The Development of a New Organizational Pattern for an Elementary School in the Fruitport School District

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THE DEVELOPMENT OF A NEW ORGANIZATIONAL PATTERN FOR AN ELEMENTARY SCHOOL IN THE FRUITPORT SCHOOL DISTRICT

by

John W. Carlson

A Project Report
Submitted to the Faculty of the Graduate College in partial fulfillment of the Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1970
The development of an educational program that will meet the needs of all pupils is a goal that is sought by all educators. The needs of individual pupils will be met if such a goal is ever realized. Such a program, by appreciating the fact that each individual has a different rate and aptitude for learning, should help children of all ages and abilities achieve their full potential.

This case study follows the establishment of a nongraded flexibly scheduled, team taught elementary school from inception of the initial concept through the first year of operation. While it was impossible to solve all the educational problems of the elementary schools, there were numerous changes made in the previous elementary educational program. Teachers developed new insights into the behavior of children and all aspects of a total school program, from curriculum to school plant planning.
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And last, but not least, a special thanks to my parents, my wife Carole, and children; Linda, John Junior, Robin and Lisa for being so understanding and helpful over these most trying times, both for them and for me.

John William Carlson
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INTRODUCTION

The establishment of a new educational program in a school is often a long and painstaking process. Many unforeseen problems develop and must be solved if a new program is to be a success. Throughout the different phases of change, from developing a curriculum, recommending building specifications, and the final implementation of the total program, teachers must do a great deal of research and work. Not all areas of study meet with success or approval as members of Boards of Education, superintendents, principals, teachers and parents all have different philosophies on the educational process. Some common educational goals understood by all must be established in the community for a program to meet with success.

This case study follows the establishment of a nongraded, flexibly scheduled, team-taught elementary school from the inception of the initial concept through the first year of operation. The problems and solutions in areas of study from school plant planning to curriculum are covered. The solutions reached were not always correct, but they were solutions to the immediate problems. Many times there was disagreement on the handling of various situations, and working relations between teachers and administrators were strained, but the experiences gleaned were thought to be profitable to teachers, administrators and parents.

The administration and teaching staffs learned from their mistakes, and future educational planning in the district should benefit,
as all concerned have learned from this experience. The accomplish-
ments during the case study were many, and it is hoped that as one
reads the case study he will be able to gain insights and knowledge
that will enable him to avoid similar errors or attain similar suc-
cess.
THE DEVELOPMENT OF A NEW ORGANIZATIONAL PATTERN FOR AN ELEMENTARY SCHOOL IN THE FRUITPORT SCHOOL DISTRICT
CHAPTER I

THE COMMUNITY AND THE SCHOOLS

Historical Background of the Community

The Village of Fruitport and Fruitport Township are located midway between the industrial cities of Muskegon and Grand Haven. The Village of Fruitport was incorporated in 1869 as Crawville, but in 1891 had its name changed to Fruitport. The name Fruitport was derived from the fact that it was the only shipping port for fruit in the area.

The village and township are governed by elected officials. The village is surrounded by the township, but all attempts to merge into one governmental unit have failed. The village and township embrace an area of approximately 42 square miles and have an estimated population of 15,000 people. Fruitport is primarily rural-suburban-residential with the majority of the residents employed in the industrial and commercial enterprises located in Muskegon, Grand Haven and Grand Rapids.

The School District

The first school was built in Fruitport in 1860 and was used until it burned to the ground in 1889. The second school was built in 1890 and had two classrooms. A recitation room and a community activity room were added to the school in 1902. A new brick school was built in 1931, and pupils were able to attend school from kindergarten through twelfth grade in the Fruitport area.
The school district offered all pupils a kindergarten through twelfth grade education until 1947, when due to overcrowded conditions, it became necessary to send secondary pupils to Muskegon, Muskegon Heights, Grand Haven or Ravenna on a tuition basis.

A new elementary school was built in 1950 on Pontaluna Road, and in 1963 a new high school was built. In August of 1965, the Fruitport School District annexed the Beach School District. The name of the district was changed to the Fruitport Community School District.

The district continued to grow, and the school budget for the 1966-1967 school year was $1,929,174.00. State aid for the 1966-1967 school year was $1,441,944.00. State aid makes up the bulk of the revenue for operating the school district. The school district was allocated 8.44 mills by the County Allocation Board. Seven mills were levied for building construction and twelve mills for operating the schools. The total millage levied for building construction for the 1966-1967 school year was 27.44 mills.

There were 3,723 pupils enrolled in kindergarten through twelfth grade during the 1966-1967 school year. Projected enrollments for a five year period in the district show an increase of approximately 120 pupils per year. The State Equalized Valuation behind each pupil in the district was $5,348.00. The district had six elementary schools, a junior high school and a junior-senior high school.

The Fruitport Community School District almost doubled its size due to the annexation of the Beach School District in 1965, following a study by citizens in both districts. The annexation made it possible to provide pupils in both districts opportunities for a comprehensive
educational program from kindergarten through twelfth grade.

Although there were educational advantages to the annexation, there were also problems. These were a result of the increased size of the district due to the annexation. The Board of Education and the administration were faced with many questions such as:

1. What facilities were needed to overcome the present overcrowded conditions?
2. Which of the present buildings were substandard, and which could be remodeled?
3. What changes should be made in the educational program to equalize educational opportunities?
4. What new building or buildings should be constructed?
5. What would be the best grade organization for the district?
6. What is the bonding potential of the district?

The initial school enrollment in September of 1966 was 3,723 pupils. This was a decrease of 17 over the previous year, and ninety-seven resident pupils attended schools in other districts.

The elementary schools continued their program as if there had been no annexation in 1965, and they had an enrollment of 2,215 pupils. Ten classes in the Beach area were being held in substandard buildings according to standards established by the State Fire Marshall's Office. Four classes were held in rented facilities in another school district.

Secondary pupils attended either the Beach Junior High School or the Fruitport Junior-Senior High School, and secondary facilities were being used to capacity. The problems at the secondary level were compounded by the fact that all facilities were considered marginal for
operating an effective secondary school program. The Fruitport High School building had limited facilities for science, industrial arts, physical education and art instruction. The building capacity was rated at 950 and had over 1,100 pupils. The Beach Junior High Building was limited in space for art instruction, counseling, music and a science laboratory. Home economics and industrial arts facilities were inadequate for ninth grade pupils. The capacity of the building was rated at 260 and was housing 295 pupils. Both secondary schools were beyond the recommended maximum enrollment for buildings of their sizes.

The most critical need for classroom space was judged to be at the elementary level. While this need was apparent, it was realized that the total educational program must be studied and any recommendations made should consider the total program. It was decided that the most critical need was for classroom space at the elementary level. In addition to ten classrooms already needed in 1966, at least three more would be needed by the 1967-1968 school year; according to enrollment projections, and an apparent need for special facilities at the elementary level. It appeared that immediate needs could be met by building thirteen classrooms and specialized facilities.

Minimum considerations required that planning be done for a five year period, and five year projection of enrollments indicated a need for thirty-five teaching stations. The needs for these teaching stations were almost equally divided between elementary and secondary schools. These were gross figures and did not take into consideration
grade distribution, location of schools and other pertinent information.

It was necessary to take a hard look at the financial future of the district while planning. It appeared that the State Equalized Valuation of $18,785,060 should reach $19,000,000 by 1967, and the 1965 debt of $1,655,000 would be reduced by 1967 to $1,600,000 or 8.4% of the State Equalized Valuation. Using as a maximum for bonded indebtedness the allowable figure of 15%, the bonding potential was $1,250,000. However, approval could be sought through the state's "full faith and credit" program, whereby the indebtedness of the district could reach 20% of the State Equalized Valuation, thus raising bonding potential to $2,200,000.

One of the major issues of school operation facing the administrative staff was to determine the ideal grade organization for the school district. While many of the well-established school systems follow a 6-3-3 pattern of grade level organization, more important consideration in any district is that of providing a proper educational program to all pupils in the district. Children at all age levels have unique needs that must be met. The Fruitport School District had placed its major emphasis in the past on the senior high school program. The program receiving the least attention has been that for the early adolescent and the elementary grade pupil. A major concern of planners was providing proper attention to these pupils.

The administrative staff met during the 1966-1967 school year and recommended that educational opportunities be equalized by:
1. Placing major attention initially on the needs of the elementary schools.

2. The addition of instruction in physical education for all elementary pupils.

3. The addition of art to the elementary school program.

4. The addition of music, vocal and instrumental, to the elementary school program.

5. Working with the staff to arrive at the most appropriate sizes for elementary grade teaching stations and class sizes.

At the same time, it was indicated that the building facilities should be improved by:

1. Creating schools that would each have 13-21 teachers under the direction of a full-time principal.

2. Providing a library in each school building.

3. Providing a multi-purpose room and cafeteria in each school building.

4. Providing for special education classes at both primary and upper elementary levels.

5. Discontinuing the use of a two-room school built in 1924 and a four-room school constructed in 1928.

The Board of Education members and the administrative staff, after various meetings during the 1966-1967 school year, decided that, insofar as they were concerned, the ideal organization in the Fruitport Community Schools would provide kindergarten through fifth grade elementary schools; a middle school housing sixth, seventh and eighth grades; and a high school for grades nine through twelve.
The school tax electors of the district in August of 1967 voted and passed a $3,300,000 bond issue that was expected to provide for a new middle school, additions to the high school and the elementary schools, and remodelling of some other facilities. A bond issue of this amount was possible through the State of Michigan Bond Loan Program.

Construction at the elementary level was to include:

1. The addition of nine classrooms and a multi-purpose room to the Shettler School.
2. The addition of a multi-purpose room to the Edgewood School.
3. The addition of Instructional Materials Centers at the Shettler, Edgewood and Beach Schools.
4. Specialized space in each building for use by remedial reading teachers, speech correctionists, diagnosticians, visiting teachers; and for food service, art, music and elementary counseling programs.
5. Special Education rooms at the Shettler and Beach Schools.

Parent and Staff Concern

There was a great deal of concern expressed by parents in the district immediately after the annexation of the Beach School District to Fruitport. The parents in the Fruitport School District never had an opportunity to vote on the annexation, and there was a great deal of opposition to it. It was felt that the annexation meant more taxes for operating millage and school construction, while if no annexation had taken place the previous construction in 1963 would have met all their
needs for many years. This concern was heightened when the administra-
tive plan for school reorganization was presented to the public, and
parents expressed it by attending Board of Education meetings en masse,
by talking to principals and other staff members about the school pro-
gram, and by offering their help in establishing a program of education
for all children. It was believed that meetings should be arranged for
parents, administrators and teachers to discuss current and future edu-
cational problems of the district.

The administrative staff met with the teachers on September 21,
1966, to discuss various procedures to bring about a change in the
school curriculum. The consensus of the teachers was that the change
should not be made just for the sake of change, but only if a true
need was found to exist for which a change could provide a solution.
A committee of teachers met on October 21, 1966, and recommended that
any change should be preceded by:

1. Meetings in which teacher attitudes, flexibility and a will-
ingness to undertake such a project could be determined.

2. Soliciting community support for the program.

3. Revising and enriching the curriculum to provide course
offerings which are rich and varied.

4. Studying and analyzing teaching materials available as to
range and depth.

5. Revising scheduling so that the nature of the subject and
the ability of pupils would help to determine class size
and length of period.
6. Establishing an evaluation method to fit the program.
7. Considering opportunities for providing independent study to stimulate intellectual curiosity.
8. Meetings, visitations and conferences that would stress innovative programs.

The committee of teachers recommended that the Shettler School addition be planned to fit an educational program that would be flexible and open for experimentation of new educational ideas.

The E.S.E.A. Title I Program

The Fruitport School District received approval from the State of Michigan Department of Education to hold a summer program for economically and culturally deprived children. Ninety students in the district qualified for the program under the State guidelines. Approval also was received to place ninety pupils with reading problems in the summer school, thus the total enrollment in the summer program was one hundred eighty pupils in grades kindergarten through eight.

The program was designed to meet:
1. The pupils feelings of inadequacy to successfully meet the attainment expected of them in academic and non-academic areas of school life.
2. The actual inadequate completion or non-completion of attainment in the academic to non-academic area.
3. The misunderstanding by administrators, teachers and adults in the application of principles of building the positive self-image of pupils.

It was believed that these factors were among the primary reasons for
a pupil's non-acceptance of and poor performance in the learning experiences that had been provided for them be adults. The breadth and depth of one's negative feelings about himself appear to increase until he becomes a special problem in academic areas.

The specific objectives of the Fruitport project were:

1. To meet the educational needs for which the project had been designed.
2. To improve the self-image of pupils in academic and non-academic areas.
3. To provide in-service training of adults for the understanding and application in developing a positive self-image.
4. To develop an enlarged interest in the arts.
5. To encourage pupils to participate in readiness activities before formal schooling.
6. To encourage pupils to participate in non-academic areas for successful attainment.

The Problem in the District

The teachers had met in September and October of 1966, to discuss curriculum change and make specific recommendations to the administration. They met again on January 23, 1967, to discuss information they had gathered since September. The conclusion reached was that the Fruitport Community Schools had a structured, textbook oriented elementary school program. Reading was about the only area of the instructional program where individual differences were recognized to any extent. Teachers attempted to meet individual needs of pupils in reading through grouping and the use of Science Research Associates Reading Laboratories.
The needs of individual pupils were not being met through the present program. A new program must be developed appreciating the fact that each individual grows at a different rate and has a different aptitude for learning. The needs of individual pupils were not being met by the graded-school-subject curriculum. Non-promotion was a symptom of the difficulties inherent in this system of school organization.¹

The Fruitport Community School teachers wanted to provide an educational program taking into consideration the high rate of non-promotion in the Fruitport School District. The educational program would be based on the criteria that an educational program should help children of all ages and abilities to grow and develop to their full capacity.

