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ABSTRACT

# AN EVALUATION OF A COOPERATIVE APPROACH TO CURRICULUM CHANGE

by

John Richard Verduin, Jr.

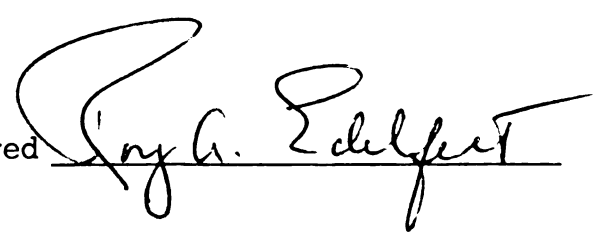
A THESIS

Submitted to the College of Education
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1962

Approved 

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JOHN RICHARD VERDUIN, JR.

This study investigated and evaluated the process and product associated with a cooperative curriculum study conducted in the Cassopolis, Michigan, Public Schools. The curriculum study lasted for one school year with the evaluation study following for eleven months after.

The curriculum study utilized most staff members in a cooperative effort to identify, evaluate, and foster solutions to problems in the curriculum. Small groups worked on eight problem areas to investigate and propose change in the areas. The curriculum study was led by an elected steering committee and assisted by three university curriculum specialists.

The population for this study was 45 teachers and administrators of the school system. Three questionnaires, interviews, and observations were the data collection devices. The questionnaires devised by the writer were administered to participants at three points: one immediately following the study; the second, five months later; and the third, eleven months after the study. The questionnaires served as check points to determine the change in the participants and curriculum and the value of the changes. Observations and interviews were conducted between the last two questionnaires to determine the same changes and value.

Hypotheses were designed to check increased interest in and awareness to problems of education, democratic and professional attitude change, cohesiveness of staff, re-education of staff, and changes in ideas and persuasions about education as a result of a cooperative exposure to curriculum

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In the review of literature, a comparison was made between the subject-matter expert approach to curriculum change and the cooperative approach. From this comparison, a rationale was offered which suggested that the cooperative approach presented more opportunity for behavior change in participants, more continuity of curriculum work, and more effective and worthwhile change in the curriculum. These three main categories were considered in this study also.

The data showed a noteworthy change in the behavior of the participants and also indicated that curriculum work was continued after the completion of the original study. The usefulness and effectiveness of curriculum changes were clearly indicated by those people who utilized the changes in their professional situations.

More specifically, interest in education and its problems was increased. Participants became more aware of educational problems and were alerted to inconsistencies in their own curriculum. A more democratic and professional attitude resulted from the cooperative effort of participants and greater concern for students, fellow educators, and education in general was evidenced.

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More cohesiveness and better rapport was noted. Participants felt that the curriculum study was a learning experience and indicated many changes in their personal opinions and persuasions about educating young people. Most changes were either maintained or increased at the last check point. Also small group work was considered effective for fostering curriculum change.

Although some disenchantment about continued curriculum work was registered in questionnaires, actual curriculum work was conducted by most staff members the year following the original study. This work included evaluation of new and old concerns, attention to proper implementation of suggested changes, and actual investigation and problem solving of new and old problem areas. A new curriculum study was initiated by the staff.

It was concluded that this cooperative approach to curriculum change fostered valuable change in the participants and worthwhile change in the curriculum.

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## ACKNOWLEDGMENTS

The writer is deeply indebted to a number of individuals for their interest, guidance and assistance in the design, execution and completion of this study.

The writer is especially grateful to Dr. Roy A. Edelfelt, Chairman of the Guidance Committee, for his suggestions, constructive criticisms and encouragement throughout this study.

To Dr. Calhoun Collier, special appreciation is acknowledged for his assistance in the Curriculum Study and the evaluation of it.

To Drs. Orden Smucker and Stanley Hecker, the writer wishes to express appreciation for their helpful participation on the Guidance Committee.

The researcher is indebted to Superintendent Jack Ryder and the professional staff members of the Cassopolis School District for their complete cooperation in making the study possible.

The writer is particularly thankful to his mother and father for their loyal assistance in the completion of this study.

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# CHAPTER I

# INTRODUCTION

## Statement of Problem:

This study will investigate the merit of a cooperative approach to curriculum improvement. The investigation will be conducted in the form of an evaluation with both process and product receiving attention. To evaluate a cooperative approach to curriculum improvement effectively, process and product must be examined and evaluated together.

The locale of this study is Cassopolis, Michigan. The purpose is to evaluate a cooperative approach to curriculum improvement, to ascertain its value to a school system, and to derive some generalizations and implications which might have relevance for other school systems interested in curriculum study. The evaluation of group process and interaction along with an evaluation of the recommended improvements may determine the effectiveness of a cooperative approach to curriculum change as experienced in Cassopolis, Michigan.

To adequately appreciate and understand the meaning of the cooperative approach to curriculum change, it will be compared and contrasted with the subject-matter expert approach. From this comparison and the review of related literature, a rationale for cooperative procedures will be

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built. A description of the curriculum study under investigation, the methodology for the study, and the presentation and analysis of data will complete the attempt to validate a cooperative approach to curriculum study. Conclusions, implications and recommendations for additional research will conclude this report.

In contemporary American education there is a conflict as to how curriculum change should be effected to meet the needs and demands of a rapidly changing society and to keep America strong in the face of world conditions. The controversy on how and who should foster the necessary curriculum change received its impetus from the Sputnik incident and the concern for education which it prompted. The concern is receiving important notice by both educators and laymen today. To clarify the role of the curriculum improvement agent and the basis for curriculum change is of prime importance today. This study will direct its attention to the problem of curriculum change and will attempt to shed some light on the entire process.

Although the notions associated with the cooperative approach to curriculum study are not new, limited relevant research appears on the subject.

Since limited research appears on the subject of cooperative procedures, and an effort to help clear up the current controversy on curriculum improvement processes is necessary, a need can be expressed for this study.

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American society is dynamic and complex. Change is ever present. To properly serve the people who live in our society, a social institution should be alert to insure that its services continually meet the needs of its clientele. The school, therefore, must continuously assess its program and foster appropriate change if the needs of its clientele are to be met.

Shane and McSwain [1] support continuous evaluation and improvement of the curriculum because these processes help keep a school capable of vigorous service. They contend that such activity keeps a school in balance with the changes and increasing complexity of society. Schools should strive to anticipate the demands and requirements which a rapidly changing society imposes upon children in school and in adult life in years to come.

To have effective change in the curriculum there must be a change in the behavior of teachers. [2] To change the curriculum and to have effective and continuous evaluation, staff members must experience a behavioral change. Educators tend to retain ideas about education which have existed for many years, and in order for those ideas to change, people must change.

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[1] Shane, Harold and McSwain, E. T., Evaluation and the Elementary Curriculum, New York, Henry Holt and Company, 1958.

[2] Miel, Alice, Changing the Curriculum: A Social Process, New York, D. Appleton-Century Company, Inc., 1946.

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The collection of writings by Benne and Muntyan[3] supports the notion that change in the curriculum is a change in the system of relationships and roles which constitute the structure of the school and in the processes or activities which these roles and relationships support and permit.

Since change in the curriculum may be viewed as change in the relationships and behaviors of participating members, the need for investigation and evaluation into the social interaction and process present during curriculum improvement work is important. Evaluating both the process and the actual curriculum changes can determine two dimensions of curriculum improvement. Determining the appropriateness and effectiveness of the change in participants and the curriculum is as important as bringing about the change itself.

In contemporary America there are two opposite points of view on curriculum improvement which are the extreme poles on the curriculum change continuum. The subject-matter expert approach and the cooperative approach are the two approaches in question. Both approaches aspire to the same general end product; that the student should be a useful and adequate member of a democratic society. The means to the goal, however, vary considerably. The subject-matter expert approach suggests that curriculum change should be effected primarily by a specialist in a particular discipline, while the cooperative educator wants the classroom teacher to foster the change in

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[3] Benne, Kenneth and Muntyan, Bozidar, Human Relations in Curriculum Change, New York, The Dryden Press, 1951.

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a cooperative situation with fellow educators. Other differences in basic orientations and interpretations of educational processes cause these approaches to conflict even more.

Since such a conflict is present in American education, an examination of each approach is necessary to determine which one is more appropriate for education.

Therefore, in order to evaluate cooperative procedures and compare contrasting points of view on educational change, this study is needed and an opportunity to conduct it was presented in Cassopolis.

This study can serve a two-fold purpose. First, some significant ideas and methods regarding curriculum change may be determined and, in turn, proposed for future use. Secondly, it may develop additional professional growth among the participants from the Cassopolis School System.

Through the evaluation study the writer may draw some generalizations and conclusions about evaluation and curriculum improvement studies which may help other school systems who wish to conduct curriculum studies.

Since the study will involve professional educators directly concerned with the school and its curriculum, it may foster additional growth in the staff members of the Cassopolis Public Schools. The study, more specifically, may provide participants with additional learning experiences, opportunities for more cooperative group work, possible continuous research and evaluation of other curricular areas, consciousness of the professional role, and professional growth.

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Investigation into the literature and research on curriculum improvement indicated a comparative paucity of research related to cooperative curriculum improvement and to group interaction. Only six doctoral dissertations were reviewed which dealt directly with a general evaluation of the curriculum. Two contemporary curriculum specialists [4] further support the fact that curriculum evaluation is definitely lacking.

In summation through the interest, incentive, and knowledge gained during this study, the professional staff members of the Cassopolis School System and possible other school systems may be able to bring better learning experiences to young people.

## Description of Study

### Setting:

The study was conducted in the public school system of Cassopolis, Michigan. Cassopolis is located in the southwestern sector of Michigan about 30 miles east of Lake Michigan and 12 miles north of the Indiana-Michigan border. It was the end-point of the underground railroad during the Civil War. Thus, most of the Negro people, who represent 30 per cent of the residents, are northerners of comparative long standing.

Two mobile home factories and several other small factories provide the major industrial employment opportunities for the community. Most of the surrounding area is used for farming, which provides a large source of

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[4] McNally, Harold J., Passow, A. Harry and Associates, Improving the Quality of Public School Programs, New York, Teachers College, Columbia University, 1960.

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Population:

The population for this study includes the teachers and administrators who participated in the 1959-1960 curriculum study, and who, henceforth, will be referred to as the old teachers, and the teachers and administrators who have joined the Cassopolis study since September, 1960. The latter group will be referred to as the new teachers.

Instruments:

The instruments used in collecting data are questionnaires devised by the writer. Interviews and observations were also used to collect data.

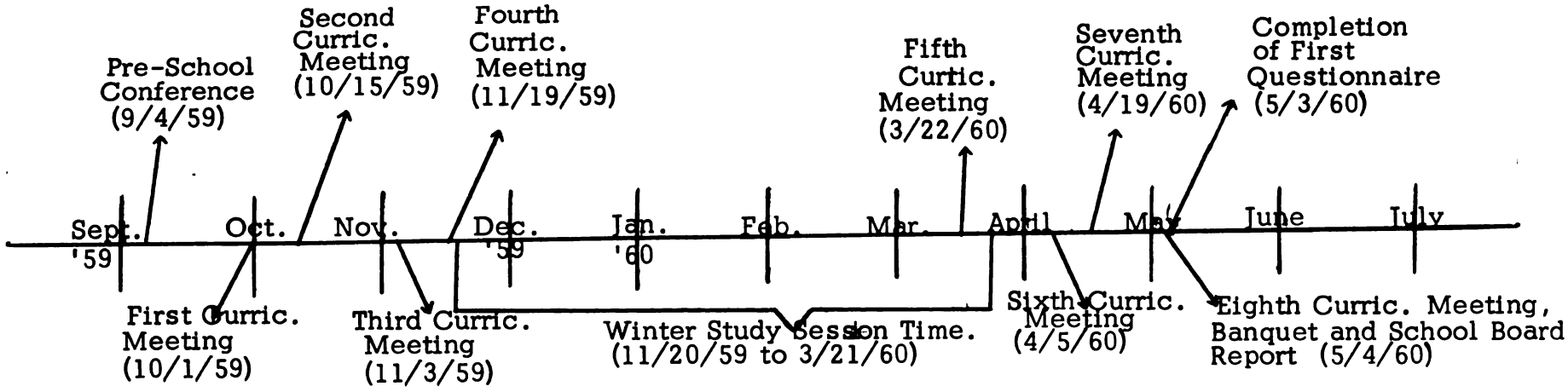
Statistics:

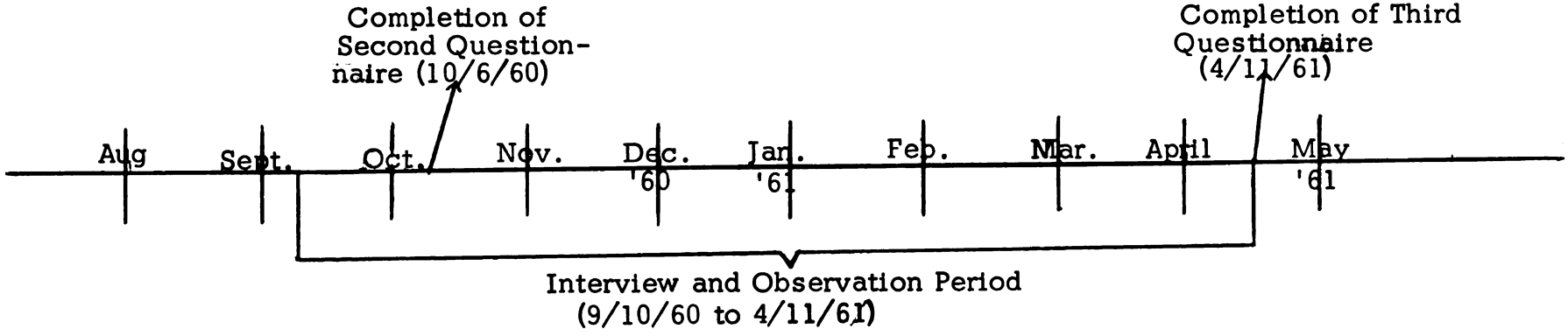
In the tabulation of questionnaires the per cent of responses for each possible category on a question will be given to show the representation of the respondents.

Procedures:

Questionnaires were used at three times for data collection (See Chart I for entire time schedule of curriculum study and evaluation study). The first questionnaire was completed immediately after the completion of the co-operative curriculum improvement study in May, 1960; the second was administered in early October of the following school year, 1960-1961; and the third was given in April, 1961, eleven months after the completion of the curriculum study.

CHART I. TIME SCHEDULE OF CURRICULUM STUDY AND EVALUATION STUDY



Observations were made periodically by the writer from September, 1960 to April, 1961. Interviews were conducted periodically by the writer over the same period of time.

The questionnaires, observations, and interviews provided the data upon which to determine the change and the value of the change in the curriculum and the participants.

Since this study proposes to examine and evaluate the process and product associated with a cooperative approach to curriculum change, the criteria used to determine the change and value of the change will be obtained from theory and research in this area. The theory, research, and related literature will be discussed in Chapter II, and will give an indication as to the basis for this evaluation study.

All data will be utilized to support or discredit the following hypotheses.

Hypotheses:

1. That a cooperative curriculum improvement study tends to alert staff members to additional problem areas in the curriculum.
2. That a cooperative curriculum improvement study tends to encourage staff members to do additional work in other problem areas in curriculum.
3. That a cooperative curriculum improvement study tends to make the staff a more cohesive unit.

4. That a cooperative curriculum improvement study will create a more professional attitude among participants.

5. That a cooperative curriculum improvement study tends to create a more democratic attitude among the participants.

6. That a cooperative curriculum improvement study will increase interest in all phases of education among the participants.

7. That a cooperative curriculum improvement study through its democratic processes and group interaction tends to change people and their ideas, and, therefore, is an effective way of re-educating staff members.

8. That a cooperative curriculum improvement study through its democratic processes and group interaction tends to change people and their ideas, and, therefore, curriculum change occurs.

9. That small cooperative group work as found in the cooperative curriculum improvement study is an effective way to get agreement for change in the curriculum.

10. That a cooperative curriculum improvement study once started tends to continue on with curriculum examination and improvement.

11. That effective curriculum improvement can be brought about by a cooperative curriculum improvement study which involves a public school teaching and administrative staff with consultant help from a university staff.

Delimitations:

During the cooperative curriculum improvement study, eight curriculum areas were investigated. However, four curriculum areas; Instructional Materials Centers, Evaluating and Reporting Pupil Progress, Guidance and Counseling and Communication Skills were used because implementation had occurred and evaluation of these areas was possible. This study is concerned with evaluating these selected recommended improvements and the group interaction involved during the curriculum study.

Assumptions:

The following assumptions were indicated at the outset of this study: that the responses received in interviews and on the questionnaires would be made honestly and would reflect the accurate opinion of the staff members of the Cassopolis Public Schools, that the evaluation by the staff members and the writer was the most effective way of determining the value of the selected recommended improvements and the value of the group interaction, and that the presence of the writer as an evaluator, observer and interviewer would have no significant effect on the evaluation of the implementation of recommended improvements or the group work involved.

Definitions:

EVALUATION - The process of judging the amount and value of the curriculum improvements and group interaction which resulted from the cooperative curriculum improvement study.

COOPERATIVE CURRICULUM IMPROVEMENT STUDY - The group effort of the staff members of the Cassopolis Public Schools in examining, evaluating and improving the existing curriculum in eight, identified problem areas.

PRODUCT - The recommendations and improvements for curriculum change in the four problem areas; Instructional Materials Centers, Evaluating and Reporting Pupil Progress, Guidance and Counseling and Communication Skills.

PROCESS - The interaction in which staff members experienced relations between and among themselves which allowed for reciprocal influences of one upon the other.

SUBJECT-MATTER EXPERT - A scholarly authority or group of authorities external to a school who determine curriculum content and practice.

## Outline of Remaining Chapters

The remainder of this dissertation will follow this pattern: Chapter II will develop a rationale supporting cooperative curriculum improvement work and will build a theoretical framework for the study. A description of the cooperative curriculum improvement study and the role of the consultants will be presented in Chapter III. Chapter IV will be concerned with the methods and approach to the study and the presentation and analysis of findings. Chapter V will include the conclusions, implications and recommendations for further study.

Before the value of a cooperative approach to curriculum change can be determined, a theoretical framework for the use of this approach must be constructed. To build a framework, a rationale will be developed through comparing the cooperative method with the subject-matter expert approach. The rationale and the comparison of opposing methods appear in Chapter II.

# CHAPTER II

# COOPERATIVE CURRICULUM IMPROVEMENT: A RATIONALE

## Introduction:

This chapter will build a rationale to provide a theoretical framework for the cooperative approach to curriculum change. The rationale will be based on existing literature and research. In building a rationale, a comparison will be made with an opposing technique for curriculum change, that of the subject-matter expert approach. These two distinct views are the extreme poles on the curriculum change continuum in present-day education.

A brief historical review of educational change will precede the presentation of the rationale to show how approaches to curriculum development have evolved. The review will further show the emergence of two diverse points of view regarding education and its improvement.

## History of Curriculum Change:

Major educational change can be traced back to the mid-eighteenth century when Benjamin Franklin proposed plans for an academy which was a radical change from the Latin grammar school. Modern languages, history, English, and natural science were to be added to the curriculum of the Latin

grammar school which was patterned on the traditional English plan. From the beginning of the nineteenth century when the common school became a part of American education to World War I, there was noteworthy curriculum change. The common school itself was a radical change from the schools of that time because it advocated education for the young people of the whole community without tuition cost and it was to be supported by the common effort of the whole community.

During this period of a hundred years (1820-1920), educational change was very piecemeal and was carried on in isolation of the total curriculum.[5] Since the curriculum at this time was defined as a collection of subjects, curriculum improvement consisted of reviewing old courses, adding new ones, and changing textbooks. While textbooks and segregated subjects were prominent, few educators saw the curriculum as a whole and integrated program of experiences. The teacher was confined to specialization in segregated subject areas, and textbook writers by their selection and arrangement of content both influenced and created the curriculum of the schools. When lawmakers who governed the regulation of schools fixed the subjects to be taught, the textbook writer prescribed the lessons in these subjects.

Near the middle of the nineteenth century, some teachers' institutes appeared on the educational scene. These institutes were utilized for upgrading instruction, but they readily came under the jurisdiction of the law

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[5] McNally, Harold J., Passow, A. Harry and Associates, Improving the Quality of Public School Programs, New York, Teachers College, Columbia University, 1960.

makers and assumed a structure which no longer met the needs of the time. They were not effective because they followed the same form even though the teachers were coming to them with different educational preparation and needing different kinds of help.

Courses of study also began to appear in larger cities and in some of the states. Since teachers had different levels of preparation, the courses of study were designed to up-grade the level of instruction and guide the classroom performance of the teacher. These courses of study were usually devised by the superintendent or by members of his staff under his immediate direction and they dealt primarily with the content of specific areas and how it should be taught.

The 1890's saw the advent of curriculum making by national committees. The Committee of Ten and the Committee of Fifteen were among the first to exert a dominant influence on the development of a school's curriculum. These committees were composed primarily of college professors and school superintendents and were concerned with the revision of courses of study and the publication of new or revised textbooks to fit the various prescriptions.

Until the close of World War I, the major influences on curriculum making came largely from people removed from the local school system. Some work was done at the local level by selected central office personnel but, again, this work dealt with the revision of subject areas and resulted in new courses of study for these areas. The end goal of this curriculum activity was either a syllabus, guide, book, report, or test.

Throughout this period, supervisory practices were evolving which resulted in supervision becoming increasingly important in program development. At first the supervisor's duties generally consisted of assisting the superintendent discharge his responsibilities but they broadened to cover instructional improvement activity. The supervisors began to work with teachers in the classroom although their work consisted mostly of inspecting classes and teachers and giving demonstrations on prepared outlines of study. Up to World War I, the courses of study and the graded textbook set the general pattern for the experiences of youngsters in the classroom.

After World War I, a number of factors combined to fashion a new approach to curriculum problems. The school program was being considered as a whole of experiences. The school also was being considered a social force in America. The "Cardinal Principles of Secondary Education" in 1918 redefined the primary objectives of education in functional areas of health, family life, vocational preparation, leisure, citizenship, and ethical character. Because of these expressed objectives of education, the relationship between school and society was explored, the traditional subject curriculum was questioned and the need for extensive revisions was stated. If the school was to prepare the student for life in society, then different preparation was needed because many of the objectives were not being considered in the schools.

Developments in educational psychology and in learning theory indicated the need for relating educational ends to educational means. Activity learning, a recognition of individual differences, and preparation for

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life in a democratic society prompted educators to examine the methods of educating young people. A new era of industrial growth and social change also caused lay people and educators to look at educational offerings. The production of automobiles and other products through the use of assembly line procedures gave impetus to industrial growth. With this came more money to spend and a freer atmosphere in society. More people were doing more things and education became recognized as a prerequisite to social and economic upward mobility.

