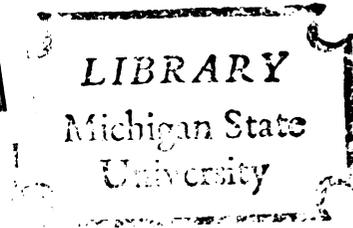


THE MICHIGAN AUGUST WORKING CONFERENCE
AS A METHOD OF CURRICULUM DEVELOPMENT

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Sarah Jane Stroud
1966



This is to certify that the

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THE MICHIGAN AUGUST WORKING
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Sarah Jane Stroud

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Charles A. Blackman
Major professor

Date October 31, 1966

ABSTRACT

THE MICHIGAN AUGUST WORKING CONFERENCE AS A METHOD OF CURRICULUM DEVELOPMENT

by Sarah Jane Stroud

This study focuses upon the historical organizational and procedural aspects of the Michigan August Working Conference as a means used in the Michigan Secondary School Study to bring about participation and cooperative endeavor for curriculum planning, revision, implementation and change.

It presents (1) the educational picture extending from The Progressive Education Association's establishment of the Eight-Year Study in 1930 to its influence upon the state of Michigan; (2) the workshop method as the procedure basic to the August Working Conference's activities and to the philosophy of the Michigan Department of Public Instruction; (3) the establishment of the Michigan Secondary School Study in 1935; (4) the history, organization and characteristics of the August Working Conference from 1940 through 1955; and (5) an evaluation of the August Working Conference drawn from the implications of the information which show that it was an effective and needed means of curriculum development at the time it was in use and that this kind of procedure could meet some of the requirements for solving today's educational curriculum problems.

Primary sources used are the compiled minutes and records of the Michigan Secondary School Study, artifacts

produced at the conferences by the conferees, correspondence and information in both archival records and the personal files of those who at various times held leadership roles in the Michigan Study and in the August Working Conference and interviews with members of the Department of Public Instruction active during those years when the Study was in progress.

Secondary sources are those professional education journals, books, and unpublished materials relating directly to the central theme and to the general topics of workshop, small group dynamics, cooperative procedures, change, and curriculum development.

The significant findings indicate:

1. Michigan's educational leadership, realizing the importance of the implications for secondary curriculum revision produced by the Eight-Year Study, initiated the Michigan Secondary School Study in an effort to remove the inadequacies of its own secondary curriculum.

2. The workshop way, calling for active participation by all those involved in the decisions and action required to bring about curriculum development, is an excellent vehicle for bringing together those primarily concerned with curriculum problems; for creating an atmosphere open to cooperative problem solving; for stimulating and nurturing the growth of creativity, leadership, and meaningful ideas; for providing that kind of support which the profession needs in order to carry out sustained efforts toward improvement through informed, intelligent use of innovations. Workshops were found by both the Progressive

Education Association and the Michigan Secondary School Study to be of significant value to the participants.

3. The leadership for curriculum change must have its impetus and receive continuing support from administrative personnel. The leadership must be strong, well organized, and dedicated to the democratic processes of decision-making and problem solving, if these decisions and solutions are to be interpreted into action and leadership by the classroom teacher as he works with his students.

4. If curriculum development is to be seen as an on-going process and used in meaningful ways by the classroom teacher, there must be a means provided for cooperative endeavors and decisions through active participation by all concerned. The August Working Conferences grew in number and in attendance when they were actively and enthusiastically encouraged by the State Department of Public Instruction in its concerted effort to bring to these conferences excellent consultants, adequate financial support, administrators with their teachers, and to develop local leadership.

5. The magnitude of innovations both conceptual and technological being introduced into the curriculum today is causing many educators to observe that we are in the midst of an educational revolution. However, though the educational system may be attempting to overcome the cultural lag there is a feeling of public pessimism about the ability of the educational system to meet society's needs. There is a growing dependency on and acceptance of the federal programs now in progress. While both state and

federally sponsored programs list workshops as one of the methods given top priority, there is little or no evidence that these workshops follow the guidelines empirically determined by the Eight-Year Study as necessary to their effective functioning. These curriculum development endeavors reflect an emphasis on purposes serving national needs arrived at by specialists and on the implementation of these purposes through the use of specific innovations. This does not necessarily reflect the unique needs of teachers and students as they perceive them, nor does it allow for the formulation of solutions in which the innovations are used because they have been studied for their value and thereby chosen as suitable instruments for improving the situation.

6. The August Working Conferences were consistently evaluated as valuable and they grew in number and in attendance from 1940 to 1949. They began to diminish from that year until 1955 at which time there is no evidence that any were held, and no clear evidence to indicate why and how the State Department reached its decision to terminate the activity.

7. The literature presents our society as growing increasingly urbanized, technological and depersonalized; our educational system as lagging in its efforts to provide a curriculum for producing citizens adequate to the growing complexity of life; the need for continuing involvement in planning and producing a dynamic educational program; the need for leadership from an organization with professional status and the necessity for on-going and sustained participation in decision making by those who must implement and

Sarah Jane Stroud

live by these decisions.

The recommendation is made that the Michigan Department of Education give studied consideration to again incorporating into its present program for curriculum improvement, the concept of the workshop as formerly used so successfully in its August Working Conferences.

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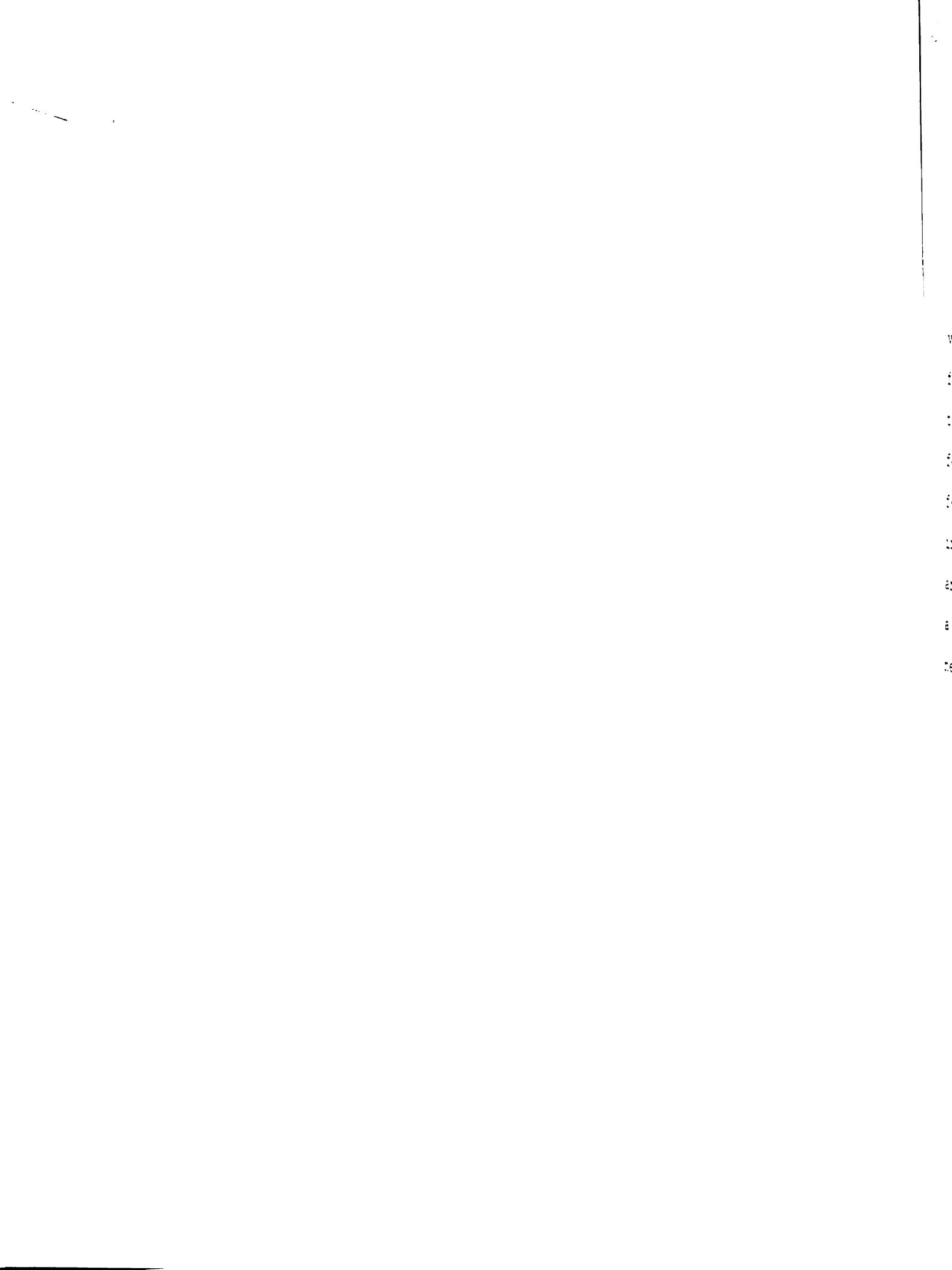
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PREFACE

The following study was undertaken because of the valuable personal and professional experiences derived from participation in the in-service education opportunities found in the August Working Conferences. These conferences proved of sustaining worth. Through the years following my participation, I have continued efforts to increase my understanding and use of the workshop way, and of the concept that the learning-teaching process is a social transaction best accomplished when the uniqueness and worth of all are given prime consideration.

ACKNOWLEDGMENTS

The writer acknowledges her sincere appreciation to Dr. Charles A. Blackman, major advisor, for his unflinching and insightful understanding and supportive advice during the time spent in fulfilling the requirements for this degree. The writer is also appreciative of the time and effective assistance always graciously given her by those who served as members of the advisory committee - Dr. Leonard Luker, Dr. Louise Sause, and Dr. Orden Smucker.

Finally, I wish to express a deep appreciation to my husband, John, and sons, Robert and Daniel, for their interest and understanding throughout this program.

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CHAPTER I

OVERVIEW AND INTRODUCTION

A primary and essential responsibility of any profession is to give priority to the perpetuation and improvement of its services in such a way that the welfare of those to be served is enhanced. These services must be viewed as helpful to both the individual in need and to the society in which he must function. One of the paramount responsibilities of the teaching profession is to give priority in its thinking and subsequent activity to curriculum development.

Bringing about curriculum change has never been easily accomplished. In the light of today's increasing life complexity, it appears to be even more difficult to do with any degree of organization, validity, and use of intelligence in the approach.

This study records the history and presents the description and evaluation of a method formerly initiated and used by the Michigan Department of Education for bringing about curriculum development--The Michigan August Working Conference. The proposal, overview and introduction are included in this first chapter.

Purpose

It is the purpose of this dissertation to present a description of the Michigan August Working Conference, a method of secondary curriculum development; its establishment, organization and implementation by a group of Michigan educators; a description and analysis of the method, the workshop way, with literature and related research basic to the concepts; and, an evaluation of the method with recommendations for its future use.

Scope and Significance

The scope of this study (1) identifies and describes the history of the development of the ideas and events and their organization into effective concepts which lead to the inception of the Michigan August Working Conference; (2) describes the organization and growth of these specific conferences, by presenting their programs, activities, and present status, and by identifying those individuals responsible for the origin, progress and directorship of the conferences; (3) identifies and describes the workshop way with its principles of learning, group dynamics, and leadership development as they relate to curriculum revision and (4) attempts to draw some conclusions concerning the effectiveness of the method as a means of curriculum development, and to make recommendations for subsequent utilization in the light of present-day needs.

This study is made with the hope that it will give those concerned with curriculum development an understanding of a process through a detailed description of its actual

realization; that the material presented will serve those who wish to profit by and utilize that which has been done in the past. The description of the objectives, the activities and the methods of the original organizers of the conferences could serve as a guide, and thus become a bridge of communication between the initiators and those who, realizing the efficacy of cooperative action, wish to reactivate the program or develop a similar program in the light of today's societal needs.

Limitations

With the exception of those years when events occurred which are assumed to have led to the initiating of the August Working Conference, the scope of this study is limited to the years 1940 to 1955. These are the years in which the Michigan August Workshop was an active, on-going conference sponsored originally by the Michigan Department of Public Instruction and later in cooperation with the Michigan Association of Secondary School Principals.

The study does not attempt an investigation of the specific curricular results coming from the workshops. This is not because effectiveness was considered an unimportant area for study or irrelevant to the contents. Rather, because of the passage of time from the last conference to this historical account, coupled with the rapidity and massiveness of the changes within our culture and its educational system, effectiveness was viewed as something impossible to measure scientifically or with any degree of accuracy.

Data Source

Primary sources of information are materials produced by the conference in the form of minutes, agendas, programs and written evaluations; interviews with those educators who organized the conferences and assumed leadership roles.

Secondary sources of information are those listed in the bibliography and written by educators and those who are considered authorities in the disciplines of philosophy, psychology, and sociology as related to education, learning, and group dynamics.

Procedure

The procedure consists of collating and organizing the information available and pertinent to the description of the development of the Michigan August Working Conference as a method of curriculum development.

Definition of Terms

August Working Conference: Because it had significant uniqueness, the August Working Conference needs defining.

It was held annually, for one week, in a camp environment. It was organized so that all members participated in some measure in the operational procedures--planning, organizing, assuming responsibility in groups as discussion leaders, recorders, consultants, and evaluators. Local curriculum planning was emphasized and many of the participants came as members of a school team consisting of administrators, teachers, school board members, parents and other interested lay citizens. There were no institutional

connections, no credits to be earned, no grades to be given, nor written work to be labored over. Because of this complete absence of the usual formal classroom activities, procedures and requirements, it may be assumed that those in attendance came with genuine and personal interest in the matters concerning curriculum improvement.

Workshop: The term workshop method as used in this study, refers to that procedure in which task-oriented groups meet to solve problems of common concern. For the August Working Conference, the method included three essential steps; all members were involved in the initial work-planning session; all members were involved in work-sessions concerning problems of personal significance; and finally, all members participated in summarizing and evaluating sessions.

Two elements of the workshop method are significant to the operational aspects of this particular conference. First, the time duration was sufficient to allow several things to occur: the establishment of genuine and group determined goals; the growth necessary to effective action towards decision making, the development of an in-group feeling which allowed easy, direct communication among group members, maximum use of consultants, and emergent, participatory leadership. Second, the informal physical environment of the camp setting was a climate which was supportive in: promoting free-forming associations, easy communication for sharing concerns, values, and attitudes; and minimizing any threats which might arise from the formality of a

classroom or institutional atmosphere, a competitive evaluating system, or the visibility of status symbols, positions, and behavior.

Curriculum: Because the curriculum itself is becoming of greater concern to the growing public, the term has become part of the public's working vocabulary. Its use is no longer confined to our college departments of education and school faculty meetings. It is heard in our P.T.A. meetings, and in the community curriculum councils, in our board of education meetings, and in union meetings. While word choice and breadth of meaning may vary from school to school, or from curriculum specialist to specialist, the definition in general and inclusive terms, and appropriate for use here defines curriculum as: The school's arrangement of its time, space, resources and people in a way which produces those learning experiences considered valuable in the development of human beings who can live effectively in a democracy.

At the time of the Michigan August Working Conference, there was a marked trend to view the curriculum as fundamentally based in experience, and the curriculum or "experiences" provided by the school were to be as "broad as life itself." The school was to afford experiences in all the major social areas. It was to be functional and dynamic by anticipating such problems as the growing generation of future citizens might encounter in a democracy.

Curriculum development and revision was viewed, by these leaders promoting the conferences, as a continuous and on-going process by which the schools could become and

remain an effective instrument in a world of continual change. The doctrine of formal discipline was repudiated for the basic content of the curriculum was alterable as social changes occurred.

Also at this time, the curriculum was perceived as the concern of all members of the teaching profession working cooperatively with the community's lay members; focusing on the needs, interests and purposes of students living in a democracy; including attitudes, appreciations, mode of behavior; and, implemented by improvements in the teachers themselves and their classroom procedures.

Organization

Chapter II presents two aspects of the workshop relevant to this study. first, the workshop way is described and the components of the concept as a way of learning and bringing about change are supported by related literature and research; second, the use of the workshop by state departments of education and national programs is presented as one of their effective activities in the field of curriculum development.

Chapter III describes those factors and activities of the national and state educational scene which led to the establishment of the Michigan August Working Conference.

The Progressive Education Association met in Washington, D.C. in April, 1930, and at this conference founded the Commission on the Relation of School and College. This commission was directly responsible for the Eight-Year Study to explore possible ways of insuring youth entrance to

colleges while at the same time providing their participation in some experimental attempts at significant curricular reconstruction.

Evidence is presented which shows that from this nation-wide effort, came a growing awareness by individual states and their educational leaders of the need for state action. Evidence of important conclusions coming from the Eight-Year Study experiments became an impetus for Michigan to institute its own study for curriculum reform. The Michigan Secondary School Study was instituted in 1937. Its purpose was to study the need for reform of the secondary school curricula offered in the high schools of Michigan.

The results of the Study and the delineation of the problem led to the directive from the Department of Public Instruction to initiate the Michigan August Working Conference in August, 1940. The educational administrative situation in the state of Michigan in this period preceding the establishment of the August Working Conference was conducive to the emergence of leadership for curriculum change. These workshops, which put particular stress on the active participation in all phases of the activities would not have had this vital characteristic had it not been for the educational climate directly fostering it.

Chapter IV is a detailed account of the Michigan August Working Conference: the description of its establishment and purposes, and, the individual conference setting, membership, program, goals, activities, and leaders.

Chapter V points up some of the results of the individual conferences presented in the primary source

material; reviews results presented by the secondary sources; draws implications from these results for evaluation of the Michigan August Working Conference as a means of curriculum development, and presents recommendations for the consideration of again integrating this method into Michigan's program for curriculum improvement.

A Rationale for Curriculum Development

The following introduction is presented as a rationale for curriculum development through cooperative enterprise, which calls for a broad range of participation seen as relevant to the urgency of present curriculum needs.

Historically, the American educational system has evolved with society in an effort to provide those services perceived as necessary to the educational development of its children and youth. The American citizen--professional and lay--has given continued and concrete evidence that the education of all children is a cherished right. The basis of responsibility for maintaining this right is becoming as broad as the concept that education in a democracy must be free, compulsory and universal. As the realization of education's importance grows, there appears to be an ever-increasing popular interest in direct participation in educational planning previously considered the concern of only those directly engaged in the teaching profession.

One of these areas of concern is curriculum development, revision, implementation and change. It has evolved from an administrative directive handed to teachers without question, to that which teachers plan with administrators

and other teachers, to something which is the result of both professional and law effort achieved after intelligent planning together. An Association for Supervision and Curriculum Development pamphlet briefly describing a century of curriculum improvement stated:

As the common school grows to include the years of the high school and as millions more attend from kindergarten through junior college, further curriculum improvements will appear. If the rapidity of change which has characterized the past 50 years continues, we may expect new ideas to emerge with increasing tempo. Relatively undeveloped areas in the general curriculum will be recognized and introduced. Areas in need of greater stress such as the esthetic, the appreciative, and the formation of purposes and values will find fuller expression. Findings from new research and the creative participation of many individuals will change present practices to meet new realities.

Most recent is the movement to include parents and other citizens of the community in curriculum building. Lay or parent advisory councils are being organized to confer with curriculum committees on the goals to be achieved and the outcomes to be reached. Public opinion polls are being used to help discover what the members of the community want their schools to do for their children. In these ways the school works with home and community as a partner in the education of children and youth.¹

Most concerned in curriculum development is the school's staff--the superintendent, the principals, the supervisors, the curriculum director, the school services personnel, the teachers--and the students. Obviously they are the ones who deal with curriculum matters on a day to day basis.

¹ASCD, "One Hundred Years of Curriculum Improvement 1857-1957," prepared by a committee consisting of Prudence Bostwick, J. Cecil Parker, Gladys Potter (Washington, D. C.: National Education Association, 1957), p. 8.

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However, that everyone involved in the results of the educational program is also involved or represented in the planning of the program is important to the success of the program. The planning of opportunities for learning in a democratic society must be a continual interplay of ideas among individuals and groups of individuals interested in keeping their society healthy and virile enough to be supportive in ways that will allow them to operate in a democratic setting. The following material is presented in order to illustrate the growing awareness of the significance of curriculum development and increasing interest in being a part of the planning of this development by individuals not only in the teaching profession, but also by those in related fields, and by the general public.

J. Cecil Parker nationally known for his years of work in developing guidelines for action in bringing about curriculum improvement, reiterated the necessity for a wide basis of involvement and participation when he stated:

Continuous attention is given to the interrelationship of different groups. Groups concerned with education at the elementary, secondary, and college and university levels need to show mutual consideration. None of these groups should seek to dominate another High school teachers can learn much from teachers of elementary school, if they are willing to listen, and college and university personnel can use profitably the unique skills of both groups. All professional groups need to maintain liaison with community groups . . . and include positive cooperation of a similar nature with counselors, nurses, attendance clerks, custodians, secretarial assistants. Above all there must be a constant interchange between faculty

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groups and student groups at all educational levels.¹

Another educator, Wendell Hough, who began his interest in curriculum development as a classroom teacher and maintained it as administrator and college professor, observed:

The teaching staff's concept of curriculum and its attitude toward experimentation and innovation would seem to influence the learning environment of the school Establishing and re-establishing priorities in the curriculum are paramount in the activities of the staff. Experimentation, innovation, and evaluation stimulate and enhance change. An innovative staff systematically examines and proposes curriculum priorities as a natural, on-going part of the curriculum improvement.

Parents and other interested citizens are included, not as casual observers, but as active participants in the educational enterprise. Their contribution is important at home and can be at school. Furthermore, too many staffs have suffered disappointment in having to withdraw program improvements because of citizen reaction. An uninformed or misinformed citizenry, in a day when education is equaled with future success, cannot long be expected to give needed support.²

Change, it has been found, comes as a result of the push and pull of many forces--some supporting and encouraging, some restraining or channeling in other directions. Most of these forces involve other people and interaction is essential. Today, perhaps more than at any other time in educational history, curriculum change through revision,

¹J. Cecil Parker, Curriculum In America (New York: Thomas Crowell and Company, 1962).

²Wendell M. Hough, Jr., "Priority In Self-Direction," Educational Leadership, Journal for the Association of Supervision and Curriculum Development, XXIII (February, 1966), p. 385.

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improvement, and implementation has become the concern of many people representing a vast array of interests.

Some are members of professions in the related disciplines of the behavioral sciences, the psychiatrists, psychologists, pediatricians, sociologists, anthropologists, and philosophers.

Fritz Redl, a psychiatrist, described a "good educational setting and wise educational regime" as one which provides the child with a constructive and challenging activity program, a learning situation made of "fascinating life tasks;" one from which the child receives motivation from "friendly behavior on the side of adults and their institutions."¹ Moustakas, the psychologist, in discussing "self" and the kind of educational environment and curriculum needed for its healthy development, stated:

We cannot teach another person directly and we cannot facilitate real learning in the sense of making it easier. We can make learning for another person possible by providing information, the setting, atmosphere, materials, resources, and by being there The educational setting which most effectively promotes significant learning is one in which (a) the threat to the self of the learner is at a minimum while at the same time the uniqueness of the individual is regarded as worthwhile and is deeply respected, and (b) the person is free to explore the materials and resources which are available to him in the light of his own interests and potentiality.²

¹Fritz Redl and David Wineman, Children Who Hate (New York: Crowell-Collier Company, 1951), p. 279.

²Clark Moustakas (ed.), The Self (New York: Harper Row Company, 1956), p. 11.

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Robert Glaser, Professor of Psychology and Director of the Learning Research and Development Center at the University of Pittsburgh, saw increasing growth in the relationship of psychology to educational practice because of:

(a) the increasing recognition among psychologists that their work has been too remote from the many problems of classroom learning . . . , (b) the increasing sophistication of the behavioral scientist to provide it with knowledge relevant to the educational process, and (c) the increasing national sponsorship of centers and laboratories dedicated to mutually supporting relationships between behavioral science and educational practice.¹

Paul Goodman, a sociologist whose present writing concentrates on the relationship of the problems of youth and the educational practices he claims may be causing or in some way reinforcing the problems, points out that there can be no one perfect educational program because it must always be related to a changing society.

There is only one curriculum, no matter what the method of education: what is basic and universal in human experience and practice, is the underlying structure of culture. This philosophic content fans out as speech, as finding where you are in space and time, as measuring and structuring, and being a social animal. It may be called English, geography and history, arithmetic, music, physical training or Greek, history, logic and Rugby; or trivium and quadrivium (plus games); or literature, social studies, science and eurhythmic. It is the same basic curriculum; the differences are in method; and they concern how to teach the curriculum and make it second nature to the students, unblocking rather than encumbering and bringing out the best. The curriculum is only superficially what 'a man ought to know'. It is

¹Robert Glaser, "The Design of Instruction," The Changing American School, Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1966), p. 215.

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more fundamentally how to become a man-in-the-world.¹

William Frankena, writing about the "new world of philosophy," suggested that it be taken as a basis for serious consideration by those who plan the curriculum and by those who administer or teach in schools.

It is reasonable to argue that there is a place for a stress in education, both in and out of school, on . . . existential virtues-- authenticity, decision, commitment, courage, autonomy, responsibility, devotion . . . as well as on the analytical ones (emphasizing) the intellectual or logical Other recent philosophers seek to be more directly normative and to lay down ends or principles for human conduct, social or individual. In fact (a) those abilities and dispositions which put the individual in a position to live the best life he is capable of, and (b) those which equip and dispose him to respect the lives of others and perhaps even to help make them as good as possible too.²

Frankena noted also that philosophy might and should have a bearing on the curriculum by

(1) providing normative premises, (2) providing premises of other sorts, (3) providing conceptual or linguistic analyses, methodological elucidations . . . , (4) being included in the training of their teachers and administrators.³

In addition to those in professions related directly to education and academic interests in the curriculum, there are those with economic vested interests now perceiving the curriculum as an area for their concern: the test makers,

¹Paul Goodman, Growing Up Absurd (New York: A.A. Knopf, Inc., 1960), p. 83.

²William Frankena, "Philosophical Inquiry," The Changing American School, Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1966), p. 248.

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the teaching machine inventors and manufacturers, the television companies, film producers, textbook publishers; the architects, legislators, foundations and labor unions. For example, the preface to the recorded proceedings of a symposium on automation and its relationship to education stated:

In recognition of the challenge to education posed by the advent of automation and its impact on society, the International Business Machines Corporation made an unrestricted grant to the National Education Association late in 1960, for the purpose of undertaking a project on the educational implications of automation IBM and NEA agreed that the goal of the project is to make recommendations on how education can answer the ramifications of automation and was constantly struck by the interrelationships among the problems automation has created for education, labor, industry, and all other sectors of society.¹

In these proceedings we find other statements with directives for curriculum development.²

Automation is a major historical event whose effects are so significant that the present age has sometimes been called a Second Industrial Revolution. Hence, educators must examine, if they would be in tune with the time, the many ramifications of the impact of automation and related technological changes in a society.

. . . the advent of automation and other technological changes lends new urgency to the need for reform. The pace of change has now accelerated to the point where inadequate responses to industrial innovations could create lasting damage.³

¹Luther H. Evans and George E. Arnstein (eds.), Automation And The Challenge To Education (Washington, D.C.: National Education Association, 1962), Preface v.

²Ibid., p. 1.

³Ibid., p. 7.

Labor has long seen its particular vested interest as directly tied in with the whole educational system and has continued since 1908 to appoint special advisory committees with membership from both school and labor groups in its efforts to develop policies cooperatively and for:

. . . mutual understandings and programs beneficial to students, and to actively support the concept of and seek federal funds. On the premise that the federal government has the responsibility and the financial capacity to help the states maintain their schools and services for children, the Federation has for over forty years fought for federal aid for education.¹

Further interest in curriculum matters by industry is evident in the following statement by Director of Research for the AFL-CIO, Stanley H. Ruttenberg:

America needs a general education for a free society plus a good look at what specifics America's economic and social revolution demands . . . needs to work on the significant fact that America's educational system is not equally available to all Americans, and that American educational institutions--in fact, many American educators--however professional they may claim to be, have not kept up with the profession because a revolution has taken place without their taking action that is in keeping with the change.²

Children Study American Industry, a publication written for those directly involved in developing and using a curriculum which will be advantageous to industry and technology, made these claims:

This study can be started in the classrooms and carried on in the classrooms throughout

¹AFL-CIO Proceedings, 1955. Mimeographed sheet, unpagged.

²Stanley H. Ruttenberg, *Ibid.*

the elementary grades Industrial arts should be included as part of the elementary school curriculum because of the values they contribute to the development of children. Some of these cannot be obtained without this type of activity . . . need for planning, rewards of work, . . . recreational interests, . . . safety, industrial production and organization, knowledge of the technological nature of society.¹

As mass media more and more surrounds us, and constantly informs us, it must also come in for careful evaluation by both the consumers and the producers of curriculum materials. To date, the textbook has been the chief instructional tool and Edgar Dale makes the possibly shortsighted statement: ". . . no adequate substitute for the textbook has been provided . . . and as long as there are coherent bodies of subject matter which can be systematically stated and presented, there will be textbooks."² Publishers, however, are giving increasing attention to the whole field of materials, giving experimental tryouts for readability and "supplementing textbook with additional materials and developing an integration of various types of instructional resources."³

Architects, too, are now involved. They listen to new ideas and approaches that will hopefully bring about "better" learning, and then create buildings and arrangements

¹Harold G. Gilbert, Children Study American Industry (Dubuque, Iowa: William C. Brown Company, 1966), p. 1.

²Edgar Dale, "Instructional Resources," The Changing American School, Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1966), p. 97.

³Ibid. p. 98.

of buildings and space which will allow these ideas to be put into action. East Orange, New Jersey is building an "Education Plaza" which will consolidate the thirteen school buildings it now operates. Pittsburgh, is contemplating an "Educational Park" for a major district of the city. Here will be centers for learning "saturated with talent and tools" to which children will be brought. Gores, describing the curricular implications as related to this the architectural breakthrough stated:

The supplementary Education Center represents a major effort in the search for new forms It attempts to do for a cluster of schools what no one school can do for itself . . . while improving educational opportunity it can, because it enlarges the attendance district, provide a heterogeneous student body in racially imbalanced neighborhoods.

After a hundred years of essentially standard design, dictated by standard specifications, the school house has broken out of its boxes. Educational change has brought architectural consequences. Indestructability, antisepsis, and cheapness are no longer the first conditions of design and construction The new school proposes to nourish the child's spirit and dignity. We are coming to accept the school house as more than shelter for the young--it is a facility for living and for learning how to live.¹

Innate in the continuous growth of the population are other new pressures for curriculum revision simply by virtue of quantity. However, this population also exerts pressures consciously to insure its children a curriculum that will "do" something which will help them to attain tangible evidence of "success" and the "good life." This

¹Harold B. Gores, The Changing American School, Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II (Chicago, University of Chicago Press, 1966)

public is segmented into groups becoming more and more vocal as each sees its particular stake in the public schools. Church groups want time in the public schools or public support for their own educational and separate systems. John Birchers and other extremist groups go into textbook publishing and radio and television broadcasting. The D.A.R. objects to time spent in teaching about the United Nations. The K.K.K. persists in its devious ways to maintain separate schools for Negroes and Caucasians. Ethnic minorities focus their efforts upon educational needs which will help them become a more worthwhile segment of society rather than something forever second rate and on the fringes.