CHAPTER II

THE CASE STUDY

Definition of Terms Used

The terminology used in educational circles is often misleading. The following terms will be used throughout the paper:

Continuous progress. Continuous progress is the practice of providing an ungraded curriculum with interage groupings. Promotion is based on factors such as physical, emotional and social factors, as well as intellectual, chronological and achievement changes.

Dual progress. Dual progress is a method of scheduling where pupils spend one-half day in ability grouped classes with grade mates in the areas of language arts and social studies. Pupils follow the usual graded procedures such as; grade level of study, textbooks, reporting and promotional procedures. Pupils are cross graded in the areas of mathematics, science and art. The slow, average, and bright may move at their own rates of speed; however, each is exposed to a packaged body of knowledge.

Flexible scheduling. Flexible scheduling is a type of scheduling that permits school periods to be shortened, lengthened, combined, or shifted in time to meet pupil demands in various activities.

Individualization. Individualization is the development of characteristics, through maturation and learning, which differentiates one

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individual from another.

**Individualization of instruction.** Individualization of instruction is the differentiation of instruction according to differences in individual pupils.

**Learning laboratories.** Learning laboratories are facilities which are designed to diagnose the learning skills of individuals. There are others which are designed to assist in the development and reinforcement of skills on an individual basis.

**Multi-cultural instructional materials.** Multi-cultural instructional materials are materials designed to present experiences common to children from various socio-economic levels of our society.

**Non-promotion.** Non-promotion is the failure of a pupil to be promoted to the next higher grade at a regular promotion period.

**Programmed instruction.** Programmed instruction is instruction which is a systematic ordering of subject matter organized to elicit immediate response and reinforcement. It is designed primarily for individual response.

**Team teaching.** Team teaching is an arrangement of teachers which provides an opportunity for children to work in small groups, large groups, and individually. Boys and girls work with more than one teacher. Teacher aides and curriculum specialists are integral parts of the instructional team. Teachers rotate with instructional groups.

**Purpose of the Study**

This case study was an attempt to find an educational program sounder than the one in use in the Fruitport Community Schools. The high rate of non-promotion in the lower grades especially, led one to
believe that a serious problem existed in the previous curriculum and instructional program. Individualization of instruction through nongrading and flexible scheduling was investigated in the hope that a solution could be found to the non-promotion problem that existed. A program needed to be developed that could meet the needs of society en masse, and at the same time develop and preserve the dignity and differences of the individual.¹

The assumption made was that the high non-promotion rate in the Fruitport Community Schools indicated that the school program had not met the needs of the individual child. It had beamed toward the mythical average pupil. The school program overlooked the individual child and too often no provisions had been made for differences among individuals. A school program should call for "a broad curriculum framework consistent with universal, cultural and psychological needs and conditions within which a local school can vary its program sufficiently and adapt it to unique requirements of the pupils in its community."² The Fruitport program did not do this.

An investigation of the Fruitport Community Schools revealed, in addition to a high rate of non-promotion of pupils, a feeling of frustration among teachers with the educational program. A desire to improve the curriculum and at the same time to provide for individual differences was expressed by numerous school personnel and parents of the district.

Every school district has its own distinct personality and should

²Richmea on cit p. 85.
develop an educational program to meet the needs of that community and the individuals within it. The educational program that works in one community may not be the most beneficial for another. The educational program developed in the Fruitport Community School District was to be designed to meet the unique differences of all learners in the district. It was to develop to the fullest the diverse talents of all individuals. A program was to be developed that would recognize the need for a more dynamic, functional, realistic and practical learning program to enable pupils to learn the techniques of living in today's challenging world. Again, the program in the Fruitport Schools appeared to fall short.

Importance of the Study

Of 2,323 pupils in the elementary grades of the Fruitport Community Elementary Schools in 1966 - 1967, two hundred seventy-three, or 12%, had been retained (not promoted) at some time. The majority of retentions occurred in the first four grades. Fifty-three pupils were retained in kindergarten, ninety-seven in first grade, sixty-four in second grade, and forty in third grade during the 1966 - 1967 school year. The other nineteen retentions were dispersed throughout the upper three grades. The major reasons given for retention were "immaturity of the pupil" and "poor reading ability".

The practice of non-promotion decreased nationally from an average retention rate of 16% in 1909 to an average retention rate of 8.3% in 1957. The Fruitport Elementary Schools' non-promotion rate of 12% was

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higher than the national average. Five purposes assumed to be served by non-promotion are:

1. It maintains the standards of the graded school.
2. It makes instruction easier by reducing variability in achievement levels.
3. It motivates pupils to work harder and learn better.
4. It provides for slow learners to bring their achievement levels up to standard.
5. It brings about better emotional adjustment as children are placed in a grade almost consistent with their achievement level.

There is convincing evidence that none of the foregoing purposes is served by non-promotion. Henry Otto and Dwain M. Estes, in a review of studies on non-promotion, revealed that repetition of a grade had no special educational advantage for children and matched agemates who were promoted showed a greater educational gain.² It has also been found that schools with the highest achievement levels have the lowest rates of non-promotion, with only a chance relationship between non-promotion and the variability in achievement levels.³ Herrick reported that non-promotion does not reduce the variability of specific abilities.

¹Elsbree, op. cit., p. 227.
with which the teacher must cope, nor does it motivate a pupil. It may even cause him to become hostile and more antagonistic socially.\(^1\) The NEA Research Bulletin stated that most pupils do no better than before and may actually do worse the second time in a grade.\(^2\) Hollister and Chandler, experts on mental health, believe that adults must place higher priorities on an individual's potential rather than his school achievement. The adverse mental hygiene effect of non-promotion outweighs any advantage which might occur by placing a pupil near his achievement level.

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CHAPTER III

PROCEDURES FOLLOWED

Community Communications

The teachers and administrators believed that there was a definite lack of communication between the schools and parents, although the Board of Education had received solid support from the Parent Teacher Association on previous bond issues and school millage elections. The elementary school principal and two teachers attended the Executive Board Meeting of the PTA in December and presented a brief outline for an educational study and subsequent presentation to the people of the district in a series of meetings. The pros and cons of parent involvement in such meetings were discussed. The Executive Board of the PTA recommended that the organization support the administration's proposal at the next regularly scheduled PTA meeting.

The teachers and representatives from the PTA met in January, 1967, and decided that committees should be formed at the primary and upper elementary grade levels. The primary grades were to include kindergarten through second grade, and upper elementary grades were designated as third through fifth grades. Each committee was to investigate organizational patterns of schools and different methods of teaching.

The proposals for a curriculum study and a new educational program were presented to the general body of the PTA in January, 1967, and a plan to meet with parents was presented at the same time. It
was decided that various methods of communication were essential, as no one method could reach all citizens of the district. It was believed that the best communications might be accomplished by:

1. Large group meetings at the schools.
2. Small group meetings at the schools.
3. Grade level meetings at the schools.
4. Coffee klatches at individual homes.
5. The publication and distribution of brochures and other material.

Large group meetings were held twice a month in the Beach Junior High School gym, and all parents were invited to attend these meetings. Notices in the weekly school bulletin informed parents of the meetings, and small group meetings were held every Tuesday and Thursday from 9:30 to 11:00 for a four-month period. Parents received individual invitations to the meetings. The meetings were kept small, with approximately 20-25 people attending each, and they were conducted in an informal manner. People were encouraged to raise questions and react to answers; the principal and a teacher led the discussion groups.

The small group meetings were organized on a grade-level basis, with discussion centered around the present program and any proposed innovations. Each grade level had one meeting scheduled during the remainder of the school year, which was held during the afternoon. Substitute teachers were hired to take over the classroom instruction, while all grade level teachers met with parents. The teachers each presented a specific part of the present school program, and a question and answer period followed the total presentation. Curriculum matters were dis-
cussed, along with future building plans and needs; the meetings lasted for two hours. Attendance at the meetings was better than had been expected.

The PTA members served coffee and cookies at each meeting, and they made phone calls to extend personal invitations to parents. Some held coffee klatches in their homes and invited people in their neighborhoods over for discussion periods. School personnel were invited to all these meetings, and when it was impossible for school personnel to be present, members of the PTA led the discussion groups. Questions that they were unable to answer were written down and given to the principal, who then called the questioning individual and discussed the question.

A brochure or other communication was sent home with each pupil each week. Information included question and answer sheets with facts on current and other educational programs thought to be of interest to parents.

The meetings with parents were arranged basically to keep parents informed of what the district was proposing to do in educating their children. The curriculum, possible building program, finances and present educational programs were all discussed, and the meetings were judged to be extremely beneficial to parents and school personnel alike.

The Teachers' Study Pattern

The teachers recommended that two committees be formed on the basis of the new organizational structure for the elementary school. One committee was established to study the curriculum for kindergarten
through second grade, and the second committee would study a program for grades three through five. It was decided that one person from each grade level would serve on the steering committee. The steering committee consisted of six teachers and a principal. The total number of teachers involved in the study was thirty-one. All teachers involved in the study came from the staff of the Beach School.

The Shettler School in the Fruitport School District was to serve as an experimental school in which new ideas could be implemented. The other three elementary schools in the district were to serve as control schools, and eventually new ideas that were found to be successful would be implemented in their school programs. The other elementary schools were also to study proposals and new ideas in the field of education. Each school staff was eventually to meet and make recommendations for the addition of new facilities to other elementary schools. Curriculum studies preceded proposed building construction with the hope that each building's program would reflect the educational philosophy of the staff.

The thirty-one teachers and the Shettler School principal met on April 10, 1967, to discuss various organizational structures and the curriculum for the Shettler School. It was decided that at least five alternatives were available in a study; they were to:

1. Keep the present graded structure.

2. Establish a nongraded school.

3. Establish a nongraded primary and a graded upper elementary.

4. Establish team teaching at all grade levels.

5. Establish a nongraded primary and a flexibly scheduled upper
elementary school.

The teachers indicated that reading and discussing various organizational structures and programs were fine, but that actual visitations to different schools would be of more benefit to them. Through visitations to other schools, teachers would have a chance to meet and discuss programs and problems in implementing new programs. A request was made to the Board of Education for permission for teachers to visit other schools for the purpose of obtaining pertinent information for implementing a new educational program. The reply from the Board of Education in essence stated, "We realize the value of visitations by the staff to other schools, but the expense to the district at the present time would be too great. The cost of providing substitute teachers for each teacher to make a visitation could not be justified. If funds could be found from some other source to pay substitute teachers, if substitute teachers were not needed, or if visitations could be arranged during vacation time, the district would furnish a school car."

A week after the Board of Education meeting, the superintendent requested that educational specifications for each building be submitted by the end of May. It was thought that if such specifications were submitted by that time, construction for the addition to the Shettler School could begin no later than November 1, 1967. The principal of the Shettler School met with the teachers to discuss the urgency of writing educational specifications. The teachers agreed to work on the specifications, but expressed a belief that in such a short period of time the specifications could not be based on a sound educational program to benefit all pupils.
Effect of E.S.E.A. Title I

The Fruitport Community Schools was involved in a Title I program during the 1966-1967 school year. The project was established to improve the self image of children from low income families. The principal met with the Title I Director, and it was discovered that some funds were available for teachers to observe superior teaching. The Title I project stated that teacher observation of superior teaching should follow certain guidelines. The guidelines stated that:

1. Opportunities are planned for teachers to observe ongoing lessons in classrooms with and without deprived children, with the intention of observing and hearing verbal techniques of improving a pupil's self image.

2. Since proper use of materials and equipment frequently determines the developing or continuing self image, we expect this to be a second facet of the observation goals.

3. Teachers have different styles of developing feelings of success in children. We expect our teachers to gain a stronger "feel" for this aspect of teaching.

4. Newer aspects of education in general will be observed and brought back to our classrooms.

5. Observed teachers will be given information as to what is going to be taught and attention focused on what had been prepared for the observing teacher.

Following these guidelines enabled the district to hire substitute teachers while regular classroom teachers made visitations. The total cost for substitute teachers was paid for by Title I funds.

Visitations

The school year was fast drawing to a close. Arrangements had to be made quickly for visitations and observations. The principal communicated with persons in the following four schools:
1. Bunker School, Muskegon, Michigan
2. Carson City Public Schools, Carson City, Michigan.
3. Indian Prairie School, Kalamazoo, Michigan.
4. Lamphere Public Schools, Madison Heights, Michigan.

The administrator in each of the four schools indicated that in his opinion, it had something worthwhile to offer, and each stated that he would be very happy to have the teachers visit his school.

Visitations were made during the first week of May on four different days so that no more than six substitute teachers were required at any one time. Some teachers were not interested in making any visitations, while others made more than one visit. One teacher from each grade level went on each visitation, and twenty-three of the total of thirty-one teachers made at least one visitation.

Educational Specifications

A crash program to write specifications for the Shettler School began during the third week in May. The organizational structure was discussed and agreed upon by all the teachers present. The pros and cons of the various programs and school buildings visited were discussed. It was decided that the addition to the Shettler School would house third, fourth, fifth and special education classes. The primary grades were to be organized on a nongraded basis. The teachers of the upper grades and special education would work with flexible scheduling, team teaching and independent research. This program could be made possible by following the educational specifications as submitted by the teachers (see Appendix A).

The submission of the specifications to the superintendent was
accompanied by a letter to the Board of Education. The letter ex-
pressed the sentiments of the teachers regarding their position on the
specifications submitted. The letter stated, in essence, that the tea-
chers were unhappy with the Board of Education and the superintendent
for demanding that specifications be submitted on such short notice.

