar as possible, results of such further graduate studies will be shared with the schools of the state through subsequent publications.

Two significant conclusions about the study merit mention: First, as a result of the study, an annual organizational and curriculum reporting form will be developed by our staff which will enable the Department in future years to be informed of current changes in the schools of the state.

Second, it is almost impossible for a survey of this kind to provide enough information to determine whether these practices are in fact producing anticipated results. In the majority of instances, although a myriad of change had taken place in organizational activities and in curriculum areas, the question, "How did you evaluate the effectiveness of the change?" was not answered. In most instances, local respondents indicated there was not enough time to evaluate. Therefore, in cooperation with the Michigan Educational Research Council, a procedure has been developed whereby innovations, experimentations, and other changes in organization and curriculum can be evaluated. Such changes certainly must be appraised adequately in terms of improved learning if the knowledge and benefit of a local school's experimentations are to be useful to its own staff and helpful to others. These results will be available in the Department of Public Instruction's Research Library and may be used by schools. In this way, by use of scientific research techniques, we hope to provide accurate information to aid our schools in improving their programs.

Lynn M. Bartlett

APPENDIX

Chart 1—Organizational changes in the elementary schools

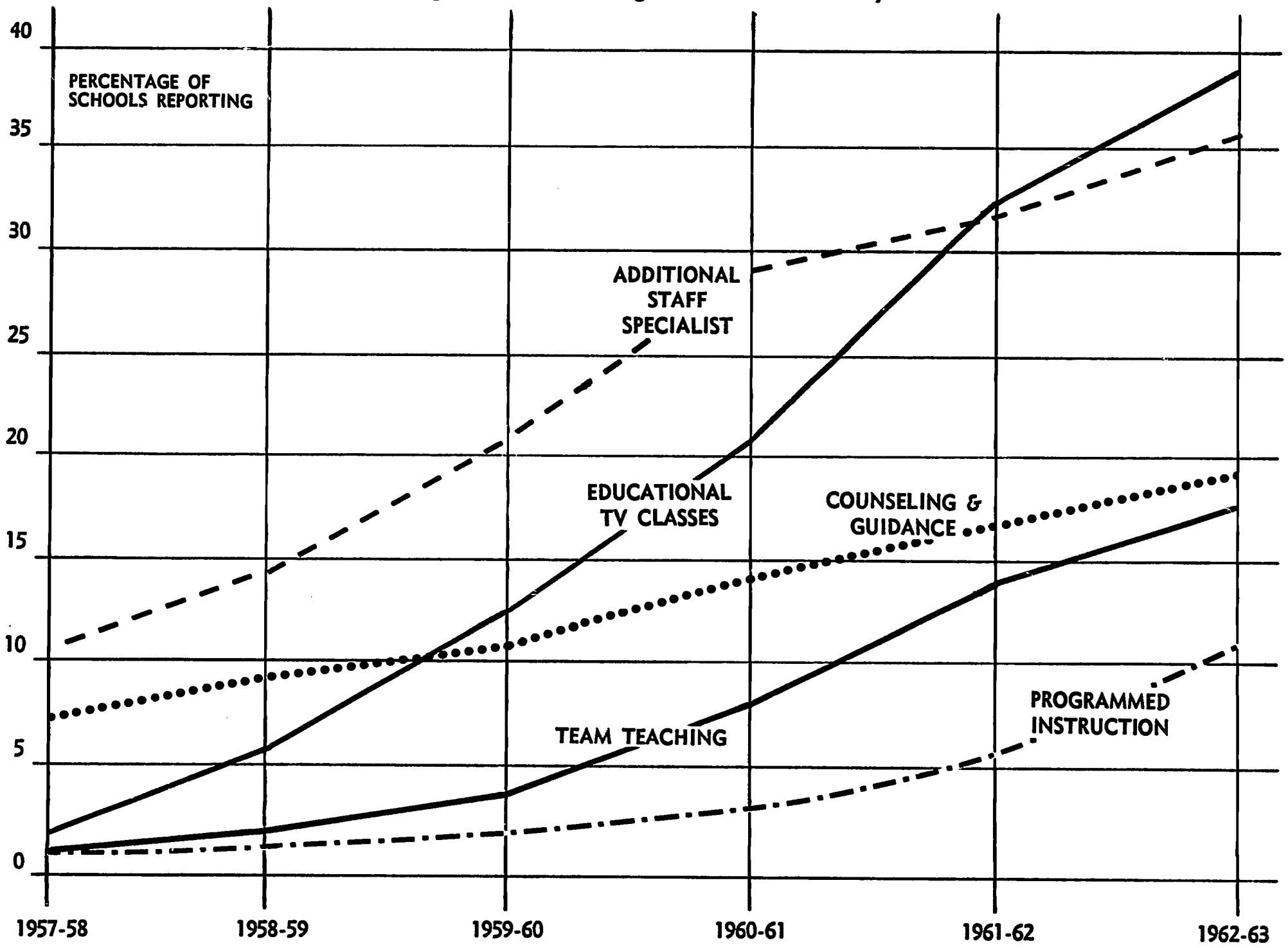