Within the last few years, the Civil Rights movement has become an increasingly powerful force adding its voice to demands for curricular change. It is reaching into pockets of our population--both rural and urban ghettos--where the public's participation in school affairs, if existing at all, has been negligible. In the over-all awakening to their worth and the realization of their ability to make contributions to society, these minority and deprived groups, predominantly Negro, are actively concerned with the necessary revisions.

At the 1965 White House Conference on Education, Allen stated:

For 350 years, Negro Americans have learned that separate facilities for them almost always mean inferior facilities. . . . The problem involves the need for educational opportunities for Negro Americans . . . unless such an expansion occurs soon throughout the nation, educational deficiencies will seriously impair the Negro American's ability to

keep up with, much less gain on, the employment upgrading required by automation. Not all, but much of this problem can be attributed to public education The problem of racially separate schools is growing more, not less, complex as it evolves from 'dejure' to 'defacto' segregation.¹

The wide-spread activities of the extreme right groups during the year of 1964 give the following information specifically related to education: an "estimated" \$30,000,000 was spent on political, educational and other programs; a hard core of about 150 rightist groups persistently and destructively criticize current school programs, and most of the other 1600 similar groups occasionally aid and abet them; abolition of the federal income tax in order to reduce federal aid for education was advocated; claims were made up a Textbook Evaluation Committee that the collectivist-internationalist philosophy has been "slyly and slickly" inserted into books so that the average parent or school board member can no longer tell what is a good textbook; recommendations were made to have all social studies courses eliminated on the grounds that these studies originated as a Communist plot to weaken the curriculum and training of pupils; school board members and individual teachers were selected for harassment at meetings, in classes and in their homes with the result that in some communities large blocks of teachers resigned in protest over attempts to

¹James E. Allen, Jr., "Extending Educational Opportunities," Contemporary Issues in Education, Bulletin #3, 1966, Consultants Papers for White House Conference on Education, July, 1965 (Washington, D.C.: U.S. Department of Health, Education and Welfare), p. 97.

dictate both what was taught and how it was taught.¹

Another segment of the population, small but intensely concerned that the educational system provide a curriculum for their needs, is made up of those parents whose children are mentally, emotionally, and physically handicapped. The term "universal education" includes their children whose needs, until recently, were unknown, unrecognized or not perceived as coming within the scope of public school responsibility. Today's enrollment of handicapped children represents from ten to fifteen percent of the nation's school population. The figures show that enrollment in classes providing special modification and adaptation of school programs for the mentally handicapped alone have increased from 87,000 in 1948, to 213,000 in 1958, to over 3,000,000 in 1964.²

The following statement by Davis, a United States Senator, urges a better opportunity for millions of children who need special schooling.

In this country there are six million exceptional children--six million boys and girls who differ from the so-called average enough to warrant some type of special school adjustment. Some are blind, some deaf, some have emotional disorders, some brain injuries; still others have multiple learning disabilities . . . it was not until 1956 that Congress earmarked any aid for the education of the

¹E.W. Davis, "Extremists, Critics and Schools," Educational Leadership, Vol. XXIII, No. 1 (Washington, D.C.: National Education Association, October, 1965), pp. 53-75.

²Samuel Kirk, "Educating the Handicapped," Contemporary Issues in Education (Washington, D.C.: U.S. Government Printing Office, 1965), p. 90.

handicapped In eleven states fewer than 10 per cent are enrolled; in fourteen states, between 10 and 20 per cent; fourteen have between 20 and 30 per cent; five between 30 and 40 per cent; and in only six states are as many as 40 to 50 per cent enrolled. . . . We have, then, a national problem.¹

These statements and quotations present only a surface sampling in quantity and quality from a multiplicity of sources which verify the progressing interest of society in the development of the curriculum. Many more facets of our culture could be represented, but the purpose of the quotations presented is only to illustrate the growth of active concern, participation and influence now taking place in this specific aspect of education. From the current literature it becomes obvious that in this latter half of the Twentieth Century the interest in the entire educational system has become intensified. This interest, positive and negative, professional and lay, has brought both praise and attack, help and hindrance, progression and retrogression, and confusion both within and without the ranks.

All of these many indications of activity directed at curriculum revision also give evidence that this part of our educational organization is being examined and evaluated from an increasingly representative population and from both rational and emotional viewpoints. There must be, however, more than "looking at," value judgements, and authoritative directives. An accumulation of new knowledge must be accompanied by an understanding of how and where to use it advantageously. The primary need is for change and progress

¹Davis, op. cit., p. 54

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which will bring and keep our solutions to curricular problems at a level of thinking indicative of the use of informed intelligence. The informed intelligence must come from cooperative procedures which include the widest possible representation of a society if that society expects to build upon a democratic heritage with a dynamic democracy as its goal.

The cooperative and informative procedure must extend beyond that among professional educators. It must be extended to mean between them and the other professional groups, vested interest groups, and the lay public which supplies both the finances and the ultimate concern--the growing, learning human.

That the developmental procedure must be viewed as necessarily continuous would seem logical in a society rapidly advancing in all fields of research; and, in a society primarily empirical and pragmatic in its foundation and in its evaluation and use of research, progress, human endeavor, and ideas.

The basic challenge for education in the United States, then, is that of finding ways to put into practice and to channel the best that is known about the teaching-learning process. In turn, if this process is to produce citizens who can live as effectively as possible, it must be incorporated into a framework or curriculum designed to bring acceptable, valuable, and unique ways found satisfying to both the learner and to his society. For a democratic people, the curriculum, the school's organization of its time, space, materials and people, must be established by

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evaluated in the light of new knowledge. In a recent issue of Educational Leadership, a periodical concerned primarily with curriculum improvement, Fish described as follows the situation as it is seen by many today:

We are living in the midst of a revolution in education; and curriculum is the most important battle line of that revolution. At no time in the history of public education has there been greater pressure or greater need for curriculum evaluation and change.

Some of the pressures and forces at work would give breadth and depth to our educational program. They would cause parents, pupils and teachers to reach out for greater quality of experience for all within our school classrooms. Other pressures would force curriculum into a mold of the past, limit the opportunities, and make innovations and adaptations of new concepts and new knowledge difficult or impossible.

There is only one way in our society to assure the success of the revolution that is upon us in education. Involvement, consultation and continuing dialogue among all concerned groups is the necessary way. The responsibility for an effective school curriculum for children from infancy to adulthood lies with all members of our society. Parents, least of all, can escape the responsibility.¹

This statement, together with the foregoing evidence presented supports the premise that a varied and increasing number of interest groups are taking an active part in bringing about curriculum change. There exists a need for those professionally prepared in the field of curriculum development to give leadership in providing a framework by which these interests can proceed with their endeavors in an organized, intelligent and cooperative way.

¹Lawrence D. Fish, "Curricular Change Involves People," Educational Leadership, Vol. XXIII, No. 1 (Washington, D.C.: National Education Association, October, 1965), p. 49.

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It appears to this writer that a study of the Michigan August Working Conference is both appropriate and timely. Appropriate in that the conference provided an approach to curriculum development whereby a representative population worked cooperatively and effectively to make intelligent decisions with the aid of professional consultants. Timely in that the time is long past when we can afford to make curriculum decisions for educating our young on a hit or miss basis; or, on the assumption that from an authority or from research the "right" ways will filter down through the ranks, to be accepted, understood and executed by a teacher in a classroom.

In 1939, the Steering Committee established by Michigan's Superintendent of Public Instruction to study the State curriculum needs, made the following statement:

The needs of our youth, the nature of the pupil population, and the nature of our social order are challenging the secondary school of today to enlarge its conception of its functions and to improve its instructional program. Many existing secondary school programs do not meet adequately the needs of all youth now in attendance. Many people of secondary school age are not now in attendance. As a means of contributing to the meeting of this challenge, the Michigan Study of the Secondary School Curriculum was initiated in 1937 as a long-time project.¹

Their statement of conditions made thirty years ago, appears to be applicable for describing today's educational picture. The recommendation that the Michigan program for

¹"Changing Secondary Education In The United States," Secondary School Curriculum Study, Bulletin No. 2 (Lansing, Michigan: State Board of Education, October, 1939), p. 27.

curriculum improvement incorporate the workshop program used in the August Working Conference also appears applicable for it was an effective means of bringing about solutions to curriculum problems by those whose responsibility it should and must be--the teaching profession in its entirety working cooperatively with society in an effort to develop citizens who can find self-fulfillment in a democracy and who will understand the dynamics necessary for its perpetuation.

CHAPTER II

THE WORKSHOP WAY

The following chapter is not written to give the reader a comprehensive study of the workshop concept with its many facets and implications for the learning process. Rather it is a brief survey of the concept in its relationship to the Michigan program, and its use by state departments of education as reported in the literature.

The workshop is defined by Good as:

An arrangement under which special facilities, including particularly a wealth of resource material and specialized personnel for group and individual conferences are provided by an educational institution for individualized or small group study of educational problems that are of special interest to advanced students of education or to teachers in service.¹

The "workshop way" is a cooperative working arrangement whereby problem solving, the responsibility for the action and for the occurrence of change, is placed upon the learners where it must be if learning is to take place. It is a way consistent with our basic democratic values: respect for all humans and a belief in their worth and dignity; faith in the capacity of human intelligence to solve problems; that those

¹Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 453.

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affected by decisions should be involved in making those decisions.¹

The workshop way recognizes research which shows that group solutions to problems tend to be superior in many ways to individual solutions.² This research claims that: competent group activity brings forth contributions from all members and thus increases the amount of information available for use in solving a problem; in an open communication system more possible hypotheses can be drawn from the information, thereby creating greater scope for the critical thinking necessary for effective evaluation.

The history of the workshop in education is an account of a development of a way of learning. It is probably the most recent and widely used means for the in-service education of teachers and other school personnel, and appears to have originated about 1936³ as an outgrowth of the several commissions of the Progressive Education Association.⁴

During the early years of the Eight-Year Study the staff was experiencing difficulty in providing adequate consultation to the teachers of the thirty high schools involved

¹Earl C. Kelley, The Workshop Way of Learning (New York: Harper and Brothers, 1951).

²"What Research Says About Teaching and Learning," Phi Delta Kappan, Vol. XXXIX (March, 1959), pp. 242-304.

³Leander L. Boykin, "Evolution of Teachers' Workshops," Journal of Teacher Education, Vol. V, No. 3 (September, 1954), p. 191.

⁴L.L. Kandel, "In-Service Education, Its Modern Design," School and Society, Vol. LIII (May 17, 1941), p. 634.

in the Study. It was also concerned about the lack of time available during the school year for them to work together on the problems that developed as the experimental programs progressed. In a conference between Ralph Tyler, the Study's Director of Evaluation, and Robert Havighurst, of the General Education Board, the suggestion was first made that a portion of the summer be used to provide the opportunity for those teachers involved in the Study to work cooperatively on areas of concern to them.¹

The suggestion resulted in a workshop for thirty-five carefully selected teachers of mathematics and science. It was held on the campus of the Ohio State University during the summer of 1936. In spite of some undesirable aspects,

. . . This opportunity to share proved to be an exciting and valuable enterprise . . . this workshop brought about such marked changes in the ideas and practice of some of the participants that a second, (for a) group of one hundred and twenty-six teachers from a wider range of subject fields was held the following summer on the campus of Sarah Lawrence College in Bronxville, New York with the same sponsorship as in 1936.²

This second workshop established three of the accepted principles of good workshop procedure: (1) materials introduced and problems to be approached are to be introduced only when perceived by the participants as directly useful to them and relevant to the problems on which they wish to work; (2) delegations or teams of key teachers from a school, with

¹Kenneth L. Heaton, William G. Camp, Paul B. Diedrich, Professional Education for Experienced Teachers (Chicago: University of Chicago Press, 1940), p. 2.

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part of their expenses paid by school funds, come to spend some of the time in planning and preparing for the needs unique to their local system; and, (3) an informal environment somewhat removed from the complexity of the everyday working world was best for the kind of intense personal "we-relationship" of effective group work.

. . . the somewhat isolated environment of the Sarah Lawrence College campus, the opportunity for everyone to live and dine on the campus, and the many provisions for the group enjoyment of leisure hours all encouraged informal as well as formal association of students and staff and of students with one another. It was soon recognized that learning was taking place at the breakfast table as well as in the conference room or library and that the variety of associations was adding to the enrichment of the personal as well as the professional life of the student

Research and further experience in the years following have served to reinforce these principles which the original workshop members realized in those first two years.

The first principle, that participants work on problems that concern them, now has a considerable body of literature to reinforce its validity. Bradford and Lippitt found that for effective group relationships the individual shares in the setting of group goals which affect his own situation and in determining the methods used in reaching group goals. They stated:

In autocratic and manipulated situations, the individual has little if anything to say about the goals, purposes, or methods of his own activities and work. In effective group relationships, the individual is asked to share

¹Ibid., p. 7.

in the setting of the goal and in making suggestions relative to how it can be reached. It is only in such a social climate that the individual can become important to the determination of that for which he is striving Conversely, it is only through the individual's being permitted to participate in the setting of group goals that such goals have value for him.

Expression of individual differences of opinion and frankness of feelings are more easily possible in a permissive situation than in an autocratic, manipulated one.

In group problem-solving of a democratic nature, there is the encouragement of a permissive, informal atmosphere. Such an atmosphere is important in determining whether an individual feels free to speak honestly and frankly. It not only encourages him to participate when he is ready to do so, but actually makes it seem natural and easy for him to express his ideas

In many rigid and formal situations, feelings and differences remain unspoken throughout the meeting, but serve to disrupt and delay the problem-solving process at a later point. In a democratic group situation, differences of opinion are encouraged and brought into the open where the groups can find the common factors within those differences and thus build to a solid and accepted solution. Unspoken or unexplored differences encourage widely varying interpretations and perceptions of individual members.

However, it should be clearly understood that resolving differences in order to reach a decision is not merely an attempt to get people to like one another and through a false sense of morale, come to quick or happy decisions Individual action and responsibility are more likely to result from shared decision-making than from autocratic decision-making.¹

¹Leland P. Bradford and Gordon L. Lippitt, "The Individual Counts In Effective Group Relations," Selected Readings Series One, Group Development (Washington, D.C.: National Training Laboratories--National Education Association, 1961), p. 26.

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Kelley claimed: Crucial learning at any given time has to do with the individual's current problems; and the reason for deriving what is to be learned from the learners is that by that method people have an opportunity to work in accordance with their unique purposes-- to do something which makes sense to them.^{1,2}

Jackson's survey established that most teachers attend conferences motivated by certain professional goals for which they seek satisfaction. The teacher population surveyed expressed a 94.4 per cent positive satisfaction, with the most popular feature rated for goal satisfaction being small groups formed for specific purpose of discussing the particular problems to which they were seeking solutions.³

Broudy's group decision studies showed: in general, members are less motivated to reach goals set by external figures than goals set through discussion and decision within the group; that member acceptance of group goals is heightened by a goal-setting procedure involving discussion and participation in selecting the goal.⁴

¹Kelley, op. cit., p. 6.

²Earl C. Kelley, "Human Values In The Workshop Technique," Brochure for Participants in Education Workshop, Wayne State University, Detroit, Michigan.

³J. D. Jackson, "Do Conferences Satisfy Teacher Goals?," Michigan Education Journal, Vol. 35, No. 3 (Lansing: Michigan Education Association, April 1957), p. 361.

⁴Harry S. Broudy, "Criteria for Curriculum Decisions," ASCD News Exchange, Vol. VIII, No. 3 (Washington, D.C.: National Education Association, April, 1966).

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Thelen's inquiry into the "domain where private personal experience interacts with social problems," finds action is best when guided by purposes, and that it is most effective when each person in the situation understands and legitimizes his specific purposes through open discussion. "Under these conditions the effort of each person to achieve his own purposes becomes identical with the taking of action by the organization."¹

Kidd and Casebere from their review of studies by others experimenting with workshops, abstracted these two indispensable ingredients: the work of the workshop must be focused on the interests of the participants; participants must have an active share in planning and carrying out the work involved.²

Goodlad and Hodgson came to nine basic guiding principles for a workshop if it is to be operationally based upon the learning theory which claims the whole being, not merely the cortex, is involved in any learning; and that learning cannot be divorced from the environment of social interaction and emotional reaction in which it occurs. The principle applicable here states: the workshop must be based on real problems that teachers face on the job. They add that this

¹Herbert A. Thelen, Education and the Human Quest (New York: Harper and Brothers, 1960), p. 209.

²John Kidd and James Casebere, "Workshop Rates The Workshop," Michigan Education Journal, Vol. XXXIII (Lansing, Michigan Education Association, December, 1955), p. 198.

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getting at the problems demands high level skill in group leadership and individual counseling.¹

Perhaps this personal goal setting is the most significant aspect and characteristic of a successful workshop for curriculum development. The participant is engaged in a personal venture worth doing because the learning is seen as a direct contribution and crucial to his own self-realization. He has chosen his own goals to meet his own purposes, and when his endeavor is concerned with curriculum research and development, Mooney stated:

. . . the researcher in curriculum is, in effect, trying to find ways of providing for children the kind of engagement with life which he wants also to have for himself. He wants a curriculum for them which is psychologically serving them as his inquiry is serving him. What he learns about conditions which are good for freeing him in his development are learnings as well for conditions which are good for freeing children in their development; what he learns concerning conditions which are good for freeing the children in their development are learnings as well for conditions which are freeing for him in his development. The interdependent reflexivity of the researcher's (workshop participants) inner and outer frames of reference, carries him onward professionally, and what helps the child helps him.²

The second principle, that teams of teachers working on their local school system's unique curriculum problems find this an effective method and environment for their

¹John I. Goodlad and Newton C. Hodgson, "Reorganizing a Workshop: Application of Learning Theory," Journal of Teacher Education, Vol. V (Washington, D.C.: National Education Association, June, 1954), p. 134.

²Ross L. Mooney, "The Researcher Himself," ASCD Yearbook, 1957: Research for Curriculum Improvement, Chapter VII (Washington, D.C.: ASCD, 1957), p. 170.

solution, is in part another way of stating the first principle. There is, however, another ingredient, that of cooperatively working towards a problem solution with one's professional peers. Faunce stated:

The workshop conference sets the stage for such local efforts by helping teachers and administrators to become more skillful in working together. Success reinforces our courage and selfconfidence, and each successful conference makes us more and more willing to participate in the planning process. It also gives us resources and techniques that will be useful in local school improvement These benefits of conference participation have been noted in hundreds of Michigan communities. They are most likely to occur in those instances where a team of teachers and administrators from one school attend a conference together. A single teacher from a particular school may be helped individually by a conference, but may not be able to do much about planning needed changes in the local program. A representative group of five to ten persons from a faculty can become a valuable nucleus for translating the values of the conference at the local level. It is helpful also to get suggestions from the faculty, before one attends a conference as to what problems the other teachers would like to see tackled by a conference group.¹

Here another of Goodlad's guidelines for the application of the learning theory to the workshop is relevant: The peer group is a powerful educative force and the structure must facilitate its productive channeling as well as facilitating the early formulation of relatively permanent working groups within which a sense of unity may develop.²

¹Roland C. Faunce, "You and the Workshop Conference," Michigan Education Journal (Lansing: Michigan Education Association, March, 1955), p. 320.

²Goodlad and Hodgson, op. cit., p. 134.

Heaton found that school systems have interests and problems peculiar and local in their significance and that working groups including both administrators and their classroom teachers, together with workshop consultants became, "one of the most fruitful ways of helping teachers return home prepared to bring about needed improvement in their school situation."¹

This second principle is innate to the concept of the democratic way of life - that those affected by decisions should be involved in making that decision. If the decisions concerning the curriculum of a particular school are arrived at through action which is motivated by the spirit of inquiry, Thelen found.

In this spirit, conflicting ideas can be tolerated and turned into a source of strength, doubts and resistances can be diagnosed, to throw light on new factors and new perceptions of what the "real" problems are; "personal" concerns and "ulterior" motives can be re-interpreted with the individual in such a way that he can satisfy his needs better by working with the program he is helping to define. The enemy or target of action is, to the inquirer, the objectively defined circumstances and conditions to be changed. The target of change is the way things are done and the way the action roles are organized and coordinated. Action is best when it is guided by purposes, and this means it is most effective when each actor, each person in the situation understands his specific purposes and legitimizes them by open discussion throughout the organization. Under these conditions the effort of each person to achieve his own purposes becomes identical with the taking of action by the organization. The organizational legitimization of individual striving makes individual striving possible in the first place and provides the

¹Heaton, Camp, Diedrich, op. cit., p. 56.

modus vivendi of social action. It is the key concept in "democracy," is a fundamental requirement for autonomy, and it shifts the organizational climate and concern from bureaucratic maintenance to professionally oriented inquiry.¹

Melby claimed:

It is the function of the administration to give the teacher the same dynamic experience in growing as we wish for the child. The basic problem of educational leadership is the creation of an environment in which there is the maximum opportunity for growth on the part of teachers, pupils, and parents. The problem cannot be solved without the abandonment of centralized administrative control. This should be replaced by a cooperative approach to leadership in which the achievement of the group as a whole is more significant potentially than that of any individual. Only in this way can administration achieve that respect for personality and faith in human beings which is essential to the development of the democratic way of life.

There will, of course, be those who object that a cooperative approach to creative leadership is based upon a conception of human nature which is far too idealistic for attainment in the ordinary school situation. It will be argued that individuals will not put forth maximum effort in the attainment of goals which are not essentially individualistic in character. It will be maintained that the individual teacher will not really strive to assist other teachers in making maximum professional and personal growth. If, however, such arguments are to be advanced, it is probably also true that we can hardly expect to behave very much differently in relationship to children; that is, it is difficult to see how a group of teachers who fail to be motivated by group interests and group welfare can be expected to render unselfish service to children. It is entirely possible that the attainment of a genuine cooperative environment as far as the teaching group is concerned is requisite for the

¹ Ibid.

development of a similarly effective environment for children.¹

The third principle discovered in the original workshops--that a somewhat isolated environment helps all members, staff, consultants, and conferees to stay together, not only for specified group work but also for individual conferences, recreation, and meals, has received considerable reinforcement from the accumulated evaluative reports of other workshops and from research in the field of group dynamics. This kind of climate is conducive to building a rapport among the entire membership which provides much more interaction, exchange of ideas, and in general a good learning atmosphere.

Kelley stated:

The short workshop will be much more successful if it can be held at a campsite, preferably away from any large city. When we have tried to operate them at hotels in large cities, attendance at the sessions is more sporadic. There are too many distractions in a city. People honestly think that while they are there they must run errands, do shopping, drop in at the office, and so on.

Another advantage of the campsite is that people are more likely to come at the beginning and stay throughout than they are in a city situation. When a group gets together primarily to listen to speakers, one may come and listen for awhile and depart, but if one is involved in planning, working, and evaluating with others, he is needed throughout. There are always some who "drop in," and of course we cannot be so unfriendly as to exclude them, but we urge people to come for the whole session, and sometimes go so far as to suggest that we doubt they will derive profit from partial attendance.²

¹Ernest Melby, "Organizing Educational Forces for Curriculum Development," Our Changing Curriculum, ed. Henry Harap (New York: Appleton-Century & Inc., 1937), p. 139.

²Kelley, The Workshop Way, op. cit. p. 137

Miles, in bringing together much of what is known about the practical problems of helping people learn better group behavior, claims:

Getting a location out of the stream of work in the school seems to be important, even when students are involved. Schools using camps or conference houses for extended meetings have found that such facilities encourage hard work and the kind of creative thinking that is difficult when phone calls and minor crises are ever-present. Isolated settings also mean that people will eat and live together, which provides added support and informal learning Meeting "creature comforts" with others seems to intensify feelings of warmth and support. Food, especially, has been called the great socializer. Eating together during a workshop often gives people the chance to relate to each other in a non-work centered way, to reduce tensions and to verify learnings that may have been only tentative or dimly seen before.¹

When the Michigan Secondary School Study was begun, the values, the insights, and the knowledge which emerged from the Eight-Year Study were utilized to the greatest possible degree. People who were involved in the Eight-Year Study were sought out by the Michigan leaders. They came to work directly with the program and as part-time consultants. They brought with them the ideas and understandings pertinent to bringing about action for change in the curriculum of the state. From out of their own experiences had evolved an appreciation for the concept of the workshop as a valuable means of bringing about change in the curriculum. From their own experiences they had perceived that to

¹Matthew B. Miles, Learning to Work In Groups (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

change the curriculum one must help people change. Therefore, in order to change, people must be not merely cognitively active but affectively involved, and in order for this to occur, an environment must be provided which not only promotes curriculum change, but which also supports and reinforces it.

The workshop in the form of the August Working Conference appears to have provided several of the ingredients necessary for successful curriculum development; one which could meet the needs of a state caught up in the mainstream of rapid change caused by urbanization, technology, great population growth, and concomitant societal problems.

The early history of the development of the Michigan August Working Conferences gives evidence of informed and democratic state leadership. The state gave leadership through its philosophy which provided a milieu facilitative and encouraging to experimentation, investigation, and adaptation of new concepts in education. It then provided a means for achieving what was needed for practical application by giving financial support and the organizational and consultant services of a highly competent staff. The professional educational approach to public school problems in Michigan has been in accord with Dewey's statement that, "Only by sharing in some responsible task does there come a fitness to share it." In the years 1940 to 1955 there was a concerted effort to provide more and more teachers an opportunity to share in the responsibility and experience of keeping public education a continually improving institution where all members could become effective and responsible citizens.

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The accounts of the conferences by those who attended, together with the year by year records, give evidence of a profession enthusiastic and eager to study its problems of the larger society. The concern and action in some instances was well in advance of society's as noted by the direct way in which Negro teachers were, by conscious and direct action, invited and encouraged to be a part of the workshop membership. Michigan's administrators encouraged their teachers to attend, and they joined them in seeking new and better ways. The conferences were always held in campsites where facilities were maintained at a high level and considered not only adequate but excellent by almost one hundred per cent of those attending.

Thus the August Working Conferences met the three basic principles established by the Progressive Education Association's Workshops. They appear also to have reinforced what some leaders in education and related fields write of and tell the profession today^{1,2} that curriculum changing comes about as the result of people changing; that people changing comes when they are in the psychological atmosphere of a working situation open to new ideas, materials and experiences, harmonious in its organization, and devoid of rejection, threat and fear of failure.

¹Herbert S. Coffee and William P. Golden, "Change Within An Institution," The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1957), p. 92.

²William M. Bocks, "The Relationship of Teacher Characteristics to Belief Changes Following Introduction of Non-Promotion Research Evidence" (unpublished Ph.D. dissertation, Michigan State University, 1966).

There is a considerable body of related evidence to support this statement. Rogers found that even though a stimulus may be presented to a total audience, only certain individuals will receive it, their reception or non-reception being dependent upon a multiplicity of factors such as past experiences, social values, mental set, and state of knowledge.¹

Willower found that school administrators who wish to provide for productive change need to promote an open organizational climate.²

According to Corey if a teacher perceives the psychological atmosphere as favorable he will make more effort to change and improve, and if the environmental change has been effected and implemented as a group endeavor, individual teachers who might fear failure would have those fears alleviated through the supportive surroundings.³ This latter point becomes more significant in meaning for the ways in which change agents must proceed when Lippett's research is considered. He found:

Adoptions and new educational or social changes require significant changes in values, attitudes and skills . . . deeper personal involvement in adopting new practices than in agriculture, industrial or medical practices . . .

¹Everett Rogers, Diffusion of Innovations (New York: MacMillan, 1965), p. 110.

²Donald J. Willower, "Barriers to Change in Educational Organization," Theory Into Practice, Vol. II, No. 5 (Columbus, Ohio: Bureau of Educational Research, Ohio State University, December, 1963), p. 258.

³Stephen M. Corey, Helping Other People Change (Columbus, Ohio: Ohio State University Press, 1963), p. 21.

and there will be more problems of resistance to change and of learning.¹

Bocks in his related research found evidence that there is a high and significant correlation between the amount of staff innovativeness and the staff's perception of the principal's support for innovative teaching.²

Jenkins and Blackman found relationships between administrator's personalities and the atmosphere they are likely to establish in the school. The procedures and processes the administrator uses and the atmosphere he creates affect the teachers' behavior and their reactions.³

In relation to the need for an integrated and harmonious operational framework, Wiles made the following observation.

Unless there is a spirit of harmony among the school personnel, there is little likelihood that there will be cooperative attempts to move ahead on curriculum and instruction or that individual teachers will introduce change into their programs.⁴

Foster's summarization of the Rockefeller Report on The Pursuit of Excellence, stated the rationale for the

¹Ronald Lippett, "The Use of Social Research to Improve Social Practice," American Journal of Orthopsychiatry, Vol. XXXV, No. 4 (U.S.A.: 1965), p. 667.

²Bocks, op. cit., Chapter II.

³David H. Jenkins and Charles A. Blackman, "Antecedents and Effects of Administrator Behavior," The School Community Development Study Monograph Series, No. 3 (Columbus, Ohio: Ohio State University Press, 1956), pp. 77-78.

⁴Kimball Wiles, The Changing Curriculum of the American High School (Englewood Cliffs, N.J.: Prentice-Hall, 1963), p. 260.

August Working Conference as established and carried out by the Department of Public Instruction.

No educational system will be any better than the quality of its teachers. In the effort to bring about improvements, schools can do all kinds of things with . . . administrative arrangements (such as) ungraded schools, team teaching, and bring in machines and any new device available . . . experience shows that it will not make much difference unless there is a change in the quality of the teachers in the system Change does not take place by administrative order, curriculum guides, or by state adaption, although they may exert some influence. (It requires) new experiences in a certain environment in which there are tremendous opportunities for perception in an open society.¹

During the years of the Eight-Year Study and those immediately following, many state departments of education became actively involved in using the Study's philosophy and successful procedures for initiating change in the curriculum. According to a survey by Zirbes, McCrory, and Porter, trends as early as 1930 gave evidence of increasing interest in curriculum development throughout the nation. Statewide programs were listed as underway in thirty-two states. There was definite direction away from revision by administrative directive and towards revision and change by means of a cooperative process of in-service education.²

"Promoting professional growth" replaced "correcting deficiencies of teachers," thus creating a new concept of

¹Richard L. Foster, "Poise Under Pressure," Educational Leadership, Vol. XXII, No. 3 (Washington, D.C.: National Education Association, December, 1964), p. 149.