The school year came to an end without a great deal of other work
accomplished on a curriculum. An interest had been developed in a non-
graded primary and a flexibly scheduled upper elementary, and the com-
mittee decided to meet again in the Fall. Some of the teachers were
visibly affected by the attitudes and lack of cooperation of the super­
intendent and the Board of Education. The teachers believed that time
should have been made available during school for a more thorough study.
A proposal was made to the superintendent for a summer workshop on the
nongrading of an elementary school. The proposal was returned, with a
letter stating that no funds were available for a workshop.

Experimentation in the Summer Program

The E.S.E.A. Title I Summer Program in Fruitport started the second
week in June. Funds from E.S.E.A. Title I made possible the hiring of
ten reading teachers, two recreation leaders, two art teachers, two in-
dustrial arts teachers, two home economics teachers, one teacher of cre­
avive dramatics, and one counselor for the summer only. Teachers who
were leaders in curriculum development were hired for most of the po-
sitions. It was decided that new methods of teaching would be tried
during the summer with hopes of implementing some of them during the
regular school year.
Each reading teacher taught eighteen pupils of various age levels, but with similar reading problems from third through eighth grade. The reading groups were never larger than six at a time. Pupils attended school for a three hour period daily, of which one hour was spent in reading, with the pupil having a choice of subjects among the non-academic areas. The pupil-teacher ratio in the summer program was about ten to one. The counselor established a program of group counseling involving teachers and pupils. As the program progressed, there was a noticeable change in the behavior of pupils and teachers. Pupils who had been real problems in a normal classroom setting were adapting very well to the program. They developed closer relationships with the teachers in the summer program than they had in the past. They enjoyed the freedom to move and choose the classes they wanted to attend.

The summer program was the perfect place to experiment with non-grading and flexible scheduling, and pupils were grouped irrespective of age in all areas of the summer program. Another important aspect of the summer program was that teachers had a six week period to work with pupils in a nongraded, flexibly scheduled setting. The teachers in the summer program became the leaders at the various grade levels in further planning.
CHAPTER IV

CONCLUSIONS REACHED

The first meeting of likely teachers for Shettler School was scheduled during orientation week in August, 1967, and included three kindergarten, six first grade and six second grade teachers. Teachers involved were from the Beach and Shettler Schools.

Nongrading

Two teachers at each grade level expressed an interest in nongrading. The remainder of the primary teachers favored the traditional method of grade placement but agreed to take part in the study. It was decided that during the 1967-1968 school year, all the teachers would meet and study the nongraded primary. Any new ideas or practices were to be tried at the Shettler School. Five of the teachers in favor of a nongraded primary were assigned to the Shettler School.

The preliminary drawings from the architect had the new addition to the Shettler School designed for third, fourth, fifth and special education classes, while the original Shettler School building was to house all future primary grades.

The completion date of the addition to the Shettler School was expected to be in September, 1968. Meetings of the primary committee were set for the second Wednesday of each month, with special meetings to be called when necessary. Subcommittees were to be formed from among the entire staff during the school year. Numerous materials had
been secured during visitations to other school districts, and others had been purchased by the district. The materials were to provide a basis for a thorough study of the nongraded primary and to help with the implementation of the program in the Shettler School. The books purchased or borrowed for use by teachers were numerous (see Appendix B).

The teachers completed reading the various materials on nongraded schools toward the end of September, 1967. They were asked to submit a list of the positive and negative points of the nongraded school at the next meeting. The Board of Education was asked for permission to excuse pupils for a half-day for a workshop in the Shettler School. Permission was granted by the Board of Education. The October, 1967, meeting was a workshop for all of the teachers involved in the study and some selected parents. Pupils were dismissed at 12:00 o'clock, and the workshop started at 1:00 o'clock.

The first order of business was to discuss the positive and negative points of a nongraded primary school, and a list was made so there would not be an overlapping of ideas or concerns. The discussion during the meeting revealed that many teachers were still opposed to any change in the organizational structure of the schools. They seemed to believe that the use of multiple reading groups could do as much to accommodate differences as was being done in many nongraded schools. This was true in part, as some of the schools visited or read about were basing the whole "nongrading" program on reading experiences only. Very little was being done with nongrading other aspects of the curriculum.
The committee agreed that the purpose of the nongraded primary plan of school organization varied in different schools. Teachers at the Shettler School would have to determine the program best for the children in the Shettler School. They decided that the nongraded primary school generally was a method to implement a philosophy, and was designed to provide continuous progress throughout graduated blocks of work. Grade levels were removed and levels of achievement substituted. The purpose of the program was to provide a flexible curriculum to fit a child's growth and development rather than to force a child through a fixed curriculum. That purpose was to be accomplished by the abolition of grade lines and the establishment of a series of reading levels geared to a reading program, and by the establishment of skills and abilities to be developed in other areas of study. The pupil was not to be pushed from one level to another until he had mastered the first. He was to progress at his own rate of learning.

The most common criterion for grouping children in the nongraded primary is reading achievement. It has been said about grouping criteria that:

There is no necessary connection between the form of grouping used and the nongraded idea. While so-called homogeneous groupings based upon reading achievement are found quite frequently in nongraded schools, there are many where groupings are based simply upon age, or upon random selection, or upon social relationships, or similar factors. It is natural for teachers in a nongraded school to want to continue with their class for more than one year, but there is no direct relationship between this arrangement and the nongraded plan. Some schools are deliberately establishing class groups that cut across a number of grade lines, while others are experimenting with teams of teachers working with classroom groups that have been combined, at least in part, into a larger unit. Therefore, there is no established
pattern in the grouping of children in nongraded schools, and in fact, there probably should not be.  

The lists of positive and negative points submitted by the teachers never were discussed. It was decided to make a composite list and to give each teacher a copy before the November 19, 1967 meeting.

The November 19, 1967 meeting included an evening potluck, and started at 6:00 o'clock. The teachers met at 7:00 o'clock to discuss the characteristics of the nongraded primary school. It was decided that the nongraded primary is a three or four year reading program incorporating the concept that educational growth and progress of children should receive the major emphasis in education. The main purpose was to meet the total developmental needs of each child and provide flexibility for movement of children to successive reading levels at any time during the school program. Following Kingdon, the chief characteristics of the nongraded primary were considered to be that it:

1. Places pupils in achievement groups based on readiness for growth in reading.
2. Permits each child to progress continuously through reading levels according to his individual growth.
3. Maintains the best accepted teaching techniques.
4. Emphasizes the natural growth and development of each child rather than comparing his achievement with that of other

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children.

5. Provides for flexibility in movement of children to groups in which they can achieve satisfactorily.

6. Allows for extending the program for the slow learner over a longer period and provides greater challenge for the superior reader.

7. Recognizes the need for more adequate communication between school and home.

8. Offers the following advantages for pupils and staff:
   a. Gives all children the satisfaction of progressing.
   b. Leaves no gaps in the child's learning experiences.
   c. Eliminates repetition of materials.
   d. Reduces blocking and frustration.
   e. Lessens retardation.
   f. Removes pressure from pupils and teachers by emphasizing total growth rather than subject matter.
   g. Minimizes artificial standards and traditional marking.
   h. Helps make better adjusted and happier children.

The characteristics were discussed and it became even more obvious to the group that, while reading was the chief criterion used in most nongraded primary schools, other areas of the curriculum must also be nongraded if a school were to benefit all youngsters. The context of arithmetic, social studies, science and language arts all must be nongraded.

The teachers received the composite of all the pros and cons of nongrading submitted at the October 15, 1967 meeting. The points
favoring a nongraded program were considered to be:

1. It is assumed that each child has his own pattern and rate of growth, and children of the same age will vary greatly in their ability and rate of maturation.

2. No child is ever considered a "failure". If he does not achieve in proportion to his ability, the cause is studied, and the problem adjusted to fit his needs and problems.

3. A child never repeats. He may progress more slowly, but individual records of progress make it possible to keep his growth continuous.

4. Decision as to group placement can be made at any time during the three year period.

5. Group placement is flexible, based upon physical, mental, social and emotional maturity.

6. Elimination of pressures produces a relaxed learning situation conducive to good mental health.

7. Pupils are placed in achievement groups based on readiness for growth in reading.

8. Children are permitted to progress continuously through reading levels according to their individual growth.

9. Nongrading enables schools to maintain the best accepted teaching techniques.

10. Natural growth and development of each child is emphasized, rather than comparing his achievement with that of other children.

11. The program would provide for flexibility in the movement of children to groups in which they can achieve satisfactorily.

12. The program for the slow learner could be extended over a longer period and would provide a greater challenge for the superior reader.

13. The need for more adequate communication between the school and home would be recognized.

14. Nongrading provides a means of adjusting teaching and administrative procedures to meet differing social, mental and physical capabilities among children, as opposed to the traditional graded plan.
15. The teacher is not pressured to meet standards in a fixed time limit.

16. Children's problems are better understood, and they have less emotional strain.

17. Children can transfer to a conventional school without problems since each child's academic records include results of standardized tests, teachers' estimates, a list of textbooks used, materials the child has mastered and other data, so that he can be classified at the proper level in a graded school.

18. Nongrading seeks to recognize and plan for the range of pupil realities actually present in a class.

19. There is a continuous progress for each child.

20. One of the major goals of nongradedness is to eliminate the grade mindedness often firmly established in the thinking of teachers.

21. In a nongraded program, there is no fear of encroaching on the work of the next grade.

22. There is success for all because the classroom environment is designed to meet several levels of accomplishment at all times.

23. A true community school may come into existence; thus, a closer relationship between parents and school.

24. Organization evolves with an eye on the child and not on the subject matter.

25. Continuous education means that each child will resume learning in the fall where he left off in June.

26. Nongraded systems provide opportunity for the brighter child to achieve in keeping with his ability. Thus, he gains a greater sense of worth than if he was held back with children of lesser ability.

27. In a nongraded program, a child is with a group of children who have problems and abilities similar to his own. He does not feel stupid and inferior, but develops a sense of belonging and worth and feels more accepted by the group.

28. In nongrading, there is more regrouping. The child becomes
accustomed to finding and making new friends and feels increasingly sure of being accepted by new acquaintances.

29. While the teacher cannot provide parental love, interest in the child, his happiness and his contentment are akin to love. Nongraded schools provide many opportunities for demonstrating this warm interest. In fact, nongraded schools themselves are expressions of love and interest in the individual child.

30. There are fewer discipline problems. By removing the fear of failure, there is improved mental health. The stigma of failure has been removed so children are happier.

31. Nongraded teachers are more relaxed in their work. Once they are acquainted with the program, they like it, although they realize it is not the easy way to teach.

32. The advantages of the nongraded approach to arithmetic are: Continuous growth - the content if organized in a systematic manner, with each pupil progressing as he masters the specific skills at his own rate. Range of pupil ability within one classroom is reduced.

33. There is greater attention to measuring the growth of the individual pupil, in place of rating children comparatively.

34. Facile learners have room to maneuver.

35. Slower pupils have an opportunity to achieve at their best.

The points listed as against nongrading were:

1. Resistance to change is a human conservative reaction. Not all teachers accustomed to thinking along traditional graded lines are willing to accept the philosophy framework, and practices of the continuous learning program.

2. While many parents endorse the idea of classifying children on the basis of age or ability, their pride is wounded if their child is assigned to any but the best group. Some adults, too, are concerned lest grouping bring about a social-class alignment in school rooms, but perhaps these apprehensive parents forget that high I.Q. or special kinds of talent are not the exclusive property of those with the best addresses.

3. In schools with a nongraded primary plan, the question arises: What to do at the fourth grade level? (You can continue flexible grouping or you can maintain stiff graded structure.)
4. The chief obstacle in extending a continuous progress system into high school is the existing organization for instruction and the lack of materials and equipment.

5. Teachers of lower ability groups may not be completely happy with the program because of too much pressure by some parents for tutoring.

6. Even in some nongraded schools, teachers were continuing to use graded practices and pursue graded goals.

7. Tests are geared to the curriculum and instructional practices of the graded schools.

8. There is a need for a wide range of instructional materials. Nongrad ing points out the lack of necessary materials and equipment to conduct a good program of education for each boy and girl.

9. There is a need for special preparation of teachers.

Before the meeting adjourned, teachers were asked to submit lists of questions that they anticipated might be raised by parents about the nongraded primary school.

The December, 1967, meeting was held after school. The teachers were divided into three groups, with each containing one kindergarten teacher, two first and two second grade teachers. It was hoped that more teachers would participate if they were in small groups. A chairman was appointed for each group, which was asked to keep notes and report back to the entire body at the end of the session. The groups gave oral reports on their meetings. Questions regarding the nongraded primary were handed in, and a composite list of the questions was to be made before the next meeting.

The enthusiasm of some of the teachers was becoming more noticeable, and some was discernible even among the diehards. Teachers asked for permission to make more visitations in groups or as individuals.
Funds should be sought for the visitations, but if not available, possibly other arrangements could be worked out among the members of the staff. Some teachers said they would pay the cost of their own substitutes, if they were allowed to make the visitation.

The staff had reached an excellent working knowledge of the philosophy and mechanics of the nongraded primary school. The development of a plan for presenting such a program to the community was now a necessity. The PTA was invited to send representatives to the next meeting.