Chart 2—Organizational changes in the elementary schools

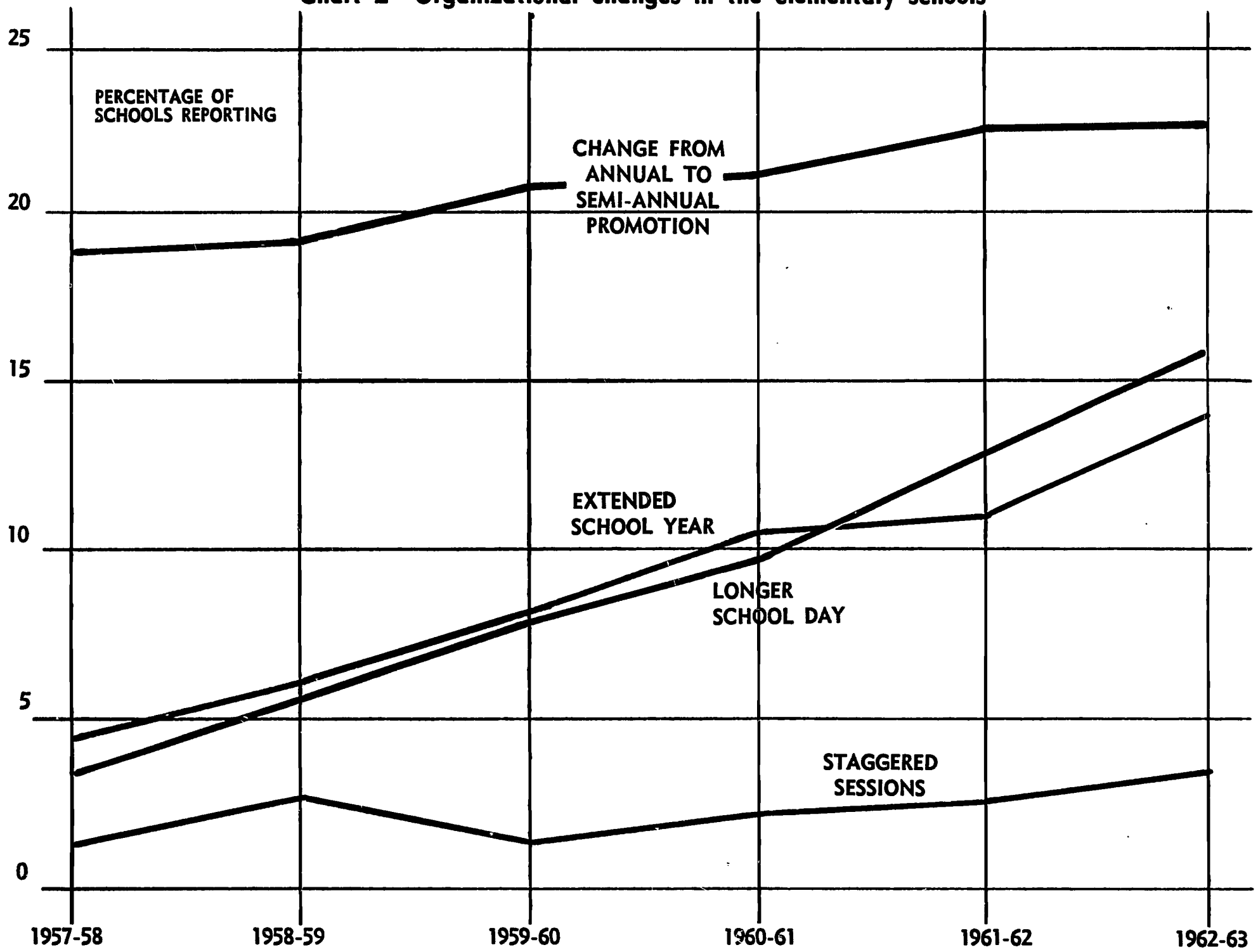


Chart 3—Organizational changes in the elementary schools

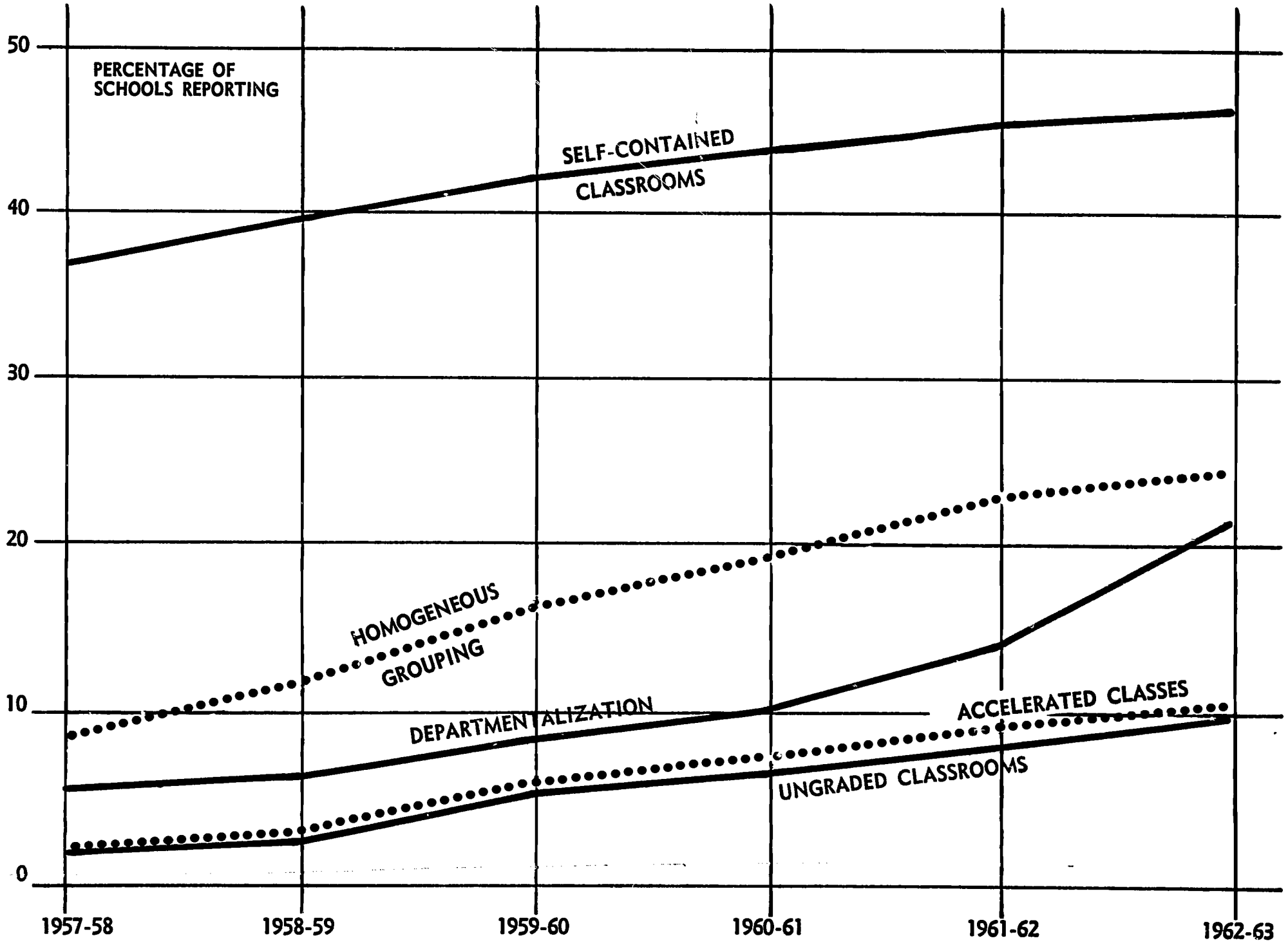


Chart 4—Curriculum changes in the elementary schools

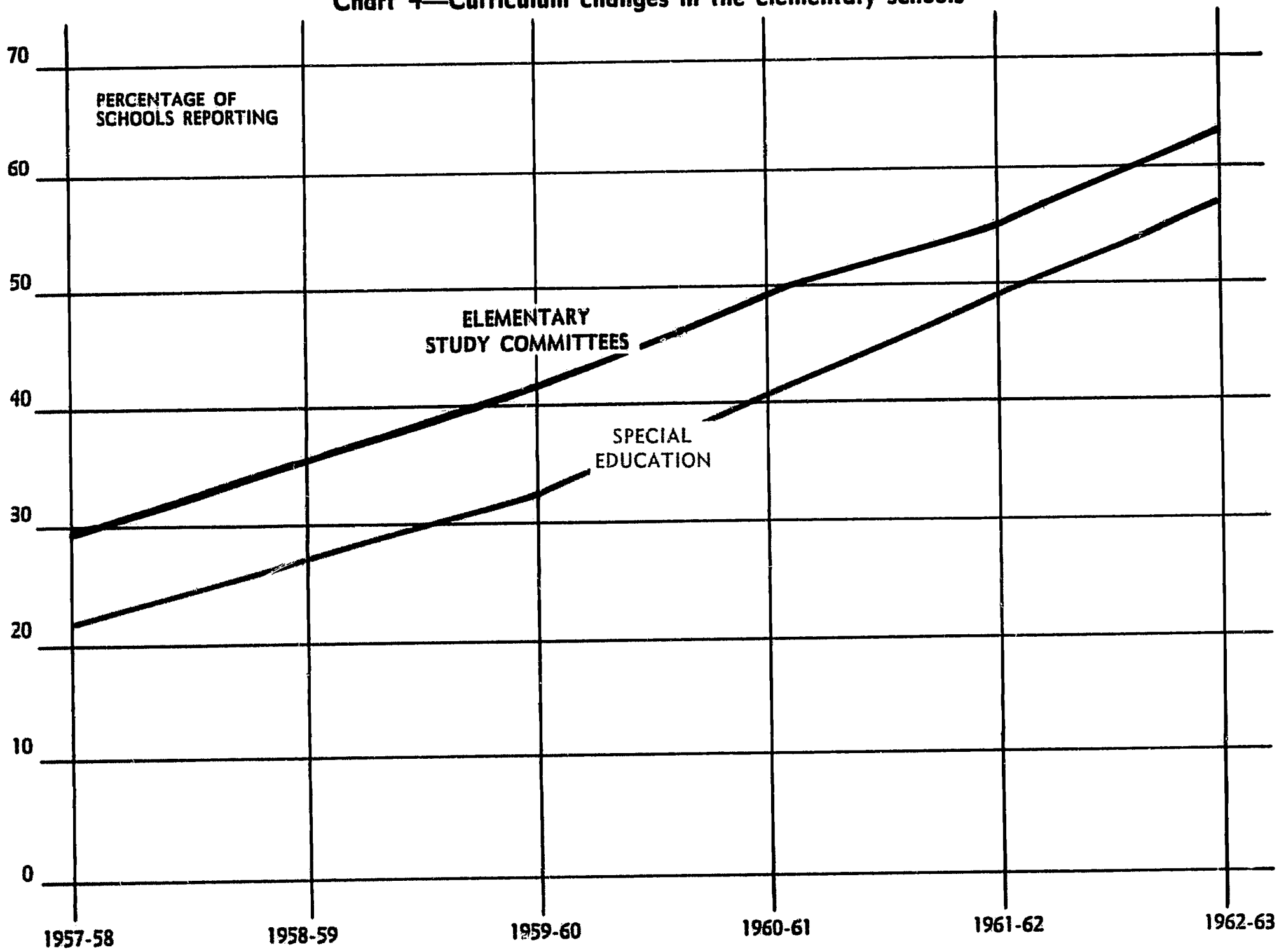
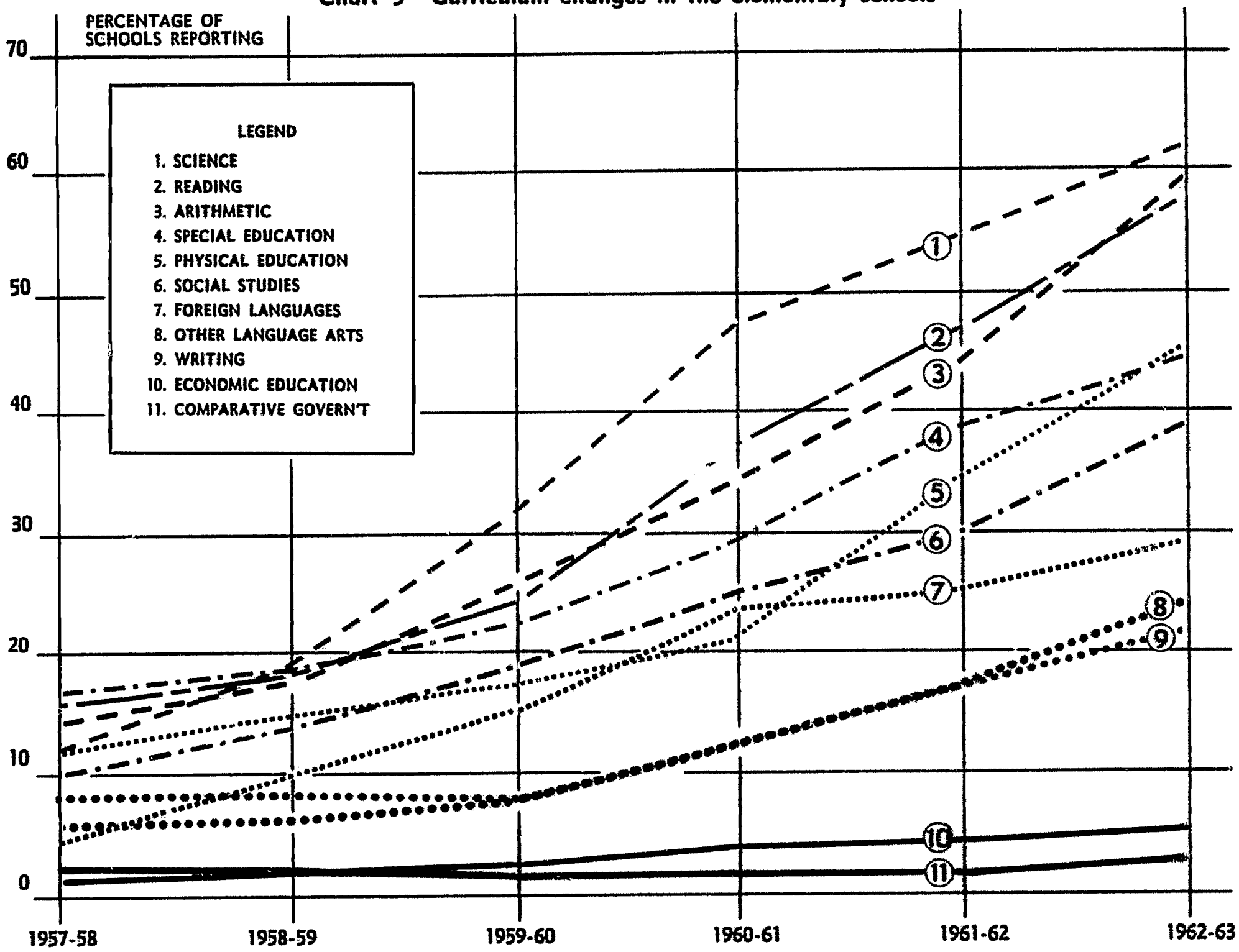


Chart 5—Curriculum changes in the elementary schools



INSTRUCTIONS FOR COMPLETING THIS SURVEY OF FIVE YEARS OF PROGRESS IN PUBLIC EDUCATION IN MICHIGAN SECONDARY FORM

THESE INSTRUCTIONS ARE TO BE USED TO COMPLETE THIS QUESTIONNAIRE FORM

PART I

Page 2. Simply check the appropriate column year (or years) when a change was made in organization in your school as indicated by classifications (a) through (q). If there are any organization changes which do not appear on the list, add them to the list and check appropriate year (or years) in effect.