²Henry Harap (ed.), The Changing Curriculum (New York: Appleton Century, Inc., 1937), p. 2.

the purpose and resultant activities of an effective administrator.¹ This in turn called for a new relationship between the administrator and his staff. New methods evolved for the "professional liberation of the professionally trained teacher."² States and individual school systems began working for the improvement of the entire staff--a direction necessary and inherent to the idea of cooperative attack upon problems as well as to the concept of leadership as a function of that person most competent in a particular situation or problem to be solved by the group.

One of these new methods was the workshop. Boykin, in a review of the history of the workshop, claimed that by 1954 it was one of the most used procedures to bring about curriculum reform.³ Anderson and Smith substantiated this claim when they found that in 1955, second to courses, workshops continued to be the most used form of in-service education.⁴ That workshops had steadily grown in use since 1936, appears to be a reliably validated fact. However, the actual kind and quality of these workshops listed and their use of the original process envisioned and carried on by the

¹Herman G. Richey, "Growth of the Modern Conception of In-Service Education," In-Service Education, Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Ill.: Public School Publishing Co., 1957), p. 57.

²George C. Kyte, How To Supervise (Boston: Houghton-Mifflin Co., 1930), quoted in Richey, op. cit., p. 58.

³Boykin, op. cit., p. 191.

⁴Ibid., p. 62.

Progressive Education Association cannot be determined. The accounts tend only to enumerate or to give very general descriptions.

Other evidence suggesting that by 1955 the states and their departments of education were directly engaged in giving leadership in curriculum development was presented by Beach and Will in a federal government survey.

The ten years between 1945 and 1955 may well mark the beginning of a new era in State school administration. During this period every state made fundamental changes in either the structure of the internal organization of its State educational machinery in order to provide greater leadership to the common school system. Such fundamental changes do not occur without cause. Constitutional amendments, statutory revisions and administrative improvements are made possible by the concerted efforts of interested persons and groups. Significantly, the initiative in this movement was taken by the chief state school officers. . . . they have become key agencies for improving the state-wide character and quality of public education programs.¹

Chiara's study clarifying the state department's role in contributing to the development of secondary curriculum, established as one of the criteria for an effective state department that of "giving leadership and service to providing and encouraging the opportunity for adults to meet together to examine programs, discuss changes, make plans, arrive at decisions, and learn together."² This kind

¹Fred F. Beach and Robert F. Will, "The State and Education," Department of Health, Education and Welfare, Misc. 23 (Washington, D.C.: U.S. Government Printing Office, 1955), p. 29.

²Clara R. Chiara, "A Critical Study of the Secondary Curriculum Development Programs of the State Departments of Education" (unpublished Ph.D. dissertation, Ohio State University, 1948), unpagged copy.

of opportunity was perceived as a prerequisite to any real change in behavior within a system of democratic values.

Writing at this same period, Buck stated:

Conferences which follow the so-called "Workshop" pattern are particularly valuable devices for establishing mutual understanding and mutual appreciation The establishment of recreation and study centers with dining room and dormitory facilities where groups of teachers can live well but inexpensively are projects with which the state departments of education should be increasingly concerned. Such centers can be of great value in the problem of morale building and professional improvement.¹

In discussing services of state departments, Chiara claimed:

State sponsored workshops can frequently be of more aid to teachers than attendance at summer school. Many states sponsor workshops in various areas during the summer months for the purpose of improving their teaching personnel and thereby the educational program It seems those state departments which have stimulated cooperation among all groups in making educational plans have captured the interest of all people in the state and are making unusual strides to setting up effective curriculum practices Almost all of the state departments of education conduct some workshops in various areas The workshop method of improving teachers in service and of revising curriculum practices is coming to be recognized as one of the basic means by which school programs can be improved.²

One of this study's formulated and validated democratic principles underlying effective state departments of education programs for improving the secondary school curriculum was:

¹J. L. Blair Buck, "Personnel Services for Local School Districts," The School Executive, Vol. LXVI, No. 11, quoted by Clara Chiara, Ibid., unpagged copy.

An effective state department of education stimulates and cooperates with teacher training institutions and local communities in conducting state-wide workshops in all areas of education to help teachers in service better meet their own needs and the needs of their students.¹

A Federal Government study concerning curriculum responsibilities read as follows:

In exercising leadership State departments work in a cooperative relationship with teachers, supervisors, administrators, parents, civic groups, and other departments of State Government As a means of effective partnership between State departments and administrators and teachers in local communities, workshops and work conferences involving hundreds of persons are held each year in the majority of states.²

This government study's questionnaire seeking information on ways of working, asked how state departments secured good communication among staff members, with administrators and teachers in field, and with citizen groups: twenty-eight states relied on staff meetings and eight on some type of publication to keep the staff informed; twelve states and territories specified the use of a newsletter for communication to the field. Others relied on conferences where oral reports were made or on discussions in workshops. None of the replies included an evaluation of the communication for curriculum development and "the problem of coordinating the

¹ Ibid., unpagged copy.

² Howard H. Cummings and Helen K. Mackintosh, "Curriculum Responsibilities of State Departments of Education," Department of Health, Education, and Welfare, Misc. 30 (Washington, D.C.: U. S. Government Printing Office, 1955), page unnumbered.

efforts of staff members to provide continuity in curriculum work is one that few state departments seem to have solved."¹

Also included in this study was a question about techniques such as state-wide committees, workshops, work conferences, conferences, and the use of consultants as methods of working that brought about improvement. The section summarizing workshops stated:

Workshops or work conferences were the most widely used means chosen by State departments of education to secure curriculum improvement. A workshop was defined in the questionnaire as a working situation in which the participants, with excellent consultant help, attempt to solve their problems by means of a wide variety of activities. A workshop usually lasts for a week or more. A work conference was defined as similar to a workshop in techniques used, but limited in scope to a specific problem and limited in time to a day or two.²

The number of workshops reported over a five-year period ranged from none (Arizona, Connecticut, Oregon) to six hundred in the state reporting the largest number (Texas). In summary: twelve states and territories reported from 1 to 10 workshops; nine states from 11 to 20; eight states from 21 to 50; three states from 51 to 100; and six states, plus Puerto Rico, listed more than 100.

These workshops and work conferences were used as a means of dealing with a multiplicity of problems. From a listing by state and subject area the range was from very

¹Ibid., p. 27.

²Ibid., p. 37.

general and broad educational problems to miniscule topics; from elementary through secondary level; from subject matter to methodology.¹ Only one conference was reported as based entirely on questions raised by participants.²

The time spent in any given workshop noted in the study ranged: from two to ten days as reported by thirty-three states; from one to nine weeks in thirty-one states.

According to submitted reports on patterns for financing: in seventeen states they were paid for by state funds; in twenty-eight expenses were met by local districts; in twenty-two states participants paid their own expenses; in thirty-six states consultants were paid by the states; in twenty-eight states consultants were paid by organizations; and in fifteen states consultants were paid by other methods.³

In evaluating this workshop program, the report gives no details. The study simply stated:

In 39 States workshops and work conferences resulted in innovations in school practices. In 43 States workshops and work conferences produced materials that were subsequently printed or processed.⁴

In a 1956 survey of in-service programs, Rehage and Denmark limited their fact finding to only those programs involving face-to-face relationships of at least two days annually, and involving only elementary and secondary

¹Ibid., p. 41.

²Ibid., p. 45.

³Ibid., p. 44.

⁴Ibid., p. 45.

teachers. Concerning state departments of education and their use of workshops they found: Illinois, Wisconsin and Missouri giving considerable attention to their use; Wisconsin's and Missouri's appeared to be especially conducted for school administrators both in the summer and in the fall; the Illinois program sponsored eighty-six workshops from 1947 to 1953 which were attended by more than 36,000 teachers, administrators, and citizens from all over the state.¹

Current reports and surveys from states continue to list workshops as an important means of carrying out their responsibility for curriculum development. However, an analysis of these curriculum activities show them to be primarily concerned with specific subject matter implementation, new materials, teacher certification and its up-grading, finances, and physical facilities. The reports are not concerned as much with process or means, but rather with ends. Those means mentioned are primarily study groups and councils, experimental and research programs, and organizational patterns such as One Hundred Man Curriculum Study Commission.²

Goodlad reports that there is clearly underway a massive reformation of what is to be taught and learned in the schools of the U.S.A.; and that, though teachers are being

¹Kenneth J. Rehage and George W. Denmark, "Area, State, Regional and National In-Service Education Programs," In-Service Education, Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Ind.: Public School Publishing Co., 1957), pp. 224-263.

²John I. Goodlad, School Curriculum Reform In The United States (New York: Fund For The Advancement of Education, March, 1964), pp. 1-95.

educated in summer and year-long institutes in new content and technology:

It is dangerous . . . to assume that curriculum change has swept through all our 85,000 plus elementary and 24,000 public secondary schools during the past decade of reform . . . Tens of thousands of teachers have had little opportunity to realize what advances in knowledge and changes in subject fields mean for them.¹

Current literature on curriculum revision also shows a departure from the state department and grass-root efforts and approaches of the '30's and '40's. The word "national" tends to dominate the scene with such efforts labeled, for example, National Science Foundation and National Defense Education Act. There is a continuation of the involvement of thousands of teachers and students but the involvement is in terms of the preparation and trial use of new courses of study: New English, New Biology, New Mathematics. The described involvement and the bibliographies listed are for the specialists, and for the advancement of specialization.^{2,3,4}

Carlson stated:

There are, for example, at least ten national projects in science, eleven in mathematics, one in English, two in foreign language and

¹ Ibid., p. 10.

² Dorothy M. Fraser, Current Curriculum Studies in Academic Subjects (Washington, D.C.: National Education Association, 1962).

³ The National Interest and The Teaching of English (Chicago: The National Council of Teachers of English, 1961).

⁴ The Revolution In School Mathematics (Washington, D.C.: The National Council of Teachers of Mathematics, 1961).

four in social sciences that are currently preparing curriculum materials and testing them in schools.¹

There appears to be a shift of interest from the needs of the individual learner and the teacher, and the processes related to the teaching act--motivation, human growth and development, group dynamics, evaluation--to a nation's concern growing out of Russia's first successful launching of a satellite in the fall of 1957. A subsequent result has been an intense focus upon research and the development of researchers to help us find answers to our growing human problems. Miles, describing this situation, felt that we have over-focused on the thingness of a particular innovation. He stated.

I think it is fair to say that there has been an over-emphasis on the properties of a particular innovation itself, its diffusion across systems, and its integration within systems--without a corresponding degree of interest in the dynamics and functioning of the receiving organization as such The currently wide-spread emphasis on the importance of dissemination of research findings, and even the recent effort of the U.S. Office to provide development and demonstration centers, likewise avoid the problem It seems likely that the state of health of an educational organization can tell us more than anything else about the probable success of any particular change effort. Economy of effort would suggest that we should look at the state of an organization's health as such, and try to improve it--in preference to struggling with a series of more or less inspired short-run change efforts as ends in themselves.

So analogize with persons for a minute; the neurotic who struggles through one unavailing

¹Richard O. Carlson, "Barriers To Change," Change Processes In The Public Schools (Eugene, Oregon: University of Oregon Press, 1965).

search for "something new" after another will never be genuinely productive until he faces and works through fundamental problems of his own functioning. Genuine productivity--in organizations as in persons--rests on a clear sense of identity, on adequate connection with reality, on a lively problem-solving stance.¹

Though workshops are listed in great number, and state departments of education and national organizations claim them as having top priority in order to bring about curriculum change, there appear to be pronounced differences in those attended today as compared to those designated as Michigan's August Working Conference differences in the purposes for which they are being used; differences in the methods employed; and, differences and discrepancies in the expected results compared to what is in actuality happening in curriculum development today.

¹Matthew B. Miles, "Planned Change and Organizational Health; Figure and Ground," Change Processes In The Public Schools (Eugene, Oregon: University of Oregon Press, 1965), p. 13.

CHAPTER III

HISTORICAL BACKGROUND

The purpose of this chapter is to present those background conditions and events which gave new direction to curriculum development and called for improved programs on both the national and state levels. These conditions and events provided a milieu wherein the Michigan August Working Conference could be conceived and did become a reality as one means of providing a process for secondary curriculum improvement.

In a society where changes occur with great rapidity, it becomes imperative that the people affected have ways of examining and evaluating these changes intelligently. These changes need to be studied and perceived in such manner that their use will promote harmony, balance and the perpetuation of the "good" life. It may be that the greater the rapidity of societal change, the greater the necessity for developing and maintaining an historical perspective. This could be especially so if history is to serve as an inquiry into the past to find solutions to contemporary problems, and to project present changes into the future with some hope of improving the institutions sustaining that society.

The United States was the first nation of the world to experiment with the concept of universal free education.

This concept was predicated on the necessity of maintaining and continuing an informed citizenry considered basic to democracy. With this concept as its foundation, democracy must not be looked upon as a static idea, but rather as a process so flexible that it can evolve with the changing needs of a society and its people. Within its flexible and dynamic character is found its strength.

In the years from 1925 to 1940, there began to be a decided increase in interest in the educational system of the nation as a means of developing more and more children of more and more people into effective citizens. McKim stated:

[There was] interest in the study of the learner as a dynamic organism, and . . . of analyses of our democratic society and of the needs of the learner in that society In the 1930's, the depression years, the motivation was strong to analyze the role of the school in a democratic way.¹

Several national organizations established committees and commissions to study these problems, and their reports made a significant contribution to educational thinking.^{2,3,4}

¹Margaret McKim, "Curriculum Research in Historical Perspective," Research for Curriculum Improvement, ASCD Yearbook (Washington, D.C.: National Education Association, 1957), p. 21.

²George S. Counts, et. al., The Social Foundations of Education, Report of the Commission on the Social Studies, American Historical Association, Part IX (New York: Charles Scribner's Sons, 1934).

³National Education Association and American Association of School Administrators, Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D.C.: The Commission, 1938).

⁴The President's Research Commission on Social Trends, Recent Social Trends in the United States (New York: McGraw-Hill Book Company, 1933).

One of these organizations attempting to keep the educational system in step with the demands of living in a democratic society was the Progressive Education Association established in 1919. Its tenets had been given considerable and valuable support with the publishing in 1920 of John Dewey's Reconstruction in Philosophy. This was one of the most thorough early presentations of the experimentalist position which claimed that values can be derived and tested by research techniques similar to those used in studying other aspects of experience. By 1930 the Progressive Education Association was nearing the peak in its strength and activities. In a 1932 speech to a group of the association's members, Counts stated:

The Progressive Education Association includes among its members more than its share of the boldest and most creative figures in American Education. [Its beliefs] (a) focus attention squarely on the child, (b) recognize fundamental importance of the learner, (c) defend the thesis that activity lies at the root of all true education, (d) conceive learning in terms of life situations, (e) champion the rights of the child as a free personality.¹

Writing of educational needs and dilemmas a quarter of a century later, Goodman described Progressive Education's purposes and values:

. . . midway in this transition from the old tycoon-and-clergyman culture to the new managerial organization, there was crystallized a practical method of education with the defects of neither extreme . . . and it was given a sounding board especially by the daring twenties. Progressive education drew on

¹George S. Counts, "Dare Progressive Education Be Progressive," Progressive Education, Vol. IX (April, 1932), p. 259.

every radical idea since the eighteenth century, in pedagogy, politics, socialist and communitarian theory, epistemology, esthetics, anthropology, and psychiatry. It was as if progressive education resolved that in the education of the children there should be no missed revolutions and no unfinished situations.

. . . In its heyday, progressive education was not sectarian. Different schools laid the emphasis in different places--Dewey was more experimental, Russell more rational, Neill more sex-reformist, the people around Goddard and Antioch more communitarian, Berea more 'handicrafts', Black Mountain more creative, Muste and Fincke more political-economical But I think that almost all schools would have accepted, in varying degrees, all of the following positions:

To learn theory by experiment and doing.

To learn belonging by participation and self-rule.

Permissiveness in all animal behavior and interpersonal expression.

Emphasis on individual difference.

Unblocking and training feeling by plastic arts, eurythmics and dramatics.

Tolerance of races, classes, cultures.

Group therapy as a means of solidarity, in the staff meetings and community meeting.

Taking youth seriously as an age in itself.

Community of youth and adults minimizing 'authority'.

Educational use of the physical plant (buildings and farms) and the culture of the school community.

Emphasis in the curriculum on real problems of wider society, its geography, history, with actual participation in the neighboring community [village or city].¹

These statements present a picture of the leadership and general educational policies of the Progressive Educational Association.

In April, 1930, two hundred of its members assembled in Washington, D.C. at a conference called for the specific

¹Goodman, *op. cit.*, p. 83.

purpose of considering ways by which the secondary schools could better meet the needs of youth.

There was an urgency of purpose in view of the national school scene. Between 1900 and 1930 enrollment in American secondary schools increased from about 750,000 to 4,000,000 and by 1930 the prognosis was definitely that the increase would grow at an even faster and greater rate.

Hemming stated:

The economic slump, although it had a depressing effect upon almost every other branch of the national life, served as a stimulus to the development of the secondary school education, because it lessened the inducement to leave school early. By 1935 the enrollment had gone up another fifty percent--to a grand total of 6,719,000.¹

Aiken described the situation by stating that the country had seen:

. . . extraordinary changes in curriculum, methods, and spirit of the elementary school amounting almost to a revolution, and . . . [had] observed also, many interesting, important, and stimulating experiments in the colleges, involving curriculum content, organization, and method of procedure. [However, in relation to the high schools, they were] so busy getting their students into college that they saw this as the main job.²

The conference started with its participants enthusiastic and confident about being able to produce a change in curriculum for the secondary schools which would prove as successful as that in the elementary schools. As the picture

¹James Hemming, Teach Them To Live (2d ed.; London: Longman, Green and Company, 1957), p. 16.

²Wilford M. Aiken, "The Purposes of the Eight-Year Study," Educational Record, Vol. XVI (January, 1935), p. 107.

evolved, and as they worked to find procedures for bringing about the revisions, there developed a pronounced atmosphere of futility. Hemming stated the problem which was blocking the program for action as follows:

If the student doesn't follow the pattern of subjects prescribed by the colleges, he probably will not be accepted. Faced with uncompromising fact, not many, whether principals, teachers or parents, were prepared to take the risk of departing from the orthodox The brick wall of the university's demands stood rigidly athwart the line of advance for secondary education The universities, although the apex of the educational system, are a major obstacle to what many believe to be the proper direction of educational advance, because they tend to force the secondary school curriculum into a pattern that will serve their rather narrow specialist demands, and so hinder the natural growth of secondary education in response to its own problems.¹

At this time only about sixteen percent of the high school students went on to college or other post-secondary education. Since at first glance it would seem that only sixteen percent were restricted to a college preparatory program, it would not be logical to claim that the universities and colleges were hindering a revision of the secondary curriculum. However, the college requirements were such that most high schools, and especially the small ones, were forced to concentrate their major resources in meeting them. Hemming stated the secondary schools were faced with two distinct purposes:

. . . to stand well with the colleges; to
break away from the narrow academic standards
. . . and to give the young people a broader

¹Hemming, op. cit., p. 9.

curriculum that will more effectively arouse their interest and more completely meet their needs in life.¹

He further stated that as the issue became clarified, and the two distinct purposes were presented to the conference:

One voice spoke out against the mood of dejection and procrastination. The proposition was put forward that: 'The Progressive Education Association shall be asked to establish a Commission on the Relation of School and College to explore the possibilities of better coordination of school and college work, and to seek an agreement which will provide freedom for secondary schools to attempt fundamental reconstruction.'²

This suggestion was the first step in the breakthrough. The Commission was established October, 1930, with Wilford M. Aiken, head of the John Burroughs School, Clayton, Missouri, accepting the appointment by Mr. Burton Fowler, President of the Association. Twenty-six members were selected: all were concerned with the revision of the secondary school curriculum and aware of the necessity of finding some way to overcome the barrier of rigid college entrance requirements imposed upon the students who wished to enroll: all were representative of those directly concerned with secondary education and college administration--high school and college teachers, high school principals, college deans, presidents, registrars, evaluation specialists, educational philosophers, and journalists.

¹Ibid., p. 11.

²Ibid., p. 17.

By 1933 the plan was completed and the Eight-Year Study organized and ready to be implemented by action. The Commission, after meeting various times over a period of two years and at their own expense, gave full responsibility and authority for the supervision of the Study to a Directing Committee whose fifteen members were to carry on the work. Wilford Aiken, chairman of the original Commission, accepted the chairmanship of the newly formed committee.

In turn, this committee established the Committee on Evaluation and Recording to plan and carry out these two processes vital to the Study's value for others wishing to use the results in future programs directed toward curricular revision and improvement. This Committee's organization consisted of a staff working on evaluation headed by Ralph Tyler, Research Director, and aided by Oscar Buros, 1934-35; Louis Raths, 1935-38; Maurice Hartung, 1938-42. Associates were Bruno Bettelheim, Paul Diedrich, Wilfred Eberhart, Louis Heil, George Sheviakov, Hilda Taba, and Harold Trimble. Three of these people are found listed as consultants in the minutes of the later organized Michigan August Working Conference--Bruno Bettelheim, George Sheviakov, and Hilda Taba.¹

A second committee designated as Curriculum Associates, consisting of H. H. Giles, S. P. McCutchen, and A. N. Zechiel, assisted at various times by Harold B. Albery,

¹Michigan Secondary Study, Compiled Records, Vol. III, "Meetings and Conferences of the Study" (Lansing, Michigan: State Board of Education, May, 1938-1945), unpagged.

Paul Diedrich, Henry Harap, Walter Kaulfers, and John Lester. A third committee was C. L. Cushman, Burton Fowler, Max McConn, and Thomas Pollock. From this list, Harold Albery's name can be found among those serving later as consultants at the Michigan August Working Conference.¹

Although almost every educational interest and point of view was represented, all members agreed that secondary education in the United States needed experimental study and comprehensive re-examination in the light of new knowledge of the learning process and of the needs of young people in the United States. Aiken said of these leaders:

All . . . were conscious of the amazing development of our secondary schools in the first decades of the century . . . the number in high schools had grown from less than one million to almost ten million . . . about 70 per cent of all American youth of high school age are in school . . . Billions had been invested by states, cities, towns, counties, and townships in imposing buildings and modern equipment; that these communities were gladly taxing themselves to pay the salaries of nearly 300,000 high school teachers: . . . These educators were vividly aware of the great achievements of our high schools. They shared the people's pride in them, but they were not satisfied. They were conscious of defects and determined, if possible, to correct them.²

At this point, it appears pertinent to examine this Study's findings and procedures, for, while they were on a national basis, the later Michigan Study's procedures for alleviating their outdated educational conditions were very

¹Ibid.

²Wilford Aiken, The Story of the Eight-Year Study (New York: Harper and Brothers, 1942), p. 2.

similar. It is evident too that several of the leaders in the Eight-Year Study served to advise, and in some cases became actively engaged in the Michigan Study.

When this committee began its work, of six who entered high school, three would graduate and one would go on to college. In the large city high schools there was a wide choice range of subject matter. However, the college preparatory subjects were classified as "most respectable" and therefore chosen by many for whom they had little genuine significance. In the small high schools the curriculum was necessarily very limited and those subjects which the colleges prescribed dominated. Sixty percent of all high school students were in the schools of two hundred or less--a fact which further emphasized the influence of the college upon secondary education.

A year's study by the Commission found the schools inadequate in what were considered major aspects. These are described by Aiken as follows:

(a) Secondary education in the United States did not have clear cut, definite, central purpose . . . [with the result that] teachers had no sure sense of direction and boys and girls had no integrating, deeply satisfying school experience.

(b) Schools failed to give students a sincere appreciation of their heritage as American citizens [Thus] American youth left high school with diplomas but without insight into the great political, social, and economic problems of our nation.

(c) Our secondary schools did not prepare adequately for the responsibilities of community life . . . [they] were excellent examples of autocratic rather than democratic organization and living . . . most students left school without principles to guide their action as they sought work and a place in adult life. Not many had developed any strong

sense of social responsibility or deep concern for the common welfare.

(d) The high school seldom challenged the student of first-rate ability to work up to the level of his intellectual powers.

(e) Schools neither knew their students well nor guided them wisely Personal guidance was futile, usually involving only an occasional friendly chat; Few schools were seriously concerned about those who dropped out before graduation or about what happened to those who did receive diplomas.

(f) Schools fail to create conditions necessary for effective learning . . . teachers persisted in the discredited practice of assigning tasks meaningless to most pupils and of listening to recitation Rarely did students and teachers work together upon problems of genuine significance. Seldom did students drive ahead under their own power at tasks which really meant something to them.

(g) . . . creative energies of students were seldom released and developed . . . [they] were so busy meeting demands imposed upon them, that they had little time for anything else . . . the arts . . . were looked upon as 'fads and frills', non-existent in many schools, inadequately taught in most others.

(h) The conventional high school curriculum was removed from the real concerns of youth The emphasis upon 'credits' blinded even the teachers so that they could not see their real task.

(i) The traditional subjects of the curriculum had lost much of their vitality and significance The study of foreign language did not often lead to extensive or searching reading of the literature in that language; history usually was quickly forgotten, leaving no great concepts of human society, no deep understanding of the forces which mold man's destiny, science raised few fundamental questions of the nature of man or the universe; mathematics seldom became an effective tool

(j) Most high school graduates were not competent in the use of the English language.

(k) [There was] found little evidence of unity in the work of the typical high school The program, especially of large schools, resembled a picture puzzle, without consistent plan or purpose. [The student's] chief purpose

was to collect enough pieces to graduate . . . subjects of study were isolated, planned and taught without reference to the student's other studies or to any unifying purpose. Specialization in teaching in the secondary school had made it almost impossible for any teacher to become himself a person of broad culture.

(l) The absence of unity in the work of the secondary school was almost matched by the lack of continuity . . . work of one year had little relation to that of the preceding or following year.

(m) Complacency characterized high schools generally ten years ago. Elementary education had been revolutionized since the beginning of the century, but the high school was still holding to tradition. It was rather well satisfied with itself.

(n) Teachers were not well equipped for their responsibilities. They lacked full knowledge of the nature of youth Relation of the school to society it should serve was only dimly perceived. Democracy was taken for granted, but teachers seldom had a clear conception of democracy as a way of living which would characterize the whole life of the school.

(o) Only here and there did the Commission find principals who conceived of their work in terms of democratic leadership of the community, teachers and students.

(p) Principals and teachers labored earnestly, often sacrificing, but usually without any comprehensive evaluation of the results of their work. They knew what grades students made on tests of knowledge and skill, but few knew or seemed really to care whether other objectives such as understandings, appreciations, clear thinking, social sensitivity, genuine interests were being achieved.

(q) The high school diploma meant only that the student had done whatever was necessary to accumulate the required number of units . . . [but] without long-range purpose, without vocational preparation . . . the rich significance of duty done and responsibilities fully met.

(r) . . . the relation of school and college was unsatisfactory to both institutions . . . secondary schools were still dominated by the idea of preparation for college. The curriculum was still chiefly 'college preparatory'.

What the college prescribed for admission determined to a large extent, what the boys and girls of the United States could study in school.¹

In order to alleviate or remove these deplored conditions, the Commission set up its plan for cooperation of secondary school and college. By 1932 it had secured the participation of more than three hundred colleges and universities with the thirty secondary schools who were to engage in controlled and experimental approaches to curriculum reform of the previously listed conditions.

The proposal stated

The Commission desires to bring about such changes in the relation of school and college as will permit sound experimental study of secondary education. It is concerned with all students, but especially with those who plan to go to college, and it seeks to establish conditions under which schools may develop more fully in all students a strong sense of individual and social responsibility. The Commission wishes, also, to make it possible for schools and colleges to help each student shape his course so it will be best fitted to his needs, and so that his work will have meaning and significance for him.²

In the fall of 1933, the thirty secondary schools began their new work. Each developed its own pattern of operation and made decisions for curriculum and organizational change which were seen as best serving the youth of each unique community. The action for reconstruction for all participants was based upon two major principles. The first one stated:

¹Ibid., p. 4.

²Ibid., p. 141.

The general life of the school and methods of teaching should conform to what is now known about the ways in which human beings learn and grow.¹

The comparatively new concept of learning, formed from a new and growing body of information about how human beings learn and grow, meant that humans develop through doing those things which have meaning to them in all aspects of their behavior; through an intellectual process, not in isolation, but in combination with the physical and emotional aspects of their being. Growth becomes a matter of each experience emerging from a previous experience, building upon it to form new understandings which in turn lead to new and more intelligent ways of solving problems. Schools operating within this concept must be places in which youth work together after setting their own goals. This called for major changes in a curriculum which formerly had been organized for schools in which what was to be "learned" was planned and executed and consummated by some supreme authority--state department, superintendent, school board or principal.

Aiken, in describing the schools committed to this concept stated:

Holding this view, the participating schools believed that the school should become a place in which young people work together at tasks which are clearly related to their purposes. No longer should teachers, students, or parents think of school simply as a place to do what was laid out to be done. Nor should schooling be just a matter of passing courses, piling up credits, and, finally, getting a diploma. The school should be a living social organism of which each student is a vital part. The whole

¹ Ibid., p. 17.

boy goes to school; therefore school should stimulate his whole being. It should provide opportunities for the full exercise of his physical, intellectual, emotional, and spiritual powers as he strives to achieve recognition and a place of usefulness and honor in adult society . . . the student would be seeking the essence and the substance rather than the forms and husks of education.¹

The second major principle stated:

. . . the high school in the United States should rediscover its chief reason for existence.²

Along with producing better learning conditions, it was seen as equally urgent to determine what it is that is most important for American youth to learn. As the Study continued in its search, it became convincingly clear that while the three "R's" together with the multitude of other subjects are important, they are so only to the degree that youth become able and wish to lead the life which is commensurate with democratic principles.

Describing this emerging conviction, Aiken stated:

Year after year the conviction became clearer and deeper that the school itself should become a demonstration of the kind of life in which this nation believes. The Commission and the schools said that the most important service the school can render youth is to give the understanding and appreciation of the way of life we call democracy, and that the best way to understand and appreciate is to live that kind of life every day.³

Later in his discussion of the Study, he claimed:

The chief developments in general school life in the Eight-Year Study grew out of this

¹ Ibid.

² Ibid., p. 18.

³ Ibid.

emerging concept of democratic life and education. It gave direction to changes in school administration, in home-school relations, in the teacher's role in the school, and in the student's part in the life of the school-society.¹

Throughout the years of the study there were carefully planned investigations of each innovation before it was put into effect, followed by carefully measured results. Results, unsatisfactory in the light of the two major principles, brought further discussion, investigations and changes in procedure appropriate to what appeared to be a more intelligent approach and to the basic philosophy explained in part by the following statement:

In this sense the Thirty Schools were and are 'experimental' and they believe that every school in a democracy should be, also. No aspect of any school's work should be so firmly fixed in practice or tradition as to be immune from honest inquiry and possible improvement. It is only in this way that life and vigor are maintained and progress achieved.²

The Eight-Year Study, begun in 1932, closed in 1941. The detailed reports of the activities, reactions to and results are collated extensively in a series entitled Adventure in Education: Volume I is The Story of the Eight-Year Study³ by Wilford Aiken; Volume II is Exploring the Curriculum,⁴ by H. H. Giles, S. P. McCutchen, and A. N. Zechiel, the Curriculum

¹Ibid., p. 33.