On January 8, 1969, pupils were dismissed at noon and a teachers' meeting was held in the afternoon as the Board of Education provided released time for teachers to further develop an educational program. The Board of Education seemed extremely interested in the new program and the PTA sent six representatives to the meeting. The PTA had received progress reports of previous teachers' meetings during the school year. The consensus of those present was that the program's success would depend on how well the fears of parents could be alleviated before a pilot program involving their children was introduced in the district. The questions the PTA representatives and teachers thought would be asked included:

1. Do you start the program by including all three grades at once or one year at a time?

2. How many reading levels are usually in the program?

3. How many levels does each teacher have in her class?

4. Does the same teacher remain with her pupils during the primary cycle?

5. Are there levels only for reading?
6. Does the teacher-pupil ratio change during the year?
7. How do you organize the levels of first graders in a nongraded system?
8. What happens to children not making the desired progress in three years?
9. Could a plan work if teacher turnover is high?
10. How do you place children entering from a traditional school or vice versa?
11. What happens to pupils finishing all the levels before the end of three years?
12. How many sections are necessary to make the nongraded primary school successful?
13. What happens to other subjects if the program is based on reading levels?
14. Are changes in teaching methods required in order to teach in the nongraded primary school?
15. How are children grouped in kindergarten?

The meeting adjourned after it was decided to meet again in two weeks. A committee consisting of three teachers and one parent was appointed to write a nongraded philosophy for presentation to the group at the next meeting.

The second meeting was held on January 22, 1968, after school. The two items discussed were; informing parents of the new program, and adopting a philosophy for the nongraded primary. One of the most important factors in the adoption of a nongraded primary school program, going from theory to practice, would be parent acceptance of the program. The same approach used in selling the building program to the public was used to sell the nongraded primary concept. The nongraded primary teachers, PTA representatives and school administrators
met and discussed the nongraded program at PTA meetings, coffee hours, public meetings, during informal conversations and community council meetings. Parents were encouraged to visit other nongraded schools, and school bulletins were published periodically to keep parents informed of the progress of the program. Information was presented to various groups through the use of graphs, charts and other audio-visual aids. The main idea was to interpret the basic philosophy of the nongraded primary school so parents understood that:

1. Children vary in readiness to learn and must be treated differently.
2. The nongraded primary is designed to meet individual differences of children.
3. Children's growth patterns differ.
4. The learning process is affected by many factors.
5. Children work where they can achieve.
6. Children are grouped according to readiness.
7. Individual and group conferences will be held throughout the school year with parents.

The nongraded philosophy, as developed by the committee of three teachers and one parent, was presented and discussed in detail. Revisions by the total committee were made in the proposed philosophy, and it was formally adopted by the committee. The philosophy as adopted, stated that: "The Fruitport Community School District should strive to provide for each of its pupils an education compatible with his abilities and interests. To achieve this goal, multiple opportunities, through meaningful educational experiences, should be provided..."
for each child.

"The administrative procedures and teaching should be adjusted to meet the differing social, emotional, physical and mental capacities among children and the wide individual differences in the rate of growth in various areas of study. Grade labels and age barriers must be removed to help each child progress at his own motivated growth rate with continuity of learning. The child should not repeat materials, concepts or skills which he has already mastered, nor skip any skills which he needs to learn. Individual standards should be related to the potential of each child.

"We believe our youth should learn of our heritage, be prepared to meet the challenge of the present, and through understanding of alternatives, be ready to cope with the problems and complexities of the future.

"Our schools should explore, investigate and make use of all methods that prove effective in creating an atmosphere in which individuals are encouraged to develop unique abilities and characteristics, to understand these in relation to their environment, and to develop attitudes and broaden understandings which will enable him to lead a meaningful and productive life."

The primary teachers now had a working philosophy and could determine placement procedures and how to implement a program using the adopted philosophy. A set of guidelines was developed on the placement of pupils for instruction. The guidelines provided that:

1. Provision should be made for individual differences.
2. The grouping should provide flexibility.
3. Desirable interaction should be developed between teachers and pupils.
4. A wide variety of teaching techniques should be employed.
5. Creativity would be encouraged.
6. Individual needs must be analyzed and appropriate instructional activities planned.
7. The child's self-image must be considered in all planning.

The next meeting was scheduled for February, and there was to be further study on the placement of individuals in a nongraded primary school, as placement techniques in other districts had been established for grades one through three. The organizational pattern in the Fruitport School District was to take into consideration an organizational pattern of kindergarten through second grade. Careful consideration was to be given to plans to move these pupils into the upper elementary grades at the appropriate time.

It was suggested that a meeting should be arranged with the upper elementary grade teachers to coordinate their efforts with the work of the primary teachers. It was also proposed that a joint session be held on March 13, 1968, with all of the teachers and representatives from the PTA present. The PTA had been a great help in the past in providing the community with information.

The increase in the pupil population and the necessity to build new schools opened the way for curriculum changes at all grade levels. The primary grade teachers were interested in nongrading, while teachers
of the upper elementary grades expressed an interest in team teaching, flexible scheduling and individualized instruction. The nongraded primary program played a big part in planning the program for the upper elementary grades since a well-rounded individual was the main concern of the staff.

Team Teaching

The first meeting for the upper elementary grade teachers and administrators was held on August 26, 1967, and was an orientation meeting to explain and discuss a proposed study of team teaching by staff members in grades three through eight. Original plans were for the program to start with teachers in fourth grade, but permission was received for third grade teachers in the Shettler School to be a part of the study.

Mr. William Thomas, Superintendent, opened the meeting with a welcoming address and briefly explained the proposed team teaching study. Elementary and Secondary Act Title I funds were made available in limited amounts to finance the study. Mrs. Mary Cain, of Western Michigan University, was introduced to the staff. Mrs. Cain was to serve as a consultant during the various meetings and provide the needed resource personnel as the study progressed during the school year.

Mrs. Cain brought numerous materials from Western Michigan University dealing with individualization of instruction, team teaching, programmed learning, flexible scheduling and child development. Teachers were asked to check out materials of interest, for discussion at the September meeting.
The September 25, 1967, meeting was held in the afternoon. Elementary and junior high school pupils were dismissed at twelve o'clock and teachers met at 1:00 o'clock p.m. in the Beach Junior High School. Stan Sekerka, Title I Director and Elementary Coordinator, had been given the responsibility by the Superintendent to coordinate the seminar. Teachers were divided as equally as possible, so each grade level was represented on the various committees. Teachers in third, fourth and fifth grades were also involved to a degree with the teachers working on the nongraded primary.

Five basic committees were formed to study various curriculum problems and to make colloquial recommendations for curriculum revision. The committees formed were:

1. Mathematics and Science
2. Social Studies
3. Language Arts
4. Physical and Mental Health
5. Resource Center

After two meetings, and what seemed to be very little progress, the administrative staff met with Mrs. Cain to discuss problems that had developed in the study committees. A very noticeable friction had developed between elementary and junior high school teachers, as each group believed the problems of junior high and elementary teachers were entirely unrelated. The junior high and elementary teachers wanted to meet with other teachers at a particular grade level to discuss specific problems involving either elementary or junior high school course studies.
The next meeting was scheduled for October 12, 1967. Mr. Sekerka sent each teacher a memo explaining in detail what the administration believed should be accomplished in each committee (see Appendix C).

The October 12, 1967, meeting was held and recorders were appointed for each committee. Dr. Stine from Western Michigan University was to meet with the Social Studies committee. Mrs. Cain met with the elementary and junior high teachers and provided further directions for committee meetings. Recorders were to take notes of the committee meetings and report back to the total group at the end of the session. Teachers liked the guidelines they received, and the meetings seemed to progress a little better.

A list of some principles of learning was also given to each teacher. Those principles stressed that, so far as is now known, the best learning occurs:

1. During periods of physical and emotional comfort.
2. When there is participation in the selection of problems and goals which have real interest.
3. Through concrete, realistic and predominantly first-hand experiences.
4. If there are challenges within their abilities.
5. When learners are stimulated emotionally, as well as intellectually.
6. When there is an involvement in a variety of related activities.
7. When a new learning is related to an old learning.
8. When individuals have reflected on the meaning of their experiences and have participated in the evaluation of these experiences.

9. When an individual's knowledge leads to some action related to it.

10. When learning is reinforced by meaningful repetition.

11. When individuals have a sense of personal and/or group achievement.

Notes taken during meetings by the recorders provided the staff with some new insights into the various study areas and provided guidelines on what steps should be taken next in the meetings (see Appendix D).

The progress of the meetings was disappointing to the administration, and the teachers were still complaining about a lack of leadership. The original planning committee had hoped that structuring the program in an informal manner would allow teachers to take over leadership roles within their committees. This had failed to materialize up to this time.

An invitation was sent to the State Department of Education requesting that a consultant visit the school. Three members from the State Department of Education visited the school, looked at plans of the school buildings and of the additions being constructed, and talked with administrators and teachers. These representatives from the State Department learned of dissatisfaction existing among teachers in regard to the in-service program, and they expressed it in
a letter to Superintendent Thomas (see Appendix E).

Teachers seemed extremely happy with the list of questions sent by Mrs. Cain (see Appendix F). The questions provided something concrete that they could read and discuss, as they covered numerous points discussed previously. The ten areas covered in the questions seemed to motivate some of the teachers, especially the elementary teachers. The fourth, fifth and sixth grade teachers at the Shettler School especially were interested in forming teaching teams. The in-service meetings had improved, but actual practice in the classroom with pupils was a different matter. It was apparent that more preparation time was necessary for teachers to prepare lessons, make teaching materials and counsel pupils. Fourth and fifth grade teachers at the Beach and Shettler Schools were given one and one-half hours per week for planning during the school day. This was made possible by rescheduling Music, Art and Physical Education at each grade level into a block of time. It was necessary for the principal to handle Physical Education classes, as no elementary Physical Education teacher was available in the district. Needless to say, a great deal of planning and teacher preparation was accomplished after school.

Even with the many meetings with parents, there were many unfounded rumors spreading throughout the community. The open classroom concept being implemented in the new Middle School and the Shettler School caused a great deal of concern among parents, and attitudes of members of the Board of Education toward the concept began to change. Members were becoming more concerned about whether
team teaching and open classroom concepts were workable. The Superintendent called a meeting of the administrative staff and explored the possibility of putting walls where movable partitions were called for in the building specifications. It was apparent that there were communication gaps among the principal, the Superintendent, and the Board of Education members. The principals, noticing a communication problem, requested that Mrs. Cain meet with Mr. Thomas. Such a meeting was arranged but, due to hazardous driving conditions, the appointment was cancelled. Mrs. Cain then sent a letter to Mr. Thomas expressing her regrets for not being able to make the meeting, and reported the encouraging and discouraging aspects of the team teaching program (see Appendix G).

The letter from Mrs. Cain to Mr. Thomas must have done some good. It was discussed at the next Board of Education meeting, along with a progress report on the team teaching seminars. A request was again made for funds for visitations to other schools. More and more teachers expressed desires to make visitations to other schools. Personnel in the schools previously visited indicated a willingness to further cooperate with the Fruitport District, and additional schools were contacted in which teachers were involved in team teaching. The Board of Education denied the request for more visitations unless funds could be found outside the general budget. Once again, funds were made available from the E.S.E.A. Title I project, and the salaries for substitute teachers were also paid through E.S.E.A. Title I. The visitations, spread over a two month period, were made to Allegan Junior High School, Madison Heights Public Schools, Zeeland
Middle School, John F. Kennedy School in Southfield, Randolph School in Livonia, and the Vine Street School in Kalamazoo. All of the schools were located in Michigan.

The minutes of the January 25, 1968, fifth grade meeting revealed that the teachers were beginning to try out new ideas. Cooperative planning was being helped by the provision of released time for teacher preparation. Various grade levels were experimenting with different aspects of team teaching (see Appendix H).

The quality of lessons and presentations by teachers seemed to improve during the year. New ideas were tried, and teachers moved away from strictly textbook learning. Multi-text units were developed in third through sixth grades. Teachers were especially concerned about the language arts program, as was evident in the notes from a February meeting of the fifth grade teachers (see Appendix I).

The team teaching seminars were progressing a little better as teachers were able to discuss actual problems as they developed. There was still a lack of communication noticeable among committees working together at the various grade levels. Teachers who were more vocal were taking over, and it was believed that many good ideas were being lost through the lack of communication.

The administrators met on February 27, 1968, to discuss the progress of the seminar. The communication problem among teachers in each team had to be solved. A suggestion was made that Clayton Lafferty be included in one of the seminars. Lafferty's mode of operation was to encourage teachers to interact among themselves so they could better understand one another. The understanding thus obtained
was expected to make team members more sensitive to pupils and to each other. Dr. Lafferty was contacted and indicated that he was not available until August. Arrangements were made for him to conduct a workshop in August as part of the orientation week for teachers.

The administration believed that teachers actively involved in team teaching should have some recognition and support for their efforts. Parents and teachers were encouraged to visit teachers practicing team teaching in their classrooms. The morale of many of these teachers was improved through the recognition received from other teachers and parents.

The last meeting of the team teaching seminar was held on April 10, 1968. All of the study groups gave brief reports of their experiences and activities during the school year, and each teacher was asked to answer three questions regarding team teaching before the seminar ended. The questions and some of the replies were:

1. How should team teaching operate?
   a. There should be a cooperative effort by all people involved. Each teacher must become a part of the whole operation with special talents used to the best advantage. It must be a joint effort, and if anyone runs the whole show, team quality will be lost. A lot of things done in the past will have to be changed.

   b. I feel team teaching could be very effective if set up properly and with teachers who are open to new teaching ideas. There should be room for teachers who feel more proficient in certain areas to do the basic planning in relation to it. There should be some type of flexible grouping so pupils requiring more individualized help could receive the benefits of a limited group with similar abilities.

   c. Team teaching can adequately meet the psychological needs of more pupils. While one is presenting a subject, the others can observe who has tuned out and
remove said person, arranging a situation in which he can learn after getting him to realize why he has tuned out.

d. Teachers put classes together and instruct in their strong fields (this is not team teaching). Should have more large group instruction. Smaller groups would be formed for more individual help. Strong pupils can feel challenged and weak ones can meet with success without too much frustration. Master teacher plans lessons, large group instruction, and meets with better pupils. Other teachers should work with individuals who need extra work.

e. The strengths of the entire staff must be utilized. The strong points of each teacher must be emphasized.