Example—If Team Teaching was begun in 1960-61 and is still practiced then check (h) Team Teaching in columns 1960-61, 1961-62, 1962-63.

Page 3. Complete Columns (A) through (I) to indicate details regarding organizational changes made.

Example—If Team Teaching (h) was practiced in Science classes, see line (h) under first column (marked Part I, Page 2, Code No.). For this, under Column A, write in "Science" alongside (h). Continue along the same line to indicate information called for with regard to Team Teaching (h) in Science under columns (B), (C), (D), and (E). Under (F) and (G), use code details on page 4 and indicate code number in each column. Complete columns (H) and (I) acccrding to your judgment.

Page 4. Items (3) and (4), Self-explanatory.

PART II

Page 5. Simply check the appropriate column year (or years) when a curriculum change was made in your school as identified by classifications (a) through (i). If there were any curriculum changes which do not appear on the list, add them to the list and check appropriate year (or years) in effect.

Page 6. Complete Columns (B) through (J) to indicate details regarding curriculum changes made.

Example—If Foreign Languages was checked on page 5, check and indicate number if special personnel were hired, column (B) and complete columns (C), (D) and (E). Under (F) and (G), use code details on page 7 and indicate code number in each column. Complete columns (H), (I) and (J) according to your judgment.

Page 7. Items (3) and (4), Self-explanatory.

PART III

Page 8. A project which is more research oriented than those identified on previous pages may have been completed or is in process in your school. Indicate here the title of the project, its nature (briefly) and the name of the individual(s) actually involved in the planning or implementation. While the Superintendent or Principal may have overall responsibility for the project, what is wanted here is the person(s) actually responsible for conducting the research. Please supply other data requested.

Table III—SECONDARY EDUCATIONAL RESEARCH ACTIVITIES

Name and position of person filling out this report.....

.....

.....

Name of school building and school system — Range of grades covered by this report

1. Please list below any educational research or studies conducted in your school since the 1960-61 school year. Be as specific as possible, e.g "A study of the effect of television instruction on the achievement of pupils in U. S. History." Include any completed reports or demonstration project materials that you have available. Mention grade level and number of students involved. Please list here even though activity may have been referred to in Parts I or II of this questionnaire.

a. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grades Involved

.....Number of students involved .....Completed .....In progress .....Written report available

b. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grades Involved

.....Number of students involved .....Completed .....In progress .....Written report available

2. Please list below any educational research or studies in process or contemplated in your school during the 1962-63 school year. Please mention grade level and number of students involved.

a. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grade — Students

b. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grade — Students

3. Please name the staff member in your school you feel most competent and most interested in educational research, innovations or studies.

.....
Name — Title

USE ADDITIONAL SHEETS IF NECESSARY

Please include any completed research or study reports that are available.

Name of School _____ Grade Range _____

Enrollment _____ Person Completing Report _____

A SURVEY OF FIVE YEARS
OF
PROGRESS IN PUBLIC EDUCATION IN MICHIGAN

SECONDARY FORM

Part I—SECONDARY ORGANIZATION

1. Have there been any notable organization changes in the secondary school program in your building since the 1957-58 school year?

   Yes..... No.....

   Note: Here we are concerned primarily with changes which have affected the organizational structure of the secondary program. Listed below are examples of changes which you may have introduced:

   (Check year for which changes were made. If new practice was dropped, indicate by circling check for that year.)

	1957-58 Or Earlier	1958-59	1959-60	1960-61	1961-62	In Process 1962-63
a. Departmentalization						
b. Core or Block Time						
c. Ungraded Classrooms						
d. Change from Semi-Annual to Annual Promotion						
e. Extended School Year						
f. Longer School Day						
g. Staggered Sessions						
h. Team Teaching						
i. Additional Staff Specialist (counselor, foreign language teacher, etc.)						
j. Educational TV Classes						
k. Advanced Placement						
l. Counseling and Guidance						
m. Special Education						
n. Secondary Curriculum Study Committees						
o. Homogeneous Grouping						
p. Programmed Instruction						
q. Others (Specify)_____						
r. _____						
s. _____						

3. Please complete the appropriate squares below for those innovations checked on Page 2. These responses should be for the latest year checked: (Please note the left column is coded to the innovations on Page 2.)

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)				
rt I ge 2, dle nber	Where Appropriate, Indicate Subject Areas Such as English, Science, Etc.	Specify if Special Personnel Were Hired for Project	Actual Number of Grades Involved	Estimate Number of Students Involved	School Minutes per Week for this Activity. Indicate where Appropriate	Indicate from Code the Agency Most Helpful*	Indicate from Code Group Most Responsible for causing Program to Begin*	Check those Innovations which are to be Continued	Indicate Judgment of the Effectiveness of Program				
									Excellent	Good	Fair	Not Working as Planned	Program Discontinued
a.													
b.													
c.													
d.													
e.													
f.													
g.													
h.													
i.													
j.													
k.													
l.													
m.													
n.													
o.													
p.													
q.													
r.													
s.													

*Code details to complete Columns "F" and "G" listed on Page 4.

Code Details—Column F

Agency which provided most consultative assistance to local school with special projects.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) Department of Public Instruction

(2) State Curriculum Committee of the Department of Public Instruction

(3) Colleges or Universities

(4) County Education Office

(5) Other School Districts

(6) Others (Specify).....

(7) .....

(8) .....

Code Details—Column G

Individual or group most responsible for causing program changes.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) School Board

(2) Teachers

(3) Pupils

(4) Community Group

(5) Department of Public Instruction

(6) North Central Regional Accrediting Association

(7) Colleges and Universities

(8) University of Michigan Bureau of School Services (Accreditation)

(9) Superintendent

(10) Principal

(11) County Education Office

(12) Others (Specify).....

(13) .....

3. Please send any reports, materials, studies or articles which would support your appraisal that the innovations have improved the secondary program. Please indicate below what materials are being sent:

a. .....
.....

b. .....
.....

c. .....
.....

d. .....
.....

4. If you wish to describe in greater detail any secondary organization changes named herein, please do so on additional pages.

Part II—SECONDARY CURRICULAR OFFERINGS

Since the school year 1957-58, many local school systems have worked to up-date specific sections of their secondary school programs. Please specify below for the year or years involved, which of the following subject areas have been strengthened in your system:

1. Have there been any notable curriculum changes in the secondary school program in your building since the 1957-58 school year?

   Yes..... No.....

   Note: Here we are concerned primarily with changes which have affected the curriculum of the secondary program. Listed below are examples of changes which you may have introduced:
   (Check year for which changes were made. If new practice was dropped, indicate by circling check for that year.)

	1957-58 Or Earlier	1958-59	1959-60	1960-61	1961-62	In Process 1962-63
a. Comparative Government						
b. Economic Education						
c. English						
d. Foreign Languages						
e. Mathematics						
f. Physical Education						
g. Science						
h. Social Studies						
i. Special Education (See Instructions)						

Have there been any notable curriculum changes in other areas? If so, indicate below.

j.						
k.						
l.						