²Ibid., p. 19.

³Ibid.

⁴H. H. Giles, S. P. McCutchen and A. N. Zechiel, Exploring the Curriculum (New York: Harper and Brothers, 1947).

Consultants; Volume III, Appraising and Recording Student Progress,¹ is written by Eugene R. Smith and Ralph W. Tyler with the aid of the Evaluation Staff; Volume IV, Did They Succeed in College,² is a follow-up study of the graduates of the thirty schools written by Dean Chamberlin, Enid Straw Chamberlin, Neal E. Drought and William E. Scott; and Volume V, Thirty Schools Tell Their Story,³ is the collection of the reports by each of the schools involved. The last noted is so written as to present the uniqueness of each program, its initial approach to freeing the curriculum to meet their own student needs within their own unique communities.

Another significant contribution to the story of the study, Were We Guinea Pigs,⁴ was written in 1938 by the fifty-five members of the senior class of the Ohio State University School. It presents their perceptions of their involvement in the Study, and the subsequent effect upon them from the time they were seventh graders through their senior year in high school.

¹Eugene R. Smith and Ralph W. Tyler, Appraising and Recording Student Progress (New York: Harper and Brothers, 1942).

²Dean Chamberlin, et. al., Did They Succeed in College? (New York: Harper and Brothers, 1942).

³Eight-Year Study, Thirty Schools Tell Their Story (New York: Harper and Brothers, 1942).

⁴Ohio State University, Were We Guinea Pigs? (New York: Henry Holt and Company, 1938).

The Study's application of the research method of problem-solving resulted in discoveries and growth based upon verified proofs. These gave profound direction and held great promise for curriculum planning and for those sincerely interested in the development of practices of proven value to the teaching-learning act.

However, the method of achieving curriculum revision is of prime concern here. For the growth of Michigan's curriculum developments, the Eight-Year Study revealed some pertinent findings. In their concluding chapter, Giles, McCutchen, and Zechiel stated

. . . one impression stands out above all others: a conviction that there is no problem of organization, such as the making of a schedule or the conduct of a custodian, that does not have significance in the curriculum. For the curriculum is now seen as the total experience with which the school deals in educating young people. Conversely, there is no classroom activity or teacher behavior not closely related to problems that have been called 'administrative'. This is due, in part, to the fact that it is the total school experience which has most meaning to a child. It is also due to the fact that staffs are discovering tremendous possibilities by means of cooperative work and by the creation of a united, meaningful, whole situation for themselves as well as their pupils Real and thorough re-organization . . . involves the general life of the school as well as the work of the classroom.¹

The following characteristics in the nature of the Study and in its conduct, helped to bring into sharp focus those problems which continue to appear again and again in education:

¹Giles, et. al., op. cit., p. 293.

the autonomy of the schools, which forced each local institution to think in terms of its own local needs and resources;

the fresh and vigorous energies of teachers set free by college agreement so that they were impelled to think about, and participate in, policy making;

the stimulus and help of specialized assistance in putting programs into more effective relationship with the purposes of the school;

the opportunity afforded by Workshops for group thinking and the collection of materials of all kinds as resources in new teaching;

the beginnings of relationships with the community as a whole--as a partner in policy-making and as a great reservoir of resources for learning.¹

There was other evidence which came to light giving impetus, guidelines and inspiration to Michigan's educational leaders in their struggle to bring their state's schools to a point of action for curriculum change. Again citing Giles, McCutchen, and Zechiel:

The study's experience . . . throws into bold relief the need for greater understanding between community and school, and between secondary and higher institutions of learning . . . this study has made it plain that the teacher, like the pupil is capable of continuous development . . . teachers and teaching are not good, bad or indifferent in isolation . . . not a star act in a vaudeville. It is a product of team work, as well as of hard or brilliant individual work . . . perhaps the greatest stimulus of all was the sense of belonging to an adventurous company which placed a premium upon the contributions of each of its individual members--when an entire staff participated in the process of defining goals, when parents met to hear reports of new developments, when the teachers shared in Workshop discussions.²

Group planning and exchange of information about work in progress, by means of periods

¹ Ibid., p. 297.

² Ibid., p. 302.

devoted to staff meetings and by summer Workshops, resulted also in seeing objectives, subject matter, methods, and evaluation as aspects of one process--the development of human beings. [Staffs claimed] before the Study it was rarely possible for them to work together toward significant changes in the curriculum. It may well be that never having had the opportunity to participate, the cooperative process had never been learned, and consequently never thought of as a means for bringing about change in the curriculum. The Thirty Schools discovered close cooperation transformed not only their behavior, but their attitudes about the value of this behavior.¹

Hemming, describing this change in the behavior of the teachers, stated:

School after school remarks on the enhanced teacher cooperation that developed with the study. Formerly every teacher's link with the school had often been narrowly functional. The teacher as a specialist had been subject to the inevitable partial isolation of the expert.²

Consultation, however, extended in some areas beyond the individual schools. Teachers from groups of schools met during their summer vacations in so-called Workshops, where they were introduced to new teaching methods and material and enabled to solve, in joint consultation, and with expert guidance, all sorts of problems of scope, sequence, and method . . . [and] to explore new ideas of study for themselves in ideal circumstances. In Des Moines, Bronxville and elsewhere these workshops acted as laboratories, teacher-guidance clinics, and busy clearing houses for the give and take of new ideas in democratic education. Thus personal getting together was established as one of the essential means to integrating and revitalizing the curriculum.³

Thus the Eight-Year Study was supplying the nation with an abundance of information for the improvement of its

¹ Ibid., p. 306.

² Hemming, op. cit., p. 42.

³ Ibid., p. 55.

schools in terms of their curriculum, their teachers, their public relations, the learning process, and the genuine implementation of the democratic process. In addition to the significance for the specific individual schools involved, the Study gave both impetus and guidelines for the establishment of other similar studies.

While the University of Michigan is listed as one of the institutions of higher learning giving consent to accept students from the secondary schools involved in the Study, none of the thirty secondary schools was from Michigan. However, there is evidence that Michigan's Department of Public Instruction was interested in the results of the Study. As these results began to be evident and published, Michigan educational leaders, encouraged by the Department of Public Instruction, instigated action necessary to launch a local study and similar approach to improving its secondary school program.

One effect of the Eight-Year Study has been to prompt other investigations along similar lines. In 1937, the State of Michigan embarked upon a 12-year plan designed to transform High School education so that it would meet the needs of the modern child. An agreement with the Colleges, such as that of the Eight-Year Study, was arranged, and 54 schools were selected for special experiment as representing a cross-section of all the State's High Schools.¹

There was ample evidence of great changes taking place in both the national and state educational picture-- changes which called for revision in all facets of the system. A government pamphlet described the national scene as follows:

During the last fifty years, enrollments in public high schools have increased more than thirty-fold. More than 7,000,000 pupils are now enrolled in approximately 25,000 high schools. This represents some 65% of the youth of high school age.

Such growth in secondary school population is without parallel in the history of the world The change is of great significance because of the growth in numbers and because of the widening of the range of needs, interests, purposes, and abilities on the part of pupils. In 1890 the secondary pupils were characterized by great similarity of purposes, interests, needs, and capacities. Five or six of every seven will probably never go to college The changes in the secondary school population and the changes in America [and the world] pattern of living have been accompanied by many changes in secondary education. Many, however, are of the opinion that present secondary education is meeting inadequately the needs of the individual and the social group. It is generally assumed that secondary schools could render more effective services than they are contributing at present.¹

The conditions in the state of Michigan, as it embarked on its Study are described by Parker in his report to the Directing Committee:

In Michigan in 1937 there were 704 schools providing one or more grades from 9 to 12 inclusive. By actual survey, it was revealed that those schools were providing essentially the same instructional program as in 1920. A limited number of subject matter courses had been added to the curriculum of the larger schools. The courses were determined by the demands of college entrance. High School enrollments had increased to the degree that 65% or more of the young people of high school age were in school. Michigan was rapidly changing from an agricultural and lumbering state to an industrial, economic organization with nearly 60% of the population residing in industrial centers. There

¹Biennial Survey of Education in the United States, 1934-1936 (Washington, D.C.: United States Government Printing Office, 1937).

a large number of high schools in communities located in cut-over timber sections with marginal or sub-marginal soil offering a strictly college entrance program.

In the midst of these conditions, the State Department of Public Instruction, the State Secondary School Association, and numerous individuals were aware of the necessity of re-organizing the instructional program of the secondary schools.¹

The awareness held by educational leaders throughout the state and by a forward looking State Department of Instruction led Michigan to establish a twelve-year program designed to improve the secondary curriculum of the schools throughout the state--The Michigan Secondary School Study. The fundamental principles upon which the Study was founded were stated by Parker, Menge, and Rice:

In the development of the Michigan Study a statement of the point of view regarding the improvement of education was formulated, based upon four assumptions: (1) fundamental improvement is needed in secondary education; (2) a broad concept of general education is necessary for the improvement of secondary education; (3) basic orientation for the improvement of secondary education is found in meeting better the needs of youth and the community in our evolving democracy; (4) it is necessary to develop clearly concepts of processes or ways of working at the task of improving secondary education.²

The first assumption, fundamental improvement is needed in secondary education, grew from the realization of the rapidly growing and changing school population throughout the nation generally and in Michigan specifically.

¹ J. Cecil Parker, Wilmer Menge, Theodore D. Rice, The First Five Years Of The Michigan Secondary Study (Lansing, Michigan: State Board of Education, 1942), p. 9.

² Ibid.

The second assumption, a broad concept of education is necessary to the improvement of secondary education, was based upon the conviction that secondary education must now be not for the promotion of an educated elite, and not simply available, but a totally essential and universal right. The Study stated:

Education must be conceived as broadly as life itself, as broadly as democracy itself. Education is the process of becoming more effective in meeting situations. Educational policy must be formulated with reference to the needs and the problems of society and of individuals. The curriculum of the school must be focused upon our culture, its values, its conflicts, its possibilities, its stresses and strains. Education is the process of living through which individuals learn by doing. The competencies required of the individual to be effective as a personality and as a member of groups must be the heart, the soul, the backbone, and the framework of the program of public education. Education must accept the responsibility for, and make contributions to, the improvement of life for individuals in the community and in society. Education must make a difference in the realities of everyday living.¹

The third assumption, basic orientation for the improvement of secondary education is found in meeting better the needs of youth and the community in our evolving democracy, was seen as relevant to that concept which maintains:

(a) the curriculum should consist of real, basic experiences of living, (b) such experiences must be found in the life of today, and (c) appropriate experiences cannot be selected except through consideration of the group at hand.²

¹ Ibid., p. 13.

² Ibid.

The term "needs" as used here referred to personal-social behavior characteristics necessary to the personality development of a member of a democracy. The Study report defined them as:

. . . an integral part of living events which can be described as interaction between the individual and the social situation . . . the result of tensions in the already organized personality, interacting with the demands of the environment with its prevailing standards or ideals.¹

The fourth assumption, a point of view and plans regarding ways and means of working at the task of improving secondary education are necessary, is the most pertinent to this review of the background leading to the establishment of the Michigan August Working Conference. The major concern of the Study was to design, organize and carry through a cooperative program for the improvement of secondary education in Michigan. To design and organize an idea on paper is of little value unless there is, in actuality, a means of realization of the idea in practice. It is also of little value to participate in a process unless the resulting decisions for action can be carried out in a supportive climate. The Michigan August Working Conference was one of the ways and means, one of the processes within the design of the Study for improving secondary education. The Michigan State Department of Public Instruction provided not only a climate in which improvement could occur, but also interested, aggressive leadership in the activities for improvement.

¹Ibid., p. 14.

For an accurate picture of the climate conducive to the organization of a study, it is pertinent to look at statements concerning the philosophy basic to the State Department's operational procedures. By Constitution and by statute it is charged to give "leadership to education in all its aspects."¹ In his annual report to the state in 1935, Dr. Eugene Elliott, Superintendent of Public Instruction, stated:

The purpose of the Michigan Program of Instructional Improvement is that of helping all those who are concerned with education to review the task of the school today and to plan the experiences and activities through which desirable purposes of public education may be realized more completely. The state curriculum program proposes to indicate desirable trends and emphases in the planning of the curriculum for local units by these units rather than to develop specific state courses of study for use in all schools.²

The establishment of the Steering Committee by Dr. Elliott in 1935 was the first step in the cooperative process for curriculum building. In a letter dated November 30, 1936, sent to the members of the State Association of High School Principals, he stated:

. . . the Legislature has placed very heavy responsibility on the State Superintendent for the program of studies of Michigan schools, the elementary as well as the secondary schools. In order to meet this responsibility in a thoroughly cooperative way I have appointed a curriculum committee which is representative of the schools of the state. This

¹Eugene B. Elliott, Ninety-Third Report of the Superintendent of Public Instruction of the State of Michigan for the Biennium, 1933-1936 (Lansing: Board of Education, 1936), p. 21.

Committee is known as the Curriculum Steering Committee and consists of Dr. Paul T. Rankin, Chairman; Dean J. B. Edmonson, Dr. E. L. Austin, Dr. H. L. Turner; Superintendents L. C. Mohr and David A. VanBuskirk; Commissioners Grace Walker and Herold Rader; and Dr. Lee M. Thurston, Dr. Kenneth L. Heaton, and Dr. George Fern of the Department.¹

Action sequentially leading to the formation of the August Workshop is to be found in the Compiled Records of the Michigan Secondary School Study.² The following information is presented here simply as a matter of record to show the gradual emergence of the concept of the August Working Conference in the minds and plans of educators dedicated to accomplishing curriculum reform in terms of action.

In 1937, two years after the Curriculum Program was under way, Dr. Elliott, upon recommendation by the Steering Committee, appointed a committee of seven educators to study in depth the state's existing school conditions and needs, and to make subsequent suggestions for procedures to bring about curricular change. This committee was known as the Directing Committee for the Michigan Secondary School Study.

This committee's first task was to obtain the services of a director with qualifications for establishing the guidelines for action and for creating and sustaining activities for their implementation. In New Orleans, February, 1937, Directing Committee members Brownell, Rankin, Johnston, Wellwood, Thurston, Heaton, and Koopman met with some members of

¹Michigan Secondary Study, Compiled Records, Vol. 1, "Minutes of the Directing Committee" (Lansing, Michigan: State Board of Education, 1936-1940), p. 5.

²Ibid. (summarization).

the Eight-Year Study. They discussed Michigan's plans and a choice of director with Ralph Tyler, Francis Spaulding and Robert Havighurst.

By June, 1937, criteria of characteristics necessary for the directorship had been established: competence in the field of secondary education; agreeable and strong personality; good writer; good speaker; great vitality; keen observer and analyst; ability to get things done; knowledge of Michigan; continuous availability for the years to follow.

The following men suggested for this office substantiate the evidence that these educational leaders were primarily interested in strong and proven leadership and genuine improvement: Harl Douglass, University of Minnesota; Samuel Everett, Northwestern University; Edgar Johnston, University of Michigan; J. G. UnStattd, Wayne State University; Francis Spaulding, Office of Commission of Education; Louis Rath, Associate Director of Progressive Education's Eight-Year Study; Phillip Cox, New York University; R. D. Russell, University of Idaho; C. L. Cushman, Denver Public Schools; Paul Hanna and Harold Hand both with Leland Stanford University.¹

Following confidential discussions with "certain trusted individuals" at the National Education Association Convention, J. Cecil Parker of Fort Worth, Texas, was given serious consideration. On July 21, 1937, it was moved by Mr. Johnston, supported by Mr. Wellman, and carried that

¹Ibid., p. 44.

Chairman Brownell be instructed to get in contact immediately with Mr. J. Cecil Parker, and that he be asked, if interested, to indicate his willingness to meet with the committee at the earliest possible date. On August 10, 1937, Mr. Parker was duly appointed for one year beginning September 15th at a salary of \$7,500.00.¹

Mr. Parker, after making a study of other state programs² then in progress, and holding conferences with Dr. Havighurst and Dr. Paul Hanna, reported to the Directing Committee. This report contains a list of items submitted October 20, 1937, for consideration of policies. Item 5 concerning the establishment of workshops stated:

Workshops: The subject of workshops was placed on the calendar of business for the meeting of November 15. The Director was asked to submit to the members in advance of the meeting a description of the PEA Workshop Plan as it may be discussed after study of the proposition.³

First on the Agenda for November 15 was listed for consideration:

- A. Workshops
 - Need and Purpose
 - Location
 - Participants
 - Staff
 - Finances
 - Relationship to PEA Workshop

¹Ibid., p. 45. [Mr. Parker served from 1937 to 1942; J. Wilmer Menge served from 1942 to July, 1943; Theodore D. Rice served from 1943 until June, 1945. The directorship then became the responsibility of Roland C. Faunce who also served as the Department's Chief of Elementary and Secondary Education.]

²(a) Progressive Education Association Study, (b) Southern Association Study, (c) New York State Regents Study, (d) Cooperative Study of Secondary School Standards, (e) The Ohio Study.

³Ibid., p. 60.

The minutes state: After extended discussion the committee generally agreed to explore the use of the summer Workshop in connection with the Study. Mr. Brownell was asked to confer with Mr. Edmonson about general plans for next summer.¹

The general plan for the Study arrived at during this meeting contains the following statement:

. . . the organization of a Workshop where representatives from the schools may come together for intensive work upon their problems and plans.

On December 27, 1937, definite plans were confirmed for a summer workshop. The minutes, under Item IV, Discussion of the Problems, part 3, stated:

Workshop

- A. Dr. Brownell reported that he attended PEA Workshops in New York City on December 6. He reported that there is to be no PEA workshop in Michigan for 1938, but that the PEA hopes to cooperate next year and will give preference to Michigan people in the PEA Workshop fellowships during the 1938 session.
- B. A letter from Dean Edmonson, Dean of the School of Education, University of Michigan, was read. This letter proposed various cooperative steps in the organization of a summer curriculum workshop.
- C. The following motions were made and carried concerning the workshop:
 - aa. Name: the name of the workshop is to be: The Cooperative Secondary Curriculum Workshop, under the auspices of the Directing Committee of the Michigan Study of the Secondary School Curriculum in cooperation with the Department of Public Instruction, the State Board of Education, Michigan Education Association, University of Michigan, Michigan State College, and Wayne University.

¹ Ibid., unpagged.

- bb. Suggested provisions:
 Place - Ann Arbor Public School
 Length - Six weeks
 Tuition - Dependent upon institution,
 to be paid to the institution
 Number of students - Approximately
 100 to 125, 75 reserved for teach-
 ers from selected schools.
- cc. Next steps:
 Director authorized to make contacts
 with suggested institutions.
 Authorized to make final arrangements.¹

In the summers of 1938 and 1939, workshops of six weeks duration were held for, and especially geared to, the needs of those schools participating in the Study. In December, following the second workshop, it became evident that they were proving of such value to the participants that others wished to benefit by joining in a workshop experience. In March, 1940, the Director was asked to make a complete set of recommendations for a "special workshop to be conducted by the Study in August."²

The September 17, 1940, minutes of the Directing Committee contained this item:

The meeting opened with a very favorable appraisal of the Saugatuck Working Conference (August, 1940) Mr. Parker submitted a one-page summary The Committee agreed that it would be wise to approach the Kellogg Foundation for help in providing a working conference for the next year.³

In August, 1940, the Study had conducted its first seven-day working conference in a camp on Lake Michigan for

¹Ibid., p. 60.

²Ibid., p. 436.

³Ibid., p. 485.

one hundred and fifty-eight teachers and administrators
. . . . The participants worked with each other and with
other staff members on problems and plans in their own schools.
Thus the August Working Conference was born out of the past
experiences of meeting national curriculum needs and for
meeting present state curriculum needs; and, from the pro-
vision of helpful experiences for a small and select group
to the provision of similar helpful experiences for a hetero-
geneous and more broadly representative population.

CHAPTER IV

THE AUGUST WORKING CONFERENCES

The purpose of Chapter IV is to present the available information focusing directly upon the August Working Conference as derived from the records and materials produced by the organizers and participants of these conferences. The presentation is in chronological sequence, a year by year account of the problems and experiences which teachers and administrators perceived as significant in their commitment to the improvement of the profession and its service to youth; and, the process by which they attempted to meet and solve these problems.

Following the 1938 and 1939 five-week summer cooperative workshops held for the school personnel specifically involved in the Michigan Secondary School Study and sponsored by it, the institutions participating were requested to conduct workshops. The Study recommended a one-week working conference to provide for a wider representation and greater involvement in the concerns of the Study by teachers.

In the compiled records of the Michigan Secondary School Study, plans for this conference were initiated at a two-day meeting of principals of the Study's schools held at the Porter Hotel in Lansing, February 9-10, 1940. The minutes stated

At the last session on Saturday afternoon there was a workshop planned for the summer. It was reported that tentative plans were being made to hold a short workshop for the teachers of one or more schools. This proposed workshop would have no relationship to other regular workshops being held in the state.¹

The idea of a one-week workshop was approved by the Directing Committee and during the following August the First August Working Conference was held and "became something of an institution."²

The following information in format is taken directly from the descriptive reports by Parker, Menge and Rice concerning the August Working Conferences for the years 1940, 1941, 1942, 1943, and 1944.³

I. 1940, The First. Saugatuck

Place: Westminster Lodge at Saugatuck, Michigan

Dates: August 18 to 24, 1940

Staff: J. Cecil Parker, J. Wilmer Menge, David M. Trout, Leland Jacobs, R.C. Faunce, and L. W. Kindred

Consultants: Dr. G. L. Maxwell, Dr. Fritz Redl, Dr. H. Y. McClusky, Dr. Edgar Johnston, and Miles Palmer

Purpose: To enable participants to describe to one another what methods and procedures are yielding promising results in various schools, to aid each other in the solution of both common and

¹Michigan Secondary School Study, Vol. III, op. cit., p. 9.

²Parker, et. al., The First Five Years . . ., op. cit., p. 139.

individual professional problems which will be encountered during the coming year, to evaluate descriptively and functionally various practices now in use, and to demonstrate through participation and reflection ways of working together with fellow educators and in leading high school students. Opportunities were provided for participants to secure assistance in planning improvements in their work with students.

Organization The conference was organized around four types of activities (a) small group discussions, (b) personal conferences, (c) individual work, and (d) general sessions. The six interest or discussion groups formed were: Administration, Core Courses and Problem Courses, English and Reading, Guidance, Science and Mathematics, and Social Studies. Staff members acted as leaders of these groups. These discussion groups met each morning.

The afternoons were given over to meetings of small groups organized around interests, to small conferences, and to consultation.

There were general meetings in the evenings, at which time Dr. Maxwell, Dr. Redl, Dr. McClusky, and Mr. Parker spoke to and conferred with the group.

Cost: \$2,417.25. The Study paid all costs, including partial transportation costs of individuals.

In describing this first conference to the professional public, Parker stated:

In August, 1940, a seven day working conference was conducted in a camp on Lake Michigan for 158 teachers and administrators from 41 cooperating schools. The participants worked with each other and with staff members on problems and plans in their own schools. The planning, organization and guidance of the conference were derived from and characterized by carefully selected purposes. These purposes were to enable participants to describe to one another what methods and procedures are yielding promising results in various schools, to aid each other in the solution of both common and individual professional problems which will be encountered during the coming year, to evaluate descriptively and functionally various practices now in use, and to demonstrate through participating and reflecting ways of working together which could be used effectively in sharing experiences with fellow educators and in leading high school students.¹

II. 1941, The Second, Cranbrook

Place: Cranbrook School for Boys at Bloomfield Hills,
Michigan

Dates: August 21 to 27, 1941

Staff: J. Cecil Parker, J. Wilmer Menge, Russell W.
West

Consultants: Dr. Harold Fawcett, Mr. George Sneviakov,
Dr. Fritz Redl, Dr. Paul Rankin, and Dr. Rudolph
Lindquist

¹J. Cecil Parker, "The Michigan Study of the Secondary School Curriculum," Educational Method, Vol. XX, No. 6 (Columbus, Ohio: Stoneman Press, March, 1941), p. 316.

Purpose: To develop, to discover, to evaluate, and to promote understanding and the use of effective modifications in secondary education.

1. To provide opportunities for conference members to develop increased interest and desire to improve experiences of their students.
2. To provide opportunities for conference members to make progress with plans and toward clarification and solution of problems with which they are concerned.
3. To provide opportunities for conference members to examine and to develop bases and procedures for planning and for making decisions.
4. To provide opportunities for conference members to find a wider range of sources of assistance for work on problems.
5. To provide opportunities for conference members to make new friends and acquaintances.
6. To provide opportunities for conference members to participate in social and recreational activities.
7. To provide opportunities for conference members to consider carefully and critically a wide range of questions and issues regarding possible directions in which secondary education may (and should) progress.

Organization Working groups were formed in the following areas informal classroom procedures, core courses guidance, evaluation, language arts, and pre school conferences. These groups met each morning and afternoon. There were general meetings in the evenings with Dr. Rankin, Dr. Lindquist, Dr. Redi, Dr. Fawcett, Mr. Sheviakov and staff members acting as speakers and consultants.

Number Present: 118

Cost: Total cost of conference . . . \$850.25

Cost of Study 395.65

Each participant provided for his own transportation and paid \$7.50 toward his living expenses. The Study paid \$4.50 toward his living expenses.

Additional Information. An evaluation letter from Dorothy Post, a member of the Core Group, stated, "All impressions favorable, helpful, and good," and, a statement by Parker, "There was, on the part of practically every participant, an expressed desire for a similar conference in 1942. In fact it was assumed that there would be such a conference."¹

III. 1942, The Third, Higgins Lake

Place: Conservation Training School at Higgins Lake,
Roscommon, Michigan

¹Michigan Secondary School Study, Compiled Records, *op. cit.*, p. 2.

Dates: August 25 to 29, 1942

Staff: J. Cecil Parker, J. Wilmer Menge, Russell West,
T. D. Rice, and Rupert Koeninger

Consultants: George Sheviakov, Chandos Reid, Ruth Cunningham, Marion Rice, J. B. Edmonson, Russell Martin, Edgar Johnston, Leon Waskin, Ford Lemler, Virgil Wise, Carl Horn, Paul Rankin and Georgia Hood

Purpose: To give individuals an opportunity to work with others on problems that concern him [sic]. To make plans for adjustments to the present situation.

Organization: The Planning Committee organized the conference into random groups of approximately eight individuals that devoted Monday afternoon and the following mornings to the formulation and discussion of a list of imperatives for schools in wartime.

The afternoons were devoted to consideration of the problems of individuals in special interest groups. There were groups concerned with (1) guidance, (2) core courses, (3) English, (4) mathematics, and (5) adjustment of subject matter to the war.

Most of the evenings were devoted to meetings, in which Dean Edmonson, George Sheviakov, Russell Martin, and J. Cecil Parker spoke to the group and led discussions. One evening transcriptions on citizenship were presented and

another evening slides were shown. Friday evening was devoted to recreation.

A feature of the 1942 Working Conference was the provision of opportunities for participants to engage in some arts and crafts experiences. The cost was small, and many participated who had never done such things before. Another feature was the fact that some twenty high school principals held a conference at the same place at the same time under the auspices of the Michigan Secondary School Association.

Number Present: 100

Cost:	Cost to Study	\$ 745.50
	Cost to Participants	<u>549.39</u>
	Total	\$1,294.89

The Study paid 1½¢ per mile or one-half the bus fare toward the cost of transportation for each individual. The individual paid \$7.00 and the Study paid \$525 toward the living expense.

Additional Information. The Conservation Lodge is a superb location for such conferences!

Summary of Representation of Schools at the August Working Conferences¹

<u>Cooperating Schools</u>	<u>1940</u>	<u>1941</u>	<u>1942</u>
Allegan	3	2	
Ann Arbor	4	2	1
Bad Axe	1		
Battle Creek	5	5	3

¹Ibid., p. 142.

<u>Cooperating Schools</u>	<u>1940</u>	<u>1941</u>	<u>1942</u>
Big Rapids	5	3	1
Birmingham	1	2	
Boyer City		1	
Cassopolis	1		
Centreville	3	1	
Coldwater	7		
Cranbrook	1	1	
Detroit-Denby	10	14	12
Detroit-Eastern			1
Detroit-Northwestern		5	4
Dowagiac	8	2	1
Durand	1		
East Grand Rapids		1	
Godwin Heights	4	2	6
Grosse Pointe	5	4	4
Gwinn	2	1	
Kalamazoo	1		
Kellogg Consolidated, Augusta	3	1	
Lakeview, Battle Creek	4	2	3
Mancelona	1		
Marlette	2		
Marshall	2	2	3
Marysville	6		
Mason	2	5	5
Melvindale		5	2
Merritt	1		1
Middleville		2	
New Baltimore		3	
Newberry	2		
North Muskegon	5	8	1
Pontiac		3	
Quincy		2	1
Reading	7	2	4
Rockford		3	2
Saginaw	7	1	5
Sault Ste. Marie		5	
Wakefield	3	2	1
Weidman	2	5	
Other Schools		13	4

In conjunction with this August Working Conference, the Michigan Secondary School Study sponsored a conference for principals. In the years following, these two conferences were merged and held under joint sponsorship. In explanation, Rice and Faunce stated:

This feature indicates a step toward the purpose of general dissemination of promising practices, as planned for the third phase of the Study. Another evidence of more general dissemination was the gradual increase of

representation from schools not listed as participants in the Study.¹

Details found in the Compiled Records add pertinent information to this brief outline of the 1942 Conference. A brochure bound into the records and advertising the Michigan Department of Conservation Training School presents a picture of the kind of setting considered a valuable environment for a successful working conference. The brochure stated:

The Michigan Department of Conservation training school is located on the north shore of Higgins Lake, six miles northwest of Roscommon Every provision has been made at the school for facilitating instruction and for the comfort of the students (participants). The buildings are of concrete and frame construction with comfortable dormitories with showers, a modern kitchen and dining room and a recreation hall A recreation field includes a pistol and rifle range, a baseball diamond, and tennis courts. Bathing and boating are to be had in Higgins Lake, one of Michigan's finest inland waters Located in Higgins Lake State Forest, the school is within a fifteen mile radius of a wide variety of activities and projects Field trips . . . are provided to the famed Hartwick Pines, the Grayling Fish Hatchery, the game refuge . . . the Forest Fire Experiment Station, the Dead Stream Waterfowl Project, the Higgins Lake Forest Nursery and the Higgins Lake Forest. Adjoining the school are interesting trails through some of Michigan's finest forests.²

A letter sent out by the directing committee to schools in Michigan and dated July 20, 1942 noted

The responses received from schools and teachers indicate that these late summer

¹Theodore D. Rice, Roland C. Faunce, "A Report of the Michigan Study of the Secondary School Curriculum 1937-1945," The Michigan Secondary Study (Lansing, Michigan: State Board of Education, 1945). p. 16.