2. What would you most like to learn to help you with your teaching now and next year in your new building?

a. I would like to know how to deal with slow children who are a problem in the classroom because they feel unable to achieve and thus get attention through undesirable ways.

b. I would like to know more about the different ways we can teach a large group and keep them interested.

c. I would like to learn how to use the methods for team teaching. I don't like the lecture method, and I think team teaching involves the use of this method quite extensively.

d. How to handle youngsters reading on a low level? How to inspire the slow learner to at least try, for he has already met with enough failure to crush any initiative he had?

3. What plan, new arrangement, new technique, new curriculum, or new ideas have you been wanting to try out that a lack of money, time or some other circumstances have prevented.

a. More multi-text units in the social studies area.

b. Movies on hand whenever needed. Paperback books at the disposal of all pupils. All the time needed to produce good pupils.

c. I'd like to take more field trips. Ford Museum in
Detroit, Gerbers in Fremont, visit an apple orchard, and learn by seeing and doing.

d. Abolish the present grading system.

e. Use more teaching machines for individual instruction. Have more materials with which children can explore and discover for themselves.

f. School should be held in the evening. What is learned (Wolfgang Kohler) just before sleep is most accurately retained. Children should be allowed freedom during the day to explore, investigate and truly get to know their neighborhood and neighbors. Supplies and more supplies are needed.

g. I would like to see a summer program that would enable teachers to spend one or two weeks travelling with certain groups in order to study first-hand the geology, geography, civic or social aspects of an area within one thousand miles of the school.

The answers to the questions provided insights into the teachers' impressions of team teaching. Many comments were unfavorable to team teaching, but the majority indicated a belief that the seminar was most beneficial and would prove a definite aid in future teaching. Each teacher was given a copy of a paper regarding the role of the team leader in team teaching, prepared by four teachers from the elementary school and high school staffs (see Appendix J).

Flexible Scheduling

Flexible scheduling was a necessity when the teachers at the Shettler School became involved in team teaching. It was nothing more than a better way of organizing time so that pupils were exposed to pupils of various ages, teaching programs and instructional materials. The adoption of flexible scheduling took a great amount of time and planning.
The use of flexible scheduling at the Shettler School was started with team-taught subjects such as reading and arithmetic.

Flexible scheduling opened up new opportunities for teachers to consult with each other on school time, rather than after school or during lunch. The ultimate goal of flexible scheduling was to open up the schedule, thus enabling more individualization in the school program.

Individualization of Instruction

The study of the nongraded primary plan by the primary teachers and the team teaching seminars for upper elementary teachers opened the door to new facets of education previously foreign to many teachers in the Fruitport School District. Teachers discovered that the past and present educational systems in Fruitport directed their efforts toward the improvement of the masses and failed to pay much attention to the improvement of individuals.

The curriculum of most schools fails to take into account the intellectual differences among boys and girls. A curriculum had to be developed for each individual in the school, and not for a specific grade or school. A tailor-made schedule had to be developed with objectives that placed each pupil in the appropriate place in each subject, with room for change when it was necessary to benefit the pupil.

A highly individualized program would see pupils placed together only when the learning situation could best be promoted by interaction. Teachers at the Shettler School committed themselves to individualizing instruction and learning so that individuals could become more
different rather than more alike.

The individualizing of an educational program to meet the needs of each pupil required:

1. Placement tests to show a pupil's strengths and weaknesses.

2. Small units with specifically stated learning objectives.

3. Materials to help the child reach the specific objectives established.


5. Tests after each unit to see if content has been mastered, and if the child is ready to progress to another unit.

Two major problems that exist in individualizing instruction in a school are:

1. The high cost of initiating a program, due to the need for trained aides and extensive materials.

2. The physical demands in terms of space for materials and teacher consultants.

The advantages of a program of individualized instruction include (1) a child's learning process will not be disrupted for any reason if he must remain away from school, and (2) each pupil progresses at his own rate of learning. It is essential that such an educational program has in it provision of opportunities for pupils to reveal themselves as individuals. Teachers must create an atmosphere of acceptance of all pupils, and that can be accomplished by:
1. Valuing the individual.
3. Encouraging exploration and discovery.
4. Focusing on big ideas.

Classroom interaction must be developed and pupils must develop a concern for the discovery, development and release of human potential if the educational goals sought are to be reached.
CHAPTER V

A PROGRAM IS IMPLEMENTED

The March 5, 1968, meeting of the elementary teachers was a joint session involving the thirty-one teachers in nongrading, individualization and team teaching. Some of the teachers, after being involved in team teaching and working on study committees, decided they were no longer interested in the program proposed for the Shettler School.

The organizational structure of the Shettler School was established during previous meetings, but the design of the building addition, with open classrooms surrounding an Instructional Materials Center, seemed to be a threat to some teachers. Meanwhile, the actual implementation of a total educational program in the Shettler School was growing nearer.

An April report regarding construction of the Shettler School addition was encouraging to the principal and staff. The addition was expected to be completed by July 30, 1968, and a staff had to be selected from the three elementary schools in the district, and teachers were asked to submit their names if they were interested in transferring to the Shettler School. Some teachers made specific requests to the principal that they not be considered for placement at the Shettler School. The administrators met and selected one kindergarten teacher, and three teachers from each grade, first through fifth. Teachers were hired for the first time on a full-time basis in vocal music, art, remedial reading and special education; and a counselor was hired on a half-time basis. A mother was hired to work in the Instructional Materials Center, as a lack of funds made it impossible to hire a librarian.
The mother hired had two years of training in library work at the local community college.

The entire staff of the Shettler School met for the first time on May 5, 1968, and discussed the work completed by the total group of teachers during the preceding year. Every teacher assigned to the Shettler School had served on a committee studying either the nongraded school or team teaching.

It was certain that the entire program of nongrading and team teaching for the Shettler School could be implemented by September of 1968. The staff decided that the curriculum should be an organized series of experiences which would provide for an individual's continuous growth in learning and behavior. The teachers would have to discover each child's difficulties, analyze his progress, and guide him toward desirable goals. The curriculum was to emphasize the total development of the child and the improvement of his self-image.

The teachers decided that, for the first year, the concentration for nongrading and team teaching would be centered around Reading and Arithmetic. The primary teachers decided the nongraded primary would be established around seven reading levels (see Appendix K).

The prime consideration in the grouping plan was each pupil's level of reading ability. Certain factors were taken into consideration when establishing the reading levels. It was imperative that the following factors should be kept in mind:

1. Children grow at different rates, so teachers must be conversant with teaching techniques of various grade levels.
2. Instruction must be based on the exact needs of individual pupils.
3. Groups must be kept flexible.
4. Each pupil must understand his strengths and weaknesses.
5. Physical arrangement of the room must be a part of the grouping procedure.
6. Small groups may be necessary on the basis of need or interest.
7. Large quantities of reading materials must be available.
8. Individualized instruction must be provided for highly gifted pupils.
9. A careful analysis of the reading level of each pupil must be available to the teachers.

Each pupil entering kindergarten for the first time was given the ABC Inventory Test of Readiness Skills by the school diagnostician, and the results of the test were discussed with the child's parents. Any child with a readiness age of less than five years was to receive extra help from the teacher. The Frostig Program for the Development of Visual Perception was available for use by all teachers in the primary grades. The Frostig Program was designed for the development of visual perception and contained materials designed to improve visual motor coordination, figure ground perception, perceptual constancy, spatial relationships and perception of position in space.

Pupils in kindergarten were given the Metropolitan Reading
Readiness Test the last week in May. This test, along with an evaluation by the teacher, determined groupings for first grade classes. The results of the tests and the evaluation were ready in August.

Preparation and Classes Begin

The teachers in this program returned to school during the last week in August for an orientation period, involving all teachers in the district. Dr. Clayton Lafferty conducted a two-day workshop covering the improvement of communications between individuals, and the necessity of communications for a team teaching program. The cultivation of an awareness of other individuals as human beings with feelings, needs and goals was stressed during the workshop. Honesty among all teachers working in team teaching was especially important.

After the two-day session with Dr. Lafferty, the teachers received their class lists from the principal. Each class had twenty-eight pupils with a supposed maximum of three reading groups. Teachers in the past had functioned using three to five reading groups in their class. Pupils now were assigned on an age basis to start the school year, but were to be moved from room to room as they progressed to various reading levels. In the past, a progress chart followed a pupils from grade to grade. The teachers previously had taught the pupils in their own rooms, but it now was possible for pupils to move outside their own classrooms for instruction. The reading program seemed to present fewer problems than had been expected, but two teachers felt there was a lack of emphasis on phonics. They initiated a phonics program called the Writing Road to
Reading, by Spaulding, to supplement the basal readers and other supplementary materials.

For the first two months, the primary teachers had few problems under the new plan. The reading program was exceeding teachers' expectations, but pupils were having some problems in arithmetic. The arithmetic program was based on the use of Science Research Associates' modern arithmetic materials, and teachers found that pupils in the third year of the program were encountering extreme difficulty. The previous year, all pupils had completed the first grade arithmetic materials, but it became apparent that not all had benefited from the program. Three teachers met the last week in October and divided their pupils, according to California Achievement Test scores and teacher evaluation, into three arithmetic groups: above average, average and below average arithmetic ability. Each teacher was assigned one group of pupils, and these pupils were further sub-grouped or instruction was individualized. Teachers were to evaluate pupils at the end of each month and make recommendations for possible transfers of pupils among the arithmetic groups.

Five mothers in the district volunteered to help in the arithmetic program by coming to school, working with the slower pupils, checking papers and providing individual tutoring. Pupils were tested at the end of each arithmetic unit, and a score of 80% was necessary before the pupils could start a new arithmetic unit. Teachers provided remedial help when necessary, and the volunteer mother aides helped the pupils as weaknesses were defined and recommendations were made by
the teachers. Each child progressed as fast as he could in arithme-
tic without the repetition of any arithmetic material.

Teachers were each granted two hours of released time per week
during school for planning. The planning time was made available
through scheduling Music, Art, library use and Physical Education in
a two hour block of time once a week. Enthusiasm for the program was
high, and a great deal of planning was done after school.

The nongraded primary program was moving slower than had been
anticipated, and there was still a great deal of talk of first and
second grade rooms. Teachers were encouraged to try new teaching
techniques and ideas. The techniques and ideas were evaluated each
week during the team meetings with the principal. Many of the good
units were kept in a file to provide a basis for future planning.

The pupils in the primary grades had been able to start school on
time, despite the fact that the new addition was not yet completed.
The contractor had been unable to obtain materials due to a strike,
and had notified the principal that the work would not be completed
until at least the third week in September.

A meeting was held involving the teachers who taught third through
fifth grades, including Special Education. Kindergarten through second
grade classes had started the school year on time, as their wing of
the building was not affected by the construction. The staff met and
discussed alternative proposals for providing an educational program
until the third week in September. It was decided that there were at
least six alternatives, namely:
1. Have no school for the upper three grades until the building was completed.

2. Seek the fire marshal's approval to use buildings that previously had been closed by his representative.

3. Have half-day sessions, using the primary wing of the building for all grades.

4. Purchase or rent portable classrooms.

5. Rent rooms from other schools.

6. Use outdoor facilities or camps.

A proposal was written and presented to the Board of Education with the recommendation that the facilities at the 4-H camp be used for a three-week period by the upper three grades of the Shettler School. These facilities had been used during previous springs by the fourth grades for two days of nature study. The program at the camp would consist of science units in which pupils would make use of individual observation, reading, discussion, films, art and drama. Nine classroom teachers and one student teacher divided the pupils into ten groups on a multi-age basis. Each teacher had approximately twenty-four pupils, eight pupils from third, fourth and fifth grade. Special Education pupils also were placed in each group. The arrangement of pupils on this basis gave teachers an excellent opportunity to work with pupils on a multi-age basis for three weeks. It also provided teachers at each grade level an opportunity to realize differences in individuals at each grade level.

A small resource center was established at the camp, and some parents volunteered to work in the center as teacher aides. The
school librarian made one trip per week to the camp to offer assistance to the aides in the resource center, and units were established in the areas of soil and water, conservation, forestry, pollution, wildlife, ecology and entomology.

Sand casting, painting, vocal music, creative writing, reading and arithmetic were all inter-related within each unit. The use of basic textbooks was eliminated as the entire program was based on multi-text units of study. The initial proposal to use the 4-H facilities had received some opposition from parents, but after visitations to the camp, many of their fears were alleviated. The use of the camp actually proved to be a blessing in disguise as many of the teachers' fears of multi-age grouping and multi-text teaching were eliminated as the program progressed at the camp.

The use of 4-H facilities impressed upon the teachers that pupils learn by doing, and it was not necessary to have a textbook for every subject or unit. Pupils learned to be more observant and independent and teachers noticed a high degree of interest exhibited at all age and grade levels.

The Shettler School addition was completed the first week in October (see Figure 1). The multi-age grouping of the pupils had been beneficial, but with the return to the Shettler School, pupils were re-assigned to their particular grade levels. Pupils met with their own class unless extra help was needed in another area of study. It was not unusual to see fifth grade pupils in a fourth grade arithmetic class or vice versa.