2. Please complete the appropriate squares below for those innovations checked on Page 5. These responses should be for the latest year checked: (Please note the left column is coded to curricular offerings on Page 5.)

	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)				
t II e 5, ode mber	Specify if Special Personnel Were Hired for Project	Actual Number of Grades Involved	Estimate Number of Students Involved	School Minutes per Week for this Activity. Indicate where Appropriate	Indicate from Code the Agency Most Helpful*	Indicate from Code Group Most Responsible for Causing Program to Begin*	Check those Innovations Which are to be Continued	Specify if Program is ACCELERATED or for SLOW LEARNERS	Indicate Judgment of the Effectiveness of Program				
									Excellent	Good	Fair	Not Working as Planned	Program Discontinued
a.													
b.													
c.													
d.													
e.													
f.													
g.													
h.													
i.													
j.													
k.													
l.													
m.													
n.													

*Code details to complete Columns "F" and "G" listed on Page 7.

Code Details—Column F

Agency which provided most consultative assistance to local school with special projects.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) Department of Public Instruction

(2) State Curriculum Committee of the Department of Public Instruction

(3) Colleges or Universities

(4) County Education Office

(5) Other School Districts

(6) Others (Specify).....

(7) .....

(8) .....

Code Details—Column G

Individual or group most responsible for causing program changes.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) School Board

(2) Teachers

(3) Pupils

(4) Community Group

(5) Department of Public Instruction

(6) Colleges or Universities

(7) Superintendent

(8) Principal

(9) County Education Office

(10) Others (Specify).....

(11) .....

3. Please send any reports, materials, studies or articles which would support your appraisal that the innovations have improved the secondary program. Please indicate below what materials are being sent:

a. .....

.....

b. .....

.....

c. .....

.....

d. .....

.....

4. If you wish to describe in greater detail any secondary curriculum changes named herein, please do so on additional pages.

Table III—SECONDARY EDUCATIONAL RESEARCH ACTIVITIES

Name and position of person filling out this report.....

.....

.....

Name of school building and school system — Range of grades covered by this report

1. Please list below any educational research or studies conducted in your school since the 1960-61 school year. Be as specific as possible, e.g "A study of the effect of television instruction on the achievement of pupils in U. S. History." Include any completed reports or demonstration project materials that you have available. Mention grade level and number of students involved. Please list here even though activity may have been referred to in Parts I or II of this questionnaire.

a. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grades Involved

.....Number of students involved .....Completed .....In progress .....Written report available

b. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grades Involved

.....Number of students involved .....Completed .....In progress .....Written report available

2. Please list below any educational research or studies in process or contemplated in your school during the 1962-63 school year. Please mention grade level and number of students involved.

a. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grade — Students

b. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grade — Students

3. Please name the staff member in your school you feel most competent and most interested in educational research, innovations or studies.

.....
Name — Title

USE ADDITIONAL SHEETS IF NECESSARY

Please include any completed research or study reports that are available.

INSTRUCTIONS FOR COMPLETING THIS SURVEY OF FIVE YEARS OF PROGRESS IN PUBLIC EDUCATION IN MICHIGAN ELEMENTARY FORM

THESE INSTRUCTIONS ARE TO BE USED TO COMPLETE THIS QUESTIONNAIRE FORM

PART I

Page 2. Simply check the appropriate column year (or years) when a change was made in organization in your school as indicated by classifications (a) through (q). If there are any organization changes which do not appear on the list, add them to the list and check appropriate year (or years) in effect.

Example—If Team Teaching was begun in 1960-61 and is still practiced then check (h) Team Teaching in columns 1960-61, 1961-62, 1962-63.

Page 3. Complete Columns (A) through (I) to indicate details regarding organizational changes made.

Example—If Team Teaching (h) was practiced in Science classes, see line (h) under first column (marked Part I, Page 2, Code No.). For this, under Column A, write in "Science" alongside (h). Continue along the same line to indicate information called for with regard to Team Teaching (h) in Science under columns (B), (C), (D), and (E). Under (F) and (G), use code details on page 4 and indicate code number in each column. Complete columns (H) and (I) according to your judgment.

Page 4. Items (3) and (4), Self-explanatory.

PART II

Page 5. Simply check the appropriate column year (or years) when a curriculum change was made in your school as identified by classifications (a) through (i). If there were any curriculum changes which do not appear on the list, add them to the list and check appropriate year (or years) in effect.

Page 6. Complete Columns (B) through (J) to indicate details regarding curriculum changes made.

Example—If Foreign Languages was checked on page 5, check and indicate number if special personnel were hired, column (B) and complete columns (C), (D) and (E). Under (F) and (G), use code details on page 7 and indicate code number in each column. Complete columns (H), (I) and (J) according to your judgment.

Page 7. Items (3) and (4), Self-explanatory.

PART III

Page 8. A project which is more research oriented than those identified on previous pages may have been completed or is in process in your school. Indicate here the title of the project, its nature (briefly) and the name of the individual(s) actually involved in the planning or implementation. While the Superintendent or Principal may have overall responsibility for the project, what is wanted here is the person(s) actually responsible for conducting the research. Please supply other data requested.

Name of School ..... Grade Range .....

Enrollment ..... Person Completing Report .....

A SURVEY OF FIVE YEARS
OF
PROGRESS IN PUBLIC EDUCATION IN MICHIGAN

ELEMENTARY FORM

Part I—ELEMENTARY ORGANIZATION

1: Have there been any notable organization changes in the elementary school program in your building since the 1957-58 school year?

Yes..... No.....

Note: Here we are concerned primarily with changes which have affected the organizational structure of the elementary school program. Listed below are examples of changes which you may have introduced:

(Check year for which changes were made. If new practice was dropped, indicate by circling check for that year.)

	1957-58 Or Earlier	1958-59	1959-60	1960-61	1961-62	In Process 1962-63
a. Departmentalization						
b. Self-contained Classrooms						
c. Ungraded Classrooms						
d. Change from Semi-Annual to Annual Promotion						
e. Extended School Year						
f. Longer School Day						
g. Staggered Sessions						
h. Team Teaching						
i. Additional Staff Specialist (counselor, foreign language teacher, etc.)						
j. Educational TV Classes						
k. Accelerated Classes						
l. Counseling and Guidance						
m. Special Education						
n. Elementary Curriculum Study Committees						
o. Homogeneous Grouping						
p. Programmed Instruction						
q. Others (Specify).....						
r.						
s.						

3. Please complete the appropriate squares below for those innovations checked on Page 2. These responses should be for the latest year checked: (Please note the left column is coded to the innovations on Page 2.)

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)				
Part I Page 2, Code Number	Where Appropriate, Indicate Subject Areas Such as English, Science, Etc.	Specify if Special Personnel Were Hired for Project	Actual Number of Grades Involved	Estimate Number of Students Involved	School Minutes per Week for this Activity. Indicate where Appropriate	Indicate from Code the Agency Most Helpful*	Indicate from Code Group Most Responsible for causing Program to Begin*	Check those Innovations which are to be Continued	Indicate Judgment of the Effectiveness of Program				
									Excellent	Good	Fair	Not Working as Planned	Program Discontinued
a.													
b.													
c.													
d.													
e.													
f.													
g.													
h.													
i.													
j.													
k.													
l.													
m.													
n.													
o.													
p.													
q.													
r.													
s.													