²A School For the Conservationist in Michigan's North Woods, bound into Michigan Secondary School Study, Compiled Records, Vol. III, op. cit., unpagged.

conferences, such as were held at Saugatuck and Cranbrook, have a definite and valued place in the varied way in which we have learned to work and play together.¹

An information sheet mailed out to prospective participants announced

Higgins Lake, 6 30 P.M., August 23 - 2 00 P.M., August 29, 1942. State Department of Conservation Lodge, Higgins Lake.

Nature of the Conference The program will be planned almost entirely by the participants. The major reason for an individual participating in the conference is to take advantage of this opportunity to work with others on a problem or problems that concern him. It is expected that small groups will be formed on the basis of interests to work together informally. Plans are being formulated for consideration by all participants of specific problems of educating for citizenship in a democracy in time of crisis Definite time will be planned for recreational activities.²

The minutes also contained a resumé of the activities as they were scheduled.

The Planning Committee organized the Conference into random groups of approximately eight individuals that devoted Monday afternoon and the following mornings to the formulation and discussion of a list of imperatives for schools in wartime.

The afternoons were devoted to consideration of the problems of individuals in special interest groups, Guidance, Core, English, Math, Adjustment of Subject Matter to the War. Sunday, Dean Edmonson discussed the impact of the war on schools.

Tuesday, Parker discussed wartime economics and the role of the school.

Wednesday, Russell Martin presented conservation slides.

¹Michigan Secondary School Study, Compiled Records, Vol. III, op. cit.

²Ibid.

Thursday, Sheviakov discussed guidance problems in wartime.¹
 Friday, recreation.

From the twenty-five imperatives for schools in wartime, eleven were considered of primary significance by the group, and the following three were given priority for exploration:

1. We believe that we should concern ourselves with how to bring about a better understanding of the Negro problem.
2. We recognize the need for stability among ourselves and children and at the same time we realize that we are living in a changing world and that, therefore, curriculum re-adjustment is necessary.
3. We feel that it is imperative to make our work more practical so that every American youth has something socially constructive to do.²

IV. 1943, The Fourth, Higgins Lake³

Place: Conservation Training School, Roscommon, Michigan

Dates: August 22 to 28, 1943

Sponsors: Michigan Secondary Curriculum Study and
 Michigan Secondary School Association

Staff: J. W. Menge, R. C. Faunce, Carroll Munshaw,
 T. D. Rice, Noreen Sahlen

Consultants: Georgia Hood, Carl Horn, Edgar Johnston,
 Rupert Koeninger, Lucie Ann McCall, Howard

¹Ibid.

²Ibid.

³Michigan Secondary School Curriculum Study, "Supplementary Archival Materials, 1942-1945" (Lansing, Michigan: State Board of Education, 1945), p. 9.

McClusky, Marion McClench, Russell Martin, Inez Musson, Chandos Reid, Dr. Frank Tallman, Dr. Norman Westland, Fred Walcott, Ann Wheeler

Purposes: To plan and continue certain specific developments within schools participating in the Study; to orient teachers and administrators from new schools to developments and to help them plan for the school year; to synthesize activities and plans of the Study and the Association.

Organization: Informal planning procedures were used throughout. Principals and teachers met together. An interactive atmosphere was obtained in which recreation, informal group work, interviews, and general deliberations were carried on. The Arrangements Committee prior to the conference set up general plans. A Planning Committee and a Finance Committee carried on day-by-day planning to meet developing needs within the conference.

The program consisted of the four phases:

1. Seven working groups were set up on the basis of a canvass of the interests and problems of participants. These were: Wartime Guidance and Curriculum Problems, Curriculum Organization, Working Relationships in Schools, Citizenship and Student Morale, Public Relations, Intercultural Education, Follow-up of High School Dropouts and Graduates.

2. Interviews and school group meetings.
3. General sessions on "How Human Are Children?" Dr. Tallman; "Hazards to Mental Health in Schools in Coming Years," a panel; "Trends in Postwar Planning and Implications for Schools." Dr. McClusky; "Intercultural Relations." a panel.
4. Arts activity, conservation, and field trips.

Number Present	Representatives from	
	Schools in the Study	51
	Other Schools	18
	Colleges	12
	Staff, consultants, and others	18
	Total	<u>99</u>
Cost:	To Study	\$ 588.86
	To Participants	<u>502.14</u>
	Total	\$1,081.00

In the Compiled Records is evidence of a detailed evaluation of the 1943 Conference carried out by the members. The following presents the summarization of the answers received from the participants as they reacted to questions posed by an evaluation committee making an obvious effort to improve the 1944 August Working Conference. (See Appendix A)

V. 1944, The Fifth, Higgins Lake¹

Place: Conservation Training School, Roscommon, Michigan

Dates: August 20 to 26, 1944

¹Ibid., p. 10.

Sponsors: Michigan Secondary Curriculum Study and
Michigan Secondary School Association

Staff: T. D. Rice, R. C. Faunce, Margaret Krauss

Consultants: Mary Aceti, C. O. Arndt, Mildred Biddick,
Georgia Hood, Edgar G. Johnston, Marion McClench,
Howard McClusky, Inez Musson, J. Cecil Parker,
Chandos Reid, Bienvenido Santos, Fred Walcott,
Katherine Winckler, A. N. Zechiel

Purpose: Some of the characteristics of the August conference are

1. It is so planned as to provide an opportunity for participants to work on real problems which grow out of their own school planning. --It is a working conference.
2. It provides a maximum opportunity for personal growth through interchange of ideas with others. --It is an informal conference.
3. It provides a rounded experience which samples, insofar as possible, all worthwhile areas of living. --It is an activity conference.
4. It provides for continuous, cooperative evaluation by all participants and constant adaptation to changing needs. --It is a flexible conference.
5. It provides an opportunity for participants to live, work, and play with persons of different ethnic, religious, social, and economic backgrounds. --It is an intercultural

6. It tends to make resource persons of all participants, regardless of position or title. It is a democratic conference.

Organization: Similar to those of 1943.

1. Small discussion groups Unified Studies, Postwar Curriculum Changes, Democratic Experiences, Pre-School Conferences, Teacher Morale Problems, Core, Evaluation--Standards--Reports, Work Experience, School-Community Problems, and Adult Education.
2. Interviews--school groups.
3. Art activities, conservation.
4. General sessions "Wartime Economics for the Citizen," Parker, "Youth in Michigan," Youth Guidance Field Committee, a panel; and others.

Number Present Representatives from

Schools in the Study	46
Other Schools	31
Colleges	4
Staff, consultants, and others	<u>26</u>
Total	107

Cost: To Study	\$ 500.00
To Participants	<u>724.50</u>
Total	\$1,224.50

From answers to questions asked for evaluative purposes, the following favorable comments were made most frequently:

1. There were a number of outstanding resource people available for the entire week.

2. The week's work got underway in a very efficient manner.
3. The expanded opportunity for intercultural understanding was one of the highlights.
4. The flexibility of the groups contributed in a large measure to the success of the conference.
5. The democratic spirit which prevailed was an outstanding feature.
6. The recreation was the best ever.

(Other significant features mentioned frequently)

Camp newspaper very valuable.
Frequent opportunity for personal interviews and casual rewarding conversations.
Participation by more than one from a school very valuable in morale building.¹

There were two suggestions frequently given for future consideration by the planning committees first, there was an expressed need throughout the week for advance announcement of the day's activities second, and commented on by almost every evaluation group, the need for a more efficient means of making appointments for conferences with individual consultants.²

It was for this conference that The Higgins Handbook³ was first prepared. It appears to be a brief orientation to the workshop method, and to this specific workshop. It includes a listing of the participants and the problems presented for consideration during the week.

The primary source of information about the 1945 August Working Conference consists only of "Summary Reports

¹Michigan Secondary School Study, Compiled Records, Vol. III, op. cit.

²Ibid.

³Ibid.

From Certain Working Groups" as compiled at the Higgins Lake Conference. The usual format formerly written by a staff member for a report incorporated into the Study's minutes was no longer found for 1945 nor for any of the ensuing years. The writer, however, will continue to use this format as a framework for presenting the information collated from available sources. In many instances the information called for was not found in any available records, correspondence or materials produced by those attending the conferences nor in any other resource and is not noted.

Additional information has been added whenever it appears to have value as evidence relevant to understanding the significance of the conference concept.

VI. 1945, The Sixth, Clear Lake and Higgins Lake¹

A. Clear Lake

Place: Clear Lake Camp

Dates: August 12 to 18, 1945

Staff: Not listed.

Consultants: Not listed.

Purpose: Not Stated.

B. Higgins Lake

Place: Conservation Training School, Roscommon,
Michigan

Dates: August 19 to 25, 1945

Staff: Not listed

¹The Bulletin of the Michigan Secondary School Association, Vol. IX, No. 6 (Lansing, Michigan: Michigan Education Association, October, 1945), p. 43.

Consultants: Dr. Howard Lane, John Boyles, Denby High School; David Barrett, East Lansing; Paul Barrett, Extension Specialist in Soil Conservation

Purpose: Not stated.

Organization

Planning Committee: The following persons served in this capacity for both conferences listed above; Don Randall, Chairman, H. M. Rosa, River Rouge; Guy Hill, Michigan State College; Theodore D. Rice and Roland Faunce, Michigan Secondary School Study, Bernadean Flynn, Godwin Heights High School, James Lewis, Dowagiac; Don Dolan, Western Michigan College; Lucille Kerber, Detroit Redford High School, Edgar Johnston, University of Michigan

General Sessions: At both conferences the Sunday evening session was devoted to a problem survey as a basis for building a program for the week.

Small Groups: Small working groups were formed in the following areas:

A. Clear Lake

1. Guidance
2. Post-War Curriculum
3. Conservation
4. Intercultural Education
5. In-Service Education
6. Student Participation
7. Education for Peace

B. Higgins Lake:

1. Intercultural Education
2. In-Service Training
3. Guidance
4. Pupil Participation
5. Conservation

General sessions were held on these topics in the evening, built around the discussions of the working groups.

Number Present:

A. Clear Lake: 52 - 21 teachers, 19 principals and superintendents, 7 college representatives, 9 state agency members.

B. Higgins Lake: 51 - 16 teachers, 18 principals and superintendents, 7 college representatives.

Cost: No evidence was found for either conference.

Additional Information One outstanding evening program at each conference was given over to a discussion of the G. I. Method. This was led by a group of Michigan schoolmen who had recently toured the various military and naval installations.

There was a pronounced emphasis in the area of arts and crafts, both in their use in the classroom and by members while in attendance at the conference.

The 1945 August Working Conferences were sponsored by both the Michigan Secondary School Association and the Study. For the first time there were two one at Clear Lake Camp to serve those in the southwestern part of the state; and one at Higgins Lake to serve those from the eastern and central parts of the state. This division came about as a result of the

Office of Transportation convention ban, a part of the war travel regulations.

The two conferences were judged highly successful by the participants in their final evaluation report which states

The evaluations on Saturday morning revealed that the conferees judged both conferences to have achieved much success. A Special tribute was paid to the informality and freedom of the planning, which permitted maximum opportunity to work directly upon school problems. It was urged that the Association and the Study consider sponsoring at least two such conferences next year.

Two small group summaries resulting from these conferences are presented in the Appendix because they are representative of the kind of thinking and conclusions arrived at in the small groups. They also are indicative of that which concerned the participants. Because they are reports with identical titles, Intercultural Education, they are examples of how groups arrive at unique decisions and conclusions when allowed to follow their own purposes and work towards solutions to problems through their own structuring. (See Appendix B.1 and B.2)

VII. 1946, The Seventh, Higgins Lake and Indian Lake

A. Higgins Lake

Place: Conservation Training School, Roscommon,
Michigan

Dates: August 12 to 23, 1946

Staff: Dr. Leon Waskin, State Department of Public Instruction, Director of Study; Mr. Ralph Guyer,

Consultants: Dr. Charles M. Toy, Director of Western Michigan Children's Center; Dr. L. J. Luker, Michigan State College; Russ Martin, Director of the State Conservation Training School; Mr. Otto Yntema, Western Michigan College; Mr. Carl Horn, Walter Bradley, Dr. Charles Boye; two members from the staff of the Michigan State Library.

Purpose: Not stated.

Organization:

Planning Committee: Mr. Clarence Crothers, Chairman; other members are not listed by name, but "Each working group elected a permanent chairman who became a member of the permanent Conference Planning Committee together with the group-selected recorder."¹

General Sessions:

Sunday: Problem listing session

Monday: Dr. L. J. Luker and Panel--"What Are the Barriers to Effective Curriculum Change?"

Tuesday: Russ Martin--Slides, "Michigan Wild Life"

Wednesday: Carl Horn and Walter Bradley--"Implications From Business and Industry for Education"

¹Roland Faunce, "The August Working Conference," Educational Leadership, Vol. II, No. 5 (December, 1945), pp. 211-215.

Thursday Mr. Otto Yntema-- "A Study in Black and White" and open forum discussion

Friday Fun Night

Small Groups Interest groups were organized about the following topics:

1. Democratic Procedures
2. The Core Curriculum
3. Implications of the Atomic Age
4. Individualizing Instruction (Guidance and Counseling)
5. Health Education¹

Number Present: 100 persons and 19 schools--Bay City, Center Line, Barbour Intermediate, Denby High, Dowagiac, East Lansing, Godwin Heights, Holland, Kalamazoo, Marion, Marshall, Muskegon, Petoskey, Livonia Township, River Rouge, Van Dyke, Alpena

Cost: No information found; however, the following reference was made concerning the responsibility for expenses

At Higgins Lake 78 percent of those attending, exclusive of consultants and resource persons, reported that their expenses were paid wholly or in part by their local board of education. This included seven members from the Barbour Intermediate whose expenses were paid by the Detroit Citizenship Study.²

Additional Information A major factor contributing to the success of the Higgins Lake conference was

¹ Leon Waskin, "August Working Conference Successful," The Bulletin, Vol. XI, No. 6 (Lansing Michigan Education Association, November, 1947), p. 54.

² Ibid.

the fact that participants came from the most part as members of teacher administrator school teams. As a result the conference was so organized as to provide those attending opportunity to work as members of school groups as well as in interest groups. Greater interest than ever before in this kind of conference may be inferred from the evidence presented by correspondence between Dr. Leon Waskin and schools seeking reservations after camp accommodations had been filled.¹ About fifty applications could not be accepted, and for this reason a recommendation was made that for next summer the possibility be explored and consideration be given to holding two such conferences in the Lower Peninsula. In fact the response was " . . . so wholehearted and the support so strong that before the first conference had closed . . . (the) Executive Board went on record to approve three such conferences for August, 1948."²

B. Indian Lake

Place: Iron County Youth Camp (also called Camp Batawagama)

Dates: August 12 to 23, 1946

Staff: Dr. Leon Waskin, Department of Public Instruction

¹Records Group 65 - 23, 230 F9, Archive Record Center, Lansing, Michigan.

²Ibid.

Consultants. Dr. Harold Hand, Dr. Fred Walcott, Dr. Ruth Cunningham, Dr. Charles Boye, two members from State Library staff.

Purpose: Not stated.

Organization:

Planning Committee. Miss Frances Smith, teacher in Ironwood, chosen by the conference members to be chairman; other members were those chosen as chairmen and recorders of the small interest groups.

General Sessions:

Sunday: Problem listing session

Monday: Dr. Harold Hand--"The Significance of the Atom Bomb"

Tuesday: Dr. Fred Walcott and Open Forum--
"Problems of Intercultural Relations"

Wednesday: Health Group--Role Playing, "Problems of Health Education"

Thursday: Dr. Ruth Cunningham and Panel--
"What Should We Know About How Children Grow?"

Friday: Fun Night

Small Groups:

1. Cooperative Planning
2. Intercultural Relations
3. Problems of the Elementary School
4. Understanding Boys and Girls
5. Health Education

Number Present: About 100

Cost: Registration fee, \$5.00; Meals and Lodging, \$18.00. (57 percent of participants reported

Additional Information A resolution was adopted urging the MEA to provide a year-round camp for use by teacher groups. Faunce stated

It is interesting to note that participants at both conferences believe more schools should participate, and that more representatives from each school should attend. The obvious import of these suggestions for the sponsoring organizations is the need for more such conferences, since the facilities of the two held in August, 1946 were completely filled.¹

Faunce also stated

. . . that for the first time in the history of these conferences elementary teachers attended in considerable numbers. The problems raised by these teachers resulted in a special working group which numbered thirty persons.

About twenty lay workers from the Upper Peninsula Health Department working together on a special program for the schools joined the conference using conference resources, both materials and people, for help in their planning.²

Faunce's article also notes that in the final evaluation session this group of thirty elementary teachers who had insisted upon remaining together agreed this number was too large for effective work.³

VIII. 1947, The Eighth, Indian Lake and Higgins Lake

A. Indian Lake

Place: Camp Batawagama - Iron County Youth Camp

¹Faunce, "You And The . . . ", op. cit., p. 26.

²Ibid.

³Ibid.

Dates: August 17 to 23, 1947

Staff: Leon Waskin, Chief, Division of Instruction,
Department of Public Instruction; K. W. Schulze,
Superintendent, Crystal Falls, Michigan

Consultants: Juanita Melchior, Fred Walcott, Dean Lessinger, Collins J. Reynolds. Serving as staff consultants from the Department of Public Instruction: Kenneth Bateman, Elementary Education; Mary Blair, Consultant for Teachers of Physically Handicapped; Ruth Freegard, Chief, Homemaking Division; George Gilbert, Marquette Regional Supervisor; Georgia Hood, Health Education, William Ryder, Conservation Education; Julian Smith, Health, Outdoor Education and Recreation

Purpose: To provide an opportunity for cooperative work for those teachers who (a) are, or will be, working on a curriculum problem; (b) will be in key positions in curriculum development; (c) need broadened views regarding the purposes of education, and, (d) need revival of morale.¹

Organization:

Planning Committee: Ralph Guyer, Chairman; Louise Parrish, Mary Aceti, Edgar Johnston, J. Wilmer Menge, Leonard Luker, Richard Stauffer, Elizabeth Jones, Leon Waskin, secretary, Kenneth Bordine, Russell Isbister, and Don McNassar.²

¹Records Group 65 - 23, 320 F9. Archive Record Center, Lansing, Michigan.

²Records Group 65 - 23, B. 20, F9. Letter from Guyer

Number Present: 95 - The local newspaper stated: If advance registrations are any indication of interest, the camp will be filled to capacity for the week-long period, only one of its kind to be held in the Upper Peninsula.¹

Cost: Food and Lodging, \$18.00, Registration fee, \$5.00.

Additional Information: At this conference The Wahoo, a daily news sheet, came into existence. It presented the necessary information concerning the daily schedule, events to come, and "newsy" and humorous items about the participants. For example, on page one of the week's final edition was:

Kitchen Note: One bit of information contained in the recipe for pasties was wrong. Boiled potatoes are not used. The potatoes are sliced raw and baked with the pasty as a whole.

Indian Lore: The nearby Pentoga Park was named after the wife of the Indian Chief of this area. The English translation of this long name is Edward. The translation of Pentoga is "Bull Head."²

B. Higgins Lake

Place: Conservation Training School, Roscommon,
Michigan

Dates: August 13 to 19, 1947

¹ Ibid., Crystal Falls Diamond Drill.

² Records Group 65 - 23, B. 21, Fl, Indian Lake Conference, August 17-23, 1947. Archive Record Center, Lansing, Michigan.

Staff: Dr. Leon Waskin, Department of Public Instruction; Mr. Ralph Guyer, Michigan Secondary School Association

Consultants: Not listed.

Purpose: To meet the needs and problems of the teachers and schools participating.¹

Organization:

General Sessions: Mr. R. R. Penhale, an address emphasizing the need for instructions in wise money management, a panel discussion, "Education as an Emotional Experience" by Toy, Peters, Luker, Margaret Koopman, McCloud, Belcher, Baldwin, and others.

Small Groups:

1. Guidance and Counseling
2. Core
3. School groups from Fitzgerald, Van Dyke, Godwin and River Rouge.

The conference news sheet Higgins Diggins The Second was issued daily and contained the program for the day. Volume I, No. 2, August 14, 1947 stated

Program For The Day		
9:00 -	9:20	General Session
9:20 -	11:00	Interest Groups
11:00 -	12:00	Movies, Subject to be announced
12:30 -	1:30	Arts and Crafts
1:30 -	3:30	School Groups
3:30 -	6:00	Field Trip (Timber cutting operation) Recreation
6:30 -	7:30	Planning Committee
7:30 -	9:00	General Session (panel noted above)
9:00 -		Curfew--Recreation

¹Records Group 65 - 23, B. 20, F9, Minutes of the Meet-

Quick Review of the Week - More Later

Thursday Ballgame at 3:30, (men and women) turn out at the park.

Friday Stunt Night (Each school group and those unattached will prepare anything in the way of entertainment such as stunts, charades, tricks, etc.)¹

Number Present: No information located.

Cost: Food and Lodging, \$4.00 per day, Registration fee, \$5.00.

Additional Information: Correspondence reveals a concerted effort on the part of the pre-planning staff to encourage the attendance of Negro teachers.²

In the early fall "just after school opened in 1947," the first Western Michigan Curriculum Planning Conference was organized. It was an outcome of the successful August Working Conferences held at Higgins Lake and Indian Lake, and was "patterned after the Higgins Lake Conferences."³ From the conference news sheet, Dunes Doings we find the following information: Place: Muskegon State Park, consisting of 1300 acres (with) a frontage of four miles

¹Records Group 65 - 23, 3. 21, Fl, Filed Records, Michigan Secondary School Study, Archive Record Center, Lansing, Michigan.

²Ibid., Leon Waskin and Roland Faunce Correspondence, May 26, June 20, 1947.

³Dunes Doings, Vol. I, 1st ed., from the files of Charles A. Blackman.

on Lake Michigan directly north of Muskegon Lake channel. It was acquired by the state in 1926 The CCC built the camp and used it for a time. (It has) an amphitheater with fireplace . . . (and) twelve miles of foot trails.

Dates. Friday, Saturday, and Sunday, "just after school opened in 1947."

Staff. Ralph Goyer, Muskegon, General Chairman. Committees: Membership from teachers and administrators from Muskegon, North Muskegon Muskegon County, Muskegon Heights being responsible for: equipment and grounds, invitations; registration and finance; publicity; publications; commissary; recreation.

Consultant Dr. Earl Kelley, Wayne State University

Purpose. The West Michigan Curriculum Planning Conference has been patterned after the Higgins Lake Conferences which have been so successful for several summers. The conference plan has been built around the idea of participation on the part of all attending teachers. In other words, it is built to fill the needs of those who come.

It has been planned so teachers of this area can have the same opportunity

for group discussion that teachers in other parts of the state have found so valuable. Informality and participation have been found helpful in other conferences and will be the policy here.

Organization:

Planning Committee See above under staff.

General Sessions

Friday (Evening) Selection of subject areas for discussion

Saturday Discussion groups in session

Sunday General summarizing of information from all the groups

Small Groups

1. Democratic Procedures
2. Core Classes
3. Intercultural and International Relations
4. Developing Good Attitudes
5. Curriculum Modification
6. Programs for Potential Dropouts
7. Competition vs Cooperation
8. The Homeroom
9. Community School Relations
10. Determining and Stimulating Physical, Mental, and Emotional Growth
11. Reading Problems
12. Audio-Visual Education

Number Present: 117

Cost: Not noted.

In 1948 there were three August Working Conferences sponsored by the Michigan Secondary School Association and the Michigan Secondary School Study. Several colleges, universities and school systems cooperated by sending consultants.

IX. 1948, The Ninth, Sand Dunes, Indian Lake, and Higgins Lake
 A. Sand Dunes

Place: Muskegon State Park Camp. In addition to the description given in the Dunes Doings for the three day conference in the fall of 1947, we find these added attractions noted: Two exceedingly beautiful golf courses are within four or five miles of the camp. Fish in various lakes and rivers should be good, and bridge, square dancing, and evening sessions in an unusual fire bowl amphitheater should offer a variety of recreation to suit all tastes.¹

Dates: August 15 to 21, 1948

Staff: Ralph Guyer, General Chairman, was noted as hospitalized in Crystal Falls following a heart attack. Floyd Slentz, local chairman; Robert Ferris, chairman of camp equipment. Other staff responsibilities carried out by local teachers who worked on the pre-planning committee.

Consultants: Dr. M. W. Stout, University of Minnesota; Dr. Phillip S. Jones, University of Michigan; Dean Ivan C. Crawford, University of Michigan; Dr. John Winburne, Michigan State College; Don Dolan, Western Michigan College; Caroline Austin, State Department of Public Health; from the State Department of Public Instruction Albert Anderson,

¹Dunes Doings, Vol. II, 1st ed., p. 3.

Harry Nesman, William Carter, Mary Blair, William Ryder, and Julian Smith; and from the State Library, Louise Reese. Others included: Dr. Charles M. Toy, Director of Western Michigan Children's Center, Mr. Robert Whitley, Clinical Psychologist; and, Miss Madaline Half, Chief Social Worker from the Center.

Purpose: Participation by all attending teachers in working out solutions to professional problems as suggested by the members themselves.

Organization:

Planning Committee. Floyd Sientz, Chairman, Muskegon; Charles A. Blackman, North Muskegon; and local chairman selected by conference members.

General Sessions:

Sunday Selection of subject areas for discussion and planning the conference week

Monday: Discussion group meetings
Other items for the program as publicized in the Michigan Secondary School Association letter dated July 2, 1948, and addressed to Dear Fellow Teachers, stated.

A demonstration by the staff of the Children's Center of an actual case conference in which real data is used and during which demonstration the findings of the various staff members and school people involved is reported. These findings are analyzed by Dr. Toy and a program of remedial procedures recommended. This demonstration should prove very helpful to elementary as well as secondary teachers.

Another unusual feature could be a report of the summer air tour being taken by a group of school administrators and extending from coast to coast over a period of more than a month this summer. Superintendent Bemer of the Muskegon Schools has consented to report on his observations.

The Freedom Train which is touring the country will be in Muskegon on Sunday, August 15 the day on which our conference opens. This will be a splendid opportunity for individuals to visit the train during the day and then during the conference week to discuss the implications of the American heritage program and make plans for its continuation during the school year. It would seem that every school teacher and administrator in the Muskegon area would be interested in such discussion and plans for one of the most vital movements originating in recent years.¹

Number Present: 80

Cost: Registration Fee, \$5.00; Meals and Lodging,
\$25.00

B. Indian Lake

Place: Iron County Youth Camp, Crystal Falls

Dates: August 8 to 14, 1948

Staff: Sponsored by the Department of Public Instruction and the Michigan Secondary School Association.
Specific names not stated.

Consultants: Members of the staff from the State Department of Health, Department of Public Instruction, University of Michigan, Western Michigan College of Education; out-of state consultants Helen Appeldoorn, psychologist, Ohio State University;

¹Dunes Doings, Vol. I, 1st ed., op. cit.

Fred V. Hein of the Bureau of Health Education, American Medical Association, Chicago; Howard J. Ivens of the Illinois State Normal University.

Purpose: To provide an opportunity and consultants to help both secondary and elementary teachers work on curriculum problems of their choice. This purpose was not so stated, but was implied by the writer after reading the following pre-planning committee's minutes.

Organization

Planning Committee Schulze, Chairman; Wixson; Sutter, Hoppes, Edwards, Maynard; Skinner; Gicky, Stenson, and Gilbert, secretary.

The minutes from the first meeting, Tuesday, March 2, 1948, state the following decisions:

- (a) Problems for work groups would be determined at camp this year as . . . in the past;
- (b) Efforts should be made to get two outstanding consultants in both elementary and secondary fields,
- (c) There should be one consultant for evening general sessions on "Education for World Cooperation,"
- (d) There should be consultants in the fields of arts and crafts, visual education and nature lore,
- (e) That the expenses for the conference including camp fees, would not exceed \$25.00,
- (f) The Conference would be held during the week commencing August 8th.¹

¹Records Group 65 - 23, B. 18, F2, Filed Records, Michigan Secondary School Study. Archive Record Center,

General Sessions No information found.

Small Groups

1. Developing an Integrated Program of Mental and Physical Health
2. Preparation and Use of Records
3. Democratic Methods in the Classroom
4. Adjusting the Small School to Meet Individual Needs and Differences
5. Crystal Falls--English and Language Arts Curriculum

Number Present: Approximately 50 teachers and administrators, "almost all of whom were from the Upper Peninsula."¹ Schools represented were from Munising, Clio, Crystal Falls, Escanaba, Stambaugh, Alpha, Kingsford, Iron Mountain, Allegan, Ironwood, Rock, Newberry, and Stephenson.

Cost: Meals and Lodging, \$21.00; Registration Fee, \$5.00. School boards were urged to pay all or most of the costs of the expenses of teachers participating.²

Additional Information: Part of planning and program specifically geared to elementary teacher.

C. Higgins Lake

Place: Conservation Training School, Roscommon, Michigan

Dates: August 15 to 21, 1948

Staff: Specific names not listed; sponsored by the Department of Public Instruction and the Michigan Secondary School Association.

¹Ibid.

²Ibid.

Consultants: From Michigan State College; University of Michigan; Central Michigan College of Education; Western Michigan College of Education; Michigan Department of Public Instruction, Conservation, and Health, Michigan State Library; Mr. Haskell Lazere of the Anti-Defamation League.

Purpose: To provide an opportunity for secondary teachers, individually or as teams, to work on curriculum problems of their choice.

Organization:

Planning Committee Present April 1, 1948: Mr. Ralph Guyer, Chairman; Floyd Slentz; Clarence Crothers; Harry Nesman; Don Dolan; Leonard Luker; and Leon S. Waskin, secretary.

Conference Committee: Henry Schoensee, Center Line, assumed responsibility of chairman upon being chosen by the participants at the opening meeting which was chaired by Fred G. Walcott.

General Sessions: No information found.

Small Groups:

1. Secondary School-College Agreement
2. Democratic Classroom Procedures
3. Guidance
4. Follow-up Studies
5. Intercultural Relations
6. School Groups

Number Present 100 teachers and administrators from Denby High School, Dearborn Schools, Bay City, Lakeview High in Battle Creek, Dowagiac, Centerline, Wyoming High School, River Rouge, Buckley, Everett School in Lansing, Montague,

Ann Arbor, Inkster, Sturgis, Quincy, St. Joseph,
East Lansing, Olivet, and Grand Rapids.

Cost: \$30.00, Meals and Lodging, \$5.00 Registration
Fee.

Additional Information The participants took initial steps in making a film strip as a visual aid that would portray the work done in such a conference. A number of pictures of the conference were taken by Russ Martin in the hope that they might eventually be used in the preparation of the film strip. The project was to be discussed by the Board of Directors of the Michigan Secondary School Association at their next meeting.