Released time during the school day was made available to teachers...
FIGURE 1. DRAWING OF THE SHETTLER SCHOOL
for team planning, but the planning time was only for grade level meetings. There were meetings involving the entire staff in the upper grades after school, in addition to the two hours a week during school time for planning time as a team. All pupils received instruction in Physical Education, Art, library use and Vocal Music in an activity block once a week in order that teachers might meet and plan units. The upper elementary Special Education class was included with the fourth grades for all activity blocks.

The reading program in the upper grades progressed without too many difficulties as teachers supplemented the basic text with SRA Reading Laboratories. Pupils with difficulties received remedial help and numerous materials were made available from the Instructional Materials Center.

As the school year progressed, a genuine concern developed among teachers in the arithmetic program. The third grade teachers decided in their meeting on October 25, 1968, to divide their pupils into three arithmetic groups. Miss Gustafson taught the more advanced pupils, Mrs. Walters taught the average pupils, and Mrs. Johnson taught those pupils who needed extra help in arithmetic fundamentals.

The fourth and fifth grade teachers also divided their pupils in a manner similar to that used in the lower grades. The basis on which the fifth grade pupils were divided were:

1. Pupils knowing multiplication, division and long division constituted one group.

2. Pupils knowing division, but not multiplication and division combinations comprised the second group.
3. Pupils knowing neither division or multiplication and division combinations made up the third group.

The grouping seemed to work rather well for the first month, but it then became apparent that some of the pupils were bored or misplaced or both. The teachers met during the first week of January, 1969, and decided that ability grouping was not working as well as had been expected. It was decided that a new approach should be tried in arithmetic. More individualization in the arithmetic program was stressed. The teachers had an idea of each pupil’s strengths and weaknesses, so a decision was made to purchase additional arithmetic answer books. The additional books were made available to the pupils in each class. An individual progress card was made for each pupil, and teachers decided the placement of each pupil. From that point on, each pupil progressed at his own learning rate. A pupil checked each assignment as he completed it and received instructions for the next assignment from the teacher or a pupil who had previously completed the assignment.

Teachers expressed a fear that pupils would cheat if left on their own, so it was decided that pupils would take a test at the end of each unit before progressing to the next. The test was checked by the teacher or a teacher’s aide. The teacher determined if further work was needed in the development of concepts or fundamentals and then prescribed remedial material or a new unit of study for the pupil.

Most of the teachers thought they would be unable to help so many pupils individually and were concerned about the extra time necessary to provide the help. The effect proved just the opposite; as pupils
turned to each other for help on daily assignments, and the arithmetic program became more individualized and encouraged pupils to help each other. The pupil's progress card was placed in his cumulative folder, and he was to continue the arithmetic program from that point the following school year.

The staff seemed rather amused that so many ideas and concepts that they had accepted as solutions to problems were changing as the school year progressed. The reading and arithmetic areas functioned with a minimum amount of difficulty, and teachers found more flexibility in their school programs. A year before this, flexibility was nonexistent. Morale was high among the staff members, even though the work loads were increased through the development of a new program.

Counseling

The E.S.E.A. Title I Summer School Program enabled the district to experiment with counseling in the elementary school. The counselor did individual, as well as group counseling. He also was helpful in the screening of pupils for the summer school program. The summer school counseling program proved so successful that it was continued on a half-time basis during the 1968-1969 school year.

Though limited in scope, counseling became one of the most beneficial programs in the elementary school. The program consisted of individual and group counseling with pupils, parents and teachers. The major emphasis of the program was group processes, with stress on inter-personal relationships, using criteria such as: openness, honesty
with one another, willingness to change, ability to accept constructive criticism, acceptance of others, flexibility, acceptance of responsibility, awareness and consideration of the feelings of others and acceptance of self.

The counselor met with pupils in groups of six or eight. These pupils were randomly selected from each classroom. Teachers and administrators were invited to observe and participate in group counseling. In groups where the teacher was able to participate more than once, some extraordinary results occurred. Relationships between teachers and pupils were discussed with the end result being favorable most of the time. It was often possible to assess the type of relationship the teacher had with the pupils the first time she walked into the room. Sometimes the children froze and would say no more, while with other teachers, pupils continued talking as if the teacher were not even present.

Parent-pupil, parent-teacher and parent-teacher-pupil counseling was done on a limited basis, with strong emphasis being placed on communication among all those concerned. Through the work with pupils and teachers in groups, it was possible to become better acquainted with individual concerns, as well as to discover pupils who needed individual help. The meeting involving parents and teachers proved important from a public relations standpoint, and those involved felt that they benefited from being included in the program.
Special Education

A meeting with the Special Education teachers in August of 1968, provided some new possibilities for teaching Special Education pupils. In previous years, the Special Education pupils had always been segregated from the other pupils in the school. A meeting with teachers of Special Education and fourth grade teachers resulted in a plan to integrate the upper elementary Special Education pupils with the fourth grade in Art, Library use, Physical Education and Science.

There were fifteen pupils in the Special Education class, and their I.Q.'s ranged from 72 to 81. The Special Education pupils had been screened into the Special Education class the previous summer by the school diagnostician, and this was their first exposure to Special Education.

Science units were developed, enabling Special Education pupils to work with the regular fourth grade pupils. One extremely productive and beneficial unit was based on conservation and outdoor education. The unit was started during the three week stay at the 4-H camp in September, and was correlated with the local county-wide 4-H program. It culminated with the pupils spending two days at the 4-H camp in May.

The Special Education and fourth grade pupils also met in total for the science programs on television. Science units were televised by the local television station, and formed the basis of science units and the school science program. The Special Education pupils participated actively in the program and worked well with pupils from the regular fourth grade classrooms. The Special Education pupils

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developed a real sense of belonging, and some previous barriers between the Special Education pupils and the regular fourth grade pupils disappeared.

Special Education pupils also were assigned to work one-half day a week in the Instructional Materials Center. Two pupils were assigned to work in the morning and two in the afternoon. They did general work in the library: checking out books, shelving and general housekeeping. Besides being beneficial to the librarian, the work gave the pupils a feeling of importance and helped them to gain new respect from other pupils.

All of the Special Education pupils were weak in reading skills, and it was decided to try new materials with them. The teacher introduced the Initial Teaching Alphabet in her reading program and the motivation of the pupils by the teacher was a key to their acceptance of the program. The Initial Teaching Alphabet was a new approach to reading in the district involving forty-four symbols with each symbol representing a single sound. After the pupils completed the exercise in the materials, they are transferred to the traditional reading.

The Special Education pupils had extremely poor self-concepts, and it became apparent that a way must be found to improve their self-concepts. Mrs. Warner, the Special Education teacher, met with the kindergarten teacher and proposed that maybe her pupils could help with the kindergarten pupils. It was tried with each pupil assigned five kindergarten pupils to work with for one-half hour per week. The pupils prepared lessons or stories to read to the kindergarten children.
The presentation was made by the Special Education pupil and discussed before the kindergarten pupils returned to their room. The pupils also worked as aides in the kindergarten room, assisting the teacher in Art, Physical Education and Music.

A change in attitudes of Special Education pupils was noticed by the teachers, as the pupils were given added responsibilities, and the number of absences in the classroom decreased by one-half. Parent acceptance of the program was unanimous, and the teacher was encouraged to investigate new possibilities of involving Special Education pupils in projects in the future.

Instructional Materials Center

The Instructional Materials Center was the most important part of the school program and the implementation of a new program. The decision on the terminology of whether to call it a library or instructional materials center was unimportant. The main need was to provide the services needed to implement the program the teachers desired. The Instructional Materials Center was an integral part of the new program, as much of the new educational program was written with the understanding that pupils would do independent work.

Pupils were encouraged to use the center, and each class was scheduled to use the center for one-half hour per week. Pupils were free to use the center at any other time upon completion of their class work, or when necessary to work on a project assigned in class. Many of the resource materials previously located in classrooms were moved to the Instructional Materials Center, so better use could be made of them.
It had been noticed in past years that some pupils in the school were definitely more privileged than others. In order to correct this situation, pupils were taught the use of various audio-visual materials and equipment by the librarian or teacher, and the pupil could use it at any time. Materials and equipment also could be checked out be a pupil to take home and thus many pupils were able to enjoy opportunities previously denied them. Through using the different items in the Instructional Materials Center, pupils were able to relate information to units being taught in the classroom. Many teachers were unaware of the existence of these materials, and pupils did not hesitate to call the materials to the teacher's attention.

Parents volunteered to work in the Instructional Materials Center as aides, and this use of parents not only brought numerous parents to the school, but also freed time for the librarian to meet with the teachers in planning units. Thus, the librarian was able to familiarize the teachers with the use of equipment and help in the selection of materials for various units.

The county library had previously placed thirty books in each classroom. A meeting was held with personnel from the county library to arrange for a different method of placement of these books. After two meetings, it was decided to place all county library books in the Instructional Materials Center, in the hope that the increased availability of books at all levels would encourage more pupils to use the Instructional Materials Center.

The Instructional Materials Center became the center of the
instructional program. A greater variety of books and instructional materials was made available to help teachers and pupils in planning and study. The Instructional Materials Center, in the original planning, was to be the center of the curriculum, and it developed into just that.

Physical Education

The Physical Education program was taught by the principal one and one-half days per week. President Kennedy's physical fitness program formed a foundation for the program, with twenty minutes spent on physical fitness and twenty minutes in organized activities.

Art

The Art teacher had the responsibility of developing good attitudes toward Art. The pupils had never had a formal Art program, and it was necessary to develop in the pupils a solid foundation in artistic skills and knowledge. The art projects were correlated with current classroom work when feasible, but creativity was encouraged so that each child could reflect his own uniqueness. The art program was easily integrated into the school program, as the wide range of abilities within any group made Art a nongraded subject.

Variations in every art experience were provided for the pupils, and the Art teacher worked both directly with the pupils and as a consultant to the teachers to provide these experiences. The consulting with teachers had to be done before or after school, as the Art teacher was busy teaching while the other teachers were doing their team work.
planning.

Social Studies and English

Little was done in Social Studies or English in the way of non-grading or team teaching. Those programs remained basically textbook oriented, but Social Studies was taught in some rooms through a multi-text unit that teachers developed on their own initiative. The English program was strictly from the English textbook that the district had previously adopted, with supplementary activities by teachers in the school.

The amount of time necessary for developing units in reading and arithmetic was greater than had originally been anticipated by the teachers. As units in these areas of study were developed during the school year, more time was spent on Social Studies, English and Science.
CHAPTER VI

SUMMARY AND RECOMMENDATIONS

The development of an educational program and the planning of building facilities for the Shettler School required a great deal of time. The schedule set by teachers and the principal was beset with problems that varied from the original organization of functioning study committees to a delay in the construction of the school building.

The Board of Education and the Superintendent were plagued by financial problems that made decisions necessary which were sometimes detrimental to the total educational program. A lack of communication among the school administrators, the Board of Education members, and teachers greatly hindered the program.

Summary

The three year period devoted to the study of a nongraded, flexibly scheduled, team teaching school did prove beneficial, and prospects for the future are extremely bright. The teachers gained a new insight into all aspects of the total school program and a knowledge necessary for the implementation of an instructional program.

The next five years will determine if the goals established are being reached, and children are functioning as individuals. The changing society makes it imperative that program innovation be a continuous process in the teaching of youth of tomorrow today.

Some very noticeable things occurred in the new program. There was a tremendous increase in creative work done by the children singly
and in groups in such areas as: the creative writing of stories and poems, creative dramatics and art.

Many pupils developed the ability to work independently of the teacher. As a teacher would work with one individual or a small group, other pupils kept busy with previously planned constructive learning activities. It was common to see several pupils working on a social studies project, other pupils working on arithmetic skills, several pupils looking up materials for a report and other pupils helping a slow learner.

Pupils seemed to develop a new enthusiasm for learning as there was an absence of tension in the classroom and a real "learning atmosphere" in the room. There was a continuous growth of teachers and pupils as teacher enthusiasm increased during the school year.

There was closer cooperation and greater sharing of ideas among teachers and even teachers with many years of experience seemed to show changes in attitudes toward pupils and teaching. The greater freedom, as well as the need to use a variety of ideas and materials to meet the needs of the children, seemed to ignite a spark for creative teaching.

The problems of various pupils were discussed in detail at weekly meetings, and a greater awareness of all the children in the school and of their needs encouraged teachers to consider carefully the goals set for each child.

The newly adopted nongraded, flexibly scheduled, team teaching plan has been very successful. Improvements have to be made and
mistakes rectified, but the consensus of parents and teachers has been favorable. The following comments were made by teachers and parents:

1. The less mature child isn't set aside to meet only the needs of the more advanced child, and he is given recognition for his own achievements.

2. I feel this is an excellent chance for the more advanced child, as well as the less mature one, to advance with less frustrations, and in the end attain the goals set up by the program, at a pace set by his own abilities.

3. I think the program is wonderful! Others I have talked to think so too. I'm so glad we moved here just before Bonnie was to start school. She has learned more than I ever did at her age.

4. We, as kindergarten teachers, know that at least one quarter of our children will not be ready for formal reading in September. With this program, we know these children will not be pressured into doing work for which they are not ready.

5. We feel the program gives teachers a freedom to experiment in different areas of study. The fast learner can go as far as possible, and the slow learner can move at his own rate without the frustrations of meeting a grade level.

6. I have found the attitudes of work with the parents very acceptable.

7. The program is of such flexibility as to permit the establishment of individual goals. Standards are set up so they are compatible with the rates at which pupils learn.

8. One of the most significant outcomes of the program is the avid interest shown by parents. They evidence a greater willingness to communicate and cooperate with the school.