*Code details to complete Columns "F" and "G" listed on Page 4.

Code Details—Column F

Agency which provided most consultative assistance to local school with special projects.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) Department of Public Instruction

(2) State Curriculum Committee of the Department of Public Instruction

(3) Colleges or Universities

(4) County Education Office

(5) Other School Districts

(6) Others (Specify).....

(7) .....

(8) .....

Code Details—Column G

Individual or group most responsible for causing program changes.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) School Board

(2) Teachers

(3) Pupils

(4) Community Group

(5) Department of Public Instruction

(6) Colleges and Universities

(7) Superintendent

(8) Principal

(9) County Education Office

(10) Others (Specify).....

(11) .....

3. Please send any reports, materials, studies or articles which would support your appraisal that the innovations have improved the elementary program. Please indicate below what materials are being sent:

a. .....
.....

b. .....
.....

c. .....
.....

d. .....
.....

4. If you wish to describe in greater detail any elementary organization changes named herein, please do so on additional pages.

Part II—ELEMENTARY CURRICULAR OFFERINGS

Since the school year 1957-58, many local school systems have worked to up-date specific sections of their elementary school programs. Please specify below for the year or years involved, which of the following subject areas have been strengthened in your school.

1. Have there been any notable curriculum changes in the elementary school program in your building since the 1957-58 school year?

   Yes..... No.....

   Note: Here we are concerned primarily with changes which have affected the curriculum of the elementary school program. Listed below are examples of changes which you may have introduced:
   (Check year for which changes were made. If new practice was dropped, indicate by circling check for that year.)

	1957-58 Or Earlier	1958-59	1959-60	1960-61	1961-62	In Process 1962-63
a. Arithmetic						
b. Comparative Government						
c. Economic Education						
d. Foreign Languages						
e. Other Language Arts						
f. Physical Education						
g. Reading						
h. Science						
i. Social Studies						
j. Special Education (Specify Type)						
k. Writing						

Have there been any notable curriculum changes in other areas? If so, indicate below.

l.						
m.						
n.						

2. Please complete the appropriate squares below for those innovations checked on Page 5. These responses should be for the latest year checked: (Please note the left column is coded to curricular offerings on Page 5.)

	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)				
rt II ge 5. ode mber	Specify if Special Personnel Were Hired for Project	Actual Number of Grades Involved	Estimate Number of Students Involved	School Minutes per Week for this Activity. Indicate where Appropriate	Indicate from Code the Agency Most Helpful*	Indicate from Code Group Most Responsible for Causing Program to Begin*	Check those Innovations Which are to be Continued	Specify if Program is ACCELERATED or for SLOW LEARNERS	Indicate Judgment of the Effectiveness of Program				
									Excellent	Good	Fair	Not Working as Planned	Program Discontinued
a.													
b.													
c.													
d.													
e.													
f.													
g.													
h.													
i.													
j.													
k.													
l.													
m.													
n.													

*Code details to complete Columns "F" and "G" listed on Page 7.

Code Details—Column F

Agency which provided most consultative assistance to local school with special projects.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) Department of Public Instruction

(2) State Curriculum Committee of the Department of Public Instruction

(3) Colleges or Universities

(4) County Education Office

(5) Other School Districts

(6) Others (Specify).....

(7) .....

(8) .....

Code Details—Column G

Individual or group most responsible for causing program changes.
Place the appropriate number from the list below in the appropriate squares on the previous page.

(1) School Board

(2) Teachers

(3) Pupils

(4) Community Group

(5) Department of Public Instruction

(6) Colleges or Universities

(7) Superintendent

(8) Principal

(9) County Education Office

(10) Others (Specify).....

(11) .....

3. Please send any reports, materials, studies or articles which would support your appraisal that the innovations have improved the elementary program. Please indicate below what materials are being sent:

a. .....

.....

b. .....

.....

c. .....

.....

d. .....

.....

4. If you wish to describe in greater detail any elementary curriculum changes named herein, please do so on additional pages.

Part III—ELEMENTARY EDUCATIONAL RESEARCH ACTIVITIES

Name and position of person filling out this report.....

.....

.....

Name of school building and school system — Range of grades covered by this report

1. Please list below any educational research or studies conducted in your school since the 1960-61 school year. Be as specific as possible, e.g "A study of the effect of television instruction on the achievement of pupils in U. S. History." Include any completed reports or demonstration project materials that you have available. Mention grade level and number of students involved. Please list here even though activity may have been referred to in Parts I or II of this questionnaire.

a. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grades Involved

.....Number of students involved .....Completed .....In progress .....Written report available

b. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grades Involved

.....Number of students involved .....Completed .....In progress .....Written report available

2. Please list below any educational research or studies in process or contemplated in your school during the 1962-63 school year. Please mention grade level and number of students involved.

a. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grade — Students

b. .....
Name of educational research or study — Date Study Began

.....
Name of person in your school conducting study — Grade — Students

3. Please name the staff member in your school you feel most competent and most interested in educational research, innovations or studies.

.....
Name — Title

USE ADDITIONAL SHEETS IF NECESSARY

Please include any completed research or study reports that are available.