The previously prescribed courses of study were not being used effectively or extensively by classroom teachers because they were not meeting the needs of teachers and pupils.[6] The courses of study did not help individual students in their total development and did not give the teacher the freedom desired in the classroom. This resulted in changes in the purposes and practices of the courses of study. Even though some were still produced, they were now viewed as source material for teachers - guides, not prescriptions. During the 1920's and 1930's, the curriculum movement spread rapidly and curriculum construction and revision became an accepted undertaking in all major school systems. It was felt that a more comprehensive approach to curriculum making was needed so that all phases of child development would receive attention. It was further considered that the classroom teacher should participate in the curriculum work so that total

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[6] McNally and Passow, Ibid.

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acceptance would occur. With the new views on learning, child development, and the nature of society and education, curriculum construction and revision became so important that curriculum directors and specialists were appointed and utilized to assist in bringing about the needed change.

The comprehensive view of curricular experiences, the utilization of the classroom teacher for curriculum change, and the need for constant curriculum evaluation and improvement have continued to grow and are present in education today. These viewpoints, however, have not gone uncontested during their emergence from World War I.

Some educators felt that this more modern point of view was erroneous and that this means of educational improvement was a waste of time and argued that curriculum revision should be done by subject area specialists. This argument of teacher involvement and integrated curriculum versus expert approach and segregated subject matter has reached its peak in present-day education.

Contemporary literature definitely reveals this battle for educational improvement. At the present time the issues are still: (a) what should the curriculum be; (b) who should bring about curriculum change; and (c) how can curriculum change be managed most effectively and efficiently.

One side suggests a return to the subject-centered method of instruction and wants the expert to prescribe appropriate changes for public school curricula. These educators and lay people are usually remote from the school classroom and appear to make decisions after a brief, cursory review

of the school program. They respect the nature and structure of knowledge and assume they know what children ought to know. Little attention is given to research data regarding the child, his development, and his way of learning. This type of activity characterizes the expert approach to curriculum change.

On the other side are educators who advocate the "more modern" approach to education which directs its attention and energies to the child - and life-centered curriculum. More consideration is given to individual differences, child development, learning theory, the dynamics of society, research findings, and democratic procedures. Curriculum change should, therefore, consider these factors and should be brought about by the active professional in the field. Utilizing classroom teachers will increase democratic values and bring about desirable behavioral change.

In building the rationale for the cooperative approach to educational change, consideration will be given to both points of view and means of curriculum change. It must be realized that these two views are extreme poles in the conflict present in curriculum change and represent many dimensions of a complex problem. For reasons of clarity, however, a look at the two extremes is necessary. Through the comparison of research and related literature associated with both methods of operation, the value of the cooperative approach will be seen and the guidelines for this study will be indicated.

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The ultimate goals for these two distinct views on education are compatible and appear to be the same. They both desire to strengthen the democratic way of life and, therefore, want to prepare youngsters to become sufficient and adequate decision makers for a democratic society. However, to attain this desired behavioral goal for young people, the methods, beliefs, and approaches of each point of view deviate considerably from one another. In order to view adequately and compare these opposite approaches, a consideration must be given to the basic orientations and interpretations of educational processes associated with each approach. From this consideration the methods and implications for curriculum change will be examined.

In the subject-matter expert approach, the intelligent and basically educated individual will be a useful member of society. To become a well educated individual, a definite body of knowledge in each subject should be acquired. The definite body of knowledge is determined by the specialist in an academic area.

The expert approach recognizes and advocates the authority of truth and knowledge. Truth and knowledge can be determined only by a scholar in a particular field. The scholar has dedicated his life to the acquisition of knowledge in one area and, therefore, from this life's work he would know what knowledge and skills are desirable for life in a democratic society. Since he has worked so extensively in one area, his scholarly attributes

equip him to suggest just what is necessary for young people to learn. The scholar can determine the degree of involvement in an area of study and the logical, sequential order of learning experiences. He can suggest and recommend areas for both the public school terminal student and the college preparatory student. Since he is a well qualified specialist in one area, he can offer the necessary suggestions to people less qualified because of his experiences in the field and his wealth of knowledge attained through professional work. This is consistent with the idea that if a person is ill, he will get the best help from a medical specialist; if a motor vehicle is not functioning properly, a specialist in mechanics is the one to consult; et cetera. The intensified work in one area makes the specialist the ultimate authority of knowledge for his area. In the expert approach then, the subject-matter specialist is the ultimate authority of knowledge, and he is best able to determine what knowledge must be acquired by young people in that area.

In regard to the curriculum, the expert will suggest a logical, sequential order of learning. The basis for the curriculum is determined by this logical order because it affords continuity of study and a completeness of coverage. It too will offer an organized background and a basis of prerequisites in this step by step approach to learning and knowledge. This approach will make teaching easier and more orderly and will give each child an exposure to all necessary knowledge. A definite body of knowledge will usually be handled by the teacher in a definite period of time, and generally it should be standard throughout a school district. The particular area of knowledge will start with the simple and lead to the complex. In this

approach we often find a "parts-whole" approach in which the parts of knowledge lead to the whole in a building-block manner. When certain knowledge is acquired, the student then passes on to the next level. Learning in this case is seen as occurring when certain knowledge is obtained by the individual. It is assumed that utilization of knowledge will come after it has been acquired.

The curriculum suggested by the specialist is generally very academic in nature and consists mostly of segregated subjects. The integration of subject matter must then occur in the student himself after he has acquired the various knowledge and skills.

To adequately handle the material in certain areas, the expert suggests that a well disciplined mind is necessary. This disciplined mind is attained through disciplined work in the classroom. The work is highly academic and little value is seen in "frill subjects" or "socialization activities." In his thinking, the expert has little regard for "education for life in a democracy" which is the current philosophy of many contemporary educators. The expert feels that an educated and knowledgeable citizenry is the necessary ingredient for democratic living. If young people are given a logical and disciplined training in public schools, they can govern themselves and propagate democratic values successfully. A basic education is first and then living in a democratic society will follow.

Obviously the subject matter specialist is the curriculum change agent in this case. He is the authority in his area so he and only he can

suggest the appropriate curriculum. In the expert's thinking this method of change has several values. First, the specialist knows what should be taught in school in a particular subject area. Secondly, this approach to change is less time consuming than a democratic, cooperative approach. Lastly, this approach frees the teacher from involvement in activities and gives him more time to concentrate on teaching.

The basic tenents held by experts, of course, determine their views on the nature of education for life in a democracy. The advocate of cooperative change desires successful living in a democracy as a goal for education, too. But his views and ideas about reaching this goal differ substantially from that of the expert.

A consideration of the views and ideas held by the advocate of cooperative change will illustrate the differences in the points of view and will give an indication of the basic orientations and interpretations found in the cooperative approach to curriculum change.

The educators, whom the writer shall call cooperative educators for purposes of definition, use democratic procedures for curriculum change and believe that all people involved should have the responsibility in decision making. The value received from this procedure will be discussed later. However, these educators have certain values and orientations which must be enumerated first before the curriculum change process is mentioned. These values and orientations are quite different and tend, therefore, to be in direct disagreement with the subject-matter expert's views.

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The cooperative educator suggests that the curriculum should be subject to the needs, capacities, and interests of the young people in the classroom and on the demands and requirements that society places on the young person. If this is the case, then no definite prescribed type or selection of knowledge is imperative for each child to learn because of many variables present in children and society. The recognition of individual differences further restricts the use of prescribed, standardized learning experiences.

Because of the nature of child development and the variable learning readiness of each individual student, the cooperative educator feels that curriculum experiences must be based on psychological factors and not on logical order of subject matter or knowledge. This means that educators must offer educational experiences when youngsters are psychologically ready to internalize these experiences and make them a part of their behavior pattern. Also, since the total development of the whole individual is a requirement, the need for social, emotional, and physical development can be expressed. With social development the youngster can be more adequately prepared to interact in society and maintain an active function in democratic participation.

The cooperative educator recognizes the need for acquiring subject matter knowledge. The acquisition of knowledge is necessary for young people to be adequately prepared for life in a democratic society. However, the cooperative educator desires an integration of subject matter. The integration and synthesis of experiences within each individual helps

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in developing the total child and gives more meaning to the entire learning process and to the complete development of young people's skills, ideas, and knowledge.

For cooperative educators, learning occurs when new concepts, values, and ideas are discovered about experiences which have personal meaning for the student. Learning can take place in various ways. Problem solving, group discussions, personal investigations and other forms of activity learning are emphasized in this form of education. Democratic values and social orientations are encouraged by group activities and pupil-teacher planning. Through these individual and group processes, the learner will become better able to handle problems when they arise. In this manner learning becomes a continuous process because new problems and their solutions will confront the student at all times throughout life. The student will be prepared to cope with life situations and thus is better fitted to live in society.

The cooperative educator sees the classroom teacher as the curriculum change agent. This is consistent with democratic principles and the very nature of learning. Through group investigation and personal activity learning, the teacher can discover new meanings and foster effective curriculum change.

From this brief discussion, the differences in the two extreme viewpoints can be seen. These differences will naturally have an effect on curriculum improvement work in public school education. The writer sees three

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discrepancies in the expert approach to curriculum improvement when compared to the cooperative method. Attention must be given to these discrepancies which are: (1) actual approach of bringing about change, (2) the end results, and (3) the necessary continuity of change.

In looking at the expert approach, there appears to be little or no consideration for behavioral change on the part of the professional educator. The cooperative method, on the other hand, presents the opportunity for a behavioral change to occur where involvement of the educator exists. The question now is, is behavioral change a necessity for the professional educator in contemporary society?

To keep pace with society and the advanced thinking in education, professional people should change and grow in their knowledge and competencies. The dynamic nature of society and the complexity of children's education force educators to continue to learn and equip themselves for their professional tasks. When circumstances continue to change around an individual, the individual should become aware of them and should adjust to these changes so that he can execute his duties in a competent manner. Also, in retrospect many educators possess ideas, persuasions, and biases about education which are inconsistent with present knowledge and theories. It would then appear that a behavioral change toward more professional insights, understandings, and skills is necessary for these educators. Bringing educators up to present-day educational proficiency and preparing them for future demands will, thus, require behavioral change.

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If a behavioral change is desired, then a means for personal learning must be incorporated into the educational activities of the professional educator. The cooperative approach to curriculum improvement can bring about a behavioral change through a change in personal perceptions.

The cooperative approach to curriculum change is based on the perceptual theory of learning in bringing about new perceptions and thus, behavioral change. Therefore, a brief discussion of the perceptual theory is necessary and its support for cooperative curriculum improvement will be indicated.

Behavior is the product of perceptions existing for the individual at the moment of his behaving; how a person behaves is a function of his perceptions of new and past experiences. If behavior is a function of perceptions and a change in human behavior is desired, then a change in perceptions is necessary.

Perceptions are dependent upon several factors. Personal values, needs, goals, experiences, and attitudes are some that apply here. Perceptions are most readily changed through the re-examination of needs, values, attitudes, and the personal meanings of previous experiences. All of these factors are open to modification and change through an adequacy of perceptions and an openness to new experiences. An individual must learn to operate with openness despite his past experiences and dogmas so that he may see new things. Intelligent and improved behavior is, therefore, the function of the richness, extent, and availabilities of perceptions. The exposure to new and different experiences must take place in the absence

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of threat, because threatening situations hinder perceptions. Consequently, adequate freedom to experience new perceptions is imperative.

To change personal perceptions, perceptual psychologists suggest the use of problem solving, personal investigations, group discussion methods, and activity learning.

The many postulates associated with perceptual psychology definitely offer support for and are utilized in cooperative curriculum improvement.

Through the cooperative effort of educators in a free and assuring atmosphere personal attitudes, values, goals, and needs can be re-examined, challenged, and modified. The personal meanings of past experiences can also be re-examined through cooperative interaction and investigation.

The cooperative approach presents a multitude of experiences which can allow the participants the opportunity to examine and modify previously held perceptions. Objective problem solving, personal investigations, and group work permit the educator to interact and share ideas, values, and educational viewpoints and to search for new meanings to the processes of education.

Through various means of investigation new experiences arise and, therefore, new perceptions. Democratic leadership, as found in the cooperative approach, assists the participants by providing the experiences and the necessary guidance in the pursuance of new data regarding educational values and processes.

Cooperative curriculum improvement work is also based on the utilization of democratic values for improved behavior. Democracy in this

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change operation is defined broadly as utilizing people to make decisions of their own regarding their function as professional people in a professional situation.

To live effectively in a democratic society, people should have the right to utilize democratic procedures when bringing about decisions in regard to the operation of a social institution. This would be especially true when considering an institution such as the school. If the use and propagation of democratic procedures is not found in the school, it is doubtful that they will be found anywhere in society.

People must have the opportunity for self rule and group decision making to keep our democratic system strong. If the idea is started with teachers and found successful, there is a great possibility that the youngsters in the charge of teachers will have this opportunity to learn about and use democratic operations. Therefore, a need for democratic procedures in curriculum improvement is clear.

By using democratic, cooperative procedures, the curriculum change participant working with fellow educators can define problems from the concerns for young people's needs and interests and from the demands of society. He can evaluate these concerns and set forth the goals for his work and the means of investigation. In his investigation he can interact and share ideas with his co-participants. He can set up objective means of investigation and can reach solutions to problems in a number of ways. He can test and retest the data in his professional situation and finally can propose curriculum change which will have meaning to him, his fellow

educator, and his students. He can evaluate the results to see if the changes are meeting the prescribed goals and if any additional work is needed on a particular problem. He can then look for associated problems or new problem areas and continue his work. This democratic operation has personal meaning and can encourage learning and a more democratic and professional attitude.

From such cooperative group work participants can have changed values, ideas, persuasions, new concepts of human relations, new perceptions of their own and the roles of others in school, changes in social arrangements, and deeper insights into their own and their pupils' behavior. Cooperative curriculum improvement, therefore, is viewed as a process of changing teachers' perceptions and their teaching behavior.

In the expert approach, recommendations for curriculum change are handed down to the professional educator from a source usually outside of the school. Little group interaction or investigation is present under this system because the focus and problem may be initiated from outside. When educators are not given the opportunity to view and react to new experiences, their values, needs, previous experiences, and attitudes may not be examined, challenged, or re-evaluated. Gains in professional insights, knowledge, and competencies are at a bare minimum and new social orientations are almost non-existent. By this approach, there is little learning and hence, new perceptions are not acquired.

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There may be some verbal learning where people give lip service to new principles but actual changes in ways of operating are usually limited. When professional educators are not given the opportunity to acquire new perceptions, little behavioral change occurs.

The second point on the worth of the change in curriculum experiences also leads the writer to doubt the value of the expert approach to curriculum improvement. In this approach the expert is usually in a remote position from the local school system and/or has made only brief visits to it. He probably knows little of the dynamics of the school or the community. He has little concern for social orientations and readiness for curriculum change is not considered in terms of local conditions. Their basic beliefs indicate that many of the experts find little meaning in and respect for research on learning, child development, and other educational processes. The experts' basic interpretations of education show the apparent lack of understanding for individual differences, socialization, young people's needs and interests, and democratic processes.[7] These factors cannot be misinterpreted or deleted, as the experts apparently do, when considering curriculum change for education in a democratic society.

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[7] To view the discrepancies in the interpretations of the expert approach, compare Schorer, Mark, and others, Report of the San Francisco Curriculum Survey Committee, San Francisco Unified School District, April 1, 1960, (the expert approach) with Derthick, Lawrence G., Review of the American Education System, Washington, D. C., United States Government, 1960, (the cooperative educator).

When these pertinent factors are omitted, it is quite difficult to believe that effective and worthwhile curriculum change could result.

The cooperative educator in a school system, however, should be familiar with the many pertinent local factors with which the outsider is not acquainted. Through democratic guidance and consultant help the local educator can examine the current literature on education, study the local youngsters, analyze the community pressures, study current thinking in various disciplines, and interact with other faculty members to discuss these factors. With this background the educator can proceed to effect useful curriculum change which is consistent with local dynamics, democratic values, and student behavior.

Since the cooperative educator recognizes the importance of subject-matter knowledge, the acquisition of this knowledge is imperative for a well-educated individual and provisions must be made for it in the curriculum. The cooperative educator, therefore, would suggest the use of a subject-matter specialist in a consultant capacity to assist in the development of the curriculum. This specialist would be someone to offer suggestions to a study group and not one to dictate curriculum practices. The specialist would be aware of new theories and developments in a particular area and could be of great assistance in suggesting new techniques, knowledge, and skills. From the suggestions offered by the specialist, the cooperative study group could weigh the various ideas and select those which are appropriate for the particular curriculum. This activity would be consistent

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The problem of teacher acceptance arises when the expert approach to curriculum change is used. McNally and Passow[8] reveal that recommendations for change and prescribed curricula handed down from outside experts have neither been completely accepted nor effectively utilized in the past. There is little reason to believe that acceptance would occur now especially when the proposed change and the change process have such little foundation in education.

If the educator does not have an active part in effecting change and does not know the rationale behind it, there will be less meaning and interest for him. The lack of meaning and interest and the fact that personal needs and goals have not been met can result in very little acceptance of proposed change on the part of the educator.

The expert approach apparently proposes only change in the curriculum content. Behavioral change would only be a side product and would concern itself primarily with increased amounts and/or emphasis of knowledge and a more segregated view of educational experiences. This in itself hinders growth in the educator and more so in education, because little attention is given to educational improvement, research, and current theory.

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[8] McNally and Passow, Op. Cit.

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The educator must be able and competent to critically examine current practices and foster additional change which will keep pace with the demanding needs of a complex society and with the total development of young people.

The final point of continuous examination, evaluation, and improvement of the curriculum is then of vital importance. When the educator has had the opportunity to gain insights, knowledge, and competencies in the democratic processes of curriculum improvement through a cooperative exposure, he will usually become more aware and critical of current educational practices.

The educator must be prepared to examine current practices and promote additional change which will keep pace with the everyday functions of education in the complex and dynamic American society.

From the critical evaluation of implemented change and other curricular experiences, the cooperative participants can discern additional weaknesses in the curriculum. With the skills attained through the cooperative approach these educators can attack problems and bring about additional change. It can be seen then that the cooperative approach encourages and fosters additional examination and improvement which is vitally necessary for American education.

In the expert method, educators are not usually exposed to the value of critical analyses of curricular experiences. They are not familiar with or trained in solving problems on their own, so they are often unable to cope with many weaknesses in the curriculum. The expert approach, therefore,

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has not developed the classroom educator to where he may evaluate the curriculum and encourage continuous investigation and improvement. He must wait for the expert to hand down new curriculum changes.

This opposite thinking on curriculum improvement will naturally have an effect in the classroom and on the individual child. This effect on the child is, of course, of prime importance. An examination of the teacher's behavior in the classroom and, in turn, the final behavior of the student will add impetus to the cooperative approach to curriculum change.

The teacher who has fulfilled his duty in bringing about curriculum change according to the needs, interest, and goals of his students, himself, and society will acquire a new perspective and new meaning to a cooperative, group-activity way of operating. Since he has been given the opportunity to use democratic principles to learn new things, he can realize the value from them and have greater respect for this way of learning. The personal values of new orientations, knowledges, and competencies and actual curriculum work gained through this method can encourage him to try this way of operating in the classroom. The cooperative, democratic method of operation can then be propagated and utilized in all educational activities. This should be considered a very important goal for any curriculum improvement work.

The value of cooperative procedures for learning can be seen in the discussion of the perceptual theory of psychology. This theory is appropriate for all levels of development, especially for young people. Contrary to expert opinion, activity learning was found to be highly successful

in the elementary school[9] and in the high school[10] when compared to the more traditional means of education. In these studies the activity learners acquired as many as or more facts than the students in traditionally oriented classrooms and were more socialized and better prepared for more educational activity and for living with their fellow man. These findings are important and indicate support for the cooperative approach to curriculum change.

When the cooperative educator is encouraged to use democratic, cooperative methods in the classroom, another important value should be seen besides increased learning and socialization. The students can gain experience in democratic procedures and realize the true value of democracy. This experience will enhance democratic values and foster an attitude which is consistent with the American way of life. The use of democratic operations in the classroom should be considered an important goal for education and must be provided for in the curriculum.

The behavior of the teacher in the expert-oriented classroom would probably remain unchanged after curriculum improvement occurs. The means of instruction would remain subject-matter oriented so little or no

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[9] Sells, Saul B., Loftus, John J., and Herbert, Louis, "Evaluative Studies of the Activity Program in the New York City Public Schools: A Preliminary Report", Journal of Experimental Education, 9, 1941, pp. 310-33.

[10] Chamberlin, Dean and Enid, Drought, N. E., and Scott, W. E., Did They Succeed in College, Harper and Company, New York, 1942.

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activity learning would occur. This would lead to less behavioral change and fewer democratic values and, of course, to an inadequate preparation for young people to live successfully in a democratic society.

In conclusion, then, the means and ends associated with the expert approach would tend not to foster the kind of educational change desirable for young people in a free, democratic society. A rejection of this method in favor of the cooperative approach is, therefore, necessary.

The cooperative approach, on the other hand, can create new experiences which not only change the professional educator but bring about favorable changes for the student. These are the means and ends which are desirable for curriculum improvement activity in the American schools.

From the above discussion, it can be seen that many worthwhile and purposeful values emerge from the cooperative approach to curriculum change. The theoretical framework indicated that this approach will foster behavorial change and useful end products and will cause curriculum work to become a continuous activity. To help check the total validity of the Cassopolis Curriculum Study, a comparison of its operations and processes will be made with the rationale advanced in this chapter. To do this, a description of the entire study and the role of the consultants will be necessary. This description which too can serve as a background for the reader follows in Chapter III.

## CHAPTER III

## DESCRIPTION OF A COOPERATIVE CURRICULUM IMPROVEMENT STUDY AND THE ROLE OF THE CONSULTANTS

### Cooperative Curriculum Improvement Study:

In the summer of 1959, the Board of Education of the Cassopolis School District reviewed its total education responsibilities and agreed that there were two strong areas in the system. Board members were quite satisfied with the work and competencies of their professional staff members and they thought that their new building program would offer adequate facilities. *

Their concern then was with the curriculum of the school system. The curriculum was discussed with the administration and an examination and improvement of the curriculum was considered necessary.

The school board and the administrative staff, having expressed the need for the examination of the existing curriculum, recommended that a curriculum improvement study be initiated. The members of the teaching and administrative staff would conduct this study with consultant help

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* The Cassopolis School District had recently passed a school bond issue which enabled the school board to start building two new elementary schools (one with 20 classrooms and the other with six classrooms), an eight classroom addition on one existing elementary school and an additional wing on the existing high school building. These new facilities would give the Cassopolis Public Schools almost an entirely new school plan in which to educate their children. The existing buildings, which were added to, were built within the last ten years.

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from curriculum specialists. Michigan State University was contacted and a team of consultants agreed to work with the school staff.

The team of consultants from Michigan State University consisted of two staff members and a doctoral student from the College of Education. The Cassopolis Public Schools were represented by 55 members of the teaching and administrative staff. The study was conducted in Cassopolis, Michigan. Group meetings were held in the Cassopolis High School.