At the three curriculum conferences held in August, 1948, the attendance reached an all-time high of 285 participants. Higgins Lake Conservation School facilities were completely filled and more teachers came to Iron County Youth Camp on Indian Lake and to the Muskegon State Park Group Camp than in any previous year.¹

X. 1949, The Tenth, Indian Lake, Higgins Lake, and Sand Dunes²

A. Indian Lake

Place: Iron County Youth Camp

Dates: August 6 to 12, 1949

Staff: Robert Martin, Department of Public Instruction;

Ken Schultz, Crystal Falls

¹Ibid.

²Ibid.

Consultants: Fred Walcott, Guy Hill, Mildred Peters,
Roland Faunce, and Fred Miller

Purpose: None stated.

Organization

Planning Committee: Clarence Crothers, Principal of
Busch High School, Centerline, Chairman. This
committee was chosen to do the pre-planning for
the three 1949 August Working Conferences.

Membership list not found. Committee at confer-
ence not listed.

General Sessions: No information found.

Small Groups

1. Utilizing Resources
2. Societal Demands of the Child
3. Communicative Arts We Want to Know
4. Developing a Philosophy of Education
5. School Camping
6. Techniques of Democratic Action

Number Present: 55

Cost: No evidence found.

B. Higgins Lake

Place: Conservation Training School, Roscommon

Dates: August 14 to 20, 1949

Staff: Not listed.

Consultants: Not listed.

Purpose: Not stated.

Organization:

Planning Committee: Dr. Leon Waskin, Department of
Public Instruction, secretary; sponsored by
both the Department and the Michigan Secondary
School Association.

General Sessions: Film, "Miracle on 34th Street,"
picnic supper on lake shore; arts and handi-
crafts exhibit. No other information found.

Small Groups:

1. Core
2. Curriculum Improvement
3. Guidance
4. Subject Matter Areas
5. Evaluation of Present School Problems
6. Problems of Unifying the Faculty
7. Outdoor Education
8. Child Growth and Development

Number Present: 104

Cost: No evidence found.

Additional Information. The Michigan Secondary School Association gave authorization to make a film strip of the conference, as suggested by the conference members attending the previous year. Those volunteering to work on the project were Russ Martin, Mary Aceti, Al Loving, Ray LaFrey, Bob Granville. The film strip was to include the processes "from thinking stage through receiving invitational letters by superintendents; the arrival of participants; all the activities around the camp; the departure."¹

C. Sand Dunes²

Place: Muskegon State Park

Dates: August 10 to 16, 1949

¹Higgins Diggins, Vol. III, No. 1, from the files of Roland Faunce.

²Dunes Doings, Vol. III, 1st ed., from the files of Charles A. Blackman.

Staff: Dr. Leon Waskin, Department of Public Instruction; Clarence Crothers, Chairman, Principal of Busch High School, Center Line.

Consultants: Carolyn Austin; Roy Cromer; Ruth Rogers; Elizabeth Jukes, State Health Department; Tom Kerry, Department of Public Instruction, Vocational Agriculture, Esther Middlewood, Director of Mental Health Education, Helen Appledoorn, psychologist, Ohio State University; Lois Johnson, Michigan State College; Mildred Peters, Wayne University; Vivian Puhek, Child Growth consultant.

Purpose Not stated.

Organization

Planning Committee Charles Blackman, Director;
Robert Ferris, Assistant Director; Floyd Slentz, Assistant Director; Joseph Mulready, Recreation; Dora Partington, Hostess, Kay Kellor, Handicrafts; Myrnavieve Voegts, Song Leader; Reverend Wright, Food, Shirley Slentz, Clerk.

General Sessions:

Monday: Bonfire and sing
Thursday: Square dancing
Friday: Graduation ceremony

Other programs not listed.

Small Groups:

1. Individual Differences
2. Audio-Visual Aids
3. Reading
4. Mental Health
5. Core

Number Present: 115

Cost: No evidence found.

Additional Information: As requested by the general pre-planning committee, this conference was planned by the Muskegon area teachers and administrators.

XI. 1950, The Eleventh, Indian Lake, St. Marys Lake and Higgins Lake

A. Indian Lake

Place: Iron County Youth Camp near Crystal Falls

Dates: August 6 to 11, 1950

Staff: George Gilbert, Department of Public Instruction representative for the Upper Peninsula; others not listed.

Consultants: Individuals not designated as such.

Purpose: None stated.

Organization: Conference Director, Alvin Loving; Chairman, Helen Barsack, elected by participants.

General Sessions:

Sunday Keynote speech by Dr. Carl Gross,
"Let's Make Education Functional--
Let's Meet the Needs of Children"

Monday "The Teachers' Role in the Present
Crisis," (World Peace)

Thursday: Film, "The Quiet One"

Small Groups:

1. Teaching Aids
2. Nature Study
3. Special Education

4. Physical and Mental Health in Special Education
5. Mental Health and Human Relations
6. Homeroom Guidance
7. Nature Study

Field Trips

1. Horserace Rapids
2. Michigamme Falls
3. Power dam project
4. Open pit iron mine

Number Present 99 - 32 from the Upper Peninsula, 29 from the Lower Peninsula.

Cost: No costs listed, however

- 13 had their transportation and lodging paid
- 5 paid all their own expenses
- 3 had their transportation paid
- 2 paid half their own expenses
- 3 had their registrations paid only
- 9 were from the State Department
- 3 were from colleges

Additional Information: Smoke Signals, the Indian Lake Conference's usual daily news and information sheet, was re-edited with the week's work and recreation put into a more sophisticated and final form. It was dedicated to Al Loving, "Our genial, understanding, and capable Conference Director." Sent to the conferees, it contained these suggestions to them. (1) Revive your memories and enthusiasms by re-reading these pages, (2) Pick a couple of your friends or associates that you know would enjoy Indian Lake, and (3) Let a little smoke from the accompanying signals get in their eyes.

B. St. Marys Lake

Place: Lodge and dormitories operated by Kellogg Foundation (located near Battle Creek), with later ownership transferred to the Michigan Education Association.

Dates: August 13 to 19, 1950

Staff: Maurice McClure and Robert Martin, State Department of Education

Consultants: Not designated as such. Listed under favorable aspects, "Resource people stayed a part of group, so I couldn't be sure who were resource and who were not." Listed under unfavorable aspects, "Should have resource people other than educators."

Purpose: Not stated.

Organization: Dr. Leonard Luker, Chairman; Planning Committee made up of those members chosen as chairmen and recorders of each interest group.

General Sessions: No information found.

Small Groups:

1. Arts and Crafts
2. Core (two sections due to number of participants interested)
3. Democratic Procedures
4. Techniques in Elementary Education

Number Present: 74

Cost: No information found.

Additional Information: The enthusiasm generated during this week's conference resulted in a final general session of evaluation at which conference members agreed that a follow-up week-end

conference was in order midway through the school year. This would serve the purpose of a self-evaluation session. Groups could correlate resolves of the summer session with their actual functioning in the school situation. The plan was carried out in a week-end conference in January, 1951 at St. Marys Camp.

From an evaluation sheet totaling the reactions of the participants to the conference, the following items were listed as most helpful: discussion groups, individual conferences with consultants, arts and crafts, meeting new people, helpfulness of resource people, democratic principles, committee work, good fellowship, visual aids, how to obtain materials, being given an active part in conference, library exhibits, and physical set-up of camp.

C. Higgins Lake

Place: Conservation Training Camp, Roscommon

Dates: August 13 to 19, 1950

Staff: Lawrence Hayward appointed by Planning Committee as permanent chairman of the year's conference, Principal of Memphis High School; Clarence Crothers, Chairman of Pre-Planning Committee and representative of Michigan Secondary School Association.

Consultants: Identified in the camp news sheet:¹

Polly Mostellar, Esther Belcher, Clyde Vroman,
and Esther Middlewood

Purpose: None stated.

Organization: Preplanned by the Michigan Secondary
School Association and the Department of Public
Instruction Chairman, Lawrence Hayward.

General Sessions:

Monday: A.M., General Planning Session

Others not listed.

Small Groups:

1. Mental Health
2. Follow-up
3. Counseling and Guidance
4. Core and Social Living
5. Curriculum Planning
6. Warren School Group
7. Camping and Conservation

Field Trips:

1. Beaver dam
2. Oil fields
3. Deer year and drive
4. Nature hike to boiling springs

Number Present: 83

Cost: Specific amounts were not found listed for meals,
lodging and registration fee; "It was found that
of the members attending, 65% had all of their
expenses to this conference paid for by the
local board; 23% were partially reimbursed;
the remaining 12% personally paid the entire
cost."²

¹Higgins Diggins, Vol. IV, No. 1, from the files of
Roland Faunce.

Additional Information: Because so many members were also interested in the subject "Adjustment to World Crisis " from 25 to 30 participants met for discussion of the subject in the afternoon sessions. Leadership was given by Wilbur Brookover, Bill Hawley, Kent Leach. Another feature not previously noted in the various sources of information was the use of two evaluative instruments, one mid-conference in addition to the usual final questionnaire. This extra one served the planning committee in such a way that it could alter plans or procedures that appeared to be receiving unfavorable reactions. Questions asked with space for comments, were:

1. Are you enjoying the conference?
2. Are you getting what you came for?
3. Are you benefiting from the conference?
4. Do you like the conference procedures?
5. Are the general sessions profitable for you?
6. Are the group sessions profitable for you?
7. Is the recreation program satisfactory?
8. Are you personally happy here this week?
9. Is the amount of free time appropriate?
10. Are your expenses paid for you by your school?
11. Are you here as an official consultant?

Recommendations and observations of the evaluation committee:

1. Clarify the purposes, plans and procedures in the use of consultants.

2. Each group session should summarize its accomplishments and program before adjourning.
3. General sessions are a continual problem and challenge to make them efficient and profitable.
4. The structure and processes of the conference require continuous study and refinement.

XII. 1951, The Twelfth, Indian Lake, St. Marys Lake, and
Higgins Lake

A. Indian Lake¹

Place: Iron County Youth Camp

Dates: August 5 to 11, 1951

Staff: Not listed.

Consultants Twenty-five resource people are listed as present. From summaries of interest group discussions the following are listed as consultants Paul Challancin, Department of Conservation, with Conservation Education Group; Mr. Lamb, Child Growth and Development Group; Mr. Fritz Lehmann, State Consultant for Community and School Relations; Robert Martin, Department of Public Instruction with Home and School Relations Group; Dr. Roland Faunce with the General Education Group; and Miss Virginia Vernier, Gladys Simpson and Helen Powell with the Teaching Aids Group.

Purpose: To give participants an experience commensurate with that philosophy expressed in Earl Kelly's [sic] latest book, The Workshop Way of Learning, (which) Above all . . . implies a faith in the worth of the individual and his ability to contribute to the common good . . . cooperation as a technique and as a way of life . . . superior to competition

(and) The most important learning at any time has to do with the individual's current problems. Learning leads to more learning and the human organism is infinitely curious.

Organization: Conference Director, Al Loving; Camp Director, Ken Schultz. The usual plan of organization: a general opening session for problem census and small group establishment; each following day's time given to work in small groups on problems of personal interest, general sessions, recreation in arts and crafts, field trips and just for fun--marshmallow roast on the beach, bridge, cribbage, square dancing, swimming, canoeing, field trips and stunt night.

General Sessions: Keynote speaker, Roland Faunce traced the history and development of the Michigan Secondary School Association and its more than twenty camp conferences which had been attended by some 1500 teachers and state agency members. Faunce pointed out that the reason for the success lay partly in the lack of

extrinsic motivation, and in the seriousness of purpose of the participants.

Small Groups

1. What Should the Teacher Know About the Child?
2. Home and School Relationships
3. General Education
4. Teaching Aids
5. Staff Evaluation

Number Present 34

Cost: Registration, \$5.00; Meals and Lodging, \$24.00

Additional Information: Again at the end of the conference, Smoke Signals was re-edited from the daily news sheets and put into bound form.

For the participants it was an excellent vehicle for referral to not only their own group activities and decisions, but to the work of other groups. It was also intended as a means of giving those who had not attended a picture of how "we live, work and play together."

At this conference there was an obvious and considerable drop in attendance. In a list of suggestions for improvement can be noted for the first time a questioning of why so many administrators and so few of their staff; why not more teacher participants, school teams, more lay people? There is also the comment that resource people tend to group themselves together for living quarters and activities; that cliques should be avoided.

B. St. Marys Lake

Place: Kellogg Foundation Camp

Dates: August 12 to 17, 1951

Staff: Not listed.

Consultants: Not listed.

Purpose: Not stated.

Organization: Dr. Leonard Luker, Conference Director

Small Groups:

1. Arts and Crafts
2. Core

No others found listed

Number Present: 55

Cost: No evidence found.

C. Higgins Lake

Place: Conservation Training School, Roscommon

Dates: August 12 to 18, 1951

Staff: Dr. Leon Waskin, Department of Public Instruction

Consultants: No participants identified as such.

Purpose: Not stated.

Organization: Mr. Robert Granville, Conference Chairman; Mr. Arthur H. Cansfield, Co-Chairman.

General Sessions:

Monday: Conservation Department Panel--
"Ways and Means of Improving the
Public Attitude Toward the Conserv-
ing of Human and Natural Resources"

Tuesday: French Films

- Wednesday Intercultural Relations
- Thursday: Beach party followed by film, "Anna and the King of Siam"
- Friday Stunt Night

Small Groups

1. Mental Health of Pupils and Teachers
2. The Holding Power of Schools
3. School Camping and Conservation
4. Guidance
5. Adapting the Curriculum to Individual Differences
6. Adapting the Curriculum to Community Needs
7. Special Meetings for School Librarians

School Teams:

1. Dearborn
2. Plymouth
3. Dowagiac
4. Bay City

Number Present: Not stated.

Cost: No statement found.

Additional Information The conference planning and evaluation committees conducted the evaluation on an informal basis as a round-table discussion. The discussion was taped so that the recording could be made available to the following year's pre-planning conference committee. The reactions to evaluative questions, recommendations and suggestions made during the evaluation session ranged in scope from the very general "enjoyed the conference very much," to such specific requests for "better lighting in the cabins" and "camperships." Complete tabulation of the evaluation results

for Indian Lake, St. Marys Lake, and Higgins Lake are included in the Appendix. (See Appendix C.1, C.2, and C.3)

XIII. 1952, The Thirteenth

For the year 1952 there are no records or other evidence of an August Working Conference being held. Dr. Leon Waskin, at that time the Director of the Study and Chief of Secondary Education was on leave of absence. The Michigan Education Journal contains only a notice stating, "Fourth Annual Regional Workshop, Indian Lake, August 14 to 19, 1952."¹ Leonard Luker, Director of the 1950 and 1951 August Working Conferences at St. Marys Lake Camp, stated that he also directed one there in 1952 and he felt certain that if there were only one conference it would have been at Higgins Lake.

XIV. 1953, The Fourteenth Higgins Lake

Place: Conservation Training School, Roscommon

Dates: August 10 to 15, 1953

Staff: Dr. Leon Waskin, Chief, Division of Elementary and Secondary Education

Consultants. Registration directory did not designate anyone as consultant.

Purpose: Not stated.

Organization: Miss Ruth Boot, Coordinator of Guidance, Paw Paw Public Schools, elected Chairman by participants.

General Sessions Program not listed.

¹Michigan Education Journal, Vol. XXX (Lansing: Mich-

Small Groups :

1. Administration and Staff
2. Individualizing Instruction
3. Core Curriculum
4. Citizenship

Number Present 43 - 10 administrators, 8 college faculty, 6 State Department staff members, 19 classroom teachers, counselors, librarians.

Cost: No evidence found.

Additional Information After reaching the point at which for three consecutive years, 1949-1951, it was necessary to hold three conferences in order to accommodate interested participants, only one August Working Conference was sponsored by the Michigan Department of Public Instruction in 1953. In comparison, it was poorly attended. Three days preceding this conference, the Principals' Chewing Match was held at Higgins Lake. This may account for the number of educators, other than classroom teachers, in attendance. Many of the administrators stayed on for the curriculum conference, but did not have teams of teachers from their schools join them in the endeavor to work on curriculum problems.

XV. 1954, The Fifteenth, Higgins Lake

Place: Conservation Training School, Roscommon

Dates: August 7 to 14, 1954

Staff: Dr. E. Dale Kennedy, Michigan Secondary School Association

Consultants. Louise Rees, Michigan State Library;
 Polly Mosteller, Arts and Crafts Consultant,
 Flint, George Miller, Wayne University; Robert
 Winger, Department of Public Instruction; Leon
 S. Waskin, Department of Public Instruction;
 Russell Broadhead, Wayne University; Don Ran-
 dall, Clear Lake Camp; Marion Haller, Handy
 High School, Bay City

Purpose: To provide an opportunity for teachers and
 administrators to meet under circumstances con-
 ducive to the exchange of ideas and practical
 suggestions.¹

Organization: Conference Chairman, Loren Disbrow,
 Principal, Rockford High School

General Sessions: No information found.

Small Groups

1. Discipline, Mental Hygiene, Morale, Juvenile
 Delinquency
2. Core Curriculum
3. Reading in Secondary Schools
4. Mental Hygiene

Number Present: 65

Cost: Registration \$5.00, Meals and Lodging, \$5.00 per
 day for teachers and \$8.00 per day for non-
 teachers.

Again in 1954 as in 1953, the August Working Confer-
 ence at Higgins Lake was the only one organized. During the
 same week three other organizations met concurrently here;

¹Harold Logan, "August Conference Plans Made," Mich-
 igan Education Journal, Vol. XXXII (Lansing: Michigan Edu-
 cation Association, May 1, 1954), p. 440.

the Executive Committee of the Michigan Secondary School Association; the annual Principals' Chewing Match; the Military Information Committee.

The fact that these groups could all be accommodated at the same time gives evidence that attendance at the conference under consideration was at an unusual and unprecedented low.

Details such as those given for the previous conferences are lacking. The little evidence available and presented is from a two-page resumé¹ by the August Conference Committee,¹ Arthur H. Cansfield Chairman, Ernest Blohm, Derby Dustin, Roland Faunce, Hyrtl Feeman, Lyle Hotchkiss, Dale Kennedy, Ray LaFrey, Kent Leach, Harold Logan, Leonard Luker, Dale Musselman, Ed Ray, Robert Smiley, Leon Waskin; and an article in the Michigan Education Association Journal for May, 1954.

In contrast to the previous conferences this conference had a definite theme, "Developing Teacher-Pupil Attitudes," Logan stated

The concern of the country over the evident unrest of many members of the teen-age group inspired the selection of this particular theme.

Seven additional pre conference suggestions for discussion were made, also in contrast to the former procedure of using participant inspired suggestions for the formation of groups.²

The following list of recommendations made by the 1954 Planning Committee was for possible improvement in

¹Roland Faunce files.

²Logan, op. cit.

organization and related matters for future conferences.¹
 It may contain some clues as to why the August Working Conference disappeared from Michigan's educational picture following this conference. A handwritten notation at the top of the mimeographed copy states: "Not adopted by either Plan [sic] Committee [sic] or conf. but not rejected either."²

Following is a list of recommendations of the Planning Committee of the 1954 Curriculum Conference at Higgins Lake in regard to possible improvements in organization and related matters for future conferences. As the list is in this present form tentative, no attempt has been made to organize the items as to area or importance. They are rather presented as they were brought to the attention of the committee and the recorder.

1. More notice should be given of the Conference, and better public relations established in the spring, in an effort to expand interest and attendance.
2. Members of MSSA, current Planning Committee, or appointed representatives should announce and interpret the Conference in MEA fall meetings and county institutes.
3. Conferees should be encouraged to remain for the full term of the Conference, to gain the greatest possible good from it.
4. Other groups should be discouraged from meeting at the same time, or scheduling should be improved to correct the situation, as, although valuable and interesting, such groups distract from the main purposes of the Conference.
5. Workshops should be redefined to the teachers attending. The workshops appear to be suffering because conferees attend expecting pat answers to their problems, and not an interchange of ideas and experiences, which the Planning Committee feels is the real goal.
6. Resource people should report on use made of their materials, so that the resource program can continue to improve.

¹Roland Faunce files.

²Ibid.

7. Tape recorder and public address system should be included in audio visual supplies.
8. Continuity of experience is needed from year to year on the direct-planning level. To that end, a definite organization should be set up at or shortly after the present conference, and given these and other recommendations. At least some of the members should be from the present conference. It is further felt by the Planning Committee that the Chairman of the next year's Conference should be elected at the conference preceding, so that leadership and knowledge of the conference could play a large part. The pre-planning and planning committees, in that way, could be better integrated and more closely related to the actual functions of the Conference.

From these recommendations one could advance the following questions

What happened to the leadership which had formerly given much thought to promote interest and attendance at these workshops by providing several kinds of advance notice-- letters to administrators, announcements and articles in bulletins and journals, and continual follow-up correspondence?

Why were other groups, which might have been an integral part of these workshops encouraged and scheduled to meet at the same time and same place?

Why was there a breakdown in the orientation to the workshop method? Did the use of the same leaders and consultants year after year help establish habits of procedure which eventually led to a loss of insight into the necessity for redefining purposes and processes for new participants?

Did the leadership continue to invite varied resource people representing both general and specific

competencies in both educational and related fields? Or did it resort to the same, familiar, and most easily available ones year after year?

Summary

The August Working Conferences, initiated by the Michigan Secondary School Study, incorporated workshop procedures whereby the participants could strive to find solutions to problems of curriculum improvement. At these conferences Michigan followed the plans earlier found to be highly successful by the Progressive Education Association workshops held throughout the nation.

They were organized by leadership in the State Department of Public Instruction which in turn developed and utilized local leadership from all areas of the state.

Beginning in 1940, they were held for one week each August for the next fourteen years, reaching a peak in 1948, 1949, and 1951. During these three years three such conferences were sponsored so that the growing number of people interested could attend, have adequate facilities, and be within a convenient geographical area.

That these conferences were found rewarding to those attending was shown by the evaluation instruments and by the continued growth in numbers and attendance.

The Eight-Year Study's Workshops were to help teachers to work toward and understand what constituted a secondary education which would:

. . . (be) flexible, responsive to changing needs, and clearly based upon an understanding of young people as well as an understanding of the qualities needed in adult



. . . develop students who regard education as an enduring quest for meanings rather than credit accumulation; who desire to investigate, to follow the leadings of a subject, to explore new fields of thought; knowing how to budget time, to read well, to use sources of knowledge effectively and who are experienced in fulfilling obligations which come with membership in the school or college community.¹

It is reasonable to see the purposes of the Michigan Study as similar if not identical. Did the Department change its concept of what the curriculum should do or be; of what constitutes an effective means for bringing this about? Did it find a different method of approach? Or did it view its role as now different?

¹Aiken, The Story of the . . ., op. cit., p. 144.

CHAPTER V

A REVIEW OF PURPOSES RESULTS, AND WORTH OF THE MICHIGAN AUGUST WORKING CONFERENCES

The focus of Chapter V is upon the relationship of the purposes and accomplishments of the Michigan August Working Conferences, and upon the evaluation procedures used and judgements made by the participants. Implications are drawn from these purposes and evaluations which illustrate the unique value of this particular conference approach.

Through the Michigan Secondary School Study the educational leaders initiated and organized the Michigan August Working Conference. Their major purpose was to provide a means of involvement open to the entire teaching profession interested in secondary curriculum development. Within this conference concept was incorporated the workshop procedure whereby ideas, experiments, and research evidence could be introduced, studied, disseminated and used by the participants in solving their own curriculum problems. In turn, the participating teachers and administrators, together with the community they served, could more ably perceive and organize the curriculum as an on-going and ever becoming process. As their experience in

problem solving grew they could more easily discard the idea that curriculum is a static and ordained course of study. As their experience in a cooperative enterprise grew, they could more easily share ideas and become more open to new ideas.

Those leaders involved in initiating the Study were concerned about establishing a sound procedural basis for bringing about change. They were not promoting specific changes but rather a framework conducive to action for change. Parker, the original director of the Study, saw the August Working Conference as serving the following objectives: to open up much needed channels and sources for ideas; to bring about more and more people interacting with each other with time enough to get past the mere periphery of their problems; and, to introduce stimulators of ideas.¹

Having provided the opportunity, Parker then saw the Department's responsibility to be that of letting the resultant activities, changes, and ideas grow. Its role was not to condemn or sit in judgement but to support and help develop whatever the participators deemed important. From Parker's statement it may be assumed that he saw the Department as a change agent, that which attempts to effect a change, but not one with definite changes in view.

The records show the evaluation process to be an integral part of the August Working Conference's organization. At the close of each week's work a time was set aside for consideration of what had been accomplished, the strong and

¹ Interview with J. Cecil Parker, March, 1964.

positive aspects of the conference; the negative aspects with suggestions for their improvement; and, changes which might be effective in bringing about better conditions and experiences for the next year's meeting.

This evaluation was done in small interest groups, in the general assembly, and by means of both written and oral reactions. At times it was structured by a committee appointed to the task and at times it was a round table, spontaneous approach. Often both ways were utilized.

From these written evaluations produced by the conferees, it can be seen that, though there were always suggestions for improvement the conferences were rated overwhelmingly valuable in all areas: physical, environment; leadership; consultant aid, an atmosphere where all were accepted as potential leaders with worthwhile contributions to make; and, a place where new ideas were plentiful and shared. (See Appendix D)

From a study of the general session programs and the problems studied in small groups, it is evident that the teachers and administrators did work on problems of concern both locally and nationally: helping children in a nation and world at war; living in an atomic age, developing intercultural understanding and interaction, integrating teachers of minority groups into a united profession; building attitudes for maintaining peace, putting into action and giving meaning to theories of learning through the core curriculum; promoting good staff relationships, and, operating on a truly democratic basis in the entire operational procedure.

A research project which gathered information about leadership found that leaders attain this favorable position because they meet certain psychological needs of others-- support, reassurance, goal setting and acceptance, rather than because they had such traits as forcefulness and energy.¹ If we can transfer these characteristics to organizations, we may infer that Michigan's August Working Conference gave leadership to effecting change in the curriculum because in these evaluative remarks recorded at the conferences there can be seen a definite affective change. The milieu was supportive, reassuring, goal setting, and one of acceptance.

Parrish, a classroom teacher, writing of her reactions following attendance at a conference, expressed the following feelings and how they led to specific changes in her attitudes and consequently to definite changes in her teaching processes

In attempting to express what conferences have done for me, I find my thoughts returning to the first one I ever attended in 1946. It wasn't a very successful conference in the opinions of more experienced conference-goers, so I was to learn later, but I left it with greater excitement and enthusiasm and hope for education than I had ever felt before. I felt that here at last were some people who were talking an educational language that really made sense. Our car full of people, all of us teachers of many years' experience, was vibrant with enthusiasm all the way home. We had all had a tremendous professional boost, and some of us were pretty staid people who were not likely to "go off the deep end" on any subject!

¹Kenneth F. Herrold, "Scientific Spotlight on Leadership," Selected Readings Series Two, Leadership in Action (Washington, D.C. National Training Laboratories, National Education Association, 1961), p. 5.

This very first conference actually affected my classroom teaching to such an extent that I have never since gone back completely to my earlier and more traditional methods of teaching. On the following Monday morning-- incidentally, in an old fashioned, too-small classroom with small aisles and fixed seats-- I helped my classes to organize into groups. They were infected with my own enthusiasm, and I began to observe development in initiative, resourcefulness, responsibility, and interest such as I had never been able to inspire before. I had picked up through personal participation, the rudiments of group procedure, and I felt confidence in the outcome. Why was it that I had never acquired such insight in any of my training, reading or attendance at meetings in all of my teaching experience? In all subsequent conferences I added techniques, as well as inspiration and confidence, in the process.

At the first conference I sat in a small group of people who were all strangers to me. I later learned to recognize some of them as leaders in Michigan education, and I was amazed at the friendly atmosphere and my own feeling of freedom to express my own ideas. Had I known I was in such an august group, I undoubtedly would not have said a word! I have since seen this release from self-consciousness and feelings of inadequacy happen to so many classroom teachers that I now recognize it as one of the phenomena of conferences-- the breaking down of status barriers between people, thus releasing each one for his best working and thinking. It is a real satisfaction when classroom teachers begin to realize that the same techniques and atmosphere can be established in a classroom with even better results.

I shall attempt to summarize some of the benefits which I have had from conferences:

1. A new concept that democracy can and must work in every phase of every day living
2. A belief in the moral obligation of teachers to help students to learn the concept and the practice of democracy
3. A new set of techniques for making democracy work in education
4. A firm belief that people, young and old, can work and accomplish together with the right kind of leadership and atmosphere
5. An acceptance of every person as a resource of value

6. A new self confidence that gives me greater ease and relaxation in group relations
7. An enrichment, solidification, and re-enforcement of my own educational philosophy.

I know that I am a happier teacher, a more skillful teacher and a better teacher. This growth had not been achieved through any previous experiences not through my original training, or my years of teaching or my professional reading, or any administrative leadership. Conferences were wholly responsible. They made education for me a thrilling involvement, and I am proud to be a part of it.¹

In the following article, Toy, a psychiatrist, and consultant at several conferences, expressed his reactions and impressions of the emotional aspects, relationships, and personalities he found to exist and to develop because of the organizational framework for action.

The following summary is an attempt to comment on the Higgins Lake Conference from the standpoint of the psychiatrist as an observer and participant. The Conference constituted a kind of educational procedure for the participant, and the emotional aspects of this procedure are singled out in the summary below.

From this observer's standpoint the outstanding characteristics of the Higgins Lake Conference was the orientation of the resource persons. The entire group of resource persons oriented itself in a striking way to the topics under discussion in terms of the interpersonal relationships involved. The orientation was to the emotional aspect of the situation and was verbalized in terms of teacher-pupil relationship, teacher-pupil planning, and pupil-pupil relationship. The teachers, administrators and other participants appeared to me during the course of the week to grow increasingly comfortable when thinking out loud in the presence of the resource people so that a kind of personal acceptance, each of the other, took place. Then at this time when friendship and acceptance became conspicuous there seemed to be a real exchange of ideas and a movement of the thinking

¹Louise Parrish, "The Value of the Workshop Conferences," Michigan Education Journal, Vol. XXXIII (Lansing: Michigan Education Association, September 1, 1955), pp. 18-20.

away from previously held ideas. One could almost feel the teachers and other participants taking hold of some of the ideas and feelings of resource people, while the latter seemed to be cooling down to a practical classroom level as a substitute for more theoretical thinking on curriculum.

Some teachers and administrators spontaneously described this process as like "a melting of icebergs around the person" or the "relaxing" or "warming up of the people." The spirit that dominated the conference was the privilege of each to participate, the demand that each person's ideas be received with respect and in good faith, and the complete rejection of the "expert" in favor of self-evaluation of ideas involved.

From a personal standpoint I was struck by the conference's world orientation. These men and women were purposeful and idealistic as they seemed to see and feel their classroom teaching building world attitudes and making some real contribution toward the ultimate solution of such world problems as the control of atom power, the better development of intercultural relations and movement toward the great goal of world peace. On the basis of my personal contact, I found most of these people to be idealists of a practical kind, believing that we can have a better world and believing that education can make a mighty contribution toward this goal.