Chart 6—Organizational changes in the secondary schools

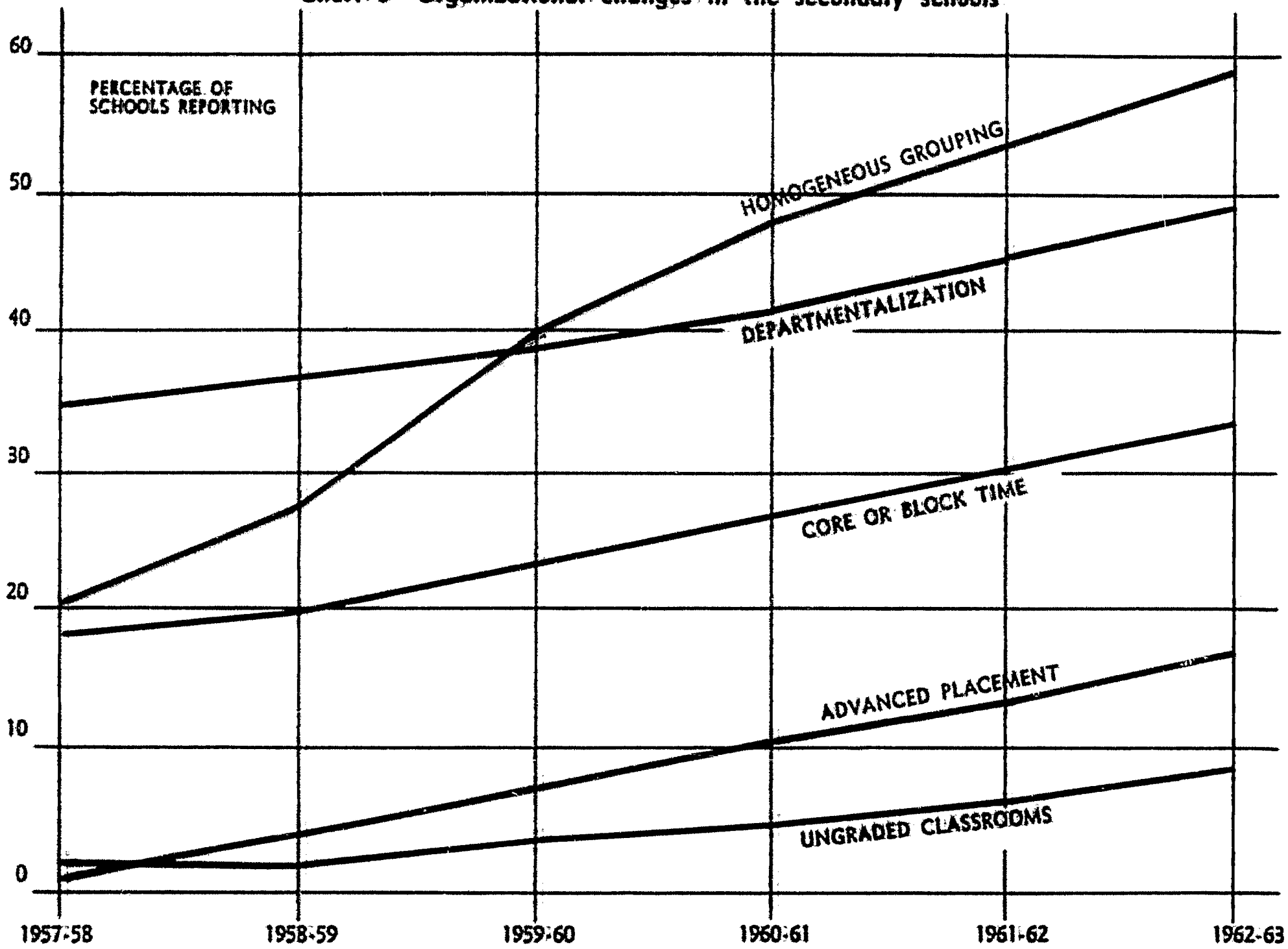


Chart 7—Organizational changes in the secondary schools

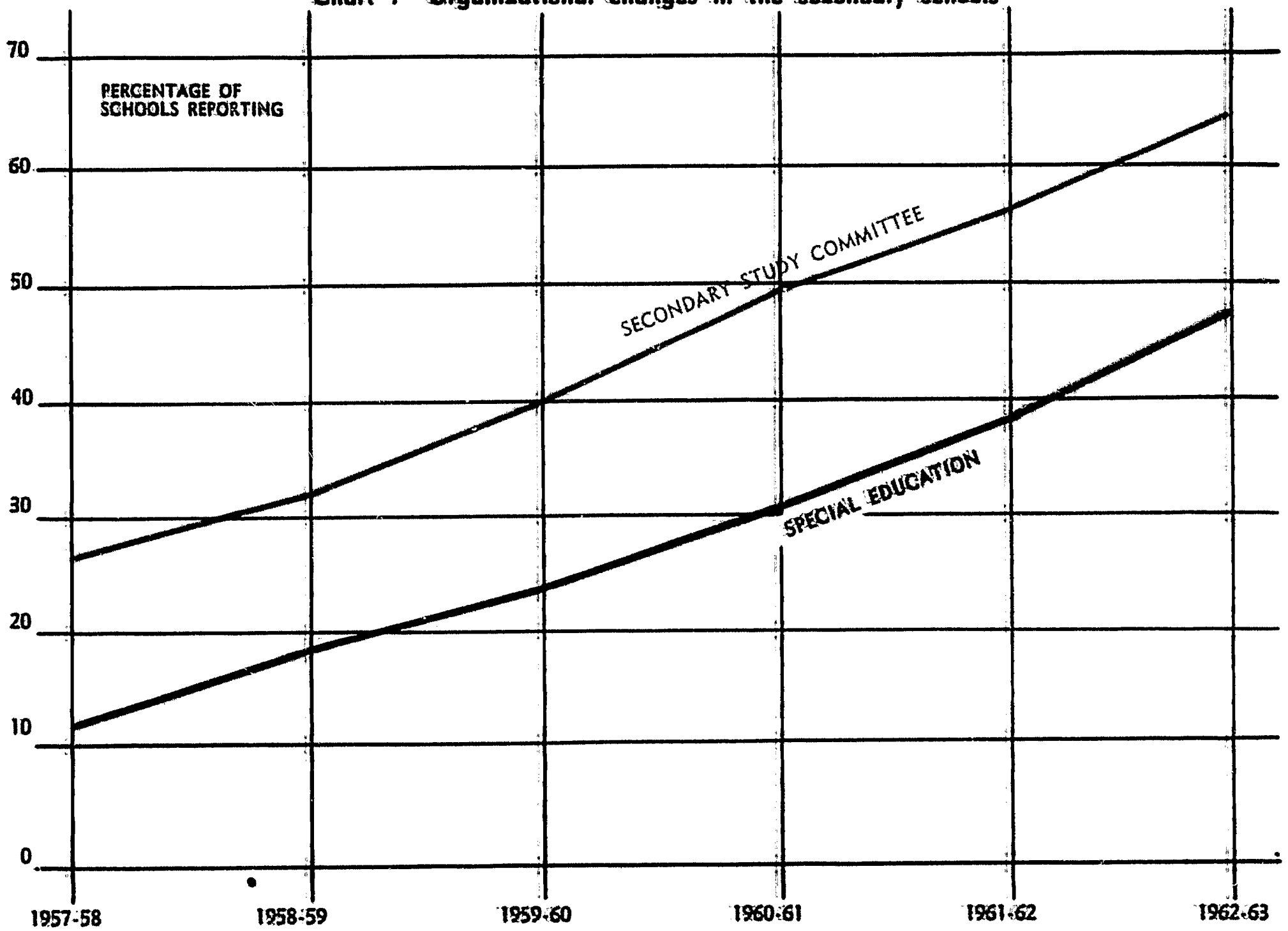