Two members of the Michigan State University team visited with the professional staff at Cassopolis during the pre-school conference in September, 1959. The purpose of this visit was to meet the teaching and administrative staff, to observe the school plan and community, and to discuss the forthcoming study with the staff members. Visitation with the staff and observation of the school plant and community provided the University team the opportunity to see the conditions under which the study was to be conducted.

At this pre-school conference it was decided to have four meetings in the fall and possibly four in the spring (See Chart I, Page 8). The students of the school district would be dismissed at noon on the day of the meetings to allow the teaching staff the afternoons and evenings for the study.

Before the first meeting, the three members of the University consultant team met in East Lansing to discuss their role in the study. It was decided to discuss current trends and issues in education at the first meeting so that staff members would become familiar with current happenings.

To stimulate thinking and encourage problem identification, the University team further decided to use an experimental self-evaluation form[11] devised by three graduate students at Michigan State University under the supervision of a professor. (See Appendix I, Page 127.) The evaluation form would assist the staff members of the Cassopolis Public Schools in identifying apparent strengths and weaknesses in the existing curriculum. This form would be utilized at the first meeting.

The superintendent of the Cassopolis Schools opened the first official session with a discussion of the importance of defining goals and problems and of forming a steering committee. After the discussion of current trends and issues in education, the self-evaluation form was introduced by the consultants and groups of five members were formed to complete it. Mention was made that any additional curriculum problems defined during the discussion by the evaluation groups should be recorded so that thos areas would also receive attention. The problem identification period consumed the time available for the first meeting. Some groups did not complete the identification of their problems.

During the first meeting, a seven-member steering committee was elected. By design, the steering committee was made up of two members from the elementary school, two from the secondary school, two from the administrative staff, and the superintendent.* The responsibility of the

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[11] Edelfelt, Roy, Experimental Self-Evaluation Form for Public School Curriculum, Unpublished mimeograph, adapted and modified by Richard Evans, Fred Gable and Howard King.

* The superintendent served as an ex-officio member.

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steering committee was broadly stated as one of facilitating communication, organization, planning, and evaluation for the curriculum study.

Materials associated with group work and curriculum improvement were made available at the first meeting to help staff members become familiar with the process of group work. Since all of the self-evaluation forms had not been completed at the end of the meeting, the chairman of the steering committee requested that these forms and other significant curriculum problems be submitted in sufficient time to prepare for the next group session. The steering committee would summarize the results and present them at the next meeting.

At the second meeting, the steering committee asked study group members to list three choices of the problem areas which they wished to examine and investigate. Choices were tabulated and discussed until everyone was on a committee which was satisfactory to him. Eight problem areas were designated with five or six members serving on each study group. The eight problem areas were as follows: Study Habits, Communication Skills, Ability Grouping, Special Education, Counseling and Guidance, Developing Sound Moral and Ethical Standards, Evaluating and Reporting Students' Progress, and Instructional Materials Center. (See Appendix III, Page 142) for description of areas.) The study groups working with these areas chose a chairman and recorder.

The newly formed groups scattered to individual classrooms in the high school for initial discussion. The study groups then started to identify

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At the end of the second meeting, the small study groups reconvened and reported progress. The chairman of the steering committee emphasized the importance of reporting all relevant information to the steering committee so that the total membership would be kept informed.

The third meeting of the fall opened with an evaluation of study groups by the University consultants. From this anonymous, written evaluation, the consultants and steering committee members could see that there was some frustration on the part of the study group members. Members were discouraged by the slowness of the study and were in doubt as to future direction and the process of achieving solutions to their problems. The University team then discussed these impeditions and emphasized that the democratic way of attacking problems in education is a slow process.

After this discussion the study groups went to their respective rooms for continued study. The consultants and steering committee members visited each small group as was done at all meetings. The purpose of these visits was to offer assistance in the group work, to discuss pertinent problems, and to make suggestions for obtaining needed resources.

At the end of the the third meeting, the groups reconvened again and reported their progress to date. Each group submitted a written report to the recording secretary for the running notes of the meeting. Complete notes were kept on all meetings to determine progress and to serve as a log of previous meetings, thereby affording continuity to the entire study.

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The University team offered another anonymous, written evaluation to the study groups at the beginning of the fourth meeting. From this evaluation, it was evident that frustration had been eased considerably and that the study group members were more clear on their direction and could see that progress was being made. The members now were working on solutions to their problems through various means of investigation. Materials and research had been reviewed, other schools had been examined, and various other approaches had been utilized by the study group members in their investigations. The small groups met for futher study and reported to the main body at the end of the meeting. The four official fall meetings were thus ended.

Throughout the winter, the small study groups continued to meet and employed many methods for seeking data and information about their respective problem areas. Some individual groups sent questionnaires to the community, the students, and fellow staff members to obtain reactions and ideas relative to certain phases of the curriculum. Some study groups obtained the aid of other school systems, educational associations, colleges, and universities to ascertain what curriculum practices were effective and useful in other situations. The resources of several libraries were used in the investigations and consultants from different institutions were utilized as resource people to aid in arriving at the new methods, procedures, and policies that appeared in the final recommendations. It was evident to the writer that considerable group work was done during this winter period.

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Throughout the winter, individual consultants from the original team visited with the entire membership. This visitation plus correspondence kept the study groups and the consultant team in contact with pertinent matters and actual progress. Materials were furnished by the University team during this period upon the request of the steering committee. Six of the eight study groups made unofficial reports on their recommendations to the entire curriculum study group during the winter.

In the first meeting of the spring, three of the study groups reported their progress to the Parent-Teachers' Association at the latter's monthly meeting. Two University consultants and the school board president explained the idea and purpose of the study to the members of the Association. It must be noted that the cooperative curriculum improvement study had received publicity from the local newspaper throughout the entire study so that laymen were kept informed with the progress of the study.

A regular study session was held prior to the evening meeting of the Parent-Teachers' Association. At this time, the University team again assisted in evaluating progress to this stage of the study. The results of the evaluation indicated that the study group members were well satisfied with their progress and offered very few suggestions for change in procedures. Some of the members even felt that they had gone about as far as they could on their particular problems.

The second and third meetings of the spring term were used by individual study groups for the purpose of reporting their findings and recommendations to the entire membership. These study groups decided at the

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first spring meeting that the findings and recommendations should be discussed with their colleagues before presenting them to the administration and the school board. In this manner, the small groups could make any necessary changes and also obtain general support for the recommendation before the formal presentation was made. It was agreed at the second spring meeting that the formal recommendations should be given to the superintendent for presentation to the school board after the third meeting so that the board members could review the recommendations and offer their reactions at the fourth and final meeting. After all recommendations were approved by the entire group, they were formulated into a report and given to the superintendent who, in turn, presented them to the school board.

Before the final meeting, the consultant team devised an evaluation form to determine the opinions of the participants regarding the entire study, the significant professional growth and important learnings, and some of the changes which had occurred in individuals. (See Appendix IV, Page 147.) Suggestions that would help to facilitate and improve a future study of a similar nature were also solicited. The evaluation form was composed of 60 questions which were to be answered in a manner that would determine the degree of reactions, both favorable and unfavorable, on the part of the respondents. Open-ended questions were designed to bring out specific responses made by the individual participant.

The final meeting of the cooperative curriculum improvement study had a four-fold purpose: to visit the new facilities which were near

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completion, to complete the questionnaire form, to elect a steering committee for the next year which was to determine how the study affected the curriculum and to help oversee implementation of improvements, and to have a banquet in the evening. At the banquet, the school board would report back on the recommendations offered by the study groups and indicate which recommendations could be accepted and, if accepted, when the implementation of change could begin.

The school board accepted most of the recommendations and gave specific dates when implementation would be possible.

Throughout the year, several social events besides the banquet were held. After most study sessions there were informal, social meetings where participants could discuss the progress that had taken place at the regular meeting and could think through necessary areas for the study. A group dinner was held during the fall which helped create a friendly atmosphere under which the study could proceed.

These social events presented the opportunity for the staff members to know one another better and to become better acquainted with the consultants. The consultant team also had the opportunity to become better acquainted with the participants and their problems.

The consultant team played a significant and important part in this curriculum study. Attention, therefore, must be given to the role of the consultants.

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Role of the Consultants:

The University consultant team became associated with the study when contacted by the administrative staff of the Cassopolis Public Schools. The team corresponded with the administration prior to the study to determine the nature of the study and the role the consultants were to play. From this correspondence the consultants considered what contributions they could make to advance such a study.

The two University professors on the team considered the possibility of offering an extension course along with the curriculum study. The professors saw the practicability of having the professional staff examine, evaluate and improve the curriculum of their school and receive academic credit for their endeavor. The professors' belief was that offering a curriculum improvement course utilizing consultant help to one complete staff would have greater impact and results than offering a curriculum improvement course on the regular off-campus basis where persons from many school systems could enroll. The cooperative effort by one staff would allow for more intensified study on very real and meaningful curriculum problems.

It was the belief of the consultant teams that this study would offer the staff members of the Cassopolis Public Schools an opportunity for professional growth and for improvement of their teaching situations. The consultants further desired that staff members become more proficient in the methods and techniques involved in curriculum improvement and group work and that the staff as a result would consider this study a continuous one and

an integral part of the school program. The development of local leadership for curriculum improvement was also a prime concern of the consultants.

The consultant team perceived their roles as that of actively assisting in initiating the study and then of offering the necessary guidance in the total process. The consultant team would provide much of the materials, information and sources which would aid the study groups in their work. The team further would provide assistance in the skills of group work and on the democratic method of operation. In general, the consultants, working closely with the steering committee, would help to facilitate the entire study.

The consultant team took a leadership role in the first meeting of the fall. The team members discussed current trends and issues in education and introduced the experimental self-evaluation form. They also offered assistance to the group members completing the forms. When the steering committee was formed at the first meeting, the consultant team members gradually relinquished their leadership role to the steering committee. From this point on, the team gradually shifted their role to that of consultants.

In their role as consultants, the team members visited each study group to offer assistance in the investigation of problem areas. This assistance included suggestions for methods of exploring problems, discussion on the techniques of group work and the means of locating and securing materials needed in investigations.

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The consultants, with steering committee approval and assistance, ran three anonymous evaluations during the curriculum study to determine what had transpired to the point of the evaluations and what could be done to facilitate future study. (See Appendix II, Page 141.) The results of the evaluations assisted the consultants in working more effectively with the study groups. The consultants emphasized that complete freedom and serious responses in answering the questions were imperative.

As previously mentioned, the first evaluation revealed frustration on the part of many study group members. The consultant team suggested that the democratic method of attacking problems in education is a slow process. They discussed the evaluation results and offered suggestions to facilitate the study and to assist the study group members. After the other two evaluations, the consultants commented on the findings.

The cooperative curriculum improvement study groups had three outside consultants work with them during the winter sessions. One consultant was a specialist in counseling and guidance from another university, the second discussed the use of parent-teacher conferences, and the third worked in the areas of special education. The function of these specialists was to meet with the study group concerned with the problem, discuss the problem and offer suggestions. The specialists would then meet with the entire study membership, answer general questions and review the

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Throughout the study, the Michigan State University consultant team met with the steering committee for lunch preceding every study session. This provided the opportunity for discussion of progress and future direction for the study. Problems and areas of interest were voiced at these luncheons and an interchange of ideas followed. The course of the day's meeting was then reviewed and agreed upon.

Also, throughout the study the team members visited many classrooms before and after study sessions to get a better understanding of the problems of the school system and to observe the type of student that attended the Cassopolis Public Schools.

One of the last services of the consultants was to develop and administer the 60-item questionnaire which was designed to evaluate and appraise the entire study. This evaluation form was completed at the last official meeting.

This description of the curriculum study and the role of the consultants should serve as background on which to present and analyze the data associated with the study. A brief review of the instruments and data collection processes will precede the presentation and analysis of data and will appear in Chapter IV also.

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## CHAPTER IV

## PRESENTATION AND ANALYSIS OF DATA

### Introduction:

This chapter will review briefly the instruments and data collection processes used in this study and then report and interpret the data. An overview of results will precede the presentation and analysis of data. A summary of results will conclude the chapter.

### Instruments:

Three questionnaires and periodic interviews and observations comprised the techniques used to collect data in this investigation.

Questionnaires devised by the writer were used because the nature of the inquisitions did not permit the use of any standardized forms. The writer drew upon the works of two authors in the construction of the questionnaires thus trying to eliminate biases and leading and ambiguous questions.[9,10] There may be apparent shortcomings in the questionnaires but they were designed specifically to check the suggested hypotheses and

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[9] Parten, Mildred, Surveys, Polls, and Samples: Practical Procedures, New York, Harper and Brothers, Publishers, 1950.

[10] Payne, Stanley L., The Art of Asking Questions, Princeton, New Jersey, Princeton University Press, 1954.

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The interviews were held by the writer with one staff member or with several staff members in a closed meeting. The interview data will not present any direct quotes but will reflect the opinions received from the participants. Observations made by the writer reflect his perceptions. The observations and interviews were utilized when questionnaires were inappropriate.

The data collected from interviews and observations will be used to supplement data received from the questionnaires.

Data Collection:

The first evaluating instrument used was a questionnaire administered to the old teachers after the completion of the cooperative curriculum improvement study in May, 1960. (See Appendix IV, Page 147.) The purposes of this questionnaire were to determine the changes that occurred in the individuals as a result of the study and to determine the effectiveness of such a study.

The second evaluative device was another questionnaire administered in October, 1960, to the old teachers. (See Appendix V, Page 167.) The purpose of this questionnaire was, again, to determine the change in the participants and the worth of the curriculum study as seen five months after the completion of the study. Since this evaluation was completed at the beginning of the school year, it would give an indication of the feelings and opinions before the value of the implemented changes could be determined and

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before any other curriculum work could be started. This evaluation would also indicate the views of participants who had had five months to reflect on any personal change. This evaluation served as a check point for later evaluations.

From September, 1960 to April, 1961, observations and interviews with both old and new teachers were conducted by the writer. The observations and interviews were conducted to determine the change in the curriculum and the participants and to determine the value of the changes. The old teachers were utilized in all of these inquiries while the new teachers were consulted only in the change and value of change in the curriculum.

The concluding evaluation was a third questionnaire completed by the old teachers in April, 1961. (See Appendix VI, Page 186.) The purpose of this questionnaire was to determine the opinion of the participants in regard to continued or new change in themselves and the curriculum and, again, the value of the change as seen nearly one year after the completion of the curriculum study. This evaluation was given near the end of the succeeding school year after implementation of change had occurred and could be evaluated and after other curriculum work had been started. The questionnaire would further establish a check point for the total evaluation.

Use of Data:

Each hypothesis advanced by the writer will be listed separately and the pertinent and appropriate data will be presented and interpreted together.

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Overview of Results:

This study examined and evaluated the process and product associated with the cooperative approach to curriculum change. More specifically, the hypotheses were designed to check for attitude and behavioral change in participants, increased interest and learnings, the value of the end products, and the potentiality of continuous study resulting from such a cooperative effort.

The overview of results will handle the data in these broad categories with more specific examinations of the data following in the presentation and analysis.

Through cooperative identification and investigation of problem areas the participants were given the opportunity to view new experiences and educational processes and react to them. This presented the possibility of realizing new values, goals, social orientations, attitudes, and knowledges which could have, in turn, caused a behavioral change. To get some cues about behavioral change, hypotheses were designed to check the increased interests of participants, the changes in their professional attitudes, the alertness to other curriculum problems, the increase of cohesiveness of staff and general re-education of participants. This was done over a period of a year.

The first questionnaire revealed that the participants' attitudes became more democratic and professional, that there was an increase in interest for education, that there was more alertness to additional problems, that

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the staff became a more cohesive unit, and that re-education of staff members had occurred because of participation in the curriculum study. These results would tend to indicate a change in ideas, attitudes, values, orientations, knowledges, and needs which, in turn, would cause a behavioral change in participants.

The second questionnaire indicated a note-worthy carry-over of these behavioral change factors. Most hypotheses were even strengthened at this five-month check point. Interest was high, attitude changes were noticeable, and new skills and knowledge were acquired.

The third check point, the third questionnaire, indicated that most changes had been maintained or even increased. Observations and interviews substantiated this fact. There were a few breakdowns which will be discussed later but the overall change in the participants was apparent and the value of cooperative curriculum improvement procedures for behavioral change was indicated.

The actual changes in the curriculum were considered important and worthwhile by those who utilized them in their classroom or professional situations. Implementation of change had occurred or was receiving further study by study groups. Most of the improvements were evaluated by the persons involved and were regarded to be useful and meeting the goals prescribed at the outset of the original curriculum study. The specific indications will be reported and interpreted in the presentation and analysis of data.

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The possibility of continuous examination and investigation of new problem areas was indicated by an interest to do additional work at all three check points. The work of the new steering committee and individual study groups and the initiation of a new curriculum study tends to indicate a continuity of curriculum work. There were some factors that hindered the work but most participants were either working on new areas of study or continuing work on the original study problems.

The general results of this evaluation would then indicate that the hypotheses posed at the outset of this study were supported by the data collected. In this study, cooperative procedures for curriculum change encouraged more professional and democratic attitudes, increased the interest in and alertness to educational problems, fostered better rapport and cohesiveness among staff members, and assisted in bringing about increased learnings. This approach to curriculum change also propagated itself and brought about new and useful curriculum experiences.

The specific examination of each hypothesis and related data will give the reader a more comprehensive view of the exact reactions and responses of participants and the effect of time on the entire study.

Presentation and Analysis of Data:

To adequately view these data associated with each hypothesis, the reporting and interpretation of relevant facts will be done together. Separate attention to each hypothesis will present the opportunity for a closer look at the various facets of the cooperative curriculum improvement study.

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Accompanying tables will be found in this report to simplify the presentation of data received from the three questionnaires and to illustrate the change occurring as the study progressed.* The tables indicate the number of responses (in parentheses) and the per cent of responses to each question associated with a particular hypothesis. The total number of respondents in Questionnaire A is 45; the number in Questionnaire B is 36; and the number in Questionnaire C is 41.

The interview data will not contain any direct quotes but will reveal the pertinent information given to the investigator during his period of investigation. The interview data can then be considered subjective evidence offered by the participants.

Hypothesis One:

That a cooperative curriculum improvement study tends to alert staff members to additional problem areas in the curriculum.

From the data collected, early indications show that alertness to new problem areas and interest on the part of the participants were increased as a result of the cooperative curriculum improvement study. In Questionnaire A, 42 of 45 respondents (93.33%) mentioned that they were interested to some degree in exploring problems related to the areas with which they had been working. (See Table I) Thirty-nine participants (86.66%) indicated to some degree that the study opened new avenues for future study and thought.

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* To simplify the presentation of data, the questionnaire given in May, 1960, will henceforth be referred to as Questionnaire A; the questionnaire administered in October, 1960, will henceforth be referred to as Questionnaire B; and the questionnaire given in April, 1961, will be henceforth referred to as Questionnaire C.

TABLE I. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER ONE

| | Never | Seldom | Some-times | Usually | Always | N.R.* |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Did you find yourself wanting to | | | | | | |

TABLE I. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER ONE

| | Never | Seldom | Some-times | Usually | Always | N.R.* |
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| Questionnaire A (45 Respondents) | | | | | | |
| Did you find yourself wanting to explore other problems related to your own while making this study? | (0) 0 | (0) 0 | (16) 35.55 | (14) 31.10 | (12) 26.66 | (3) 6.66 |
| Did this study open new avenues for future study and thought? | (1) 2.22 | (2) 4.44 | (10) 22.22 | (22) 48.88 | (7) 15.54 | (3) 6.66 |
| | Not at all | A Little | Fair Amount | Greatly | Com-pletely | N.R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Has this study caused you to become aware of other problems in your system? | (0) 0 | (6) 16.66 | (13) 36.11 | (14) 38.88 | (1) 2.77 | (2) 5.55 |
| | No | Yes | No opinion | N. R. | | |
| Is more research and study needed on some of last year's problem areas? | (3) 8.33 | (30) 83.32 | (2) 5.55 | (1) 2.77 | | |
| Have the recommended improvements suggested problems closely related to the areas of last year? | (2) 5.55 | (24) 66.66 | (10) 27.77 | (0) 0 | | |

TABLE 1. (Continued)

| | No | Yes | No opinion | N. R. | | |
|---|---|---|---|---|---|---|
| Have the recommended improvements suggested other problem areas to you? | (3) 8.33 | (24) 66.66 | (9) 25.00 | (0) 0 | | |

TABLE I. (Continued)

| | No | Yes | No opinion | N. R. | | |
|---|---|---|---|---|---|---|
| Have the recommended improvements suggested other problem areas to you? | (3) 8.33 | (24) 66.66 | (9) 25.00 | (0) 0 | | |
| Is additional research and study needed in other problem areas? | (0) 0 | (26) 72.22 | (8) 22.22 | (2) 5.55 | | |
| Has this study made you conscious of additional problem areas in the existing curriculum? | (0) 0 | (33) 91.65 | (3) 8.33 | (0) 0 | | |
| | Same | More Conscious | Less Conscious | No opinion | N. R. | |
| Questionnaire C (41 Respondents) | | | | | | |
| The results of the October questionnaire indicated that most staff members had become more conscious of additional problem areas in the existing curriculum as a result of last year's study. Do you now feel that your consciousness about educational problems has changed since October? | (12) 29.26 | (27) 65.85 | (0) 0 | (1) 2.43 | (1) 2.43 | |

* N. R. on all tables indicates no response given.

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Open-ended responses indicated the following four main areas for additional work. First, a more comprehensive investigation of the problem areas with which the participants had been working was suggested. This investigation would assist in getting a total picture of the problem area. Secondly, problem areas related to areas already under investigation received substantial notice. Thirdly, another general study similar to the original curriculum study was suggested and, finally, an investigation of the relationship of guidance to the total curriculum was indicated as an area of interest.

Teaching methods, motivation, core curriculum, reading problems, and language studies were other areas to which individual participants were alerted. It was indicated that the investigation of these areas could give more insight into the total problem of educating young people.

In Questionnaire B, 24 of 36 respondents (66.66%) said that the recommended improvements suggested problems closely related to the original study's problem areas. Thirty-three participants (91.65%) stated that they had become more conscious of additional problem areas in the curriculum as a result of working on the curriculum improvement study. The specific areas of evaluation and reporting, study habits, special education, experimentation, mental health, and curriculum balance were offered for investigation at this time.

On February 21, 1961, a general curriculum meeting was held in Cassopolis, Michigan, with both old and new teachers in attendance. Fifteen new problem areas were identified for investigation by the staff members

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as well as four uninvestigated problem areas which were identified from the previous year. From these 19 concerns, six areas were chosen for investigation.

Interviews revealed that work had been done by the steering committee and various teachers on the eight original problem areas and related sections and on several new areas even before the general curriculum study began. This work included deeper thinking and more investigation into the original problem areas, evaluations of teachers' concerns of problems, individual and group investigations on reading, parent-teacher conferences for the secondary school, and problems in the area of English. This tends to indicate an alertness to and interest in new problems.