The comments from parents, teachers and pupils were most inspiring to the administration. The program, although it progressed at a slower rate than had been originally anticipated, was well accepted by most people in the community.
Recommendations

A number of recommendations were made by the staff to increase the effectiveness of the program for the 1969-1970 school year. The recommendations were:

1. The hiring of a full-time counselor.
2. The hiring of a half-time Physical Education teacher.
3. The inclusion of the principal in all planning meetings.
4. The dropping of all grade connotations.
5. The development of a transitional pattern between the elementary and middle schools.
6. Team teaching in all subject areas, especially at the upper elementary level.
7. The investigation of Individually Prescribed Instruction and materials.
8. The adoption of more sophisticated evaluation and revision procedures.
9. A change in methods of reporting to parents. The present report card did not meet the needs of the new program.
10. Greater flexibility and mobility of pupils among all grades.
11. A continuous program of parent orientation.
12. The use of specialists as an integral part of the total staff.
13. The hiring of more teacher aides.
14. The development of a system of accurate record keeping for individual pupils.

15. The development of behavioral goals for each pupil.
APPENDIXES
APPENDIX A

Educational Specifications
Classrooms

Elementary children spend one-half of their waking hours in school with 85% of the time in the classroom. The classroom must be cheerful, attractive and comfortable. Thirty to forty square feet of floor space must be available per student. There should be ample glass to permit natural light to all parts of the classroom, but no skylights. Electrical outlets should be located at the front and back of the classroom. Adequate storage space must be provided and be within easy reach of students and teachers. Movable shelving and bookcases would increase the flexibility of the classroom. Floors should all be carpeted. Sufficient chalkboards and bulletin boards are a necessity and should be in each classroom. It was hoped that flexibility would be used in planning the building and movable walls would be incorporated into the building.

Guidance

The guidance room should be approximately 300 square feet in size with open and closed shelving. The counselor in the elementary school assists all pupils directly and indirectly through teachers and parents. The office should be such that students feel relaxed in it, and it is easily accessible to them. The counselor will work with parents who are interested in their children or are unaware they have problems. The counselor will work with students and parents to alleviate emotional
stress in children. The counselor would work with the testing program and meet with small groups of teachers and students.

**Health Room**

The health room should be somewhat isolated from the other areas, but near the office. Two small beds, a desk, filing cabinet and shelves should be provided. First aid supplies should be kept near at hand in case of an emergency.

**Instructional Materials Center**

The Instructional Materials Center should function to make available to all pupils and teachers books, periodicals, audio-visual materials and other reproductions which are of interest and value.

The most desirable location for the Instructional Materials Center should be one that provides maximum accessibility. Two practical considerations should influence the choice of this location. Space should be available for future expansion, and if the Center is to be kept open longer than the rest of the school, it should have easy accessibility from the outside. The quarters should be comfortable and inviting with natural and artificial lighting.

There should be duplex electrical outlets on each wall of the reading room, and the floor should be carpeted. The ceiling should be acoustically treated for sound.

Space in the Instructional Materials Center should be adequate to house the collection of materials and equipment, for storage, staff and pupils to work and study and for technical preparation for library and materials. Facilities should be provided for; listening and
viewing, individuals as well as small and large groups, staff to examine and prepare materials, and formal as well as informal instruction.

The reading room should be able to accommodate at least ten percent of the school enrollment. There should be sufficient space for tables, chairs, heavy traffic, wall shelving of all kinds, several recessed tack board or peg board areas and sufficient space for the circulation desk. There should be space for the storage, distribution and repair of audio-visual materials and equipment. A work room of approximately 400 square feet should be provided where materials may be produced.

There should be one conference room adjacent to and connected with the main reading room. The room should be acoustically treated with a glass partition between the reading room and the conference room. The minimum size of the room should be 120 square feet.

Music Room

Music instruction is a very valuable part of the elementary school program. A room approximately 250 square feet in area should be provided for instrumental instruction on an individual or small group basis. The room should be designed to prevent excessive reverberation and reduce sound transmission to adjacent spaces. The room should be closer to square than rectangular. Large group instruction and band concerts could be held in the multi-purpose room.

Vocal music must be provided to round out a music program. Elementary vocal music should not be neglected by over emphasizing the
instrumental music program. A separate room for vocal music or a combination instrumental-vocal music room should be provided in the school.

Nature Study Area

A nature study area should be provided near the school building. Various tame animals could be kept and raised during the school year. Conservation projects could be carried on in this area. Animals could be kept in a screened-in portion of the conservation area. The area could be maintained and cared for by the students.

Physical Education

The physical education facility should be constructed keeping in mind that the facility is to be used for classroom instruction in Physical Education and as a community center for recreational activities. The gym should be at least seventy-five feet in length, fifty feet wide and with a ceiling twenty-two feet high. Walls should be of a glazed brick or tile extending to a height of six feet. The floor should be of a material that is easy to maintain with permanent marking lines for various elementary games. The physical education room should be designed so that apparatus designed to develop various parts of the body can be installed. There should be room to install swinging ropes, climbing ropes, indoor horizontal ladders and stall bars. Electrical outlets should be placed about the gym in case audio-visual materials are needed in instruction.

Speech Room

The speech room should be 300 to 500 square feet in size. There
should be ample blackboard, tack board and bulletin board space. The room could be used by the diagnostian and visiting teacher when the speech correctionist is at another building. A movable partition should be a part of the room so the room can be divided for use by two teachers at the same time. The room should be located near the office. A location near the office would also make it available as a conference room for teachers and administrators.

Art Room

The size of the art room should be one and a half to two times the size of a regular classroom. There must be sufficient storage space and areas for displaying art projects. The room must be well lighted with natural rather than artificial light so colors could be seen at their true value. There should be clean up counters, sinks providing hot and cold water and a moderate amount of chalkboard and tack board for use by the art classes.

Remedial Reading Room

The remedial reading room should be approximately 400 to 500 square feet in size. A room this size will allow the teacher to work with small groups of students in an intimate setting. There should be ample storage space and bookcases available to store various types and levels of reading materials. The remedial reading teacher could also conduct small group meetings with teachers in her role as a reading consultant.
**Special Education Room**

The special education room for mentally handicapped children should be the size of a regular classroom. It should be located near the regular classrooms containing children of a similar chronological age. The size of the class will not exceed fifteen students. The students should not be isolated from students in a regular classroom.

**Teachers Lounge and Work Room**

The teachers lounge should be a place where the teacher can relax. Comfortable chairs should be provided along with a combination dressing and writing table. The room should be carpeted and have a refrigerator and stove.

A work room should be located adjacent to the teachers lounge. The work room should have adequate lighting and ample storage space. Counter space should be at a maximum with a sink and water proof cabinet top. Equipment of all types should be available for teachers to use in preparing materials.
APPENDIX B

Bibliography of Books Used by Teachers
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Bibliography of Books Used by Teachers


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APPENDIX C

Bulletin from Stan Sekerka
APPENDIX C

Bulletin from Stan Sekerka

We have gone through two sessions in this team teaching seminar. Some difficulty has been experienced in some of the groups. If this is so, then some additional clarification and direction is in order.

Our purpose for expending funds for this seminar can be summarized with the following statements:

1. We feel that the staff in Fruitport Schools has the same desires and capabilities for being a leader on this side of the state as those in any other part of the country.

2. This is a part of a never-ending process of an increased use of our talent, resources, facilities for a more efficient and effective learning situation for the students of this community.

3. We are using this seminar to give each of us an opportunity to put into practice the means of achieving team teaching in our own teaching situations, now and in future buildings.

After having assumed membership in team groups, we have expected some difficulties to arise. What must we do to make team planning groups effectively operable? Some of the following have been found to be very effective:

1. Determine a working problem in each group.

2. Formulate the problem in question form.

3. Without attempting an immediate solution or answer, explore the problem to determine the issues involved or "blocks" to the solution.

4. Determine what is needed—resources, materials, equipment, help, space, information....
5. To make the group productive do:

a. Support your colleagues' ideas rather than "put him down".

b. Be honest.

c. Remind a person if he is dominating the discussion unnecessarily — question one another in a spirit of cooperation to bring out all points.

d. Exercise care where personal animosities may enter into the discussion.

e. Try to stay with the problem.

f. Recognize a lagging discussion as due to lack of information, or a need to take stock of the discussion.

We are going through no easy process, especially the first few meetings. All members of the group are not as well known as our immediate colleagues. Some members are functioning quite well. We are on our way, and we do have a consultant to assist us when we need her.

"LOTS OF.........."
APPENDIX D

Minutes from October 12th Team Teaching Seminar for Teachers in Grades 3-8
APPENDIX D

Minutes from October 12th Team Teaching Seminar
for Teachers in Grades 3-8

MATH AND SCIENCE TEAM

Recommendation:

A source person to help determine the needs of pupils (Rooks?)

Math group meet in Room 126 since materials are in the room --
if not in use.

Need:

Programmed modern math texts.

Will break up into two groups next time. Visitation to a research
center is a starting point.

DR. STEIN - SOCIAL STUDIES

We have more of everything

1. More people
2. More to learn and teach
3. More heterogeneous
4. More complex society
5. Makes greater interdependence

All this means to school

1. Understand and appreciate each others role
2. Must teach children to appreciate differences
3. Team teaching aids meetings
4. Be able to assign priorities
5. Work out some kind of integration

Teachers need

1. Knowledge of field
2. Unifying factors result team teaching
3. Concept of biology for history (ecology)
4. Bruner says, "Get us back to principles of learning"

We have, in the past, had an integrated program in the schools when
they were one room, K-6 buildings, Somewhere along the way, while
enlarging the schools to make them more economical, we allowed ourselves to separate all the subject matter into separate compartments. Students and pupils do not learn only one thing at a time. They learn because many forces act upon them at the same time.

**LANGUAGE ARTS TEAM**

Need:

Curriculum Guides - What should be included?

Comments from Parents:

Where weaknesses are in school teaching.

Planning of Curriculum Guides:

1. What grades have already had in English, Spelling, etc.
2. Not all teachers teach in the same way.
3. Some teachers stress some things more than others.
4. How to feel the needs of each pupil for his particular future.
   a. Divide pupils into groups according to what they can accomplish.
   b. Divide pupils according to creative ability.
   c. Give each child satisfaction to himself in some degree.
   d. Use of teacher aides for preparing papers, research, use of equipment.
   e. Use of teacher aides not only for marking papers, but also for helping out with small groups.
5. Programmed reading in third through fifth grade.

**PHYSICAL AND MENTAL HEALTH TEAM**

1. Subject - Physical Education in upper elementary grades. Most teachers will accept some type of program, if organized.
   a. One person interested in this area will operate as a physical education instructor.
   b. What are the objectives of the Physical Education Program?
      (1) Ideally conducted in organized games during recess.
(2) Coordination, participation, fair play, etc.
(3) Problem - getting whole participation by teachers.
(4) Need - introduction among high school, junior high and elementary teachers.

New Topics:

Mental Health - what is it?
Behavior gives practical examples - teach on this situation.

Can a formal mental health program be established?
General feeling - These problems and subject areas should be integrated in other subjects.

Should students be taught to have goals?

"Let's try an experimental project."

RESOURCE CENTER COMMITTEE

We decided to investigate the following:

1. What funds are available from Federal and State Programs for school libraries?
2. How is remedial reading included in a resource center? Or, should the material be separate?
3. What would be the relation of the Special Education Department to the library? What help and material are available?
4. What are the possibilities of having publishing companies give a complete line of workbooks for the teachers' library?

We would like resource people to talk to us and to find out what centers would be models to visit.

December 12: Dale Gibson from the Muskegon Intermediate School District was our guest. He discussed his concept of an instructional media center. He stressed that the basic question was staff, and that we must finalize our own ideas of what this center is to be (library with an audio-visual corner - a "hardware department" or somewhere in between). Other ideas presented were the need for filmstrips, but not film; the use the county center can be to us; the need for pictures and laminating machines; and to not rely heavily on Federal Programs.
APPENDIX E

Letter to Mr. W. J. Thomas, Superintendent from LaVerne South
November 14, 1967

Mr. William J. Thomas
Superintendent
Fruitport Community Schools
Corner Beech and Sixth Avenue
Fruitport, Michigan 49415

Dear Mr. Thomas:

It has been a week since we visited you at your school, and it is a great shame that you have not until now received a letter as was promised. Of course, you know where I was Thursday and Friday.

Your working plans for the Shettler and new Middle School seem to be forward looking. The absence of walls in the third through sixth grade clusters, and in some of the rooms planned for seventh and eighth grade, and the plans for air-conditioning at least a portion of the building show some intention for some innovation.

Another aspect of your program which exhibits your interest in change is the fact that your Board of Education has been willing to spend some money on in-service training for the staff, which will be involved in the elementary and middle school programs. We picked up a degree of dissatisfaction with the in-service program as it is now moving, but wish to be quick to mention that we are often much too impatient with how much energy it takes to bring about change, particularly in our business of education. Half of the value of making changes is in the experience which accrues to those who go through the process of change. In spite of the fact that your staff seems to want "how to answers", it might serve you better to have them dwell more on the philosophical aspects, and let them evolve their own "how to".