One of my observations which was quite striking to me personally developed from participating with those who were discussing core curriculum. The author feels himself fully inadequate because of his limited experience to evaluate the education procedures described under the title of core curriculum. The same author, however, feels much more confident in the evaluation of the personality of the people who were interested in core curriculum and tending to identify themselves with it. In this regard I was particularly struck by the fact that these people for the most part were happy people with warm pleasant personalities. They had an air of permissiveness about them that made you feel they would allow you to be different and still like you. They were easy, relaxed people. They did not "have to be right" and they were often pleasantly silly with a nice sense of humor that was tuned to camp life and camp experiences. I liked these people and I felt so strongly that if I were a student of theirs I would learn well from them no matter what educational procedure they used. As the book went

on at the lake it was comforting and reassuring to find more and more of the participants responding like this. Indeed, as an educational procedure the Higgins Lake Conference was for almost all of the participants a good emotional experience--all of those who had some fun at the Conference seemed to let go of some of their own thinking and in place of these thoughts tucked under their belts some of the slants that they got from him and her.¹

Waskin's study of the effect of Michigan's conferences upon people and the curriculum stated:

One cannot measure in any way the far-reaching influences conferences have had upon education in this state. Just as one cannot measure the influence that an individual teacher or school system has upon the children in a given class or school system. One way to determine just how conferences have influenced persons who attended them is to question them directly regarding their reactions.²

In order to make this kind of determination, a questionnaire was sent to a representative group of administrators, teachers, and college and university faculty members who had attended many conferences. The tabulated answers in her study presented evidence of very positive results and changes in the relationship of teachers with other staff members, their educational philosophy, their teaching, and specific aspects of the curriculum. (See Appendix E for tabulated results.)

Waskin drew the following conclusions from the questionnaire results:

¹Charles M. Toy. Mimeographed sheet from the files of Roland Faunce.

²Yvonne Waskin, "Curriculum Conferences and Their Contributions To Improved Education In Michigan" (unpublished masters thesis. Wayne State University, 1950), p. 16.

1. That curriculum conferences build more friendly relationships both socially and professionally among teachers, administrators, and college and university faculty members.
2. That participants have been inspired to examine their philosophies and methods in the light of their own situations and to experiment with different methods of operation in classroom situations, in administrative positions, and in the capacity of consultants.
3. That curriculum changes on the local level have been brought about by participation in curriculum conferences.
4. That better relationships between the colleges and universities and the secondary schools have resulted from participation in curriculum conferences.
5. That the curriculum conference movement is one of the most significant developments in the history of education in this state and the most potent factor leading to improved education in Michigan.¹

In 1955 the August Working Conference convened for the last time. Waskin stated that (It) proved to be a very fine vehicle for bringing about change and implementation of the curriculum, but it was felt by the State Department that this process could and should be carried on by the local school systems concerned and working on their own particular and unique problems. The conference was established originally to be of service to school teams with their own problems and with the idea that eventually these people, who gained the experience in the workshop method, could and would go back and use this new skill and understanding in the areas of group dynamics, and leadership in building such an environment into their own school situations

¹ Ibid., p. 35.

in order to solve problems on a cooperative basis and with all participating. He further claimed that this is just what happened and consequently the State Department no longer needed to sponsor state-wide conferences, but could continue to act on a consultant basis to individual schools at their own pre-school conferences. In-service education on a local level came to be accepted and the need for this particular approach was no longer necessary.¹

It may be that the original goals as established by the Study and stated by Parker had been changed through the years to become those stated by Waskin, and that by 1955 many schools were busily engaged in their own pre-school workshops. However, as Broudy pointed out:

Often when changes in a situation have been achieved we rest on our oars and feel that the job has been completed. Later upon examination we may be surprised to find the old situation had gradually returned and the changes need to be made all over again. Whenever change is planned one must make sure that the new condition will be stable. We need to develop in our analysis as clear a picture as possible of the forces which will exist when the new condition is achieved.²

If the latter goal was achieved as reported, Broudy's last sentence needs to be emphasized. The forces which came into existence in 1956, combined to undermine the security of the profession and subsequent ability to proceed intelligently to bring about desirable change: the world-wide threat

¹Personal interview with Leon Waskin, August, 1966.

²Harry S. Broudy, "Criteria For Curriculum Decisions," Address reported in ASCD News Exchange, Vol. VIII, No. 3 (Washington, D.C. April, 1966).

of Russian power and their advances in the conquest of space; the unprecedented criticism of the nation's schools; the resultant flood of innovations and attempts to alter the curriculum in view of the criticisms; and, the clamor for meeting the nations' needs to the exclusion of individual needs.

The following data show the extent and kinds of changes occurring since 1955: elementary schools reported "much change" in 29%, "some change" in 53%. The highest ranking changes were defined as: emphasis on subject matter areas, 30%; methods and techniques, 28%; and, teaching materials, 14%. Among other changes noted: 21% of all districts and 51% of large districts had introduced foreign languages with many more planning to by 1966: 46% increase in grouping by ability and or achievement; 10% decrease in all self-contained classrooms from 1956 to 1961 with a further decrease of 21% by 1966; 51% of the principals believed their schools expected more work from their pupils than five years ago. The secondary administrators reported much the same and included a great increase in the use of television and team teaching. All these administrators reporting indicated a high degree of satisfaction with their programs.¹

These kinds of changes and expressed satisfaction with them are concurrent with a growing drop-out rate;

¹William M. Alexander, "Assessing Curriculum Proposals," Curriculum Crossroads, Edited by A. Harry Passow (New York: Columbia University Press, 1962), p. 12.

increasing mental illness and alcoholism, now considered as becoming the number one social problem; youth in conflict with themselves and society; and an increasing depersonalization and complexity in our daily lives.

Within the past ten years, and since the termination of the August Working Conferences, there appears to be a national reinforcement of the view that:

. . . content or demonstrated efficacy of a particular innovation, as such, is the crucial thing in determining whether or not it will be adopted and used effectively.¹

The many national projects listed in Chapter III as presently underway seem to reflect or provide proof to what many people are saying--that we are in the midst of an educational revolution. However, as Carlson pointed out:

In spite of all the current activity it seems fair to say that there is quite widespread pessimism about the ability of public schools to make rapid and adequate adaptation to our fast changing times.²

If teachers are going to help in the development of citizens who can solve these problems, and if schools are at present engaged in bringing about the changes as reported and are "happy" about their activities, there is a frightening discrepancy in what needs to be and what is.

Wiles suggested that one of the big reasons for so little curriculum improvement and for education's predicament is because teachers are unacquainted with educational research.³

¹Miles, Planned Change and . . ., op. cit., p. 17.

²Carlson, op. cit., p. 3.

³Wiles, op. cit., p. 257.

Robinson, in viewing the role of organized fields of knowledge in the educative process with children and youth, questioned our use of educational research. He asked:

Is not our habit of transplanting into our educational plans the technical divisions of scientific research chiefly responsible for our many disappointments?¹

Cohen, however, added two important aspects for consideration of the problem of change based upon research:

Awareness of an idea is prerequisite to change in school practices and that contrary to agriculture and medicine, fields in which change seems to keep up with and in line with research, education has no change agent operating.²

The point here is, not that there is a dearth of literature to be read or lectures to be heard concerning research in education, but rather that "awareness" and "acquaintance with" connote a degree of actualization and realization not achieved only through reading and listening.

Carlson, in explanation of the slowness of change in our public schools, presented three barriers to change: the absence of a change agent; a weak knowledge base; and, the "domestication" of the public schools, which condition places them in a situation where both clients and services rendered must be accepted by both--they cannot be rejected by either.³

¹James Harvey Robinson, The Humanizing of Knowledge (New York: Doubleday, Doran, 1928). As quoted by Hollis Caswell, The Great Reappraisal . . ., op. cit., p. 111.

²Arthur A. Cohen (ed.), Humanistic Education in Western Civilization (New York: Holt, Rinehart and Winston, 1964).

³Carlson, op. cit., p. 5.

Obviously, these barriers would be removed if: a change agent were introduced; if teachers and administrators could achieve a strong knowledge base; and, if the society which sponsors and protects the school can be involved at least to the degree that it sees innovation in its school's curriculum as vital to the services it renders.

The primary and secondary sources used for this study seem to indicate that through the August Working Conference the Department of Public Instruction acted as a change agent. By means of the processes employed, the participants were able to extend their knowledge base in personal and meaningful ways. Those attending became increasingly representative of the society which the schools served, more aware of society's needs, and returned to their local schools with renewed enthusiasm for their work and with changed attitudes, values and abilities.

The purposes and dynamics of the conference as stated by Parker, the Study's first director, and by Waskin, the final director, represent what Miles called the "processual view". He claimed that it is the degree to which the process (described in the workshop way, Chapter II, and shown in the description of the conferences in Chapter IV), takes place which enables us to evaluate the health of an organization.¹ According to Miles:

Genuine productiveness in organizations as in persons rests on a clear sense of identity, on adequate connection with reality, on a lively problem-solving stance . . . attention

¹Miles, Planned Change and . . ., op. cit., p. 13.

to organization health ought to be priority one for (those) seriously concerned with innovativeness in today's educational environment.¹

It is, therefore, not the "properties" of a particular innovation, not research evidence that state departments should become involved in or concerned about, but the process by which these innovations, research and related information may be examined and given meaning by those who will be accepting or rejecting them. If a state department wishes to bring about change, it must incorporate this role into its functions for through the participation in acceptance or rejection of concepts and values people begin the process of changing their behavior.

Gardner, Commissioner of Health, Education and Welfare, has asked the profession "to step back and look at our schools, our society, and our predicaments." He listed the following as major issues, and asked:

Although education is only one item, just about every item on the list has a strong educational component. If you don't teach the next generation to cope with these problems who will?

1. Building an enduring peace,
2. Population control,
3. Equality of opportunity,
4. Bringing new life to the cities,
5. Keeping the natural environment unspoiled,
6. Government organization for accomplishing our shared purposes,
7. The relationship of an individual to society,
8. Sustaining a high rate of economic growth,

¹Ibid.

9. And, the related problem of creating an educational system to provide maximum individual fulfillment for all Americans, a system that will lift them up.¹

The Department of Public Instruction gave the leadership necessary for bringing about curriculum change when it established the Michigan Secondary School Study. The Study established the August Working Conference which the classroom teachers, administrators, and members of related professions reported as an effective and significant means of helping them to gain understanding necessary to the initiation of changes. Related evidence supports the operational procedures used in the August Working Conferences as fulfilling the requirements which break down barriers to change.

As Michigan steps back and looks at its own schools and their predicaments, it may prove of worth to look back into the history of its curriculum development program and to give specific attention to its August Working Conference as again having value in solving current problems and predicaments.

¹John W. Gardner, "Ten Major Issues," Michigan Education Journal (Lansing, Michigan: Michigan Education Association, September 1, 1966), p. 37.

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APPENDICES

APPENDIX A

MICHIGAN STUDY OF THE SECONDARY SCHOOL CURRICULUM
 Summary - Evaluations of Higgins Lake Conference, 1943

GENERAL EVALUATION

This report is based on evaluations written by forty-five participants in the conference who were present Saturday A.M., August 28.

"Highly satisfactory"	33
"Satisfactory"	12
"Unsatisfactory"	0
	<hr/>
	45

A breakdown of the above reactions in terms of teachers, administrators, college representatives and others revealed a similar percentage of each group who considered the conference "satisfactory" or "highly satisfactory."

a. "How would you suggest that the use made of resource people be improved next summer?"

FAVORABLE COMMENTS:

1. Better use was made this year than last.
2. Enjoyed them and gained much from them.
3. Highly satisfactory. (Three mentions)
 Fine. (Two mentions)
 As good as possible.
 Satisfactory. (Two mentions)
 Well-done.
 Technique is tops.
 Cannot suggest a way.
4. They practiced what they preached.
5. It has been a swell conference.
6. It has been the best conference I have ever attended.
7. Add a few more resource people like those we had

SUGGESTIONS

1. Make greater use of them.
Place them in assembly programs more often. Assign a general session to each one.
2. Assign one to each group. (Two mentions)
3. Give more specific pre conference information about them; pre conference listing, bulletin, etc. (Eight mentions)
4. Introduce them at first session. (Three mentions)
5. More time needed to interview resource people.
More informal interviews.
More machinery for interviews.
6. Bring more of them to the conference.
7. Use more out-of-state people.
8. More circulation by resource people.
9. Post meeting places more clearly.
10. Let them give the facts before questioning. (Two mentions)
11. Early conference of resource people on the techniques to be used in conference.

b. "How could the determination of areas of interest be improved next summer?"

FAVORABLE COMMENTS

1. Well-done, very satisfactory, excellent. (Seven mentions)
2. O. K. (Seven mentions)
3. In intercultural group. O.K.
4. There appears no better way.
5. I would object to advance delineation.

SUGGESTIONS

1. Compile list of areas ahead of time, use questionnaire method, choose from a list. (Twelve mentions)
2. Should be done orally, not in writing.
3. More creative expression.
4. Too much red tape. Time is too chopped up.
5. Stick to first units decided. (Three mentions)

c. "How could the scheduling of morning and afternoon group meetings be improved next year?"

FAVORABLE COMMENTS

1. Excellent, fine. (Two mentions)
2. O. K., satisfactory. (Ten mentions)

SUGGESTIONS

1. Set plan first, fix schedule. (Three mentions)
2. Shorter and more meetings.
3. Hold to same groups for week.
4. More time for groups. (Two mentions)
5. Fewer general meetings. (Five mentions)
6. Chairmen more responsible for fixing time and place of meetings.
7. Rotate the groups.
8. Earlier use of the bulletin board.
9. Have breakfast at seven o'clock, then start group meetings at eight.
10. Make the classrooms more attractive.
11. Each group report each morning and at end of week to general session. (Two mentions)
12. Sharper distinction between morning and afternoon types of meetings: "working" or "discussion", for example. (Two mentions)

APPENDIX B.1

Summary submitted by the Intercultural Education Group,
Higgins Lake Conference, 1945: Summary Reports From Certain
Working Groups (From the files of Roland Faunce)

Intercultural Group

I. Suggested principles for a program of intercultural relations.

It is important to recognize:

1. That enforced or voluntary segregation retards a desirable cultural fusion and that society for its own good must promote the diffusion of cultural resources and utilize the contributions of all ethnic groups.
2. That the fundamental concept underlying intercultural education is the worth, dignity, and unique potentiality of the individual, irrespective of race, color, or creed.
3. That one must consider the nature of stereotypes; he must understand their origins, their subversive uses, and their effects both upon those who foster them and those who are victimized by them.
4. That it is inconsistent to insist upon political self-determination in other countries while entertaining undemocratic practices at home.
5. That the accepted documents of the American people (the Declaration of Independence and the Constitution) already provide the authority needed for promoting democratic processes; the only need is for implementing the principles already established.
6. That the concept of an unimprovable human nature is a fallacy, and that prejudices and stereotypes are the effect of environmental influence and are therefore subject to change or elimination through educational procedures.
7. That economic opportunity is the necessary basis of social improvement and that the stereotypes commonly associated with underprivileged groups arise from adverse economic conditions, rather than from any fundamental defect in the people.

8. That the effects of prejudices, and the persecutions that generate from them affect adversely both the groups who entertain them and those against whom they are directed.

II. Specific suggestions of things schools can do.

They can provide

1. An intercultural committee to survey problems and resources in the local school situation, to stimulate and to coordinate the potential contributions of various individuals or groups.
2. An appreciation of the cultures of ethnic groups through a study of their folk music, art, and literature.
3. Assembly programs presenting the positive contributions of different groups or illustrating some phase of intercultural education. Among types of programs suggested are talks by outstanding representatives of minority groups or recent immigrants; motion pictures, student panels or forums; programs of folk music, or dance in costume; dramatization of stories which present minorities in a favorable light.
4. Exhibits contributing to intercultural understanding such as those indicating origins of common things, pictures taken by camera fans; The Negro in America; books about the Negro; arts and crafts of the South American countries, dolls of all nations; collections made by local travelers.
5. Decoration of various classrooms to exemplify the art and culture of specific ethnic and national groups, particularly those represented in the school community, such as a Mexican room, a Polish, or a Finnish room. Curtains, pictures, wall hangings, books, furniture, etc. may be used.
6. Social events, such as an all-nations party; a series of dances or parties using individual countries as a theme; to be carried out in decorations, food, etc.; a school or community dinner in which national foods are featured; faculty teas carrying out these same ideas; fun nights with minority groups.
7. Planned trips and excursions which might include trips to nearby cultural institutions representative of various minority groups, housing projects, and the like.

8. Classroom activities directed toward an understanding of other cultures as well as toward definite local problems in the intercultural field. Most of the suggestions given for all-school activities may be used in the classroom equally well. Among the possibilities are directed reading of contributions from various nationality groups; written discussion of intercultural problems; original stories, plays, essays; documentary plays based on a study of intercultural relations (They See For Themselves, by Spencer Brown); preparation of clipping files from current periodicals and newspapers; elementary research into sources of stereotypes and the origins of prejudice; Junior Red Cross Correspondence Clubs.
9. Community education against prejudices through P.T.A. functions, community forums, recreational activities, cooperation with church, and other adult groups.
10. Pertinent materials in the school library. The librarian is in a strategic position to help teachers to know materials, calling attention to books, pamphlets, clippings, and periodicals useful for different grade levels and ability groupings; by preparing book displays for special occasions or groups; making available audio-visual aids; publicizing these materials.

III. Some pitfalls to avoid.

1. All activities must be carefully studied and planned; otherwise ground may be lost rather than gained.
2. Not all of the activities suggested above are appropriate to all grade levels. Teachers will need to select in terms of grade levels and local community situations.
3. Emphasis may be well placed on positive rather than negative areas of the problem; similarities in the group rather than difference should be stressed.
4. Instructional materials, courses of instruction, and library collections should be examined carefully to discover possible omissions, distortions, or treatments which might offend some elements in the community.

APPENDIX B.2

INTERCULTURAL EDUCATION GROUP

We proposed the following creed as an appropriate basis for work with students toward intercultural understanding:

I believe that Americanism is not based on race, color, nor creed but upon the inherent worth and dignity of the individual.

I believe in fair treatment and equal opportunity for everyone.

Therefore, I will take advantage of every opportunity to improve cultural relations by learning the truth and applying its principles through logical thinking, by familiarizing myself with the needs of minority groups, and by taking a stand at all times against thoughtless or intentional acts of discrimination, thus practicing the same fair play with others that I would like for myself. Knowing that all races contribute to my own in the common good, I will seek friendship with all people.

As a member of a world community, I will accept the responsibility of upholding and cherishing these ideals in order to safeguard democracy for me, my country, and all mankind.

Basic Principles for the Development
Of Intercultural Education

1. The principle of the Golden Rule is basic to the democratic way of life, in that democracy must be achieved by constructive action on behalf of others.

Implications for Education

- a. Our behavior toward others should be governed by the way in which we would want them to behave toward us.
 - b. Our speech should reflect a true respect for the feelings of others.
 - c. We should insist that any group in which we find ourselves be governed also by a sincere respect for the feelings of others.
2. A basic step in the achieving of democracy is the understanding of and respect for persons as individuals.

Implications for Education

- a. We must accept each individual for what he can contribute without prejudice or pre-judgment, based on types such as the Jew, the Legionnaire, the Communist, the Negro, the Rube.
 - b. We must show respect for individuals by avoiding the practice of name calling. (Nigger, Kike, Wop, Chink, Mex.)
 - c. We must accept the individual for what he can contribute without sentimental biases, either favorable or unfavorable to him, based upon ethnic and social differences.
3. Intercultural education is basically directed toward changes in human behavior; therefore such changes must be preceded by the development of constructive attitudes.

Implications for Education

- a. Teachers have a strategic role in shaping attitudes, insights, and reactions. Therefore, they have a definite responsibility for the development within themselves of such attitudes.
 - b. All education has for its primary purpose the development of improved habits of human behavior.
 - c. It is our responsibility as teachers to study and apply techniques for the identification and analysis of human attitudes.
 - d. As teachers we have the responsibility for the development and application of school procedures which will result in constructive changes in student attitudes.
 - e. We also have the responsibility of furnishing leadership in programs for the development of constructive attitudes on the part of adults in the community.
4. The legal structure upon which our democracy rests includes fundamental guarantees of the political and civil rights of every citizen.

Implications for Education

- a. We should know the legal and constitutional provisions which are intended to protect the individual against discrimination.
- b. As teachers we should observe these provisions ourselves.
- c. As citizens we should vigorously insist upon enforcement of such provisions.

- d. As members of community and professional groups we should take such group action as may be desirable in securing enforcement of such provisions.
 - e. We should help our students to understand and work for the enforcement of legal provisions against discrimination.
 - f. As citizens we should advocate and support such additional legislative provisions as are needed for the protection of individual rights.
5. American culture is a rich composite of many minority cultures, each of which should be treasured for its contribution.

Implications for Education

- a. The older "melting pot" tradition implies a loss of valuable ethnic contributions to our culture.
 - b. American culture is not jeopardized but actually strengthened by the preservation of minority cultural differences. This is the true "American dream."
6. Democracy because of its very nature cannot be achieved for us. Democracy is most effectively and efficiently attained through group planning, group execution, and group evaluation.

Implications for Education

- a. It is imperative that the techniques of group planning and action be emphasized in all phases and at all levels of education.
- b. Those affected by such policies should participate in their formulation, execution, and evaluation.

APPENDIX C.1

EVALUATION CENSUS - INDIAN LAKE

1. Have you enjoyed the conference?
Very much (51) Some (6) Little (1)
2. Did you get what you came for?
Very much (26) Some (29) Little (2)
3. Did you benefit from the conference?
Very much (40) Some (16) Little (2)
4. Did you like the conference procedures?
Very much (36) Some (20) Little (1)
5. Were the general sessions profitable for you?
Very much (26) Some (21) Little (8)
6. Were the group sessions profitable for you?
Very much (37) Some (22) Little (0)
7. Was the recreation program satisfactory?
Very much (46) Some (7) Little (1)
8. Were the field trips profitable?
Very much (21) Some (8) Little (3)
9. Was the amount of free time appropriate?
Too much (2) Just right (53) Too little (1)
10. Was the time of this conference best?
Just right (49) Too late (1) Too early (4)
11. Were the group sessions too large for best participation?
Yes (3) No (5) At times (2)
12. Have you previously attended workshops like this one?
Yes (40) No (17)
13. How does this one compare with others?
Better (9) About the same (27) Less valuable (4)
14. Would you return next year?
Yes (37) No (4) Don't know (16)

What suggestions do you have for improving this conference next year?

A. Participation

Where are the staffs of the administrators in attendance?

More classroom teachers

Better distribution of resource personnel
 More participants
 More lay people
 Better ratio participation to resource
 More school teams

B. Resources

Core teachers
 Key note speakers
 Nature study
 More in elementary
 More quiet games
 Resource people tend to group themselves together
 for living quarters and activities

C. Group Process

Some kind of leadership training for chairman (1 day
 per conference session)
 Training in group process. Devote first day to this
 Better orientation to group process for new enrollees
 Continuous evaluation throughout conference
 Graphic demonstration of need for leadership training
 Discussion of how chairman should be chosen
 Did problem census really bring out needs?
 In large group - define problem then break up ac-
 cording to interests--rejoin periodically
 Better division for groups

D. Organization

Mirrors in girls' dorm
 Better beds
 Better lighting in cabins--no place for reading
 Shorten conference by one day--lengthen time for
 group meetings
 Longer conference
 Open time for audio-visual

E. Socialization

Opportunity for everyone to go to "Bolero"
 Avoid cliques of special groups
 Table arrangement to get everyone acquainted

How can we get better representation from all areas in the
 Upper Peninsula?

1. Representatives from each school, grade and high (1)
2. N.M.C.E. should publicize conference to teachers (2)
3. Send pictures and films of the workshop to
 schools not represented (4)
4. Publicity by conference members (4)
5. Publicity by principals, superintendents (4)
6. Boards of education should pay costs (6)
7. Additional communications to chairmen of
 Teachers' Clubs in rural and urban schools (1)
8. Publicity to classroom teachers (6)
9. Plans for conference should be announced earlier (3)

10. Administrators should discuss conference with teachers (3)
11. Resource people should tell schools about it (1)
12. Offer camperships (1)
13. Give college credit (1)
14. Consultants in various fields (1)
15. Educate school boards to send groups (2)
16. Interpret the program to administrators (1)
17. Voluntary participation (1)
18. Meeting of superintendents to plan conference (1)
19. Have teachers report to M.E.A. meetings (1)
20. Send Gilbert around to organize school teams (1)

What specific help did you get from this conference?

1. Teaching techniques and aids (not reading) (2)
2. Reading helps (3)
3. Understanding human behavior (self and/or others) (7)
4. Suggestions for improving home-community relations and staff relationships (10)
5. Improved knowledge regarding democratic process (7)
6. Working as group on problem (6)
7. Improved relationships in group situation (6)
8. Increased sense of professional unity (7)
9. Valuable contact with others: lay people (3)
resource people (4)
general (10)
10. Increased information: Library (2)
Conservation (2)
State services (2)
Education in Michigan (2)
College Agreement (2)
11. Began problem to be worked on throughout year (1)
12. Also: New stories
Competency in bridge
Ten pounds of avoirdupois
New dance steps
Etching metal
Lots and lots of fun
Relaxation

APPENDIX C.2

EVALUATION CENSUS - ST. MARYS LAKE

1. Participants say that the conference has been valuable to them in the following ways:

<u>Statements</u>	<u>Frequency of Comment</u>
Ideas and information gained are worthwhile	15
Good relationships exist among participants	13
Group participation is valuable	7
Conservation programs stimulate thinking	4
Field trips are interesting	2
Physical facilities and accommodations are good	2
Food is very good	2
Good pre-planning of conference	3
Day-by-day planning good	2
Craft facilities are very good	2
Evening snacks add enjoyment	2
School groups are working on local problems	2
Helping to improve teacher-administrator relationships	2
Resource people are helpful	2
Conference is inspirational	2
Materials from state agencies are helpful	1
French films were interesting	1
Guidance group is making progress	1
Follow-up group is worthwhile	1
Recreation is very good	1

2. Participants state that the conference could be more valuable if:

It were possible to attend more than one group	3
More people were here who are in my area of work	3

<u>Statements</u>	<u>Frequency of Comment</u>
There had been a better recreation program the first night	1
More attention were given to mixing and getting acquainted in dining room	1
The responsibility for preparing snacks were shared	1
Planning were more structured	1
A field trip could have been planned for Monday	1
An evaluation were not made so early	1
Experts talked more in the groups	1
There were fewer personal anecdotes recited and more discussion by experts	1
There were more space available for crafts	1
More time were devoted to discussion of core and time block techniques	1
Prospective participants could have received more detailed information about the conference in advance	1
A reception committee had been organized to aid in the adjustment of new participants	1
Twenty-five participants handed in evaluation logs	
Fifteen participants listed commendations and suggestions	
Nine participants gave favorable comments but offered no suggestions	
One participant offered a suggestion but did not give any commendations	
All of the evaluation logs are available at the office in the lobby; participants should feel free to examine them.	
One or two programs had not been quite so long considering the few who originally professed interest in them	1

APPENDIX C.3

EVALUATION CENSUS - HIGGINS LAKE

Sixty-three persons were present and filled out the questionnaire on Friday noon when it was presented. In response to question fourteen, 43 said they had previously attended a conference workshop like this one while 20 said this was their first experience of this kind. Since there was no outstanding difference in the responses of the two groups, no effort is made herein to report their answers separately.

	<u>Very Much</u>	<u>Some</u>	<u>Little</u>
1. Are you enjoying the conference?	60	3	0
2. Are you getting what you came for?	46	5	0
3. Are you benefiting from the conference?	53	6	0
4. Do you like the conference procedures?	50	11	0
5. Are the general sessions profitable for you?	36	25	0
6. Are the group sessions profitable for you?	56	5	0
7. Is the recreation program satisfactory?	47	13	0
8. Were the field trips profitable?	26	7	0
9. Were the evaluation projects helpful to the conference?	51	8	0
10. Is the amount of free time appropriate? Too much <u>0</u> Just right <u>60</u> Too little <u>3</u>			
11. Is the time of this conference best? Just right <u>43</u> Too late <u>5</u> Too early <u>7</u>			
12. Would it be better to have more "school teams" attend the conference? Yes <u>46</u> No <u>8</u>			
13. Were the group sessions too large for best participation? Yes <u>2</u> No <u>58</u>			
14. Have you previously attended workshops like this one? Yes <u>43</u> No <u>20</u>			
15. Would you return next year? Yes <u>54</u> No <u>0</u> Don't know <u>8</u>			
16. Would you recommend the conference to a friend? Yes <u>61</u> No <u>0</u>			

Thirty-five persons gave written comments as follows:
(They have been condensed somewhat.)

1. Field trips should be planned and posted early in the conference.
2. Consultants' special fields should be announced early in the week.
Do not make such a fuss about the consultants.

- Let's abolish the word "consultant" and call everyone a "participant."
- From a consultant's standpoint, the materials I brought have been used.
3. Have different song leaders so as to get different ideas. Less song sheets - more teaching songs to audience - have singing at meals.
A good song leader is essential; we couldn't find a better one than we had.
 4. Have home addresses in the directory.
Mail out in advance the list of those enrolled in the conference so as to facilitate sharing transportation. Also list the fields of special interests.
 5. Build up the Sunday night program.
 6. There needs to be a better understanding of "group process" by all those attending.
 7. Use more Conservation Department personnel. Have an evening in addition to field trips.
 8. Adjourn the group sessions at 11:00 A.M. to permit special meetings of small groups.
 9. General sessions need more pep.
 10. Orientation for newcomers on procedures, purposes, etc.
 11. More publicity to arouse teachers missing all this.
 12. Include present members on pre-planning committee.
 13. Really use the evaluations in pre-planning. Particularly liked the constant evaluation. Liked the addition of the Evaluation Committee.
 14. School teams should spread out into various groups rather than work by themselves.
 15. Audio-visual program excellent and should be continued.
 16. The planning committee should get on the job as soon as possible and the permanent chairman take over at the first possible moment.
 17. Newspaper was exceptional.
 18. Everyone should send to his chairman on March 1 a report on how much of his ideas on curriculum have jelled and been used, and a copy of the combined reports returned to schools as of May 1, 1951.
 19. Reasons why this conference was "better" than others (Question 14) were:

Planned for individual benefits of a specific nature.
Varied topics. Resource people, Films, Picnics, Friendliness.
Willing to analyze procedures. Particularly liked constant evaluation.
Greater effort to keep finger on pulse throughout rather than look for "bugs" when things are "cold."
Interest continued throughout the week.
Everyone participated and enjoyed the group.
A more definite purpose in groups - the attention to evaluation is beneficial.
 20. Reasons why this conference was "less valuable than others" (Question 14) were:

Discussion more confessional.
Initial tone of the conference was confusing rather than inspiring.
Slower getting going. I did not take part enough.