The final check point was made in Questionnaire C when 39 respondents (95.11%) indicated that they were either more conscious of problem areas in the curriculum or held the same viewpoint as they did in Questionnaire B.

From these data it is apparent that the participants were alerted to additional problem areas in the curriculum because of their experiences in the original study. The alertness to problems grew after the cooperative study. This can be seen from Questionnaire B (five months later), the new curriculum work (five to eleven months later), and Questionnaire C (eleven months later). Interviews also revealed that this was the case. Thus, evidence supports the first hypothesis.

Hypothesis Two:

That a cooperative curriculum improvement study tends to encourage staff members to do additional work in other problem areas in the curriculum.

In Questionnaire A, 36 respondents of 45 (79.99%) said that they would like to work on future curriculum studies. (See Table II.) From this questionnaire, it is noted that a near-similar number of participants (39; 86.66%) stated that curriculum examination and improvement should always be a continuous process.

In Questionnaire B or five months after the original study, 25 of 36 participants (69.44%) said that they found themselves wanting to explore other problem areas in the curriculum while 31 participants (86.10%) indicated that they would be willing to work on committees to help investigate and solve problems if other problem areas were to be determined. A few respondents (3) in open-ended questions suggested that curriculum work was necessary but that this work should be done after the present improvements were utilized and evaluated.

Special education, mental health, study habits, new topics, and work at the individual's own teaching grade level were advanced at this time as points for further investigation.

Most participants (34 of 36; 94.44%) indicated that curriculum improvement is necessary on a continuous basis with several open-ended responses indicating that curriculum examination and improvement are imperative to keep pace with the changing world conditions.

TABLE II. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER TWO

| | Never | Seldom | Some-times | Usually | Always | N.R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Do you think that examination and improvement of the curriculum should be a continuous process? | (0) 0 | (1) 2.22 | (0) 0 | (5) 11.11 | (39) 86.66 | (0) 0 |
| | Yes | Undecided | No | N.R. | | |
| Would you like to work on further studies like this? | (36) 79.99 | (4) 8.88 | (1) 2.22 | (4) 8.88 | | |
| | No | Yes | No Opinion | N.R. | | |
| Questionnaire B (36 Respondents) | | | | | | |
| Have you found yourself wanting to explore other problem areas in the curriculum? | (5) 13.88 | (25) 69.44 | (5) 13.88 | (1) 2.77 | | |
| If other problem areas are determined, would you be willing to work on committees to help investigate, research and solve the problems? | (0) 0 | (31) 86.10 | (2) 5.55 | (3) 8.33 | | |
| Would you or would you not care to do another year-long curriculum improvement study to improve other phases of the curriculum? | (6) 16.66 | (22) 61.11 | (3) 8.33 | (5) 13.88 | | |

TABLE II. (Continued)

| | No | Yes | No Opinion | N.R. | |
|---|---|---|---|---|---|
| Do you feel that curriculum improvement is necessary on a continuous basis? | (1)<br>2.77 | (34)<br>94.44 | (0)<br>0 | (1)<br>2.77 | |
| | Same | More Willing | Less Willing | No Opinion | N.R. |
| Questionnaire C (41 Respondents)<br><br>In October, many staff members said that if other problem areas were identified they would be willing to help investigate, research and solve the problems. How is your willingness to work on problem areas at the present time? | (24)<br>58.53 | (7)<br>17.07 | (6)<br>14.63 | (2)<br>4.87 | (2)<br>4.87 |

The responses offered in the questionnaires indicate a general desire to do additional work. A review of actual curriculum work as determined by interviews and observations will illustrate that most participants were involved in curriculum work.

At the beginning of the school year, 1960-1961, the steering committee started and continued to evaluate results of the previous year's work on the cooperative curriculum improvement study. Many staff members worked on the previous study areas to perfect them and assist in their implementation and evaluation. As a result of the evaluative work, six new problem areas were determined at the February, 1961, curriculum meeting. These problem areas are as follows: Promotion and Retention for Junior High School Students, Development of Basic Criteria for Assignment of Grades, Consideration of Plans for Developing More Patriotic Attitudes, Evaluation of the Phonics Program, Scheduling and Screening for Remedial Work, and Development of Plans for Limited Experimentation in Parent-Teacher Conferences in the Junior High School. Most staff members appeared on working committees while members of the guidance and English departments were investigating problems associated with their own areas. Other problem areas were voiced but would receive attention later. It can be seen then that most of the current staff members (both old and new teachers) were encouraged to do additional curriculum work.

In Questionnaire C, 24 of 41 respondents (58.53%) were as willing to work on new problems of interest and concern as they were at the time of

Questionnaire B. Seven members (17.07%) were even more willing to work on new problem areas than previously stated in Questionnaire B.

It is quite evident from questionnaire data and active curriculum work that the cooperative curriculum improvement study participants were encouraged to do additional work on curriculum problems. This desire to do work on the curriculum increased during the evaluating period as can be seen from Questionnaire C and the investigation work occurring during the interview period, five to eleven months after the curriculum study ended.

Hypothesis Three:

That a cooperative curriculum improvement study tends to make the staff a more cohesive unit.

An early indication of the cohesiveness of the staff can be seen from some open-ended responses in Questionnaire A. Some participants remarked that there was more appreciation and understanding of fellow teachers and their problems. Some mentioned that they felt more a part of the group and that they knew members better, both socially and professionally.

In Questionnaire B, 29 of 36 participants (80.54%) indicated that the staff was a more cohesive unit as a result of the cooperative curriculum improvement study. (See Table III.) Twenty-seven (75.00%) stated that the rapport among the staff members had improved as a result of the study and 22 (61.11%) mentioned that the staff was more friendly as a result of the study.

From interviews, comments both favorable and unfavorable about the cohesiveness of the staff during the school year, 1960-1961, were offered.

TABLE III

QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER THREE

TABLE III. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER THREE

| | Less Cohesive | No Change | Little More Cohesive | Moderately Cohesive | Greatly Cohesive | N.R. |
|---|---|---|---|---|---|---|
| Questionnaire B (39 Respondents) | | | | | | |
| How has the professional staff members' relationship changes as a result of the study of last year? | (2) 5.55 | (2) 5.55 | (10) 27.77 | (14) 38.88 | (5) 13.88 | (3) 8.33 |
| | Not at all | Improved | Became Worse | No Opinion | N.R. | |
| How was rapport among the staff members influenced as a result of the study? | (0) 0 | (27) 75.00 | (1) 2.77 | (5) 13.88 | (3) 8.33 | |
| | Less Friendly | No Change | More Friendly | No Opinion | N.R. | |
| Has the relationship of the staff members changed as a result of the study? | (1) 2.77 | (5) 13.88 | (22) 61.11 | (6) 16.66 | (2) 5.55 | |
| | Same as October | Better than October | Worse than October | No Opinion | N.R. | |
| Questionnaire C (41 Respondents) | | | | | | |
| Staff members indicated in October that the staff was a more cohesive unit as a result of last year's study. How do you feel about the cohesiveness of the staff at the present time? | (10) 24.39 | (9) 21.95 | (13) 31.70 | (6) 14.63 | (3) 7.31 | |

TABLE III. (Continued)

TABLE III. (Continued)

| | Same as October | Better than October | Worse than October | No Opinion | N.R. |
|---|---|---|---|---|---|
| What is your opinion about the level of rapport among staff members at the present time? | (15) 36.58 | (9) 21.95 | (10) 24.39 | (6) 14,63 | (1) 2.43 |

Some participants felt that the staff was more cohesive and some held an opposite opinion. There appears to be three major reasons for some breakdown in the staff cohesiveness and rapport after the study. First, the staff members did not have two of their annual dinners during the school year because of other events on the school calendar. Secondly, the new schools separated the staff members so that they did not come together as much as in previous years. Thirdly, staff members did not meet for curriculum meetings as was done the previous year. An interview with the chairman and two other members of the steering committee tended to substantiate these facts. Their reactions also suggested that various activities associated with new facilities and the implementation of change from the original study kept staff members busy. This, they contend, kept the staff from one school apart from the staff members of other schools.

A separate interview with each school principal indicated that rapport was good in each school building. Staff meetings to discuss current problems and procedures associated with individual schools helped to bring about more cohesiveness in the schools. In other words, rapport appeared to be better in individual schools but because of separation, the lack of feeling among all schools was indicated. Many staff members felt that the rapport of staff members was still very good.

This feeling is reflected in Questionnaire C where 10 of 41 members (24.39%) said that the cohesiveness of the staff was the same as indicated in Questionnaire B. A near-similar number (9; 21.95%) thought that the

staff was more cohesive and 13 (31.70%) felt that the staff was less cohesive. In checking the rapport among staff members, Questionnaire C revealed that 15 members (36.58%) felt that the rapport was better and 10 (24.39%) mentioned that rapport was worse than recorded in October, 1960. Several open-ended questions revealed the poor communication between buildings and the presence of new teachers in the system may have contributed to some breakdown in cohesiveness.

The reasons advanced for the lack of cohesiveness among staff members would appear to be unrelated to the curriculum study. The lack of annual get-togethers and the separation of personnel into new facilities are outside factors. The lack of a large, formal curriculum study at the beginning of the year could not be blamed on the original study because a large curriculum study was deemed unnecessary at this time. It is easy to see that the presence of new teachers and the breakdown in communications would hinder the established rapport of the staff but, again, these cannot be blamed directly on the failure of the curriculum study.

Before these extraneous factors entered the picture, the rapport and cohesiveness of the staff was considered to be very good. This and the fact that rapport appeared to be excellent in individual schools tend to support the fact that cooperative procedures can positively influence the rapport of staff members. The latter idea of good rapport in the individual schools may be the true indication of change in social orientations because the staff became decentralized and, therefore, identified closely with their particular school.

Hypothesis Four:

That a cooperative curriculum improvement study will create a more professional attitude among participants.

In Questionnaire A, the responses to several questions indicated a more professional attitude immediately after the completion of the cooperative curriculum improvement study. (See Table IV.) All respondents (45) indicated that their thinking about educational problems had increased as a result of the study. Forty-two members (93.34%) felt that there was some change in becoming a more professional educator and 41 (91.10%) were more cognizant of the problems that face education.

From open-ended responses in Questionnaire A, a substantial change was noted in the participants' attitude with regard to educational research for curriculum change, the working with students in the classroom, and the working with their colleagues for curriculum change. The participants had more appreciation for individual needs and differences and they knew better the problems of their fellow teachers as a result of the curriculum study. This appreciation tends to indicate increased knowledge and new orientations in the development of a more professional attitude.

In Questionnaire B or five months later, most of the respondents (32 of 36; 88.88%) indicated that the staff had a more professional attitude as a result of working on the curriculum study. One-half of the respondents (18; 50.00%) indicated a favorable change in their behavior as a professional person because of their participation in the curriculum study. One person (2.77%) felt that there was an unfavorable change.

TABLE IV. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER FOUR

| | Not at all | Little Bit | Fair Amount | Quite a Bit | Greatly | N.R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Did your thinking about educational problems increase during this study? | (0) 0 | (0) 0 | (1) 2.22 | (18) 39.99 | (26) 57.77 | (0) 0 |
| Do you feel that there was a change in your behavior toward becoming a more professional educator? | (3) 6.66 | (5) 11.11 | (9) 19.98 | (23) 51.10 | (5) 11.11 | (0) 0 |
| | Yes | Unde-cided | No | N.R. | | |
| Are you now more cognizant of the problems that face education? | (41) 91.10 | (0) 0 | (1) 2.22 | (3) 6.66 | | |
| | Not at all | Little More Professional | Moderately Professional | Quite Profes. | Very Profes. | N.R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Has the professional attitude of staff members altered as a result of the study of last year? | (2) 5.55 | (10) 27.77 | (13) 36.11 | (9) 25.00 | (0) 0 | (2) 5.55 |
| | No Opin. | No Change | Unfavorable Change | Favorable Change | N.R. | |
| Is there a change in your behavior as a professional person because of your work on last year's study? | (6) 16.66 | (8) 22.22 | (1) 2.77 | (18) 50.00 | (3) 8.33 | |

TABLE IV. (Continued)

| | Same as October | Better than October | Worse than October | No Opinion | N.R. |
|---|---|---|---|---|---|
| Questionnaire C (41 Respondents) | | | | | |
| In October most respondents stated that the staff had a more professional attitude as a result of last year's study. How do you perceive the professional attitude among staff members at the present time? | (19) 46.34 | (11) 26.82 | (6) 14.63 | (4) 9.75 | (1) 2.43 |

Other indications of a more professional attitude can be noted from Questionnaire B. A majority of the respondents disclosed an interest in the implementation of recommended improvements, in new problems, in problems of other staff members, and in the total education program of the Cassopolis Schools.[11] The participants were willing to work on new problems and do another year-long curriculum study if necessary.[12] In conclusion, many respondents designated a change in teaching techniques and in classroom procedures as a result of the curriculum study.[13]

Most staff members were working on departmental problems, on implementation of changes, on a steering committee, or on the use of instructional materials when interviews and observations were started. An evaluation of the recommended changes evolving from the original curriculum study was conducted with staff members doing much of the evaluating. The writer observed many evaluative devices used by study group members. These devices showed a higher level of sophistication and were concerned with people's feelings as well as curriculum problems.

The writer had extensive interviews with the original eight study group chairmen, one of whom was a newly-appointed teacher. These interviews revealed that work was still being conducted in each area with some receiving more attention than others. The immediate concern about proper

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11. See Table VI, Page

12. See Table II, Page 63

13. See Table VII, Page

implementation of change evolving from the original study was noted. Fur- investigations of recommended changes and deeper thinking into associated problems was noted also. This activity should indicate professional growth because all curriculum work was conducted from five to eleven months after the original study ended.

These activities and the fact that a new curriculum study was initiated with most of the present staff members taking part tend to indicate a professional concern by the membership about education and its problems.

In Questionnaire C, 19 participants (46.34%) testified that the professional attitude among staff members was the same as in Questionnaire B. Eleven respondents (26.82%) noted that the professional attitude was better than in Questionnaire B. At the time of Questionnaire C, the teaching contracts for the following year had been given out and the amount of the raise was smaller than expected. This appeared to have an effect on the attitude of some staff members at this time.

From the data it is quite apparent, however, that the cooperative approach tended to encourage and develop the professional attitude of most participants to a point where their concern, interest, and desire for curriculum work were acute and continuous. The professional attitude showed continuing development at all three questionnaire check points.

Hypothesis Five:

That a cooperative curriculum improvement study tends to create a more democratic attitude among participants.

A cooperative, democratic method of identifying, investigating, and solving problems was used throughout the cooperative curriculum improvement study. The value of this democratic method of solving problems was examined in Questionnaire A. (See Table V.) Forty-three participating members (95.55%) felt that this method of operation was an effective way to get results in curriculum improvement. From open-ended responses many participants stated that this method gave everyone a chance to work on the problems as well as the opportunity to express themselves. This may be an indication of the change in the democratic attitude of participants.

In Questionnaire B, after five months for reflecting on the curriculum study, most of the respondents (34 of 36; 94,44%) favored to some degree the use of a democratic process in which teachers were utilized with equal responsibility in all decision making as a means of solving educational problems. Two-thirds of the participants (24; 66.66%) revealed that staff members were more democratic in nature as a result of the cooperative curriculum improvement study. Four members (11.11%) stated that they saw no change; no participant indicated a negative response regarding the democratic attitude change.

During the winter of 1961, the staff members of the Cassopolis Schools invited junior and senior high school students to a penel discussion on the value of the school curriculum. The students voiced their opinions regarding the strengths and weaknesses of the present curriculum. This action suggests a democratic attitude on the part of the staff members.

TABLE V. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER FIVE

| | Never | Seldom | Sometimes | Usually | Always | N.R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Do you feel that the democratic method is the best way to get results in curriculum improvement? | (0) 0 | (0) 0 | (2) 4.44 | (33) 73.33 | (10) 22.22 | (0) 0 |
| | Not at all | A Little | Fair Amount | Greatly | Complete | N.R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Has the cooperative curriculum improvement study of last year made you favor teacher involvement in decision making as a means of solving educational problems? | (0) 0 | (0) 0 | (8) 22.22 | (23) 63.88 | (3) 8.33 | (2) 5.55 |
| | Same | More | Less | No Opinion | N.R. | |
| Is the attitude of staff members more or less democratic in nature as a result of last year's study? | (4) 11.11 | (24) 66.66 | (0) 0 | (8) 22.22 | (0) 0 | |
| | Same as October | Better than October | Worse than October | No Opinion | N.R. | |
| Questionnaire C (41 Respondents) | | | | | | |
| The results of the October questionnaire indicated that the attitude of staff members was more democratic as a result of last year's study. How do you perceive the democratic attitude of staff members at the present time? | (12) 29.26 | (11) 26.82 | (8) 19.51 | (6) 14.63 | (4) 9.75 | |

During the interview period (September, 1960, to April, 1961), however, some disturbance in the morale and attitude of several staff members was detected. It appeared that the democratic attitude of the staff was not as good as determined in Questionnaire B. When the interviews were concluded, it appeared that the dissension was due to three old teachers who were not as involved in this present curriculum work as they were during the original curriculum study. During the opening session of the February, 1961, curriculum study meeting, one administrator moved the problem definition and committee formation process too rapidly which, in turn, left several areas unattended. This dissatisfied several staff members because they were interested in these areas and felt that some work could be done on them. This action had a definite effect on their behavior; consequently, they never really were involved in the new curriculum work.

In an interview with the 1960-1961 steering committee chairman, it was noted that all new group work utilized democratic procedures as was experienced in the original study. The writer sat in on several meetings and observed that democratic procedures were in effect. The study group chairmen felt that there was more than adequate interaction and discussion on the part of the participants. These democratic procedures were utilized from October, 1960, to April, 1961, which then indicates a carry-over and an improvement in democratic attitudes. The latter date was about a year after the original study had ended.

In Questionnaire C, eleven months after the completion of the study, eight members (19.51%) stated that the attitude of the staff was less democratic than was indicated in Questionnaire B. This is supported by

observations and interviews. However, eleven respondents (26.82%) mentioned that the attitude of staff members was more democratic than it was when checked in Questionnaire B. A near-equal number (12; 29.26%) disclosed that the attitude was comparable to that indicated in Questionnaire B. A remark from an open-ended question in Questionnaire C apparently summed it up by stating that a few teachers in a group who take an unprofessional attitude can be the center of trouble in the whole system. Interviews with steering committee members support this statement.

The breakdown in the democratic attitude was slight, but still must be considered. Most staff members interviewed felt that the trouble arose from a few participants. These members were old teachers and, therefore, were exposed to the democratic processes of the curriculum study. This exposure then should have brought about the change witnessed in others. These acrimonious staff members played an active role in the original study but were quite inactive during the following year. The inactivity may have been due to the mishandling of the new curriculum study problem definition, although this came later in the year. The lack of consultant assistance may also have had an effect.

The dissident staff members felt that energies were not being funneled along productive lines and were discouraged by what had transpired. They also were not in agreement with the policies of one administrator. These arguments may be legitimate, but the participants should have taken their problems to the steering committee. The committee's functions were to

facilitate curriculum work and see that operations ran smoothly. This ill feeling was considered a detriment to some new teachers' as well as some old teachers' work.

Even though there was this slight breakdown, continuous democratic methods were utilized in all curriculum work the following year. This fact and questionnaire and interview data offer support for the idea that cooperative procedures tend to make participants more democratic in their behavior. These data also display the fact that democratic operations tend to be utilized after they are once attempted.

Hypothesis Six:

That a cooperative curriculum improvement study will increase interest in all phases of education among the participants.

An early indication of interest can be seen from the results of Questionnaire A. (See Table VI.) The entire membership (45) indicated that there was an increase in their thinking concerning all educational problems while the curriculum improvement study was in progress. The desire to explore other problems related to their own original areas was expressed by 42 of 45 members (93.33%).

In Questionnaire B, all respondents (36) stated that working with the implementation of improvements had increased interest to some degree in their teaching positions. Twenty-five members (69.44%) stated that they were interested in exploring other problem areas in the curriculum and, if problem areas were determined, 31 (86.10%) of the respondents were interested in working on these problems. [14]

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[14] See Table II, Page 63.

TABLE VI. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER SIX

| | Not at all | Little Bit | Fair Amount | Quite a Bit | Greatly | N. R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Did your thinking about educational problems increase during this study? | (0) 0 | (0) 0 | (1) 2.22 | (18) 39.99 | (26) 57.77 | (0) 0 |
| | Never | Seldom | Sometimes | Usually | Always | N. R. |
| Did you find yourself wanting to explore other problems related to your own while making this study? | (0) 0 | (0) 0 | (16) 35.55 | (14) 31.10 | (12) 26.66 | (3) 6.66 |
| | Not at all | Little Bit | Fair Amount | Greatly | Complete | N. R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Are you or are you not interested in the implementation of the recommended improvements that resulted from the study? | (0) 0 | (1) 2.77 | (5) 13.88 | (19) 52.78 | (11) 30.56 | (0) 0 |
| Is there or is there not interest among staff members about the recommended improvements? | (0) 0 | (3) 8.33 | (15) 41.66 | (15) 41.66 | (3) 8.33 | (0) 0 |
| Has this study caused you to become interested in phases of education other than your own? | (0) 0 | (10) 27.77 | (11) 30.55 | (12) 33.33 | (1) 2.77 | (2) 5.55 |

TABLE VI. (Continued)

| | Not at all | A Little | Moderately | Quite a Bit | Great | N. R. |
|---|---|---|---|---|---|---|
| Has or has not the implementation of improvements increased your interest in your teaching position? | (0) 0 | (2) 5.55 | (7) 19.44 | (16) 44.44 | (11) 30.55 | (0) 0 |
| | Less Interest | No Change | Little More | Fair Amount | Great Interest | N. R. |
| Has interest in the educational program of the Cassopolis Public Schools changed among staff members as a result of the study? | (0) 0 | (0) 0 | (7) 19.44 | (21) 58.33 | (7) 19.44 | (1) 2.77 |
| | No | Yes | No Opinion | N.R. | | |
| Has this study increased your interest in the problems of education? | (0) 0 | (34) 94.44 | (0) 0 | (2) 5.55 | | |
| Are you or are you not interested in the curricular problems of other staff members outside of your immediate field of instruction? | (0) 0 | (31) 86.10 | (4) 11.11 | (1) 2.77 | | |
| | Same as October | Increase since Oct. | Decrease since Oct. | No Opinion | N.R. | |
| Questionnaire C (41 Respondents) | | | | | | |
| In October the questionnaire indicated that last year's study helped to increase the staff member's interest in the problems of education. How is your interest in education at the present time? | (17) 41.46 | (20) 48.78 | (3) 7.31 | (1) 2.43 | (0) 0 | |

Thirty-five members (97.22%) stated that there was an increase in interest in the total educational program of the Cassopolis Public Schools as a result of the curriculum study. Along the same line, 31 participants (86.10%) stated that they were now interested in the curriculum problems of other staff members outside of their own field of instruction and a near-similar number (34; 94.44%) indicated that the curriculum study had caused them to become interested in phases of education other than their own. In conclusion, 34 respondents (94.44%) stated precisely that their interest in the problems of education had increased.