I believe that we did mention some people who could undoubtedly help you in your search for a middle school program. These people and their addresses are:
Sincerely,

LaVerne South
Education Consultant
APPENDIX F

Some Questions for the Teachers of Fruitport
APPENDIX F

Some Questions for the Teachers of Fruitport

from: Mary Cain, Assistant Professor
Department of Teacher Education
Western Michigan University

New buildings, new possibilities, and new opportunities are open to you! There are many teachers in this country who would envy you. Yet, new possibilities bring new problems. What problems do you foresee as you prepare for a new year in a middle school? What is most important and most interesting to you? You will undoubtedly have many questions and many ideas you would like to implement in your new environment. I have listed some questions here—and they are by no means the only questions that will occur to you—in order to get us started working on the problems you may want to solve. You are under no obligation to work on these particular problems; I simply raise them because I would wonder about them if I were in your position. You will no doubt think of many others. The important thing is that you select a problem which is of serious import to you.

1. HOW ARE YOU GOING TO GROUP CHILDREN?

How much time will be spent in independent study, how much in small groups, how much in conventional-sized groups and how much in large groups?

Will this time distribution change as your teams see a need for change?

How much time will be spent in interest groups?

How many chronological ages will be included in any group?
Will you have "grades", "houses" or an ungraded continuous progress plan?

2. HOW ARE YOU GOING TO GAIN AND RETAIN THE SUPPORT AND THE ENTHUSIASM OF YOUR COMMUNITY?

How will you use parents and other lay people to help you?
How will you explain the educational benefits of the plans you use?
How will you report the experimental portions of your program?
How will you report pupil progress in meaningful ways?
How can your community use your school building? Can it be used in the evenings? In the summer? On weekends?

3. HOW WILL YOU DECIDE WHAT TO TEACH?

What is most important to teach children in a middle school?
Whether your area is language arts, social studies or both, how will you select content to reflect your purposes for children?

4. HOW WILL YOU ORGANIZE THE CURRICULUM? There is little or no evidence to support the grade placement of subject matter. So:

How will you combine content areas into meaningful wholes so children's learning will be integrated and children's lives enriched and useful?

How will you provide for vertical continuity?
How will you provide for horizontal integration?

5. HOW WILL YOU ORGANIZE THE TEAMS?

Will they be of different sizes?
Will you have specialists representing several disciplines on one team?---Or all representing one discipline on one team?
Will you use lay people? Teachers' aides? Parent volunteers?
How will you train assistants? Where can you use them? science labs? language labs? library or resource centers?
6. HOW WILL YOUR TEAMS OPERATE?

When and where will you plan together?

How will you decide which individuals will perform which functions?

Will you interchange functions?

How will you distribute your talents?

How will you plan to allow time for preparation, research and reading for each of your team members?

7. WHAT WILL YOU DO WITH THE ARTS?

Will you have a "unified arts" program combining home economics, aesthetics, industrial arts, crafts and fine arts? How could these work together as they do in some schools? What would be the advantages and disadvantages of such a plan for your school?

What will you do about the separation or combination of sexes in these areas? Why?

8. WHAT CAN YOU DO ABOUT RESOURCES AND INDEPENDENT STUDY?

What do your facilities offer?

How can you arrange to have a multitude of resources immediately available to teachers and children?

What auto-teaching devices can you use?

Who will advise you concerning resources?

How should resources be provided for you?

Where and how will small groups of children be able to tackle problems on their own?

Where and when will children study independently?

9. HOW WILL YOU HANDLE CONFERENCES AND COUNSELING?

Do only counselors counsel?

One of the values of team teaching has sometimes been found to be the close inter-personal relationships which are possible between teachers and individual students. Can you plan for this?
When and where will teachers or counselors confer with individual students?

What kinds of purposes should conferences achieve?

10. WHAT ARE THE PURPOSES OF THE FRUITPORT ELEMENTARY SCHOOL? This is the first, as well as the last question, and serves as a basis for all the answers.

What should your school do for children?

What should your school do for the community?

What should your school do for your own professional growth and self-respect?
APPENDIX G

Letter to Mr. W. J. Thomas, Superintendent
from Mrs. Mary Cain
APPENDIX G

Letter to Mr. W. J. Thomas, Superintendent
from Mrs. Mary Cain

January 11, 1968

Mr. William J. Thomas, Superintendent
Fruitport Community Schools
Fruitport, Michigan 49415

Dear Mr. Thomas;

I was sorry to be unable to meet with you yesterday when I was in Fruitport. I was so busy at the Beach School that I just didn't have the time to skid over the ice to your office before the afternoon meeting. I wanted to report to you concerning both encouraging and discouraging aspects of your team teaching program as it now stands.

First, I know you will be pleased to learn what a beautiful job Mrs. Webster, Mr. Dickson and Mrs. VanderWoude are doing with their fifth grade teaching team at Beach School. They work together in a beautifully cooperative way, and through much study and intensive, intelligent planning, they have been able to develop, expand and enrich the science and mathematics curriculum for their students. While at first, these teachers were apprehensive and unsure of their new venture, they are now very enthusiastic and pleased about the possibilities and accomplishments of team teaching and eager to expand their efforts to the areas of language arts and social studies.

These excellent teachers are the only ones I have personally observed, but I understand from the principal that the third, fourth, fifth and sixth grade teachers in the Fruitport Schools are also doing a superior job with their team teaching. You are indeed to be congratulated for your industrious and flexible staff. I have talked to many of your teachers who are full of excellent ideas for the continued and improved quality of the Fruitport Schools.

As you know, team teaching cannot be effective without planning time, aides for non-professional services and administrative support and expedition of teachers' efforts to improve the educational program. There are several steps which appear to be necessary at this juncture, if the project is to continue at a reasonable pace, and if the money allocated to the project is to be well spent.
(1) The three teachers mentioned above are now eager to visit together a team teaching situation similar to theirs. Since teacher visitations are a customary part of such in-service training, and since the money for their transportation and substitutes is available in our budget, I recommend that they make such a trip. I am sure Mr. Mol and Mr. Carlson would arrange for this visitation.

(2) The science teachers have reached the point of committing themselves to the development of an improved science curriculum for the middle school, with the implementation through team teaching. As with most teachers, it is impossible for them to find uninterrupted planning time together. I am sure that this experience will give them the impetus to continue on their own. The cost of providing from our budget four substitutes, so that the science teachers may have a single day for work is infinitesimal in comparison with the possible rewards to the school.

(3) The third and fourth grade teachers are also working very hard and need some of the planning time which is customarily granted to teachers who are planning curriculum or developing new programs. They would gain considerable relief if the third and fourth graders could arrive at school on the bus with the Junior High students every other Tuesday. They would gain two hours' planning time, while students would only miss one hour of school every other week. The cost in student-time would be far exceeded by the long-term benefits to the Fruitport Schools if these teachers are able to continue their work. My recommendation is that the teachers be given this time, in order to encourage and abet their efforts.

(4) The fifth and sixth grade teachers are also ambitious. They will undoubtedly request the same amount of planning time that the third and fourth grade teachers received under (3). I also strongly recommend that the same busing arrangement be adopted for them, for the same reasons.

(5) Most of your teachers have faithfully attended all of the in-service meetings. However, a few do not attend regularly. I believe it would be advisable for you to make clear to all teachers that their attendance is always expected. When they are absent, the work of other teachers is sometimes held up, and morale suffers. Teachers also need to be reminded to appear at the meetings on time.

(6) I am sure that the teachers who have worked and studied with each other since fall would be most pleased to receive a formal acknowledgement and thanks from you. I am reminded of
the excellent supporting talk you gave at an early meeting. Your active support of teachers' efforts had a noticeable effect on their morale and on their willingness to produce results.

Of course, all of these steps require some effort and some change. I find it a very healthy sign that so many teachers in Fruitport are less afraid of change than they were in the fall. Many, in fact, are seeking it, if it will help them to do a better job in the Middle School. I feel confident that with your administrative support and with the support of the principals, the new schools will be equipped with competent teaching teams and a richer curriculum when you occupy the buildings, and Fruitport will be able to point with pride to its new schools.

I am looking forward to seeing you again soon in the future, and to our continued work in this project. Best wishes for a successful 1968.

Sincerely,

(Mrs.) Mary Cain
Assistant Professor

MC/jmk

cc: Mr. D. B. Leonardelli
Assistant Director
Division of Field Services
Western Michigan University
APPENDIX H

Minutes of Team Teaching Meeting, January 25, 1968
APPENDIX H

Minutes of Team Teaching Meeting, January 25, 1968

Present were: Lloyd Brown, John Carlson, Gordon Mol, Ron Gonder and Stan Sekerka

TEAM GROUPS PROGRESS

Edgewood Fourth Grades and Upper Elementary Special Education:

Includes breaking up of seven groups into two upper ability groups, two slower groups and three average groups; making three teams frequently as a large team. (Judy Young is a practice teacher from Grand Valley State College).

Edgewood Fifth Grades:

Four teachers have divided their math groups into one above average group, two average groups and one below average.

Edgewood Sixth Grades:

The sixth grade teachers have been working on reading for several years and are in the process of going into related areas.

Heights Ravenna School:

Three fifth grade teachers have continued their large and small groupings primarily in math and science.

Shettler School:

Shettler teachers have recently begun some cooperative teaching on the fourth grade level in reading as a beginning. The fifth grade expects to start a little later in another area.

CURRICULUM GROUPS

Some discussion arose concerning the direction of the Social Studies Program:

1. Should the program be on a "time line" basis and the ancient history be taught first in the fourth or fifth
grade and slowly move to the present, including at least geography?

2. Should U.S. History be limited to the Civil War period in the fifth grade?

3. Should the program be developed more fully with the "family to the world" concept in the upper grades, including the Western Hemisphere in grades five and six and continue with other continents in the seventh and eighth grades and push American History to ninth?
APPENDIX I

Minutes of Fifth Grade Teachers' Meeting, February, 1968
APPENDIX I

Minutes of Fifth Grade Teachers' Meeting, February, 1968

Present were: Linda Ruiter, Navada Wood, Madelene Cruse, Art Griffith and Doug Sims.

The area selected for team effort was language arts, including spelling, grammar, listening, writing, speaking, thinking; but excluding reading. These areas could easily be correlated with science or social studies.

It seemed agreeable that Linda Ruiter, Navada Wood and Madelene Cruse would accept those students who were more proficient in these areas, while Art Griffith, Doug Sims and Joan Nelson would accept those students who were less proficient in these areas.

The fifth grade teachers would like to get together with Mary Cain for some ideas. They felt other things could be done besides following the text altogether – tell stories to lower grades, do creative things in choral and writing areas.

We wondered if there were any films on team teaching available on a rental basis.

This group would like to have some released time for team planning for the balance of the year. The day of the week preferred is Friday. About five or six team planning days are requested. Students would come in during the Junior High bus runs. The team planning would start at 8:00 a.m. and last until the students came in.

The dates need to be selected by the teachers, and letters sent to
parents before each date arrives. This will be decided at our next meeting.
APPENDIX J

The Role of the Team Leader
The role of the team leader is founded on the basic premise that an effective dynamic leader must earn the place of leader, whose assignment is from the group he leads. The successful team leader is therefore seen as a means by which individual members of the team believe that they can do their jobs more successfully. The leader may make suggestions or allow members of the team to make suggestions, and if the group members see promise in the direction of the leader, this indicates they will use the leader as a means of fulfilling their goals. Said differently, the team leader is perceived by the group as controlling the means by which the group can do its tasks more effectively.

Research indicates that when teachers' expectations are fulfilled in regards to the leadership of administrators and supervisors, morale soars. And when expectations are disappointed, morale takes a nose dive. This then would suggest that the effective team leader will be sensitive to the expectations of the team members and, when indicated will take appropriate action to implement the group's decision or direction.

In view of the above, it would seem that a team leader should be a superior classroom teacher with a rich background of education and experience, particularly at the grade level which he is leading. The team leader's experience should be of such a nature that it makes him
capable of giving guidance and assistance to less experienced teachers on the team. The leader must be a person of intelligence, initiative, insight, diplomacy and possess organizational skills. The team leader has all of the administrative authority and responsibilities that are delegated to every classroom teacher. In addition to these responsibilities, he is expected to assume the additional authority and responsibility that his team members delegate to him.

A job description, for the team leader, is therefore difficult to describe because it will vary in terms of his effectiveness with the group i.e., the authority the group delegates to him.

The following is a list of some of the duties which a team leader may expect to fulfill:

COORDINATOR: (team level)

To insure that a team's decisions are executed in an effective manner with due concern to the optimum growth of the child, the following major points are to be considered in the role of the coordinator:

1. Convener of team meetings.
2. Written records of team activities (units, idea file, etc.)
3. Communication with parents. (Team leader to be informed of all written communication with any parent.)
4. Communication between teams and other staff members.

LIASON: (Administrative)

Liaison is essentially concerned with communication between the team and building administrators through the team leader for the maximum effectiveness of the learning processes as they effect the total
school populace. The following major points are to be considered in the role of liaison:

1. Reporting of team's functions.
2. Requests for logistical support.
3. Communication with the public.

INSTRUCTIONAL LEADERSHIP: (team level)

Instructional leadership is construed to be a cooperative action among colleagues and not that of a "snoopervisor". It is enough to understand that only through a total team effort a continual evaluation will bring about improvement in the educational practice. The following major points are to be considered:

1. Assist the inexperienced teacher.
2. Share available materials.
3. Rotate leadership when advantageous to the instructional program.
4. Assist in the total assessment program.
5. Ensure that the team continually evaluates its activities.
6. Implement and augment instructional materials.

IT IS ESSENTIAL TO KEEP IN MIND THAT THIS IS A TEAM OF TEACHERS WORKING FOR PROVIDING THE BEST IN EDUCATION FOR ALL CHILDREN ASSIGNED TO THE TEAM.
APPENDIX K

Pupil's Reading Progress Record
# Pupil's Reading Progress Record

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<th>DATE WHEN BOOK WAS COMPLETED</th>
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BIBLIOGRAPHY