APPENDIX D

REPORT OF EVALUATION COMMITTEE
 Higgins Lake Working Conference, August, 1944

The following pages summarize the evaluation reports secured through discussion in small groups at the close of the 1944 August Working Conference sponsored by the Michigan Secondary School Association and the Michigan Secondary Study. The summary has been drawn together by the Evaluation Committee.

Favorable Comments

Certain of the favorable comments which appeared most frequently in the reports were:

1. There were a number of outstanding resource people available for the entire week.
2. The week's program got under way in a very efficient manner.
3. The expanded opportunity for intercultural understanding was one of the highlights.
4. The flexibility of the groups contributed in a large measure to the success of the conference.
5. The democratic spirit which prevailed was an outstanding feature.
6. The recreation was the best ever.

The figures after the following comments refer to the evaluation groups, each of which included about 10 persons.

1. Recreation was the best ever (8)
2. Visual aids - excellent (7)
3. Expanded opportunities for intercultural understandings were a highlight (7)
4. Informality - the outstanding feature of the conference (6)
5. Arts and crafts - excellent program (6)
6. Resource people were exceedingly helpful - very effective use made of resource people (4)

There was a general feeling that: (1) still more effective connection between resource persons and participants with problems could be established, (2) the daily schedule could be better posted, (3) Negro women teachers would contribute much to the intercultural understanding in the conference, and (4) leadership could be rotated even more extensively.

Appendix E.

Tabulated Results From Waskin's Study

I. Teachers

- A. Miss Marian Schmolding, East Lansing High School, East Lansing, Michigan.
- B. Miss Louise Parrish, Central Junior High School, Muskegon, Michigan.
- C. Miss Elizabeth Jones, Salina School, Dearborn, Michigan.
- D. Miss Genevieve Morger, Jackson Intermediate School, Detroit, Michigan.
- E. Miss Grace Harris, Muskegon Public Schools, Muskegon, Michigan.

II. Administrators

A. Principals

1. Mr. Carrol Munshaw, River Rouge High School, River Rouge, Michigan.
2. Mr. Ralph T. Guyer, Central Junior High School, Muskegon, Michigan.
3. Mr. Paul Halverson, Battle Creek Senior High School, Battle Creek, Michigan.
4. Mr. Clarence Crothers, Busch High School, Center Line, Michigan.
5. Dr. Don Randall, Wayne High School, Wayne, Michigan.

B. Superintendents

1. Mr. Russell Isbister, Center Line, Michigan.
2. Mr. James Lewis, Dearborn, Michigan.
3. Mr. Arthur Kacchele, Allegan, Michigan.
4. Dr. Virgil Rogers, Battle Creek, Michigan.

III. College and University Faculty Members

- A. Dr. Roland C. Faunce, Wayne University, Detroit, Michigan.
- B. Dr. Leonard Luker, Michigan State College, East Lansing, Michigan.
- C. Dr. Fred Walcott, University of Michigan, Ann

Arbor, Michigan.

- D. Dr. Edgar Johnston, Wayne University, Detroit, Michigan.
- E. Mr. Otto Yntoma, Western Michigan College of Education, Kalamazoo, Michigan.
- F. Mrs. Gladys Saur, Western Michigan College of Education, Kalamazoo, Michigan

QUESTIONNAIRE TO TEACHERS

I. In what ways have curriculum conferences affected your relationships with other teachers?

- A. I have felt much closer to and have had better rapport with those on our own faculty. There has been a better understanding following conferences. However, I feel that this feeling must be fostered or it will die. Unless continued action, conferences, and meetings are encouraged, that feeling of good fellowship does not always last.

I have found a very stimulating contact with teachers outside my school system. Some of the best, most workable ideas and greatest inspiration has come from teachers interested in the same problems I am, whom I have met at conferences.

On the negative side, I feel very annoyed with teachers who refuse to attend conferences. I should be able to "sell" them some of my ideas, but always feel rather hopeless about it.

- B. Closer relationships---friendlier. Many of them "let their hair down"---but, unfortunately, the ones who need this do not attend.
- C.
 1. There is better understanding and a more sympathetic feeling toward teaching problems.
 2. Identifying my problems with those of others gives me reinforcement and at the same time makes me feel that I want to support others.
 3. Conferences offer a real picture of what can be accomplished by cooperative efforts of a school faculty.
- D. Real friendships with teachers in other systems have been developed. There is a chance to really know others with the same problems and trials and triumphs you have. You learn to work with others.

- E. I have become acquainted with teachers from other sections who have problems similar to mine. In my own school, I find that the conferences offer opportunities to discuss and plan work, opportunities which do not often exist in the school day. Also when we are meeting with people from other schools, we together frequently get new slants on things. Our personal relations are often improved because of the chances to meet informally that we had at the conference.

II. In what ways have curriculum conferences affected your relationships with your administrators?

- A. I have felt closer to the ones who have attended conferences and more ready to discuss problems with them. I have felt more exasperated with the ones who refuse to take the time to go and felt that the gap between us has widened as a result of my having gone.
- B. None
- C. None, in reality, since I attend the conferences without the knowledge or approval of the administration. However, they inspire me to work toward a time when the administration of Detroit schools will be involved in working with teachers to improve curricula.
- D. 1. Better understanding of their problems.
2. An opportunity to know them as real people.
3. We are now friends working together rather than being teacher and administrator with the teacher taking orders from above.
- E. The informality has helped to meet the administrator person-to-person, not hireling to boss. It helps focus problems, too.

III. Will you please tell what specific changes have taken place in the methods you employ in your classroom as a direct result of your participation in curriculum conferences?

- A. I use small group techniques very extensively. I have learned more about the true meaning of "democratic processes in the classroom." I've used practically every conference technique at some time or another, for I have never returned from a conference without new ideas. I've acquired ideas for better group rapport, for defining the roles of various members of the group, for bringing in the shy persons, for stimulating discussions, for recognition of the minority, and for evaluating--- to mention some. I've been impressed with the necessity for relaxation to stimulate better work, the value of playing together, eating together, singing together, as well as working together.
- B. I have obtained some very valuable help from resource

people. (I am not a classroom teacher.)

- C. I cannot say definitely that the conferences have made changes since I have taken part in other like activities. Those have also influenced me. However, I would say keeping anecdotal records, counseling techniques, core, and follow-up studies are the areas I have gained the most in. It was a conference that first introduced me to sociometric devices.
- D.
 1. Changes from "traditional" practices to problem-solving and interest-centered classroom.
 2. Workshop methods used in the classroom.
 3. Teacher-pupil planning.
 4. Pupil leadership.
 5. Self-valuation.
 6. Resource units.
 7. Group cooperation.
- E. Democratic procedures in class.
Revising curriculum to fit individual needs of students.

IV. In what ways has your attitude toward teaching and your educational philosophy changed as a result of your participation in curriculum conferences?

- A. From the rut and dissatisfaction with results that I was in before attending my first conference, I have been completely released. Subject matter approach has become less important, and the development of the whole child has become of primary importance. Teaching has become a really exciting profession, and I didn't expect that! I have a better understanding of youth; my knowledge of psychology is something to be applied every day rather than kept within the covers of a book.
- B. My philosophy has not changed, but I have learned new techniques for getting it across. Conferences have intensified my feelings and have given me more self-assurance that I am right in my thinking.
- C. I participate in curriculum conferences because of my philosophy of education. The philosophy came before the conferences.
- D. I teach now under the policy that it is more important for the student to feel the worthwhileness of any learning activity than the teacher.
- E. I started attending conferences almost as soon as I hit Michigan. I hate to admit it, but I had been teaching school for years without my philosophy of education crystallized in any way. Without the conferences, I'd still be doing it. They promote thinking on an overall, long-term basis.

V. Please state briefly your opinion concerning the value of curriculum conferences to improved education in Michigan.

A. Very valuable---if you can get two groups to attend:

1. Those administrators who need it and
2. those classroom teachers who need it and have not attended.

It seems to be our only hope for helping the individual child.

- B. I believe that if every teacher in Michigan could be exposed to conference experience, enough of them would be vitally affected to improve the philosophy and teaching techniques of education in the whole state of Michigan. Six of us from our faculty attended our first weekend conference. Five out of six came back so inspired and self-confident that we changed our teaching methods and our whole attitude toward education on the following Monday morning.
- C. We ought to have a definite conference program which would involve more people. How else can education improve unless we develop means for working on the problems together?
- D. Personally I think that every teacher in Michigan who has not attended at least one conference has missed a very important part of his education.
- E. The fact that Michigan has made the progress in curriculum revision that it has I attribute largely to the conferences. What is done in one situation can in this way be a leavening factor throughout the state. The mere fact that teachers and administrators can work together on educational policies and problems is a big help.

QUESTIONNAIRE TO ADMINISTRATORS

TO PRINCIPALS:

- I. In what ways have curriculum conferences affected you in your relationships with the teachers on your staff?
- A. They have provided an atmosphere of freedom and camaraderie in which both teachers and administrators find that the other half are real people. They improve tremendously the ease of intercommunication and provide for a congenial and constructive cooperative solution of school problems.
- B. The participation in conferences of teachers and administrators together tends to break down stratifica-

tion and produce a more friendly basis of communication.

- C. I feel that the curriculum conferences I have attended here in Michigan have been beneficial to me and my relationships with teachers in the following ways:
1. The wholesome, friendly relationships which prevail at curriculum conferences such as we have, have tended to break down some of the established relationships which unfortunately persist between principal and teachers. The small group discussions in which everyone is a learner and everyone is a consultant results in better working relationships.
 2. Some of the patterns of group planning and group behavior have served as models for us in our own staff planning. We feel that the end results have been better as a result of such cooperative planning.
- D. For the purposes of this discussion I shall have to divide the teachers on our staff into two groups--those who go to curriculum conferences and those who will not. The effect on relationships with the first group is favorable. The conferences provide opportunities to discuss common school problems in an atmosphere of relaxation which seldom obtains elsewhere. There is an opportunity to get better acquainted which always helps "on the job" activities. Some are pleased to be invited---to know that administrators value their contributions to the conference and have faith in their ability to "get something out of it." I have frequently noted a much improved attitude toward me on the part of a teacher who has attended a conference with me.

I believe that conferences have a slightly negative effect on some of those in the second group. This is especially true when the school pays the expenses of those who attend. Occasionally, I have noted resentment toward me and those who attended a certain conference. One can only speculate on the reasons. Perhaps a threat to personal security was felt. Possibly the attitude was defensive.

- E. 1. They became better informed of the objectives of the curriculum change.
2. We became closer in both professional and social friendship.
3. They received recognition as they described our program; therefore they became more loyal and helpful in doing a better job.
4. I used it as inservice education to develop

teachers in techniques and understandings of the Unified Studies program.

J. All of the above aided me in being a more understanding administrator.

F. I am sure that going to a week-end conference with members of the Wayne High School staff has given us the mutual understanding necessary to move into experimental areas of school program planning. The conference technique of communication far surpasses all other types. As an administrator, I can cause teachers who attend conferences to have certain types of experiences with other teachers--a technique for opening up controversial issues without identifying them with employer-employee status relationships. Conferences bring to the surface problems which I otherwise might have to identify.

II. In what ways have curriculum conferences affected your policies as an administrator?

- A. Any wide-spread administrator profits by discussing problems of mutual interest with other administrators who are, or have been faced with similar problems. Very useful ideas for solutions are quite often one of the outcomes.
- B. Ideas and information obtained through conference contacts help to bring about changes in my own thinking.
- C. Certainly my policies as an administrator have been affected whenever by the thoughts which I have given to working relationships and ways of curriculum planning which have stemmed from curriculum conferences in Michigan. One can't help but evaluate one's own policies when he attends such conferences as we have. I refer particularly to policies relating to establishment of goals, joint planning, evaluation, public relations, etc.
- D. The existence of these conferences and the fact that we have a budget allowance which makes it possible for some of our teachers to attend many of them has given me a little more hope that the high school program can be improved. I am anxious to release teachers to attend the curriculum conferences; I am not so happy about releasing them to attend the other kinds of meetings.
- E. 1. I would welcome plans and suggestions of my fellow teachers. We planned together on many policies in terms of our needs.
2. They know me as a friend so they would feel free

to make suggestions to me.

- F. Given me courage as well as direction for moving toward a solution of many problems. Community-school planning, self-evaluation, etc.

III. What curriculum changes have taken place in your schools as a direct result of conference participation on your part and/or the part of your teachers?

- A. More changes have been made in the way teachers teach their classes than there have been changes in the offerings. Changes seem to stem more from a combination of sources rather than any single one.
- B. The organization of several sections of General Education at the 7th and 8th grade levels was stimulated by conference participation, and the actual organization of those courses was worked out by groups of teachers and administrators at summer conferences. A big advantage of such techniques is persons who could be drawn into group discussions. Teachers participating in such working groups have gained tremendously in vision and understanding of democratic procedures. They also got a big "lift" in morale by being accepted as equals in conference groups.
- C. It is hard to say what curriculum changes have followed as a direct result of conference participation. I am inclined to believe that in our case, conferences have served to reinforce certain ideas which we have held or to encourage us to continue along certain lines which we have already begun. Certainly my relationships with other administrators in the state have been more congenial and friendly as a result of participation in conferences. Ordinarily our contacts through other meetings are more formal and unfortunately concern themselves too much with administrative matters. The curriculum conferences force the attention of administrators upon the number one job of improving instruction.
- D. I am unable to identify any direct changes which resulted from such participation. I suspect some of the classroom procedures were born at conferences, but cannot be specific nor offer proof. Usually the cause-effect process is not that simple.
- E. 1. Pre-school conferences.
2. An opportunity to know the leaders in the field. They have visited our school to work with our total faculty.

3. A Unified Studies program instituted.
4. A learning experience for new teachers entering the Unified Studies program.

- F. 1. Mostly changes in classroom techniques employed by teachers who have attended.
2. I have seen teachers change their whole methodology as a result of one conference.

IV. How have your relationships with other administrators been affected by contact with them at curriculum conferences?

- A. I have become better acquainted with a few others.
- B. The free and easy, give and take relationships with other administrators cannot help but improve friendships, increase mutual esteem, and, in general, solidify administrative thinking on a state level.
- C. Many of the people whose opinions I respect and whose friendship I value I met first at the curriculum conferences. I see many of these friends only at the conferences. Over the years these persons have contributed much to my educational philosophy and to whatever competence I may have as a practitioner.
- D. 1. It has been a privilege to share ideas and problems with them.
2. It has developed a leadership rapport which I consider invaluable.
3. It has made for mutual respect professionally and socially.
- E. Naturally improved. How else except at a conference can one become acquainted with his colleagues? Certainly this doesn't happen at M.E.A. meetings or at the annual principals' conference, nor at the Schoolmasters' meetings.
- F. Implied above.

V. In a brief statement will you please give your opinion concerning the value of curriculum conferences to improved education in Michigan?

- A. I believe the curriculum conferences and the curriculum workshops where it is possible for a group of teachers from the same school to work together are the most potent influences at work today which are leading to improved education in Michigan.
- B. I am probably biased, but from my limited contacts it would seem that the curriculum conferences have been by far the most potent factor in bringing about improvements in secondary education in Michigan.

C. In my opinion, curriculum conferences, working conferences of various types, workshops, etc., both of the week-end type and those which extend for longer periods of time, have had a tremendous impact upon education in Michigan. The results have not been alone in terms of improved classroom situations for teachers and students, but in more wholesome ways of working for teachers, students, administrators, and communities.

- D. 1. Teachers and administrators learn the techniques of group processes by having an opportunity to experience the techniques in a problem centered situation.
2. Teachers and administrators have an opportunity to exchange experiences with each other in an informal setting.
3. Teachers and administrators have an opportunity to make professional acquaintances upon whom they may call for help in solving future problems.
4. Teachers and administrators are inspired to pioneer, having come in contact with others at the curriculum conferences who have some of the same problems.
5. The conferences spread and keep alive ideas which eventually contribute to an improved educational program.

E. Curriculum conferences in Michigan have contributed the needed experience for teachers and administrators to meet together on a common level, to work on local curriculum problems, to share the contributions of the group and to enjoy the companionship of the participants. In my opinion, conferences are one of the important reasons why Michigan today is considered one of the states that is developing leadership in the field of education.

F. I would attribute practically all the secondary school improvement changes to the working conference technique and subsequent work by committees. Very little real change develops either in a vacuum or by being told by someone else.

TO SUPERINTENDENTS:

H. In what ways have curriculum conferences affected your relationships with teachers on your staff?

- A. Curriculum conferences have been of great value in bringing insight and understanding to those of us in administration on what is implied in modern curriculum development.
- B. My experience in the curriculum conferences helped me to reconstruct my working relationships with the staff. I learned some leadership skills which are practical and effective. I learned that teachers work more effectively together when they know each other. And when they are willing to share.
- C. Certainly a better understanding has developed on the part of both teachers and administrators when both have had the experience.
- D. Over a period of many years, through observation and participation, I am satisfied that these conferences do more than any other one thing to bring teachers and administrators together in a way of working on the real problems of a school system.

II. In what ways have curriculum conferences affected your policies as an administrator?

- A. I like to think I have been more democratic because of these experiences, also more solicitous of help and cooperation.
- B. Our policies have been affected to the extent that we are now broadening the general education program to include senior high school. We are re-emphasizing the essentials of skill learning, and we have developed an over-all program of in-service education to keep all staff and teachers to the need of studying their problems.
- C. The increasing demand by teachers for more time to work together on common instructional problems made it possible to extend the school year to eleven months. The traditional concept of line-staff type of administration has for all practical purposes been removed from our policy. All matters pertaining to employment practices, tenure, and teacher welfare, and curriculum development are worked out on a cooperative basis involving the staff, the administration, and the board of education.
- D. 1. Include more and more teachers in policy making.
2. Make the teacher that in curriculum building, teachers must be placed in the key positions.

3. Convinced us that staff participation in administration can be developed and that teachers will accept responsibility.

III. What curriculum changes have taken place in your school as a direct result of conference participation on your part and/or on the part of your teachers?

1. It is difficult to say that any change is due to some one specific cause. I am sure that curriculum conferences have helped to bring about desirable changes. I wish more school people would attend. Teachers come back with a better understanding of the need for change as well as the know-how for bringing about the changes.
2. We introduced the combined studies or block schedule in our high school. We developed for older youth a program of outdoor education and camping. We applied the problem census technique in studying our curriculum. We began more teacher-pupil planning in the regular classroom. We instituted a different method of evaluating pupil growth and development.
3. Implied above.
4. Too many to relate.
 1. Instruction has involved pupil-teacher planning and teacher-pupil relations within the classroom have improved. New procedures within the classroom involving small groups--committees, etc.
 2. Core changes in all life variations.

IV. How have your relationships with other administrators been affected by contact with them at curriculum conferences?

1. I became better acquainted with other administrators as a result of contact with them at curriculum conferences. The development of these acquaintances enabled administrators to serve each other and to profit from the sharing experiences.
2. Too many few administrators attend these conferences. If more of them did they would understand what some are trying to do and perhaps decide to do something in their own schools. Those who attend develop a fine relationship among themselves. It is those who don't attend who block progress.
3. Yes. We have had the opportunity of learning what others are doing and have visited schools to observe.
4. The only difference in relationship would be in



degree, i.e., the same things have happened between administrators as between administrators and teachers. They have learned to work together democratically--to know each other better, to make group decisions, etc.

V. In a brief statement, will you please give your opinion concerning the value of curriculum conferences to improved education in Michigan?

- A. The curriculum conference movement is one of the most significant developments in the history of education in Michigan. More real curriculum changes result from this experience on the part of both teachers and administrators than from any other. The growing movement to structure the conferences around teams of teachers and administrators is especially noteworthy. All of us who have participated in this type of conference feel that real values accrue to the local school.
- B. In my judgment, the curriculum conferences have contributed more to progress in improved education in Michigan than any other one factor. Only now and then does a teacher get a vision as a result of attending summer school or by taking courses. On the other hand, almost always you observe a definite change in point of view on the part of teachers after attending a curriculum conference.
- C. In my opinion, a limited number of curriculum conferences are absolutely essential to effective state-wide educational programs and such conferences sponsored by the State Department greatly strengthen the whole program of modernization and streamlining of the curriculum.
- D. It is the only way I know of to get growth and participation with minimum cost. Just talking to people is a waste of time. This procedure involves people in the process. It gives them a voice in the organization.

QUESTIONNAIRE TO COLLEGE AND UNIVERSITY FACULTY MEMBERS

- I. In what ways have your relationships with other faculty members in your institution been affected by participation in curriculum conferences?
 - A. Conferences give an opportunity to meet colleagues in person in person, which is more than the usual campus environment, with a resulting interchange of each other's ideas.

3. 1. We have become better acquainted through the informal life of these conferences.
 2. We have been furnished an opportunity for extended planning together.
 3. We have been able to reduce the staffed-shirt qualities in ourselves and our colleagues.
 4. It has furnished a focus for faculty planning about state curriculum problems, and thus helped us all to become less provincial.
3. Very favorable results. Faculty members who have attended curriculum conferences with us have been very appreciative and have always indicated a desire to participate in other conferences. As a result, these conferences have improved our working relationships.
3. With those who have attended conferences, I think that I develop a more congenial relationship. With those who do not attend, I suspect that the gap widens. I am conscious of a group of young people, most of whom have attended conferences, who seem with me to exert a kind of group pressure in our faculty meetings. Not that this pressure determines decisions or affects procedure directly, but it seems to me to be a factor in our deliberations.
3. 1. I better acquainted with other state members who participate--professionally, socially, personally, and in general, understanding.
2. In working on college committees, we have developed common backgrounds in terms of problems of teachers out in the field.
3. It is easier to make case for participation in other conferences--colleges, S.P.H., etc.

II. In your opinion, how have public school-college relationships been affected by curriculum conferences?

1. I believe that they have contributed markedly to better understanding, particularly for college people not ordinarily having much contact with public schools. Results are somewhat intangible, but nonetheless real.
2. In significant contribution to better understanding of each other and of our respective points of view.
3. In reduction of social barriers. (Why did the

College Agreement achieve ready acceptance in 1946, whereas its immediate predecessor had to be struggled valiantly for in 1938? Did not the August conferences and the well-attended ones lay a basis for better understanding during those eight years?

C. These conferences have made our faculty members more aware of problems in the field and more concerned with the difficulties facing public school teachers. I can say without qualification that our faculty members, including myself, have been much more receptive regarding needs in the field and working with public schools.

D. 1. Resource persons from the colleges have been called to the public schools to assist on problems.

2. Public school people have been drawn into college meetings and teacher training projects.

3. A closer relation in professional organizations like Mich. Sec. School Administrators.

4. Possibility of developing new ideas such as the Mich. Sec. School-College Agreement plan.

E. I look upon the school-college agreement as a product of the conferences. Many of my academic colleagues have been indoctrinated by attendance at conferences--at least they have been exposed to the conference techniques and mind-sets. I think that this helps them to understand me; at least I feel more secure with them.

I think that those who have organized conferences are aware of a great learning process within the secondary and elementary areas, the result of which they have been mostly ignorant of. They are inclined to respect it more, and to study it earnestly.

III. What curriculum changes have taken place in the curriculum offered by your department as a direct result of participation in curriculum conferences on the part of department members?

A. None. The people who are conference-minded have, perhaps, been confirmed in their views.

B. Our Local School Curriculum Planning programs (25 courses enrolling over 1,000 teachers) grew directly out of the curriculum conferences and indeed were based ideologically on them.

Our doctoral program has also been affected in less direct ways. (Doye's Holley's, Funnell offerings geared to the state program.)

C. No specific curriculum changes in extension.

D. 1. Greater emphasis toward better orientation and follow-up in both elementary and secondary education.

2. We are now studying plans toward the single certificate plan.

3. Our secondary education staff is working on a plan to use modified care for training program of all teacher trainees in general secondary education.

4. A teaching minor has been authorized which approaches preparation for beginning core teachers.

5. Assignment of core teachers to schools and supervisors where they can work on unified studies or core-type programs.

IV. D. These are very slight pointers. This year we did send some students to a camping project. While this came at my suggestion, I doubt whether it would have come except for the pressure I mentioned. We are planning two fused courses for seventh grade next year that probably would not have succeeded much except for the indirect influence of the conference climate.

IV. Will you please tell what specific changes have taken place in the methods you employ in your classroom as a direct result of your participation in curriculum conferences?

A. Probably there has been an increase of informal, group-centered activities. This has not been entirely a result of conference participation, but the latter has contributed to it.

B. My own version of "workshop" techniques was developed and my faith in them confirmed through their earlier use. For example, my belief that people want to work on problems significant to them, and will do so when opportunity is offered, was tested and confirmed through my own part in these conferences.

C. We have added new courses in our extension program, but not necessarily as a result of conferences. Probably these conferences have encouraged us to give much more emphasis to the workshop approach and also to provide every possible bit of equipment in the field of audio-visual education. The office has spent approximately \$2,000 for this purpose.

D. 1. More student participation in development of course ex-
periences, activities, contents, objectives.

2. More use of student committees.

3. More use of resource persons from the high schools. This includes pupils, teachers, and administrators.

4. Greater use of total group and small group discussion techniques.

5. Greater emphasis on all types of contemporary problems which affect lives of teachers and pupils in community.

E. I use the conference technique of group discussion and drawing out the students' problems.

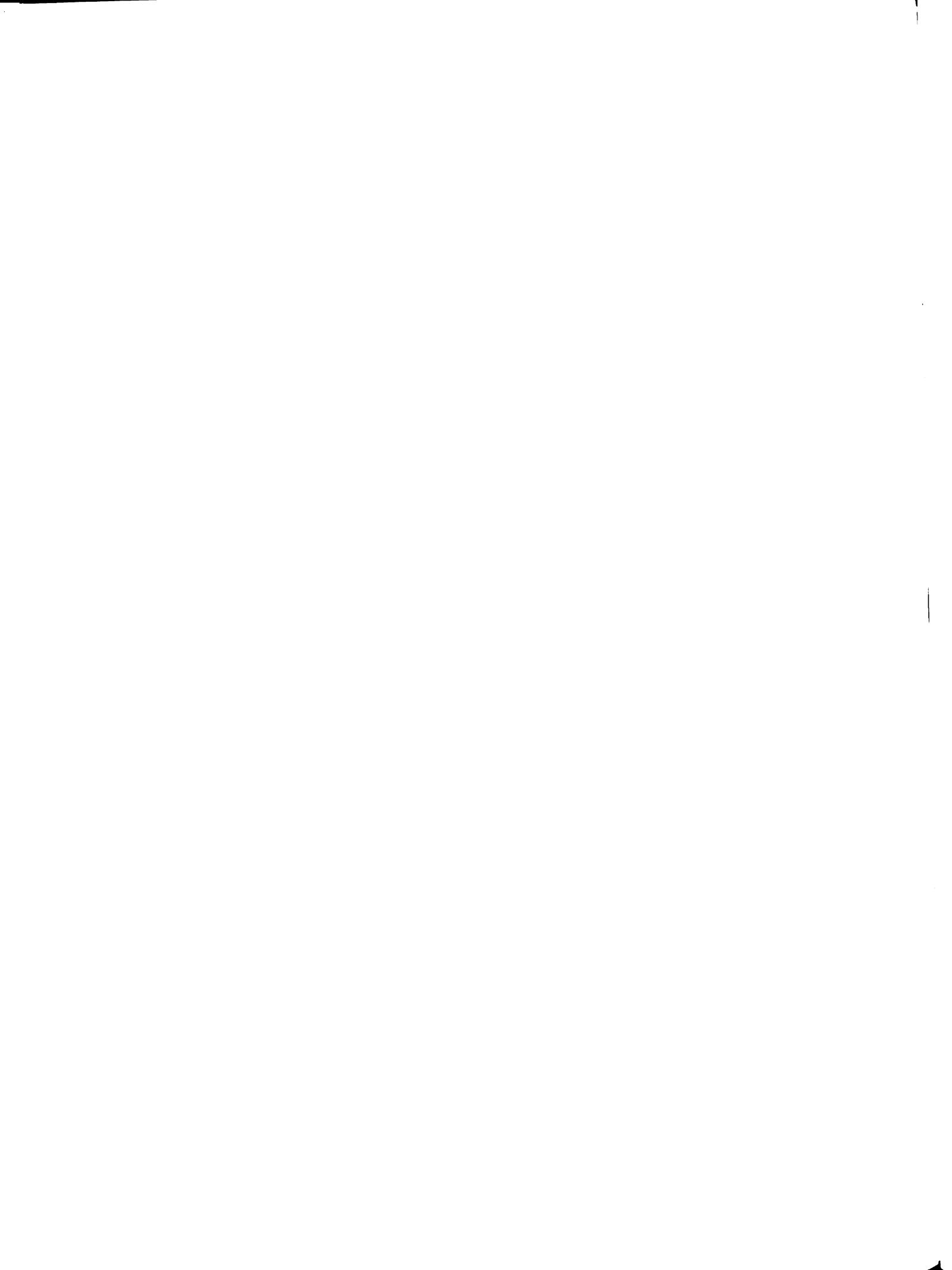
Surely my educational philosophy and instructional disposition have been affected by conference support. These changes, I am sure, color my methods and my discourses.

V. Please state briefly your opinion concerning the value of curriculum conferences to improved education in Michigan.

A. I think that the conferences are about the strongest influence toward constructive change in the state. Many individuals have

encouraged their interest to develop new programs, such as core, to conference attendance. I don't think of any other process that draws out so much educational thinking and projects it toward resolute goals so effectively. I believe that the conferences have developed a strong professional camaraderie within the state. Many people have come to know and to respect each other through conference work units. Together we constitute a great power for good. The students parents have seen a wonderful demonstration of teamwork and character. These have enlightened and inspired a vast number of Michigan teachers.

5. In my opinion, the highlighting of conferences involving school boards, parents, churches, and agencies has been a major contribution to the constructive development of the curriculum.
6. Improved educational thinking has come through improved teachers, administrator visits, conferences, etc.
 - 1) Statewide conferences have helped us all to be more outgoing, to respect and accept other, to be better group-workers, to work with others and thus lay a base for cooperative efforts.
 - 2) We have discussed more fully about educational problems, both in our own schools and generally, through better communication.
 - 3) We have developed and tested new techniques of teaching.
 - 4) We have learned to accept persons of other, races, religions, and nationalities.
 - 5) We have gained courage and faith for a new school year.
 - 6) We have gained a new understanding of the sheer power that can come from association and cooperation. This has led us to try it at home.
 - 7) We have learned how really important it is to have fun with others.
 - 8) We have discovered that people are better than anybody.
7. I think curriculum conferences are very valuable, providing:
 - a. Teachers who have attended during the past number of years can be given adequate opportunities and facilities for advanced study.
 - b. Specific conferences be organized for the purpose of bringing in new teachers who have not attended previous conferences.
8. It is one of the few times and ways in which teachers really have an opportunity to go to work on their problems in a democratic, cooperative fashion. The results are carried back to the local school and community. Enthusiasm spreads to other teachers, where it continues over a period of years. New ideas can be introduced or developed.



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