The results from observations and interviews revealed that interest in education and its many problems was developed because of a cooperative investigation of curriculum problems. Committees were formed to work on the implementation of improvements and their evaluation and to work on new problems the year following the curriculum study. Even though there appeared to be a slight breakdown in some areas of the curriculum study operation, an awareness of and interest in educational problems and their solution were always present. Interviews also revealed a genuine interest and concern on the part of most members about the poor attitude and lack of actual curriculum work displayed by a few members. This interest and desire to continue problem solution resulted in a small group meeting which discussed and brought about ways of improving and increasing the curriculum work. Interviews with old teachers revealed their interest in personal problems. Suggestions were given to the writer in regard to new ideas for research. These many responses and other curriculum activities were apparent

after the official completion of the original study which illustrates the fact that interest in education was continued and encouraged after a cooperative exposure to curriculum change.

The final check in the evaluation of staff interest came in Questionnaire C. Thirty-seven of 41 respondents (90.24%) stated that their interest in all phases of education was either the same or had increased since Questionnaire B.

Of all hypotheses tested, this particular one probably was most strongly validated. This validation attests to the fact that cooperative curriculum improvement work can increase interest in all phases of education and that interest can continue to develop. The continued development of interest in education and its problems may be noted at the last two questionnaire check points.

Hypothesis Seven:

That a cooperative curriculum improvement study through its democratic processes and group interaction tends to change people and their ideas and, therefore, is an effective way of re-educating staff members.

In Questionnaire A, 43 participants (93.33%) said that there was some change in their personal opinions and biases regarding their own problem areas. (See Table VII.) Thirty-one respondents of 45 (68.88%) stated that there was a change in their attitudes about working with their students and colleagues as a result of the cooperative curriculum improvement study. All of those who responded (44; 97.77%) felt that the group interaction in the

TABLE VII. QUESTIONNAIRE DATA RELATED TO HYPOTHESES NUMBER SEVEN AND EIGHT

| | Not at all | A Little | Fair Amount | Quite a Bit | Greatly | N. R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Did some of your findings change your personal opinions and/or biases regarding your problem area? | (1) 2.22 | (11) 24.44 | (13) 28.88 | (14) 31.10 | (5) 11.11 | (1) 2.22 |
| Has your attitude on working with students changed? | (11) 24.44 | (7) 15.54 | (7) 15.54 | (14) 31.10 | (3) 6.66 | (3) 6.66 |
| Has your attitude on working with your colleagues changed? | (11) 24.44 | (3) 6.66 | (8) 17.76 | (16) 35.55 | (4) 8.88 | (3) 6.66 |
| Did the interaction of your group help you to know and understand your colleagues? | (0) 0 | (3) 6.66 | (4) 8.88 | (16) 35.55 | (21) 46.66 | (1) 2.22 |
| Did the interaction of the groups help you to understand and appreciate what is done at various levels, K - 12? | (0) 0 | (2) 4.44 | (3) 6.66 | (21) 46.66 | (19) 42.22 | (0) 0 |
| | Not at all | A Little | Fair Amount | Greatly | Completely | N.R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Did your classroom procedure change as a result of this study? | (4) 11.11 | (7) 19.44 | (17) 47.22 | (5) 13.88 | (1) 2.77 | (2) 5.55 |

TABLE VII. (Continued)

| | Not at all | A Little | Fair Amount | Greatly | Completely | N. R. |
|---|---|---|---|---|---|---|
| Do you or do you not feel that your ideas and persuasions about education have changed since your work on the study of last year? | (3) 8.33 | (11) 30.55 | (16) 44.44 | (6) 16.66 | (0) 0 | (0) 0 |
| Has your approach to teaching or your teaching techniques changed since this study? | (4) 11.11 | (9) 25.00 | (15) 41.66 | (5) 13.88 | (0) 0 | (3) 8.33 |
| Has your classroom procedure changed as a result of this study? | (4) 11.11 | (8) 22.22 | (15) 41.66 | (5) 13.88 | (1) 2.77 | (3) 8.33 |
| Did your work on the study of last year change your personal opinions and/or biases regarding educating young people? | (6) 16.66 | (10) 27.77 | (16) 44.44 | (2) 5.55 | (0) 0 | (2) 5.55 |
| Do you or do you not think that curriculum improvement has occurred because of a change in your ideas and opinions about education? | (6) 16.66 | (9) 25.00 | (17) 47.22 | (2) 5.55 | (0) 0 | (2) 5.55 |
| | None at all | A Little | Fair Amount | Quite a Bit | Great Amount | N. R. |
| Did you or did you not gain knowledge about educating young people as a result of the study? | (0) 0 | (6) 16.66 | (8) 22.22 | (18) 50.00 | (3) 8.33 | (1) 2.77 |

TABLE VII. (Continued)

| | None at all | A Little | Fair Amount | Quite A Bit | Great Amount | N. R. |
|---|---|---|---|---|---|---|
| Did you or did you not gain insight about educating young people as a result of the study? | (0) 0 | (8) 22.22 | (9) 25.00 | (15) 41.66 | (3) 8.33 | (1) 2.77 |
| | Not at all | Little Profitable | Moderately Profitable | Quite Profitable | Greatly Profitable | N. R. |
| Do you feel that your work on the study and the implementation of improvements has been a learning experience? | (0) 0 | (4) 11.11 | (12) 33.33 | (14) 38.88 | (5) 13.88 | (1) 2.77 |
| | No | Yes | No Opinion | N. R. | | |
| Would you consider the curriculum study an educational experience for you? | (0) 0 | (35) 97.23 | (0) 0 | (1) 2.77 | | |
| | Same as October | Increased since Oct. | Decreased since Oct. | No Opinion | N. R. | |
| Questionnaire C (41 Respondents) | | | | | | |
| From the October questionnaire it was indicated that many of the staff members felt that there had been a favorable change in their ideas, biases, and persuasions in regard to educating young people. What is your present feeling about the change in your ideas, biases, and persuasions? | (17) 41.46 | (17) 41.46 | (2) 4.87 | (3) 7.31 | (2) 4.87 | |

TABLE VII. (Continued)

| | Not Effective | A Little Effective | Moderately Effective | Greatly Effective | Completely Effective | No Opinion | N.R. |
|---|---|---|---|---|---|---|---|
| The October questionnaire revealed that most of the staff members felt the study was a learning experience not only in the techniques of curriculum improvement, but that affected classroom procedures and working with other professional people. Do you feel now that last year's study was an effective way of learning about the various processes of education? | (0)<br>0 | (1)<br>2.43 | (13)<br>31.70 | (24)<br>58.53 | (2)<br>4.87 | (0)<br>0 | (1)<br>2.43 |

curriculum study helped the participants to know and understand their colleagues better and all of the respondents (45) stated that group interaction helped the participants to understand and appreciate what is done at various levels, kindergarten through twelfth grade.

In Questionnaire B, many respondents mentioned that a change in their classroom procedure (30; 83.32%) and approach to teaching (29; 80.54%) had occurred as a result of the curriculum study. Thirty-five participants (97.22%) stated that they had gained some knowledge and insight into educating young people as a result of the curriculum study. Thirty-three members (91.65%) felt that their ideas and persuasions about education had changed to some degree since their work on the curriculum study and 26 (72.22%) disclosed that a change in their personal opinions and/or biases regarding the education of young people had occurred. When asked about the curriculum improvement process, most of the membership (33 of 36; 91.65%) revealed that there was a change in their ideas about how curriculum improvement takes place. In conclusion, 35 respondents (97.22%) stated that the work on the curriculum study and the implementation of improvements had been a profitable learning experience.

During the investigation period, more sophisticated techniques used in the implementation and evaluation of improvements by participants were observed. When the new curriculum study started, the participants used methods which were found to be effective during the original study. The evaluations were now concerned with both participant feeling and curriculum

problems. Thus, concern for process was evident. Problem identification was more comprehensive and more interaction occurred during this process. More confidence was displayed by the membership when approaching and solving new problems. Several study groups initiated their own problem identification and solution completely separate from the new study. It was now apparent that people knew more about their roles and functions in curriculum improvement and in their educational situations.

In interviews, it was found that new procedures recommended from the original study were used in the guidance department, in parent-teacher conferences, in the instructional materials centers, in the communication skills area, and in many classrooms. These procedures will be considered under Hypothesis Eleven.

In the final check, all of the members who responded (40; 97.54%) stated in Questionnaire C that the cooperative curriculum study was an effective way of learning about the various processes of education.

The self-education of participants was evidenced in both the execution of professional duties in the classrooms and in evaluating and bringing about additional curriculum change. The re-education was evidenced right up to the final check which was nearly one year after the completion of the study. This should indicate a carry-over and a continued learning effect.

Hypothesis Eight:

That a cooperative curriculum improvement study through its democratic processes and group interaction tends to change people and their ideas, and therefore, curriculum change occurs.

Change in personal opinions and biases regarding problem areas was indicated by 43 respondents (93.33%) in Questionnaire A. (See Table VII.) A better understanding of their colleagues and of the various levels of instruction was indicated by all responding members (44; 97.77%). This was an early indication of change in people through cooperative work and interaction.

In Questionnaire B, 33 curriculum study members (91.64%) said that there had been some change in their ideas about education. Twenty-six members (72.22%) noted that their personal opinions and/or biases regarding educating young people had changed.

In Questionnaire C, 34 study members (82.92%) indicated that the changes in their ideas, biases, and persuasions registered during the study had either been maintained or new changes had occurred after eleven months.

From interviews, people appeared more confident and knowledgeable about curriculum change and education in general. This knowledge was evident during new curriculum work. Toward the end of the interview period, it appeared that people were more open to change and were encouraged to do additional work. This action would illustrate that a change in behavior had occurred and would suggest that ideas, viewpoints, and persuasions had been modified.

The changes in attitudes, ideas, relationships, interests, and views on education suggested by the data associated with Hypotheses, One, Two, Three, Four, Five, Six, Seven, and Nine will tend to support this hypothesis. Through group interaction and cooperative investigation new perceptions on

human relations, educational processes, and possible meanings to former experiences were formed which brought about the behavioral change in participants. When this behavioral change occurred, new skills, knowledge, attitudes, and values on education were obtained which, in turn, caused the curriculum change. The behavioral change continued after the study as was noted in Questionnaires B and C.

Hypothesis Nine:

That small cooperative group work as found in the cooperative curriculum improvement study is an effective way to get agreement for change in the curriculum.

In Questionnaire A, the worth of small group work can be seen. (See Table VIII.) Forty-four participants of 45 (97.77%) stated that they were satisfied to some degree with the way their study group functioned and all participants (45) were satisfied to some degree with the members of their own study group. All members (45) strongly felt the democratic method was the best way to obtain results in curriculum improvement. [15]

In Questionnaire B, 32 of 36 respondents (88.88%) said that they were satisfied to some degree with the way their study group worked in probing ideas and developing recommendations for curriculum improvement. Twenty-nine members (80.54%) said that small group work allows everyone an opportunity for decision making in curriculum change. Twenty-six of

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[15] See Table V, Page 77.

TABLE VIII. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER NINE

| | Not at all | Little Bit | Fair Amount | Quite a Bit | Greatly | N. R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Were you satisfied with the way your group worked? | (1) 2.22 | (5) 11.11 | (7) 15.54 | (20) 44.44 | (12) 26.66 | (0) 0 |
| Were you satisfied with the members of your own study committee? | (0) 0 | (7) 15.54 | (2) 4.44 | (16) 35.55 | (20) 44.44 | (0) 0 |
| | Not at all | A Little | Fair Amount | Greatly | Completely | N. R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Were you or were you not satisfied with the way your study group worked in probing ideas and developing recommendations for curriculum improvement? | (1) 2.77 | (5) 13.88 | (13) 36.11 | (10) 27.77 | (4) 11.11 | (3) 8.33 |
| | No | Yes | No Opinion | N. R. | | |
| Has cooperative group work been an effective way of getting agreement in curriculum change? | (0) 0 | (31) 86.10 | (3) 8.33 | (2) 5.55 | | |
| Do you or do you not think that small group work has been an effective way of getting curriculum improvement? | (1) 2.77 | (32) 88.88 | (3) 8.33 | (0) 0 | | |
| Can sufficient agreement be reached in small group work so that curriculum change will occur? | (4) 11.11 | (26) 72.22 | (4) 11.11 | (2) 5.55 | | |

TABLE VIII. (Continued)

| | No | Yes | No Opinion | N.R. | | | |
|---|---|---|---|---|---|---|---|
| Did you or did you not find it difficult to get agreement in your small group work? | (21) 58.33 | (8) 22.22 | (1) 2.77 | (6) 16.66 | | | |
| Do you feel that small group work allows everyone an opportunity for decision making in curriculum change? | (3) 8.33 | (29) 80.54 | (2) 5.55 | (2) 5.55 | | | |
| | Not Effective | Little Effective | Moderately Effective | Greatly Effective | Completely Effect. | No Opinion | N. R. |
| Questionnaire C (41 Respondents) | | | | | | | |
| In October many staff members stated that small group work had been an effective way of getting curriculum improvement and that sufficient agreement had been reached in small group work so that curriculum change will occur. At the present time, do you think that small group work is an effective way to get agreement for change in the curriculum? | (1) 2.43 | (4) 9.75 | (16) 39.02 | (17) 41.46 | (1) 2.43 | (1) 2.43 | (1) 2.43 |

36 participants (72.22%) stated that sufficient agreement can be reached in small group work so that curriculum change will occur and 21 members (58.33%) said that they did not find it difficult to get agreement in small group work. In conclusion, 32 respondents (88.88%) said that small co-operative group work had been an effective way of getting curriculum change.

Observations revealed that small group work was utilized in all curriculum work succeeding the original curriculum study. Groups were formed through personal choice and chairmen and recorders were selected by the groups. Interviews indicated that most of the membership favored small group work and that work proceeded rather smoothly after rapport had been established. Common concerns about particular problem areas caused groups to work better and bring about more meaningful and acceptable change. Those (four from the original study group membership) who apparently didn't favor group work were found to be less interested in the problem areas than other group members.

In Questionnaire C, 34 of 41 participating members (83.91%) indicated that small group work was effective for reaching agreement for change in the curriculum.

The favorable responses regarding small group work and the actual continued use of this practice the year following the study would indicate that this method is effective for reaching agreement in curriculum change.

Hypothesis Ten:

That a cooperative curriculum improvement study once started tends to continue work on curriculum examination and improvement.

The most effective way to check this hypothesis on Questionnaire A would be to look at the desire of the participants regarding additional curriculum work. Thirty-nine of 45 members (86.66%) felt that curriculum examination and improvement should always be a continuous process and approximately the same number (36; 79.99%) stated that they would like to work on similar studies the following year. (See Table IX.) Open-ended questions revealed several areas for future curriculum study. These areas are mentioned under hypothesis number one.

In Questionnaire B, most of the membership (34 of 36; 94.44%) still felt that curriculum improvement is necessary on a continuous basis. Twenty-two respondents (61.11%) stated that they would like to do another year-long cooperative curriculum improvement study to improve other phases of the curriculum. Twenty-eight (77.76%) of the respondents felt that the curriculum study of last year was an on-going activity the following year.

From observations and interviews it was possible to discern both strengths and weaknesses on this point. Desire to continue investigation and actual work were present during the period of September, 1960, to April, 1961. There was, however, a little disenchantment on the part of some participants about continued curriculum work because of factors to be discussed shortly.

The steering committee elected after the original curriculum study for the purpose of overseeing implementation of improvements and additional curriculum work was very active during the period from September, 1960, to

TABLE IX. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS NUMBER TEN

| | Never | Seldom | Some-times | Usually | Always | N. R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Do you think that examination and improvement of the curriculum should be a continual process? | (0) 0 | (1) 2.22 | (0) 0 | (5) 11.11 | (39) 86.66 | (0) 0 |
| | Yes | Unde-cided | No | N. R. | | |
| Would you like to work on further studies like this? | (36) 79.99 | (4) 8.88 | (1) 2.22 | (4) 8.88 | | |
| | No | Yes | No Opinion | N. R. | | |
| Questionnaire B (36 Respondents) | | | | | | |
| Would you or would you not care to do another year-long curriculum improvement study to improve other phases of the curriculum? | (6) 16.66 | (22) 61.11 | (3) 8.33 | (5) 13.88 | | |
| Do you feel that curriculum improvement is necessary on a continuous basis? | (1) 2.77 | (34) 94.44 | (0) 0 | (1) 2.77 | | |
| Do you or do you not consider the study of last year to be an on-going activity this year? | (3) 8.33 | (28) 77.76 | (2) 5.55 | (3) 8.33 | | |

TABLE IX. (Continued)

| | No | Yes | No Opinion | N.R. | |
|---|---|---|---|---|---|
| Questionnaire C (41 Respondents) | | | | | |
| From the October questionnaire it was indicated that many staff members felt that the study of last year was an on-going activity this year. At the present time, do you think the study of last year is an on-going activity this year? | (9) 21.95 | (26) 63.41 | (2) 4.87 | (4) 9.75 | |

April, 1961. This committee ran an extensive evaluation of the implementation of improvements and then made recommendations for further work. Through its leadership, committees were formed to carry on more work in three problem areas from the previous year. Several new study committees were formed to investigate problems found in individual schools. Work on suggested changes evolving from the curriculum study was done to make them a more effective part of the curriculum and evaluations of these individual improvements were made to determine their effectiveness. It may be noted that new teachers were involved in these functions.

In late February, 1961, a general curriculum meeting was held. The entire staff of the schools and two consultants from the Michigan State University team were present. At this meeting, the 1960-1961 steering committee presented and reviewed their evaluation of the implementation of improvements and discussed other work done on curriculum improvement. The committee mentioned and discussed current concerns of staff members regarding new curriculum problems. Fifteen problem areas were identified and discussed. It was then decided to have committees selected to work on the problems. Committees were formed to work on six problem areas with most of the staff members appearing on those study groups or on others defined earlier.

Several difficulties arose at this point. All of the discussion and committee formation was done in one afternoon which appeared to be too little time as participants were pushed onto committees which did not always

meet with their approval. Some important areas were left uninvestigated. Also, it appeared to many people that this new curriculum study came too late in the school year. In the opinion of some teachers, sufficient work could not be done on the existing problem areas in the time remaining in the school year.

Interviews revealed that the new facilities and the many problems associated with them hindered curriculum work to some extent. Also, work on the implementation of improvements from the previous curriculum study and the evaluation of them consumed time that may have been used on new curriculum work.

Interviews further revealed that the lack of college coordination with consultant help and the absence of academic credit appeared to hinder the new improvement work. Closely associated with these apparent obstructions was a lack of financial support to assist the members in their work. Money was not available for participants' tuition or for outside visitations, consultant help, or procurement of additional materials.

Interviews indicated that the attitude of a few staff members could have been a hindrance also. These members felt that a plateau had been reached after the completion of the curriculum study. In their opinion, it was time to concern themselves only with the implementation of changes and with their classroom duties. The fact that the two top administrators were leaving was advanced as a reason for lack of curriculum work. This apparently caused a feeling of uncertainty.

Many teachers engaged in an off-campus course in the fall of 1960 which had a double effect on curriculum work. These teachers felt that this course absorbed the time that could have been used for curriculum work and most of them considered it a very uninteresting and unprofitable affair. From discussion with the participants, it was concluded that this course had an adverse effect on them which apparently soured them on future work. In this class, participants were not investigating personal concerns and interests, but were looking at material unrelated to their needs.

A final point brought out in the interviews is that many participants desired a curriculum study of the type that was experienced the previous year. When this did not occur, a certain amount of frustration resulted. A major study was not in order at this time because many participants expressed the desire to investigate individual departmental problems, interest areas, and school problems. This feeling was especially true because the new schools and other facilities demanded the attention of staff members.

During the observation and interview period, several interested staff members recognized that in some cases little curriculum work was being conducted by the people who had defined problems for investigation. These members called a special meeting which this investigator attended. A discussion of the problems ensued and it was decided to stop and conduct an evaluation of what had transpired so far and of what could be done in the future. From this point to the final check (about two weeks), work appeared to progress more smoothly. It must be pointed out that from the

interviews it appeared that the interest and desire of most participants were very high and very professional during this period. It appeared that the energies of all of those concerned could have been directed and focused in a better manner to get more productive work.

At the final check point, Questionnaire C or eleven months after the completion of the study, 26 of the respondents (63.41%) stated that they considered the cooperative curriculum improvement study to be an on-going activity the following year.

In analyzing the data, several factors are very important. Attention must be given to these factors at this time.

The desire for continuous curriculum study is reflected in the work of the steering committee, the activity of evaluation groups working on the original study recommendations, the work of old study groups pursuing their problems further, and the work of new study groups investigating newly-defined curriculum problems. This work consisted of examining, improving, and evaluating new and old problems alike with considerable attention given to the successful implementation of the curriculum study's changes. Up to the February, 1961, general curriculum meeting, all new work was iniated by the staff members themselves with individual interest areas being explored. Both old and new problems and their exploration and solution were worked on by new teachers. Thus, the effect of the original curriculum study carried over to teachers who had not been previously involved. It must be realized then that substantial and important curriculum work was being conducted during the interview period from September, 1960, to April, 1961.

However, some feeling about the lack of curriculum work was present at this time also.

Many factors were advanced by the interviewed participants regarding the apparent lack of curriculum work. Several of these factors are not directly associated with the curriculum study. The new facilities and their many problems, the administrators leaving, and the lack of financial support are components which cannot be charged to the failure of the curriculum study.

Such responses as starting a new study late in the year, having an unprofitable off-campus course at the beginning of the school year, having a curriculum study exactly as last year's, and being busy with the implementation of change could have been affected by the original curriculum study.

Curriculum work, especially that using democratic operations, is time consuming. This should have been realized by all participants when they started a curriculum study so late in the school year.

The unfavorable course experience could possibly have been averted if the instructor and the original curriculum consultants, all from the same institution, could have discussed the matter together and have worked out the entire course in a manner which would have been more compatible with the expectations of participants and their educational needs.

At the time of the original curriculum study, it should have been noted that curriculum improvement work does not necessarily involve all the staff

members in a total effort. Smaller interest groups can accomplish curriculum change too. This notation may have averted the frustration associated with not having a large, major curriculum study at the beginning of the school year, 1960-1961.

The curriculum study membership should have been informed that implementation of change consumes time which is in reality an extension of curriculum work. The proper and useful implementation of change is as important as suggesting the change itself and should be considered an integral part of curriculum work.

It is possible that the four above-mentioned impeditions could not be charged directly to the curriculum study but some consideration should have been given by the curriculum leaders to prevent them.