Chart 8—Organizational changes in the secondary schools

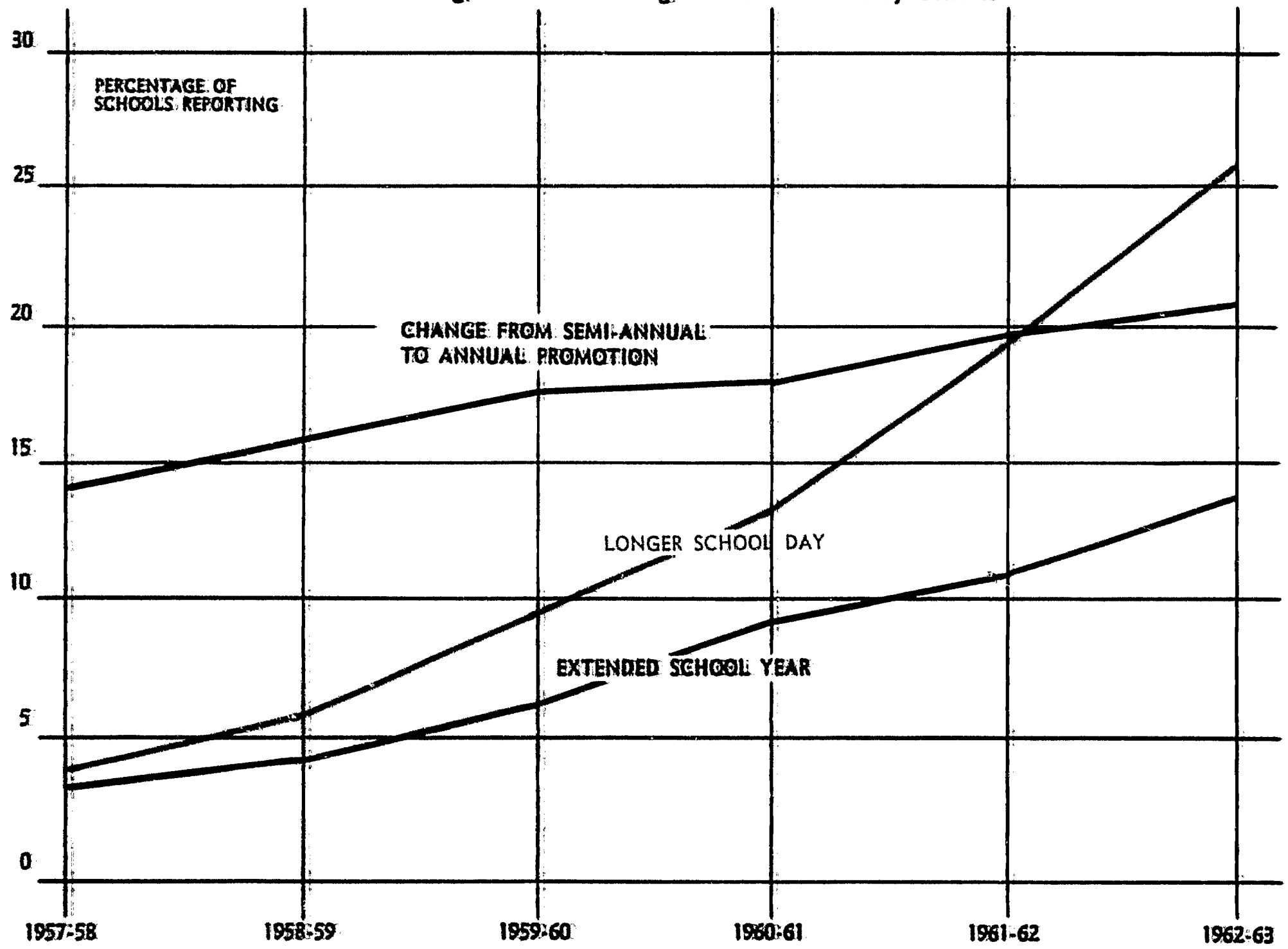


Chart 9—Curriculum changes in the secondary schools

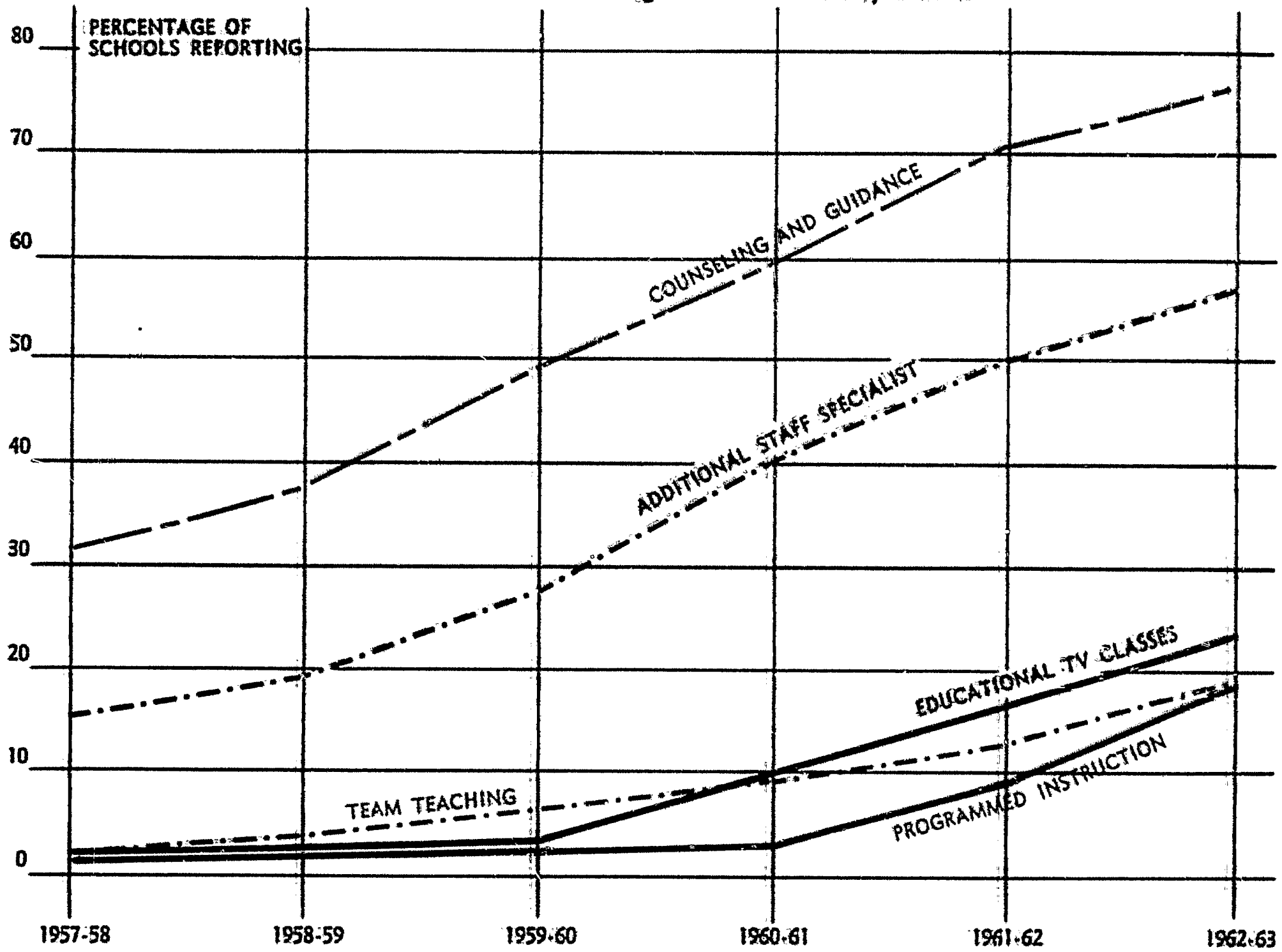


Chart 10—Curriculum changes in the secondary schools