The remaining factors which apparently impeded progress on new and different curriculum work are directly the result of shortcomings in the original curriculum study. When the new curriculum study was initiated in February, 1961, the entire operation was contrary to the accepted principles of democratic curriculum improvement. The definition of problems and the selection of study groups were achieved so rapidly that staff members were unable to think through problem areas and make proper decisions regarding the entire process. The procedure should have been familiar to the people in charge. From experience on the cooperative curriculum study, the leaders should have been cognizant of the fact that proper problem identification and selection requires time for all participants to be completely satisfied. This definitely was experienced during the original study.

Several people interviewed mentioned that a plateau had been reached when the first curriculum study was completed. This fact is somewhat confusing. Most of the questionnaire respondents indicated that curriculum improvement should be a continuous process and many stated that they would be willing to work on new curriculum examination and improvement. This seems contrary to data received from interviews. If educational practitioners feel that continuous improvement is necessary, then a plateau should only be temporary in duration. It appeared that the new facilities, regular classroom duties, and the implementation of improvements were the main concerns of these participants. Additional curriculum work would follow later.

The lack of college coordination and college academic credit was advanced as the final reason for the plateau in curriculum work. It would appear from the data that participants were familiar enought with the improvement processes so that college curriculum consultants were not necessary. This experience plus a competent steering committee and good administrative leadership should be all that is necessary for new curriculum improvement work. There may be a stronger feeling of security when college personnel are present but with professional and competent staff members, the curriculum work should have progressed in a regular manner.

The remaining fact that no college academic credit was offered for curriculum work was indeed disconcerting. From all existing data it appeared that the study group membership developed a true professional attitude as a result of their work on the study. They were eager and were

interested in curriculum improvement but some felt that college credit was necessary for their work. It must be realized that most public school personnel are interested in obtaining advanced degrees to insure better teaching positions and increased abilities as educators but it appeared that the participants were more concerned about the improvement of students' learning experiences and their own teaching positions than anything else. It should be noted, however, that only a few participants made this particular response.

Even though some of these facts seem to indicate a lack of support for continued curriculum work, it must be concluded that considerable curriculum evaluation, examination, and improvement occurred. It may have appeared that because no major study was iniated at the beginning of the year, there was no curriculum work. This, of course, is erroneous because all but a few members of the entire staff were involved in some manner in curriculum work following the curriculum study. This was in evidence right up to the final check point.

Hypothesis Eleven:

That effective curriculum improvement can be brought about by a cooperative curriculum improvement study which involves a public school teaching and administrative staff with consultant help from a university staff.

In Questionnaire A, all of the study group membership (45) stated that the results and recommendations should be used to a certain extent in the current curriculum. (See Table X.) The entire membership (45) further stated

TABLE X. QUESTIONNAIRE DATA RELATED TO HYPOTHESIS ELEVEN

| | Not at all | Little Bit | Fair Amount | Quite a Bit | Greatly | N. R. |
|---|---|---|---|---|---|---|
| Questionnaire A (45 Respondents) | | | | | | |
| Do you feel that the results of your study will affect the young people of Cassopolis? | (0) 0 | (3) 6.66 | (5) 11.11 | (17) 37.77 | (19) 42.22 | (1) 2.22 |
| Do you feel that your results and recommendations can be used in the present curriculum? | (0) 0 | (0) 0 | (5) 11.11 | (20) 44.44 | (20) 44.44 | (0) 0 |
| To what degree do you think this entire study will affect the Cassopolis School Program? | (0) 0 | (3) 6.66 | (5) 11.11 | (23) 51.10 | (14) 31.10 | (0) 0 |
| | In-ferior | Poor | Average | Good | Su-perior | N. R. |
| Do you feel that the results of the entire study were: | (0) 0 | (0) 0 | (6) 13.33 | (30) 66.66 | (9) 19.98 | (0) 0 |
| | Never | Seldom | Some-times | Usually | Always | N. R. |
| Do you feel that the results of your study were the best that could be obtained? | (2) 4.44 | (4) 8.88 | (13) 28.88 | (18) 39.99 | (7) 15.54 | (1) 2.22 |
| | Not at all | A Little | Fair Amount | Greatly | Com-pletely | N. R. |
| Questionnaire B (36 Respondents) | | | | | | |
| Are the recommended improvements accomplishing the goals of meeting the educational needs of students? | (1) 2.77 | (3) 8.33 | (17) 47.22 | (10) 27.77 | (3) 8.33 | (2) 5.55 |

TABLE X. (Continued)

| | Not at all | A Little | Fair Amount | Greatly | Completely | N. R. | |
|---|---|---|---|---|---|---|---|
| Will the recommended improvements result in improving learning experiences of students in the areas where you are teaching? | (0) 0 | (1) 2.77 | (12) 33.33 | (18) 50.00 | (1) 2.77 | (4) 11.11 | |
| Do you or do you not think that curriculum improvement has occurred because of the study of last year? | (0) 0 | (5) 13.88 | (20) 55.55 | (9) 25.00 | (1) 2.77 | (1) 2.77 | |
| | Not Familiar | Of No Value | Of Little Value | Of Moderate Value | Of Considerable Value | Of Great Value | N. R. |
| Questionnaire C (41 Respondents) | | | | | | | |
| The Instructional Materials Centers were investigated, worked on, and developed during last year's study. They are now a functioning part of the Cassopolis Schools. Of what value are the Instructional Materials Centers to you and the students of Cassopolis? | (1) 2.43 | (0) 0 | (1) 2.43 | (0) 0 | (16) 39.02 | (23) 56.09 | (0) 0 |
| The Parent-Teacher Conferences for reporting pupil progress and related activities were recommended by a study group last year. They have been tried twice in one elementary school. Of what value are the Parent-Teacher Conferences for the Cassopolis Public Schools? | (19) 46.34 | (0) 0 | (0) 0 | (0) 0 | (6) 14.63 | (8) 19.51 | (8) 19.51 |

TABLE X. (Continued)

| | Of No Value | Of Little Value | Of Moderate Value | Of Considerable Value | Of Great Value | Not Familiar | N. R. |
|---|---|---|---|---|---|---|---|
| One study group of last year developed recommendations pertaining to a guidance department and its services. As a result a full-time director of guidance, two half-time guidance people, a testing program and many other services were initiated this year. Of what value is the guidance department and its services to the educational program of the Cassopolis Public Schools? | (0) 0 | (3) 7.31 | (5) 12.19 | (12) 29.26 | (15) 36.58 | (4) 9.75 | (2) 4.87 |
| Man recommendations evolved from the communication skills study group of last year. Most of the recommendations for change are now a part of the curriculum. Of what value are the changes in the area of communication skills? | (0) 0 | (0) 0 | (8) 19.51 | (12) 29.26 | (3) 7.31 | (17) 41.46 | (1) 2.43 |
| | No | Yes | No Opinion | N. R. | | | |
| You have had about a year to think through the study of last year. Do you now feel that effective curriculum improvement can be brought about by a curriculum study as was experienced last year? | (2) 4.87 | (35) 85.36 | (2) 4.87 | (2) 4.87 | | | |

that the entire study would definitely affect the total Cassopolis School Program. Thirty-nine of 45 (86.66%) felt that the results were either good or superior. A near-similar number (38; 84.44%) stated that the results were the best that could be obtained.

In Questionnaire B, 33 of 36 respondents (91.65%) felt that the recommended improvements would, to some degree, accomplish the goals of meeting the educational needs of students. Almost the same number (32; 88.88%) stated that the recommended improvements would result to some degree in improving the learning experiences of the students in the teaching areas of the respondents.

In his interviews and observations, the investigator examined only four of eight problem areas as outlined in the delimitations in Chapter I. From the interviews, it was noted that each recommended and accepted improvement had received attention and was either implemented or being studied at the time of investigation. (See Appendix V, Page 167). Committees had been established to test the worth of many of the improvements or to set up further study on each one.

In interviews with individuals or groups of individuals directly in charge of or working in the areas under investigation, the following data were noted.

An instructional materials center had been established in each school building with each proposed recommended improvement receiving attention. Every school had a person trained in the method of operating the various

machines and this person would, in turn, instruct all other staff members in the school. A cooperative exchange of materials among schools was in effect and was considered useful by all instructional personnel. A committee was established to evaluate the centers and to make recommendations for additional change.

In evaluating and reporting pupil progress, the committee work was in progress on some recommendations. Parent-teacher conferences were tried at one elementary school and they were found to be very successful and useful. An evaluation meeting of the elementary school personnel utilizing the parent-teacher conferences was held in the presence of this investigator. All teachers felt that the conferences were worthwhile and suggested that they be continued and used in all elementary schools. These teachers, in turn, did an evaluation with the parents involved in the conferences. The purpose here was to determine the value of these conferences as seen by parents. Total approval was indicated by parents. The use of International Business Machine report cards was in effect at the junior and senior high schools. The use of parent-teacher conferences in the junior and senior high schools was under investigation by a committee.

The guidance program had been developed and all improvements were implemented or were in the process of being implemented. A testing program had been initiated and vocational guidance was being considered. A guidance class for eighth grade students was under investigation and more effort was being given to the idea of part-time employment for high school

students on a cooperative program. The latter effort was a school-community project. The new full-time guidance director and the two part-time professional people expressed the feelings that the program was doing well in its many services and would do more when more finances were available.

The communication skills study group had its improvements either implememented or under further investigation. The many suggested materials for instruction had been purchased and were being used. Additional personnel had been hired as recommended but class size was larger than that suggested in the recommendations. This was being studied during the interview period.

The people directly associated with these areas felt that there was noteworthy value in these improvements. This investigator, however, appealed to all old teachers for their estimate of the total value. This value is indicated in Questionnaire C.

Thirty-nine of 41 respondents (95.11%) felt that the instructional materials centers were either of considerable or of great value to them and the students of the school district. The elementary school teachers who utilized the parent-teacher conferences and others familiar with this operation (14; 34.14%) felt that this means of reporting pupil progress was either of considerable or of great value for the school system. Thirty-nine respondents (95.11%) considered the guidance department and its services of value to the educational program of the school system. Twenty-three respondents

(56.09%) felt that the recommendations for change in communication skills area were of moderate to great value to the existing curriculum. It should be noted that some participants did not respond to all of the questions because of unfamiliarity with certain phases of the total recommendations.[16]

In conclusion, 35 respondents (85.36%) indicated in Questionnaire C that effective curriculum improvement can be brought about by a cooperative curriculum improvement study as was experienced during the school year, 1959-1960. Thus, in the opinion of the professional educators involved, effective program improvement is a product of this method of operation.

Summary of Results:

The summary will view the results of this study in the three main categories as delineated in Chapter II; that of behavioral change, the end products, and the possibility of continued study. These categories developed by the writer and substantiated by current literature are the features of the cooperative approach which make it desirable for use in contemporary education.

The hypotheses designed to check behavioral change received substantial support to indicate that a change had occurred in the individuals. Interest in and alertness to problems of education had increased. Attitude change was indicated when participants noted changes in their democratic

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[16] See Table X, Page 107.

and professional functions and orientations. Staff members also witnessed a change in their social orientations when rapport became better and a cohesive feeling resulted. Changes in ideas and persuasions about education resulted in increased learning. New skills and knowledge were also acquired through this curriculum study.

These many changes could be seen in the behavior of most participants the year following the study. They were more conscious of problem areas and were better able to handle the processes of curriculum improvement. They initiated much of the additional curriculum work and were more professional and democratic in their approaches. Their newly acquired skills and knowledge were reflected in their work. A higher level of sophistication was recognized by them and the writer in their evaluation and improvement work and in their educational situations. It appeared that they had more confidence in themselves, were more open to change, and would gladly pursue more curriculum work.

When summarizing these results, it can be seen that a noticeable behavioral change occurred in the curriculum study participants from the beginning of the study to the point of final evaluation. From the rationale presented in an earlier chapter, it would appear that this change is the type needed for educators in contemporary America.

The end products or actual curriculum change was rated highly by those who utilized the improvements, the professional staff members. The curriculum changes in the four problem areas evaluated in this study were

attaining the goals prescribed for them. The improvements assisted the staff in bringing about better learning experiences for the young people in the school district. It must be concluded then that the product section of this cooperative curriculum improvement study was successful.

To continue the fostering of useful process and product necessary for education, a cooperative approach should be continuous in nature. Evaluation, investigation, and improvement of curricular experiences must then propagate themselves. This continuity was checked in this study. From the desire expressed and the actual work on implementation of change, evaluation work, continued study, and new study by most old and new teachers, it would appear that continuity is encouraged by cooperative procedures for curriculum change. This quality can be considered as useful as the product and process previously expressed.

From these favorable results some conclusions can be drawn. The conclusions should involve other aspects of the study than just the data associated with the suggested hypotheses. It is evident that this approach to curriculum change has some significant implications for education, the educator, and the student in America. These implications should be enumerated.

From reviewing the entire study and the results, it seems necessary to suggest some additional research on other cooperative approaches and associated areas to get a better view of this procedure for educational change. Such research should shed some more light on a procedure with great potential.

The conclusions, implications, and suggestions for other research will receive attention in Chapter V.

# CHAPTER V

## CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

### Introduction:

The purpose of this chapter is to draw some conclusions from the data presented, to bring out some implications for education in general, and to suggest some needed research in the area of cooperative curriculum improvement.

### Conclusions:

From the findings of this study, the following conclusions are apparent:

1. Participation in a cooperative approach to curriculum change tended to alert staff members to other curricular problems.
2. Staff members were prompted to conduct study on other problem areas in the curriculum as a result of participating in cooperative curriculum study.
3. Staff members became more cohesive as a result of participating in cooperative curriculum study.
4. Staff members became more professional in their thinking and their ways of behaving as a result of a cooperative curriculum improvement study.

5. Democratic procedures and methods were carried over to other curriculum work as a result of a cooperative, democratic curriculum study.

6. Interest in all phases of education increased in participants as a result of a cooperative curriculum study.

7. Cooperative curriculum participation caused learning about educational processes to occur in participants and, therefore, was an effective way of re-educating participants.

8. Changes in people and their ideas and persuasions about education did occur as a result of democratic curriculum evaluation and improvement. The changes included more professional behavior, attitudes, values, and notions on education.

9. Small group work was effective for reaching agreement for curriculum change. Common interests and concerns about problem areas caused greater effectiveness for reaching agreement on change.

10. Continuous evaluation, examination, and the solution of problems by most staff members did occur after a cooperative exposure to curriculum change. Even though no official, organized curriculum study developed immediately following the original study, curriculum work continued.

11. Effective and worthwhile curriculum change did result from a cooperative curriculum improvement effort of professional staff members in a school system.

12. The need for curriculum consultants, at least on a part-time basis, may be necessary for effective and continuous study. The period of time for consultant help should probably depend on the competencies and confidence displayed by participants.

13. Curriculum study participants apparently influenced and propagated a carry-over of interest, desire, and actual curriculum work to new teachers who were not previously involved in curriculum work.

Implications:

A number of implications can be drawn from this study. Most significant of these are:

1. The cooperative approach to curriculum change has definite implications for fostering educational improvement to meet the needs and demands of society. The cooperative approach can influence professional advancement in educators and continuity of study which are necessary to keep pace with the rapidly changing American society.

The demands of society are far-reaching and people must learn to adjust to them in a rapid fashion. Since the goal of education is preparing young people to live happy and adequate lives, schools must have curricular experiences which can effectively prepare students to live in a rapid, ever-changing society. With the ever-changing demands in America, schools must go beyond everyday needs and look at the future. Cooperative procedures may be an effective process to cope with future demands because such procedures can

encourage evaluation and foster change which, in turn, will offer a curriculum which gives youngsters the needed capabilities and tools for successful living.

2. The cooperative approach has implications for fostering democratic values in young people. The cooperative process can go beyond effecting useful curriculun change and favorable behavioral change in educators. In the long run, it could help youngsters build stronger democratic values.

If worthwhile democratic values are recognized and established by educators during a learning situation, then this exposure may cause educators to appreciate and propagate democratic values in their association with youngsters. It seems logical to assume that the educator may use democratic procedures in working with young people if he found them successful in his learning. Such activity could foster democratic values and encourage their greater use in everyday living.

3. The cooperative approach has implications for all curriculum improvement work. Teacher-involvement in curriculum study has more than just meaning for change in content. It reaches out to include change in participants and ways of behaving.

The struggle about how change should be brought about has been discussed earlier in the study. Since the cooperative method was found successful in one situation, it can undoubtedly be successful

in others. Such success has particular meaning now when science study commissions, other discipline study committees, and outside experts and specialists are proposing change. Usually the experts prescribe change in content and method. The cooperative approach goes beyond prescription and contributes to behavioral change. Further, it encourages a commitment to the ever-expanding need for curriculum work. Changes arrived at through cooperative procedures are more consistent with current research and theory and, therefore, should receive more attention in any improvement work.

Fostering change in a cooperative manner could make education one of the most productive and worthwhile agencies in our society.

4. The cooperative approach has significant implications for the support of local determination of curriculum. The success of this study may cause a person to wonder about the need for a national curriculum. The success would further substantiate the philosophy of the Michigan Department of Public Instruction which subscribes to a notion that local action should determine the policies and functions of education.

The cooperative approach goes beyond curriculum development. It can also develop decision-makers. If these qualities can be developed in local situations, then education stands a good chance of being consistent with the democratic idea of individual responsibility. There may be little expression for national committees or a national curriculum to insure that America is strong in the face of world conditions. Through cooperative procedures, American education can be strong and this can be done at the grass roots level.

5. This study has implications for the way institutions of higher learning work with public school people. The function and role of college and university personnel may need to be changed and clarified when the cooperative approach is carefully examined.

The use of subject matter specialists and curriculum specialists takes on additional meaning when seen from the eyes of the cooperative educator. With consultant assistance to public school personnel, local educators can work out their own problems and bring about appropriate change in their educational experiences. This activity goes beyond the usual idea of consultant help fostering the change in a school system. The valuable products of this operation have been enumerated previously.

6. Cooperative procedures have considerable meaning for in-service education. If, through in-service education, we aspire to develop greater competence and proficiency, then cooperative curriculum study may be an important approach to attaining these goals.

This study suggests that cooperative procedures develop educational experiences, more skills and knowledge, and more professional educators. Through cooperative study, educators find more meaning to educational processes and their profession. Cooperative procedures function and reach beyond the usual in-service activity to develop appropriate curriculum experiences and a more knowledgeable educator.

7. The cooperative aproach to educational change has particular implications for the graduate study of professional educators.

Many educators take graduate work primarily for advanced certification or for increased monetary benefits. These factors are important but, of course, additional learning is essential if educators are to improve their professional competence. Cooperative methods extend beyond the usual classroom graduate work and reach into the field of increased responsibilities, commitments, and attitudes of the educator. Therefore, cooperative procedures not only encourage increased graduate work but also can develop important professional goals.

8. Cooperative procedures have implications for the development of needed skills in leadership and in curriculum improvement processes.

Curriculum improvement work naturally fosters learning experiences which were not present or not developed in the previous curriculum. The cooperative approach also contributes to the development of leaders and curriculum change agents. The Cassopolis study caused educators to become more effective leaders and change agents. The competent leader and change agent can, of course, carry on additional work in education and help bring solutions to problems.

9. The results of this study prompts one to review "Post-Sputnik" approaches to educational improvement. The cooperative approach has meaning for change which may not have been previously considered.

The use of crash programs and the experts' recommendations should be challenged now that cooperative improvement has been found

successful in one situation. The cooperative approach is slower but more meaningful changes can occur in the participants and the curriculum when this method of operation is used.

10. The implications derived from this study would suggest that new processes should not be externally foisted on educators.

Television, teaching machines, large and/or small group instruction, and many other instructional ideas are being recommended for use in the classroom as a panacea for educational problems. These recommendations often come down by edict without consent or even the knowledge of classroom teachers. Such action often causes a person to doubt the purposes and validity of recommendations and to wonder if needs, interests, and goals are being met. Classroom teachers should decide after careful investigation that these devices and ideas are necessary. When this occurs, then the important acceptance and approval will be present.

11. Finally, cooperative methods have implications for college curriculum development programs. Colleges and universities may have to look at their curriculum offerings.

Are college programs meeting the needs and interests of college students? Are college programs propagating the expert approach? Are these programs preparing future and active teachers to handle curriculum development in their professional situations? If institutions of higher education familiarize their students with

democratic curriculum improvement processes, then less effort may be needed in the field. This familiarization with processes could, in turn, develop more effective learning in the classroom.

The cooperative approach can be used in the college classroom to encourage learning and self study as well as independence, initiative and democratic values. An exposure to cooperative methods could possible discourage a subject-matter approach before it can become a part of the behavior pattern of prospective teachers.

Recommendations for Further Research:

This study suggests some needed research in the area of cooperative curriculum improvement.

1. More cooperative curriculum studies are imperative to validate this concept. The studies should be conducted systematically and evaluated vigorously to further validate this curriculum improvement approach.
2. Behavioral changes resulting from cooperative curriculum studies need additional investigation. The perceptual theory of psychology could be used as the basis of this study.
3. The long-range impact of the cooperative approach to curriculum change should be ascertained. Determining its effect on the total school program and on the community would assist in ascertaining more completely the value of the cooperative approach.
4. The carry-over in participants and their curriculum work needs further study. This study would assist in determining lasting values and worthwhile learning.

5. A participant's classroom should be studied before and after an exposure to a cooperative curriculum study. This study would determine the carry-over of democratic values and activity learning.

6. The relative merits and appropriate use of a system-wide and/or a building level curriculum improvement study needs further investigation. Such study may reveal at what level most effective change can occur.

7. The use of consultant help after the completion of a cooperative curriculum study needs further attention. This type of study would clarity the role of specialists after educators have been exposed to cooperative procedures and how long it is necessary to consultants to aid in the process of curriculum change.

Review of the Study:

Even though this study is not highly structured, there is support for cooperative, teacher-involved curriculum improvement.

This study has attempted to validate a democratic means of fostering curriculum change. Clear evidence supports many facets of the cooperative approach in this study. Behavioral change, increased social orientations, new skills and knowledge, and new ideas, values, and persuasions about education were some facets that received support for the use of cooperative procedures.

The cooperative approach goes beyond this study in its total effectiveness. This type of curriculum change can encourage respect for the

individual dignity of the classroom teacher and it utilizes an important concept in America, the grass roots approach to solving local problems. These are values which are very important to any activity associated with a social institution.

The significance of this approach is far reaching. The entire structure of education could be affected if this approach were closely scrutinized and utilized in curriculum development. Most of all, the cooperative process could affect the development of young people in American classrooms.

The use of cooperative procedures for change in process and product was successful in one situation. Additional study on this method could further substantiate the use of democratic procedures for curriculum change. Additional evidence would be helpful in validating this method. From additional studies, a theory on curriculum change will probably be established. A theory of democratic, cooperative curriculum change would have great meaning for education in America.

# APPENDICES

## APPENDIX I

### PART I

### EXPERIMENTAL SELF-EVALUATION FORM FOR PUBLIC SCHOOL CURRICULUM

The purpose of this evaluation schedule is to provide a device which can be used by teachers and administrative staff as a guide for self-evaluation. The schedule does not attempt to provide a check list or requirement schedule to which a school must conform. It can be used as the first step in taking a look at the status quo of the school. This schedule is designed to provide information about where research and improvement can begin as areas that need improvement are identified or are found to be lacking in a school.

It is felt that the faculty of the school is in a better position to evaluate curriculum in that they are aware of existing conditions. It is also felt that self-evaluation has the advantage of allowing the faculty to express opinions more freely and of being more critical.

## SELF-EVALUATION FORM FOR PUBLIC SCHOOL CURRICULUM

The Public school curriculum comprises all learning experiences provided under the auspices of the school which are authorized by the board of education. This schedule will attempt to emphasize the learning experiences and curricular patterns which are most clearly related to the total growth and development of the student.

The schedule is in two parts. Part I calls for certain factual information concerning learning experiences for children and facilities for implementing them. Part II calls for evaluation of the effectiveness of the curriculum. Parts I and II provide the basis for self-evaluation which may lead to further development and which may be useful for self-improvement.

An effort has been made to save time in answering questions and also to adapt the schedule to the variety of types and sizes of schools. Where this adaptation is obviously not successful, indicate the question or sections which are not appropriate by such comments as "does not apply" or "not present in this school". Any additional comment or explanations can be added on separate pages and identified by the appropriate number in the outline.

Name of School: _____ Date: _____

A. General Education

| | | YES | NO |
|---|---|---|---|
| 1. | Does the curricula in your school serve the following needs of children: | | |
| a. | To feel like others in his age group? | ___ | ___ |
| b. | To gain reasonable success in school work? | ___ | ___ |
| c. | To participate in school activities on an equal basis? | ___ | ___ |
| d. | To develop skills and standards for: | | |
| 1. | group acceptance? | ___ | ___ |
| 2. | cleanliness and good grooming? | ___ | ___ |
| 3. | reliability? | ___ | ___ |
| 4. | active sports? | ___ | ___ |
| e. | To understand differences in himself and others? | ___ | ___ |
| f. | To discover and develop his assets to offset physical and other handicaps? | ___ | ___ |
| g. | To receive guidance? | ___ | ___ |
| h. | To be sensitive to the feelings of others? | ___ | ___ |
| i. | To stand on issues and not be swayed? | ___ | ___ |

| | | YES | NO |
|---|---|---|---|
| 2. | Has a statement of objectives for this program of education been formulated for your school? If yes, do you have knowledge and possession of such a statement? | ___<br>___ | ___<br>___ |
| 3. | Does the curriculum provide for particular needs or interest of individual children? | ___ | ___ |
| | If yes, | | |
| | a. Are students excused for special classes? | ___ | ___ |
| | b. Is teacher-pupil planning used? | ___ | ___ |
| | c. Is ability grouping used? | ___ | ___ |
| | d. Is heterogeneous grouping used? | ___ | ___ |
| | e. Is the curriculum based on developmental tasks? | ___ | ___ |
| | f. Is the curriculum based on age grade? | ___ | ___ |
| | g. Is provision made for children to explore new fields? | ___ | ___ |
| | h. Is provision made for opportunities in group leadership? | ___ | ___ |
| | i. Is provision made for hobby and recreational opportunities? | ___ | ___ |
| | j. Other | ___ | ___ |
| 4. | For which of the following educational objectives does your program of general education attempt to provide? | | |

Check the appropriate columns:

| | Specifically | Indirectly | Not at all | Is this considered essential for child growth? Yes | No |
|---|---|---|---|---|---|
| a. A broad cultural background? | | | | | |
| b. An understanding of current life problems? | | | | | |
| c. A preparation of the student for future life situation in a changing society? | | | | | |
| d. To develop a self-concept which is accurate, healthy and realistic? | | | | | |
| e. To develop a concept of other individuals which is accurate, healthy and realistic? | | | | | |
| f. A usable knowledge of the broad economic environment in which the student is increasingly finding himself? | | | | | |
| g. A usable knowledge of the broad social environment in which the student is increasingly finding himself? | | | | | |
| h. A continuing emphasis upon effective social living? | | | | | |

| | Specifically | Indirectly | Not at all | Is this considered essential for child growth? | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| i. A continuing emphasis upon effective social living? | | | | | |
| j. A continuing emphasis upon effective civic living? | | | | | |
| k. Development, under guidance, of democratic leadership in groups of children? | | | | | |
| l. Participation in community organizations? | | | | | |
| m. Participation in extra-class organizations? | | | | | |
| n. Participation in educative tours? | | | | | |
| o. Participation in work experiences? | | | | | |
| p. Participation in school forums? | | | | | |
| q. The ability and desire to think critically? | | | | | |
| r. The ability and desire to evaluate results? | | | | | |
| s. The ability and desire to continue growth in the various fields of study? | | | | | |

| | Specifically | Indirectly | Not at all | Is this considered essential for child growth? Yes | No |
|---|---|---|---|---|---|
| t. Development of moral and esthetic responsibility? | | | | | |

5. The following implement the educational objectives of a curriculum. Does your curriculum provide:

| | | | | | |
|---|---|---|---|---|---|
| a. Opportunities to develop the ability to think critically? | | | | | |
| b. Continuous development of the basic skills involved in reading, writing, and listening? | | | | | |
| c. Development of the basic calculational skills? | | | | | |
| d. Experiences that develop understandings of the physical and scientific events encountered in daily living? | | | | | |
| e. Activities which develop social and civic awareness and concern for community problems? | | | | | |
| f. Experiences that contribute to the physical and emotional well-being of the student? | | | | | |
| g. Activities for developing respect for the rights of others regardless of race, creed, color, social position and/or economic standing? | | | | | |

| | Specifically | Indirectly | Not at all | Is this considered essential for child growth? Yes | No |
|---|---|---|---|---|---|
| h. Direction that will help the student develop sound moral and sound ethical standards? | | | | | |
| i. Opportunities to develop the necessary manual and motor skills? | | | | | |
| j. Opportunities for students to evaluate their progress or achievements? | | | | | |
| k. Opportunities for developing study skills? | | | | | |
| l. Opportunities for employing various research procedures in solving problems? | | | | | |
| m. Understanding and study of the occupations and industries of the region? | | | | | |
| n. Utilization of community and resource persons? | | | | | |
| o. Experiences that provide for understanding and the use of public facilities (libraries, play grounds, parks)? | | | | | |
| p. Opportunities for the development of the appreciation of art, music, and literature? | | | | | |
| q. Development of skills and abilities in esthetic endeavor? | | | | | |

| | Specifically | Indirectly | Not at all | Is this considered essential for child growth? Yes | No |
|---|---|---|---|---|---|
| r. Opportunities for developing leadership abilities? | | | | | |

PART II

Explanation of Column Headings

0 Item not present in this school - does not apply

N No opinion or no basis for judgment

1-2 All or nearly all aspects unsatisfactory

3-4 More aspects unsatisfactory than satisfactory

5-6 More aspects satisfactory than unsatisfactory

7-8 Most aspects satisfactory

9-10 Nearly all or all aspects satisfactory

The above 10-point progressive scale is to be used to answer questions of evaluative judgment. Adapt it to the item or quality or service under question and indicate your estimate of satisfactoriness or completeness, or effectiveness by placing an "X" in the appropriate column. Where it appears necessary to differentiate among regular and special teachers in evaluating any item, please substitute for the symbol "X" the following "E" for elementary, "S" for secondary and "Sp" for special teachers.

| | O | N | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. General Education. | | | | | | | | | | | | |
| How satisfactorily does the general education program of this school provide for: | | | | | | | | | | | | |
| 1. The general education needs of students? | | | | | | | | | | | | |
| 2. The special education needs of students? | | | | | | | | | | | | |
| 3. A usable understanding of the principal areas of organized knowledge? | | | | | | | | | | | | |
| 4. Emphasizing a student's effective personal, social and civic living? | | | | | | | | | | | | |
| 5. Guidance to students in the development of democratic leadership in groups of students? | | | | | | | | | | | | |
| 6. Encouraging participation in such varied activities as community and extra-class organizations, travel, work experience and forums? | | | | | | | | | | | | |
| 7. The development of the ability and desire to think critically, evaluate results and continue growth? | | | | | | | | | | | | |
| 8. To develop a self-concept that is accurate, health and realistic? | | | | | | | | | | | | |

| | O | N | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9. To develop a concept of other individuals that is accurate, healthy and realistic? | | | | | | | | | | | | |
| 10. A usable knowledge of the broad economic environment in which the child is increasingly finding himself? | | | | | | | | | | | | |
| 11. Are students excused for special classes? | | | | | | | | | | | | |
| 12. Is teacher-pupil planning used? | | | | | | | | | | | | |
| 13. Is ability grouping used? | | | | | | | | | | | | |
| 14. Is heterogeneous grouping used? | | | | | | | | | | | | |
| 15. Is the curriculum based on developmental task? | | | | | | | | | | | | |
| 16. Is curriculum based on age-grade? | | | | | | | | | | | | |
| 17. Is provision made for special interest areas? | | | | | | | | | | | | |
| 18. Is provision made for students to explore new fields? | | | | | | | | | | | | |
| 19. Is provision made for opportunities in group leadership? | | | | | | | | | | | | |
| 20. Is provision made for hobby and recreational opportunities? | | | | | | | | | | | | |

| O | N | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |
| | | | | | | | | | | | |

21. A preparation of the student for future life situations in a changing society?

22. Other?

B. Needs of Youth.

How successfully does the curriculum meet the needs of youth:

1. To feel like others in his age group?

2. To gain reasonable success in school work?

3. To participate in school activities on an equal basis?

4. To develop skills and standards for:

   a. Group acceptance?

   b. Cleanliness and good grooming?

   c. Reliability?

   d. Active sports?

5. To understand difference in himself and others?

6. To discover and develop his assets to offset physical and other handicaps?

| O | N | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

7. To receive guidance?

8. To be sensitive to the feeling of others?

9. To stand on issues and not be swayed?

C. Overview.

Does curriculum:

1. Develop a well-balanced and integrated personality and aid others in developing such personalities?

2. Enable students to participate in a wide range of extra-class activities such as clubs, societies, sports, hobby groups, forums, and school government?

3. Supplement or widen their interests or creative talents?

4. Develop poise, articulateness, and exercise leadership in group activities?

Is curriculum:

1. Continuously developed for students?

2. Providing for a balanced inter-relationship between general and special education?

| | O | N | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3. Giving opportunities for wholesome personal development? | | | | | | | | | | | | |
| Indicate an overall estimate of the satisfactoriness of the curricula for students. | | | | | | | | | | | | |

* This schedule was developed by graduate students of Michigan State University from an idea formerly used by the American Association of Colleges for Teacher Education in the accreditation process. Adaption, modifications and changes were developed by Richard Evans, Fred Gable and Howard King.

## APPENDIX II

## ANONYMOUS EVALUATIONS CONDUCTED DURING CURRICULUM STUDY

November 3, 1959. (Third fall curriculum meeting.)

1. Give something on your thoughts and feelings on our work to this point.

2. What suggestions do you have for facilitating future direction and work of this group? (Please be specific)

---

November 19, 1959. (Fourth fall curriculum meeting.)

1. Write a few sentences giving something on thoughts and feelings on our work to this point.

2. What suggestions do you have for facilitating future direction and work of this group? (Please be specific)

3. What is the role of the Michigan State University consultants during the winter study sessions?

---

March 22, 1960. (First spring curriculum meeting.)

1. Give some thoughts on our work to this point.

2. What suggestions do you have for future direction and work?

## APPENDIX III

## THE PROBLEM AREAS IDENTIFIED

The description of the problem areas will be made by utilizing the notes of the second fall meeting and will reflect the ideas of the individual study groups who identified the problems. This description will not be verbatim from the notes, but it will contain the essential points in them.

Instructional Materials Centers:

This group stated that their function was to explore, ascertain, and make known the various kinds of instructional resources and make them available for further use. They stated their problem as: conducting an inventory of the existing equipment, resources, and materials now on hand; conducting an inventory of the staff and student needs in the entire school system; and making recommendations for instructional materials programs for all of the schools.

Guidance and Counseling:

This group stated their problem as determining how the guidance program of the Cassopolis Public Schools can help every child develop a desirable self-image through testing, counseling, in-service training of staff members, parent-teacher-child communications, inventory services, and occupational and vocational information. It may be noted that the

guidance and counseling program of the Cassopolis Public Schools was quite limited at the beginning of the curriculum study, so they hoped to build a department which would satisfy the above-mentioned goal.

Special Education:

The special education group identified the various specific categories which the Cassopolis Public Schools special education program should serve. The categories are: deaf and hard of hearing, blind, sight saving, epileptic, crippled, cardiac, any physical handicap, speech, mentally retarded, visiting teacher, home-bound students, socially deprived students, and the gifted child.

This study group stated that one of their problems was seeing that the Cassopolis Public Schools utilize the services provided by the county special education program and to increase the services in their own school district. They also stated the problem of getting proper referral of children for special education; the problem of integrating these children into the regular classroom; and the problem of enriching the environment of the child socially through this program.

The special education program was limited financially; therefore, the study group wanted to advance it as far as possible within the limits of the existing budget.

Study Habits:

At first this group had poorly defined problems and stated only that they wanted to investigate motivated and unmotivated direction. It may

be noted that they still lacked direction and clear-cut definitions at the end of the third fall meeting. However, their main purpose was to improve the study habits of the students of the Cassopolis Public Schools.

Communication Skills:

This study group identified many problems under this general heading. They saw their general problems as: teaching students to read critically and with understanding; providing literature of interest for all levels; developing concentration; developing self-identification in reading; developing usable knowledge of mechanics of speaking and writing; developing a vocabulary which will be acceptable for future adult life; and providing continuous growth in the language arts, grades one through twelve.

For the specific skills of writing they listed the problems of: developing legibility; developing logical organization of thought; and developing clarity in expression.

For speech they listed as specific problems: utilizing sources of information; organizing thought for clarity and emphasis; and developing confident self-expression.

In the communication skills of listening they listed: developing skills for understanding, such as recognizing main ideas; developing good taste and critical judgment in using leisure time, particularly in regard to reading materials, television and movies; and promoting courteous behavior in listening situations.

In conclusion, this group listed the problems of teaching related to communication skills. They are: challenge and motivation; recognizing long range goals; honesty in evaluation; grouping by ability; class size; development of cultural and aesthetic values; and parent-teacher conferences.

Development of Sound Moral and Ethical Standards:

This study group identified their problem areas for consideration as: respect for authority; social life; respect of property; and personal health. They also wanted to determine through an opinion survey what the people of Cassopolis considered ethical and moral standards.

Ability Grouping:

This study group identified their problems as: What is meant by ability and heterogeneous grouping? To what extent should the school system consider other types of grouping? Would the same type of grouping be desirable for both elementary and secondary schools? What system will be used to determine the ability of the child? How does environment affect the ability of the child? What resource materials are available? Will the Cassopolis Public Schools have facilities for ability grouping? What are the advantages and disadvantages of each program? How can the school educate the community to accept a new grouping program? Is the present system satisfactory? Is ability grouping satisfactory for Cassopolis? How can it be put into operation? Should ability grouping only apply to academic subjects?

Evaluating and Reporting Student Progress:

This group stated their problems as: the need for a good testing program to determine student capabilities, aptitudes, and I.Q.'s; the standardization of evaluation and reporting in the system; the development of a criterion for determining the evaluation; and the practicability of different types of diplomas.

It must be noted that these eight study groups identified these problem areas at the second fall meeting. Even though these problems were essentially the same throughout the study, some additions, deletions, and revisions were made. This can be seen in the final recommendations, which were submitted by these study groups to the Cassopolis Board of Education.

## APPENDIX IV

## QUESTIONNAIRE A AND RESULTS
(45 Respondents)

## EVALUATION-CURRICULUM STUDY

Cassapolis, Michigan

May 3, 1960

This evaluation is an attempt to determine ideas or reactions that have evolved from our year-long curriculum study. There may be shortcomings in this evaluation form. However, we would appreciate your sincere and honest reaction to each question.

This evaluation should help us determine how we have progressed, what we have learned, and our feelings toward the entire study. This form will, in turn, help the Michigan State staff when working on similar studies in the future.

This evaluation is anonymous. Please give the name of your study group.

Kindly circle the appropriate number or letter and react to the open-ended questions as you see fit.

_____

(Name of Study Group)

1. Were you satisfied with the method of problem identification?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 0% |
| Fair amount | 33.33% |
| Quite a bit | 44.44% |
| Greatly | 15.54% |
| (No response) | 6.66% |

2. Do you feel that the formation of the steering committee had any significance for this study?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 4.44% |
| Fair amount | 8.88% |
| Quite a bit | 39.99% |
| Greatly | 44.44% |
| (No response) | 2.22% |

3. Were you satisfied with the work of the members of the steering committee?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 4.44% |
| Fair amount | 11.11% |
| Quite a bit | 48.88% |
| Greatly | 31.10% |
| (No response) | 4.44% |

4. To what degree did you enjoy and profit from the study?

| | |
|---|---|
| Not at all | 0% |

| | |
|---|---|
| Little bit | 0% |
| Fair amount | 15.54% |
| Quite a bit | 33.33% |
| Greatly | 48.88% |
| (No response) | 2.22% |

5. To what degree did the consultants help during the organization of this study?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 6.66% |
| Fair amount | 15.54% |
| Quite a bit | 42.22% |
| Greatly | 31.10% |
| (No response) | 4.44% |

7. Were you satisfied with the way your group worked?

| | |
|---|---|
| Not at all | 2.22% |
| Little bit | 11.11% |
| Fair amount | 15.54% |
| Quite a bit | 44.44% |
| Greatly | 26.66% |
| (No response) | 0% |

8. Did the amount of your reading increase while making this study?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 2.22% |
| Fair amount | 22.22% |

| | |
|---|---|
| Quite a bit | 42.22% |
| Greatly | 33.33% |
| (No response) | 0% |

9. Did your interest in the problem area grow as the study proceeded?

| | |
|---|---|
| Not at all | 2.22% |
| Little bit | 0% |
| Fair amount | 4.44% |
| Quite a bit | 35.55% |
| Greatly | 57.77% |
| (No response) | 0% |

10. Did your thinking about educational problems increase during this study?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 0% |
| Fair amount | 2.22% |
| Quite a bit | 39.99% |
| Greatly | 57.77% |
| (No response) | 0% |

11. Did some of your findings change your personal opinions and/or biases regarding your problem area?

| | |
|---|---|
| Not at all | 2.22% |
| Little bit | 24.44% |
| Fair amount | 28.88% |

| | |
|---|---|
| Quite a bit | 31.10% |
| Greatly | 11.11% |
| (No response) | 2.22% |

12. Has your attitude about research changed since undertaking this study?

| | |
|---|---|
| Not at all | 17.76% |
| Little bit | 19.98% |
| Fair amount | 13.33% |
| Quite a bit | 26.66% |
| Greatly | 11.11% |
| (No response) | 11.11% |

If so, how? _____

13. Has your attitude on working with students changed?

| | |
|---|---|
| Not at all | 24.44% |
| Little bit | 15.54% |
| Fair amount | 15.54% |
| Quite a bit | 31.10% |
| Greatly | 6.66% |
| (No response) | 6.66% |

If so, how? _____

14. Has your attitude on working with your colleagues changed?

| | |
|---|---|
| Not at all | 24.44% |
| Little bit | 6.66% |
| Fair amount | 17.76% |

| | |
|---|---|
| Quite a bit | 35.55% |
| Greatly | 8.88% |
| (No response) | 6.66% |

15. Did the interaction of your group help you to know and understand your colleagues?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 6.66% |
| Fair amount | 8.88% |
| Quite a bit | 35.55% |
| Greatly | 46.66% |
| (No response) | 2.22% |

16. Did the interaction of the groups help you to understand and appreciate what is done at various levels, K - 12?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 4.44% |
| Fair amount | 6.66% |
| Quite a bit | 46.66% |
| Greatly | 42.22% |
| (No response) | 0% |

17. Did your attitude about the democratic process change during this study?

| | |
|---|---|
| Not at all | 35.55% |
| Little bit | 13.33% |
| Fair amount | 15.55% |
| Quite a bit | 15.55% |

| | |
|---|---|
| Greatly | 6.66% |
| (No response) | 13.33% |

If so, how? _____

18. Did your classroom procedure change during this study?

| | |
|---|---|
| Not at all | 24.44% |
| Little bit | 11.11% |
| Fair amount | 26.66% |
| Quite a bit | 24.44% |
| Greatly | 2.22% |
| (No response) | 11.11% |

If so, how? _____

19. Did your desire to become more involved in professional educational problems increase during this study?

| | |
|---|---|
| Not at all | 2.22% |
| Little bit | 6.66% |
| Fair amount | 15.54% |
| Quite a bit | 51.10% |
| Greatly | 24.44% |
| (No response) | 0% |

20. Do you feel that there was a change in your behavior toward becoming a more professional educator?

| | |
|---|---|
| Not at all | 6.66% |
| Little bit | 11.11% |
| Fair amount | 19.98% |
| Quite a bit | 51.10% |

| | |
|---|---|
| Greatly | 11.11% |
| (No response) | 0% |

21. Has your attitude about education and the problems that face it changed?

| | |
|---|---|
| Not at all | 6.66% |
| Little bit | 19.98% |
| Fair amount | 19.98% |
| Quite a bit | 33.33% |
| Greatly | 17.76% |
| (No response) | 2.22% |

22. To what degree do you feel that this study had pertinence to the total educational picture in America?

| | |
|---|---|
| Not at all | 2.22% |
| Little bit | 8.88% |
| Fair amount | 15.54% |
| Quite a bit | 35.55% |
| Greatly | 26.66% |
| (No response) | 11.11% |

23. Do you feel that the results of your study will affect the young people of Cassopolis?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 6.66% |
| Fair amount | 11.11% |
| Quite a bit | 37.77% |
| Greatly | 42.22% |
| (No response) | 2.22% |

24. Do you feel that your results and recommendations can be used in the present curriculum?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 0% |
| Fair amount | 11.11% |
| Quite a bit | 44.44% |
| Greatly | 44.44% |
| (No response) | 0% |

25. To what degree do you think this entire study will affect the Cassopolis School program?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 6.66% |
| Fair amount | 11.11% |
| Quite a bit | 51.10% |
| Greatly | 31.10% |
| (No response) | 0% |

26. To what degree do you think the results obtained in your study meets the goals or objectives that you prescribed at the beginning of the study?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 11.11% |
| Fair amount | 15.54% |
| Quite a bit | 64.44% |
| Greatly | 6.66% |
| (No response) | 2.22% |

27. To what degree do you feel your results meet the needs defined by you at the beginning of the study?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 8.88% |
| Fair amount | 31.10% |
| Quite a bit | 44.44% |
| Greatly | 11.11% |
| (No response) | 4.44% |

28. Did the experimental self-evaluation form help in the identification of problem areas?

| | |
|---|---|
| Not at all | 2.22% |
| Little bit | 4.44% |
| Fair amount | 33.33% |
| Quite a bit | 55.55% |
| Greatly | 2.22% |
| (No response) | 2.22% |

29. To what degree do you think your recommendations should be accepted?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 2.22% |
| Fair amount | 13.33% |
| Quite a bit | 44.44% |
| Greatly | 39.99% |
| (No response) | 0% |

30. To what degree do you think your recommendations will be accepted?

| | |
|---|---|
| Not at all | 0% |
| Little bit | 2.22% |
| Fair amount | 37.77% |
| Quite a bit | 53.33% |
| Greatly | 6.66% |
| (No response) | 0% |

31. My general, overall opinion of this "course" as compared with others I have taken in education.

| | |
|---|---|
| Inferior | 0% |
| Poor | 0% |
| Average | 15.54% |
| Good | 48.88% |
| Superior | 35.55% |
| (No response) | 0% |

32. Do you feel the results of the entire study were:

| | |
|---|---|
| Inferior | 0% |
| Poor | 0% |
| Average | 13.33% |
| Good | 66.66% |
| Superior | 19.98% |
| (No response) | 0% |

33. Do you feel that the democratic method is the best way to get results in curriculum?

| | |
|---|---|
| Never | 0% |
| Seldom | 0% |
| Sometimes | 4.44% |
| Usually | 73.33% |
| Always | 22.22% |
| (No response) | 0% |

34. Do you think that examination and improvement of curriculum should be a continual process?

| | |
|---|---|
| Never | 0% |
| Seldom | 2.22% |
| Sometimes | 0% |
| Usually | 11.11% |
| Always | 86.66% |
| (No response) | 0% |

35. Did you find yourself wanting to explor other problems related to your own while making this study?

| | |
|---|---|
| Never | 0% |
| Seldom | 0% |
| Sometimes | 35.55% |
| Usually | 31.10% |
| Always | 26.66% |
| (No response) | 6.66% |

If so, give examples. _____

36. Did you feel yourself becoming more proficient in research and related methods while making this study?

| | |
|---|---|
| Never | 2.22% |
| Seldom | 6.66% |
| Sometimes | 48.88% |
| Usually | 35.55% |
| Always | 6.66% |
| (No response) | 0% |

37. Did this study open new avenues for future study and thought?

| | |
|---|---|
| Never | 2.22% |
| Seldom | 4.44% |
| Sometimes | 22.22% |
| Usually | 48.88% |
| Always | 15.54% |
| (No response) | 6.66% |

If so, give examples. _____

38. Do you feel that other school systems could profitably make a similar study of their curricular problems?

| | |
|---|---|
| Never | 0% |
| Seldom | 2.22% |
| Sometimes | 2.22% |
| Usually | 48.88% |
| Always | 46.66% |
| (No response) | 0% |

39. Do you feel that the results of your study were the best that could be obtained?

| | |
|---|---|
| Never | 4.44% |
| Seldom | 8.88% |
| Sometimes | 28.88% |
| Usually | 39.99% |
| Always | 15.54% |
| (No response) | 2.22% |

40. Do you think that the time spent on this study was utilized in the most profitable manner?

| | |
|---|---|
| Never | 0% |
| Seldom | 8.88% |
| Sometimes | 8.88% |
| Usually | 48.88% |
| Always | 26.66% |
| (No response) | 6.66% |

41. Do you now feel that the problem areas identified were the most pressing problems of the school?

| | |
|---|---|
| Never | 0% |
| Partially | 8.88% |
| Sometimes | 17.76% |
| Usually | 47.77% |
| Always | 8.88% |
| (No response) | 6.66% |

42. Did the Steering Committee serve its function of communication, facilitation, and leadership in this study?

| | |
|---|---|
| Never | 0% |
| Partially | 8.88% |
| Sometimes | 8.88% |
| Usually | 48.88% |
| Always | 26.66% |
| (No response) | 6.66% |

43. Were you satisfied with the members of your own committee?

| | |
|---|---|
| Never | 0% |
| Partially | 15.54% |
| Sometimes | 4.44% |
| Usually | 35.55% |
| Always | 44.44% |
| (No response) | 0% |

44. Were the general meetings set up to your liking?

| | |
|---|---|
| Never | 0% |
| Partially | 4.44% |
| Sometimes | 13.33% |
| Usually | 59.99% |
| Always | 22.22% |
| (No response) | 0% |

45. Were the study group meetings set up to your liking?

| | |
|---|---|
| Never | 0% |
| Partially | 0% |
| Sometimes | 15.54% |
| Usually | 64.44% |
| Always | 13.33% |
| (No response) | 6.66% |

46. Did you feel overburdened with meetings?

| | |
|---|---|
| Never | 46.66% |
| Partially | 4.44% |
| Sometimes | 39.99% |
| Usually | 4.44% |
| Always | 0% |
| (No response) | 4.44% |

47. Do you feel that there were sufficient materials and resources with which to work during your study?

| | |
|---|---|
| Never | 4.44% |
| Partially | 22.22% |
| Sometimes | 19.98% |
| Usually | 39.99% |
| Always | 8.88% |
| (No response) | 4.44% |

48. Was there sufficient communication between the study groups?

| | |
|---|---|
| Never | 2.22% |
| Partially | 17.76% |
| Sometimes | 33.33% |
| Usually | 33.33% |
| Always | 8.88% |
| (No response) | 4.44% |

49. Was there sufficient resource people for this study?

| | |
|---|---|
| Never | 6.66% |
| Partially | 11.11% |
| Sometimes | 19.98% |
| Usually | 42.22% |
| Always | 15.54% |
| (No response) | 4.44% |

50. Were you interested in your particular problem area?

| | |
|---|---|
| Never | 2.22% |
| Partially | 2.22% |
| Sometimes | 4.44% |
| Usually | 19.98% |
| Always | 64.38% |
| (No response) | 6.66% |

51. Did the college credit offered by MSU serve as a primary reason to work on this study?

| | |
|---|---|
| Yes | 24.44% |
| Undecided | 15.54% |
| No | 53.33% |
| (No response) | 6.66% |

52. Did a need for curriculum examination and improvement serve as a primary reason for making this study?

| | |
|---|---|
| Yes | 59.99% |
| Undecided | 22.22% |
| No | 2.22% |
| (No response) | 15.54% |

53. Was the reason for making this study a combination of numbers 51 and 52?

| | |
|---|---|
| Yes | 48.88% |
| Undecided | 4.44% |
| No | 33.33% |
| (No response) | 13.33% |

54. Do you feel that using college credit for this type of study is effective?

| | |
|---|---|
| Yes | 91.10% |
| Undecided | 2.22% |
| No | 0% |
| (No response) | 6.66% |

55. Do you feel that giving a blanket "B" is the best way of assigning grades for this sort of study?

| | |
|---|---|
| Yes | 57.77% |
| Undecided | 24.44% |
| No | 11.11% |
| (No response) | 6.66% |

56. Did the assignment of a "B" affect the attitude and effort with which you approached the study?

| | |
|---|---|
| Yes | 13.33% |
| Undecided | 6.66% |
| No | 68.86% |
| (No response) | 11.11% |

If yes, how? _____

57. Are you now more cognizant of the problems that face education?

| | |
|---|---|
| Yes | 91.10% |
| Undecided | 0% |
| No | 2.22% |
| (No response) | 6.66% |

58. Would you like to work on further studies like this?

| | |
|---|---|
| Yes | 79.99% |
| Undecided | 8.88% |
| No | 2.22% |
| (No response) | 8.88% |

59. Do you feel that more time should have been allowed so that further study could have been made?

| | |
|---|---|
| Yes | 35.55% |
| Undecided | 37.77% |
| No | 19.98% |
| (No response) | 6.66% |

60. If you had to do it over again, would you change your methods or techniques?

| | |
|---|---|
| Yes | 37.77% |
| Undecided | 37.77% |
| No | 15.54% |
| (No response) | 8.88% |

Please add any additional comments you feel appropriate.

## APPENDIX V

## QUESTIONNAIRE B AND RESULTS
(36 Respondents)

## EVALUTION

This evaluation is an attempt to determine your feelings, reactions, and opinions about the cooperative curriculum improvement study that occurred last year and the improvements that evolved from it.

There may be shortcomings in this evaluation form. However, I will appreciate your sincere and honest reaction to each question. Space has been provided after most questions to qualify your answers or to make additional comments.

This evaluation is anonymous, but I should like to have you indicate the study group on which you worked.

Kindly circle the appropriate number or letter opposite your reaction and, again, qualify or comment on the questions as you deem necessary.

NOTE: When a question refers to recommended improvements, it means the improvements that evolved from the group work of all eight problem areas, Instructional Materials Center, Study Habits, Evaluating and Reporting, Special Education, Grouping, Guidance and Counseling, Moral, Spiritual, and Ethical Standards, and Communication Skills.

Thank you,

John R. Verduin, Jr.

_____

(Name of Study Group)

1. Are you or are you not interested in the implementation of the recommended improvements that resulted from last year's study?

| | |
|---|---|
| Not at all | 0% |
| A little | 2.77% |
| Moderately | 13.88% |
| Greatly | 52.78% |
| Completely | 30.56% |

2. Is there or is there not interest among staff members about the recommended improvements?

| | |
|---|---|
| None at all | 0% |
| A little | 8.33% |
| Fair amount | 41.66% |
| Great | 41.66% |
| Complete | 8.33% |

3. Is there or is there not enthusiasm for working with these curriculum improvements?

| | |
|---|---|
| None at all | 0% |
| A little | 2.77% |
| Fair amount | 44.44% |
| Great | 52.78% |
| Complete | 0% |

4. Are you or are you not anxious to work with the new improvements that pertain to you?

| | |
|---|---|
| Not at all | 0% |
| A little | 0% |

| | |
|---|---|
| Moderately | 11.11% |
| Greatly | 47.22% |
| Completely | 41.66% |

5. In your opinion are other teachers anxious to work on the implementation of recommended improvements?

| | |
|---|---|
| Not at all | 0% |
| A little | 5.55% |
| Moderately | 44.44% |
| Greatly | 44.44% |
| Completely | 5.55% |

6. Are you or are you not satisfied with the way the improvements are being implemented?

| | |
|---|---|
| Not at all | 0% |
| A little | 22.22% |
| Moderately | 36.11% |
| Greatly | 30.55% |
| Completely | 11.11% |

6a. Please comment further on your degree of satisfaction if you wish.

7. Have new facilities affected the implementation of the new improvements?

| | |
|---|---|
| Not at all | 0% |
| A little | 8.33% |
| Fair amount | 11.11% |
| Greatly | 77.76% |
| Completely | 2.77% |

7a. Please comment further on Number 7 if necessary.

8. Has or has not the implementation of improvements increased your interest in your teaching position?

| | |
|---|---|
| Not at all | 0% |
| A little | 5.55% |
| Moderately | 19.44% |
| Quite a bit | 44.44% |
| Greatly | 30.55% |

9. Did your classroom procedure change as a result of this study?

| | |
|---|---|
| None at all | 11.11% |
| A little | 19.44% |
| Fair amount | 47.22% |
| Greatly | 13.88% |
| Completely | 2.77% |
| (No response) | 5.55% |

9a. Please comment on the change mentioned in Number 9 if necessary.

10. Are the recommended improvements accomplishing the goals of meeting the educational needs of students?

| | |
|---|---|
| Not at all | 2.77% |
| A little | 8.33% |
| Fair amount | 47.22% |
| Greatly | 27.77% |
| Completely | 8.33% |
| (No response) | 5.55% |

10a. Please make additional comments on Number 10 if necessary.

11. Is more research and study needed on some of last year's problem areas?

| | |
|---|---|
| No | 8.33% |
| Yes | 83.32% |
| No opinion | 5.55% |
| (No response) | 2.77% |
| Qualify | |

12. Have the recommended improvements suggested problems closely related to the areas of last year?

| | |
|---|---|
| No | 5.55% |
| Yes | 66.66% |
| No opinion | 27.77% |
| Qualify | |

13. Have the recommended improvements suggested other problem areas to you?

| | |
|---|---|
| No | 8.33% |
| Yes | 66.66% |
| No opinion | 25.00% |
| Qualify | |

14. Have you found yourself wanting to explore other problem areas in the curriculum?

| | |
|---|---|
| No | 13.88% |
| Yes | 69.44% |
| No opinion | 13.88% |
| (No response) | 2.77% |
| Qualify | |

15. Is additional research and study needed in other problem areas?

| | |
|---|---|
| No | 0% |
| Yes | 72.22% |
| No opinion | 22.22% |
| (No response) | 5.55% |

Qualify

16. If other problem areas are determined, would you be willing to work on committees to help investigate, research, and help solve the problems?

| | |
|---|---|
| No | 0% |
| Yes | 86.10% |
| No opinion | 5.55% |
| (No response) | 8.33% |

Qualify

17. Will the recommended improvements result in improving learning experiences of students in the areas where you are teaching?

| | |
|---|---|
| Not at all | 0% |
| A little | 2.77% |
| Fair amount | 33.33% |
| Greatly | 50.00% |
| Completely | 2.77% |
| (No response) | 11.11% |

17a. If you would care to comment further on Number 17, please do so here.

18. Has the professional attitude of staff members altered as a result of the study last year?

| | |
|---|---|
| Not at all | 5.55% |
| A little more professional | 27.77% |
| Moderately professional | 36.11% |
| Quite professional | 25.00% |
| Very professional | 0% |
| (No response) | 5.55% |

19. What was your attitude about using teacher involvement in decision making as a means to solving educational problems before last year's study occurred?

| | |
|---|---|
| Completely useless | 0% |
| Of little use | 8.33% |
| Moderately useful | 27.77% |
| Greatly useful | 44.44% |
| Completely useful | 5.55% |
| No opinion | 11.11% |
| (No response) | 2.77% |

20. Has the cooperative curriculum improvement study of last year made you favor teacher involvement in decision making as a means of solving educational problems?

| | |
|---|---|
| Not at all | 0% |
| A little | 0% |
| Moderately | 22.22% |
| Greatly | 63.88% |

| | |
|---|---|
| Completely | 8.33% |
| (No response) | 5.55% |

21. Has interest in the educational program of the Cassopolis Public Schools changed among staff members as a result of the study of last year?

| | |
|---|---|
| Less interest | 0% |
| No change | 0% |
| A little more interest | 19.44% |
| Fair amount of interest | 58.33% |
| Great interest | 19.44% |
| (No response) | 2.77% |

22. How has the professional staff members' relationship changed as a result of last year's study?

| | |
|---|---|
| Less cohesive | 5.55% |
| No change | 5.55% |
| Little more cohesive | 27.77% |
| Moderately cohesive | 38.88% |
| Greatly cohesive | 13.88% |
| (No response) | 8.33% |

23. Is there a change in your behavior as a professional person because of your work on last year's study?

| | |
|---|---|
| No change | 22.22% |
| Unfavorable change | 2.77% |

| | |
|---|---|
| Favorable change | 50.00% |
| No opinion | 16.66% |
| (No response) | 8.33% |

Qualify

24. How was rapport among the staff members influenced as a result of last year's study?

| | |
|---|---|
| Not at all | 0% |
| Improved | 75.00% |
| Became worse | 2.77% |
| No opinion | 13.88% |
| (No response) | 8.33% |

Qualify

25. Has the relationship between the staff members and the administration been influenced since last year's study and this year's work on implementation?

| | |
|---|---|
| Same as before | 8.33% |
| Better than before | 66.66% |
| Worse than before | 2.77% |
| No opinion | 16.66% |
| (No response) | 5.55% |

Qualify

26. Has cooperative group work been an effective way of getting agreement in curriculum change?

| | |
|---|---|
| No | 0% |
| Yes | 86.10% |

| | |
|---|---|
| No opinion | 8.33% |
| (No response) | 5.55% |
| Qualify | |

27. Has this study increased your interest in the problems of education?

| | |
|---|---|
| No | 0% |
| Yes | 94.44% |
| No opinion | 0% |
| (No response) | 5.55% |
| Qualify | |

28. Has this study made you conscious of additional problem areas in the existing curriculum?

| | |
|---|---|
| No | 0% |
| Yes | 91.65% |
| No opinion | 8.33% |
| (No response) | 0% |
| Qualify | |

29. Has the relationship of the staff members changed as a result of last year's study?

| | |
|---|---|
| Less friendly | 2.77% |
| No change | 13.88% |
| More friendly | 61.11% |
| No opinion | 16.66% |
| (No response) | 5.55% |
| Qualify | |

30. Is the attitude of staff members more or less democratic in nature as a result of last year's study?

| | |
|---|---|
| Same | 11.11% |
| More | 66.66% |
| Less | 0% |
| No opinion | 22.22% |
| (No response) | 0% |

Qualify

31. Do you or do you not think that small group work has been an effective way of getting curriculum improvement?

| | |
|---|---|
| No | 2.77% |
| Yes | 88.88% |
| No opinion | 8.33% |
| (No response) | 0% |

Qualify

32. Do you feel that there has been a change in your educational outlook as a result of last year's study?

| | |
|---|---|
| Favorable | 72.22% |
| Unfavorable | 0% |
| No change | 22.22% |
| No opinion | 2.77% |
| (No response) | 2.77% |

Qualify

33. Can sufficient agreement be reached in small group work so that curriculum change will occur?

| | |
|---|---|
| No | 11.11% |
| Yes | 72.22% |
| No opinion | 11.11% |
| (No response) | 5.55% |

Qualify

34. Did you or did you not gain knowledge about educating young people as a result of last year's study?

| | |
|---|---|
| None at all | 0% |
| A little | 16.66% |
| Fair amount | 22.22% |
| Quite a bit | 50.00% |
| Great amount | 8.33% |
| (No response) | 2.77% |

34a. If you wish to comment further about Number 34, please do so here.

35. Did you or did you not gain insight about educating young people as a result of last year's study?

| | |
|---|---|
| None at all | 0% |
| A little | 22.22% |
| Fair amount | 25.00% |
| Quite a bit | 41.66% |
| Great amount | 8.33% |
| (No response) | 2.77% |

35a. If you wish to comment further about Number 35, please do so here.

36. Would you or would you not care to do another year-long cooperative curriculum improvement study to improve other phases of the curriculum?

| | |
|---|---|
| No | 16.66% |
| Yes | 61.11% |
| No opinion | 8.33% |
| (No response) | 13.88% |

Qualify

37. Do you or do you not feel that your ideas and persuasions about education have changed since your work on the study of last year?

| | |
|---|---|
| Not at all | 8.33% |
| A little | 30.55% |
| Fair amount | 44.44% |
| Greatly | 16.66% |
| Completely | 0% |
| (No response) | 0% |

37a. Please comment further on Number 37 if necessary.

38. Do you or do you not feel that your ideas about how curriculum improvement takes place have changed since your work on the study of last year?

| | |
|---|---|
| Not at all | 2.77% |
| A little | 19.44% |
| Fair amount | 44.44% |
| Greatly | 22.22% |
| Completely | 5.55% |
| (No response) | 5.55% |

38a. If you wish to make further comments on Number 38, please do so here.

39. Has your approach to teaching or your teaching techniques changed since the study of last year?

| | |
|---|---|
| Not at all | 11.11% |
| A little | 25.00% |
| Fair amount | 41.66% |
| Greatly | 13.88% |
| Completely | 0% |
| (No response) | 8.33% |

39a. If you would care to comment on the change, please do so here.

40. Do you feel that your work on the study and the implementation of improvements has been a learning experience?

| | |
|---|---|
| Not at all | 0% |
| A little profitable | 11.11% |
| Moderately profitable | 33.33% |
| Quite profitable | 38.88% |
| Greatly profitable | 13.88% |
| (No response) | 2.77% |

40a. If you wish to comment further on Number 40, please do so here.

41. Has your classroom procedure changed as a result of this study?

| | |
|---|---|
| Not at all | 11.11% |
| A little | 22.22% |
| Fair amount | 41.66% |

| | |
|---|---|
| Greatly | 13.88% |
| Completely | 2.77% |
| (No response) | 8.33% |

41a. If you would care to comment on the change, please do so here.

42. Did your work on the study of last year change your personal opinions and/or biases regarding educating young people?

| | |
|---|---|
| Not at all | 16.66% |
| A little | 27.77% |
| Fair amount | 44.44% |
| Greatly | 5.55% |
| Completely | 0% |
| (No response) | 5.55% |

42a. If you would care to comment on the change, please do so here.

43. Were you or were you not satisfied with the way your study group worked in probing ideas and developing recommendations for curriculum improvement?

| | |
|---|---|
| Not at all | 2.77% |
| A little | 13.88% |
| Moderately | 36.11% |
| Greatly | 27.77% |
| Completely | 11.11% |
| (No response) | 8.33% |

43a. If you would care to comment further on Number 43, please do so here.

44. Do you feel that curriculum improvement is necessary on a continuous basis?

| | |
|---|---|
| Yes | 94.44% |

| | |
|---|---|
| No | 2.77% |
| No opinion | 0% |
| (No response) | 2.77% |

45. Do you or do you not think that curriculum improvement has occurred because of a change in your ideas and opinions about education?

| | |
|---|---|
| Not at all | 16.66% |
| A little | 25.00% |
| Fair amount | 47.22% |
| Greatly | 5.55% |
| Completely | 0% |
| (No response) | 5.55% |

46. Do you or do you not think that curriculum improvement has occurred because of the study of last year?

| | |
|---|---|
| Not at all | 0% |
| A little | 13.88% |
| Fair amount | 55.55% |
| Greatly | 25.00% |
| Completely | 2.77% |
| (No response) | 2.77% |

47. Would you consider the curriculum study an educational experience for you?

| | |
|---|---|
| No | 0% |
| Yes | 97.23% |
| No opinion | 0% |

(No response) 2.77%

Qualify

48. Did you or did you not find it difficult to get agreement in your small group work?

No 58.33%

Yes 22.22%

No opinion 2.77%

(No response) 16.66%

Qualify

49. Are you or are you not interested in the curricular problems of other staff members outside your immediate field of instruction?

No 0%

Yes 86.10%

No opinion 11.11%

(No response) 2.77%

Qualify

50. Do you feel that small group work allows everyone an opportunity for decision making in curriculum change?

No 8.33%

Yes 80.54%

No opinion 5.55%

(No response) 5.55%

Qualify

51. Has this study caused you to become interested in phases of education other than your own?

| | |
|---|---|
| Not at all | 0% |
| A little | 27.77% |
| Moderately | 30.55% |
| Greatly | 33.33% |
| Completely | 2.77% |
| (No response) | 5.55% |

52. Do you or do you not consider the study of last year to be an ongoing activity this year?

| | |
|---|---|
| No | 8.33% |
| Yes | 77.76% |
| No opinion | 5.55% |
| (No response) | 8.33% |
| Qualify | |

53. Has this study caused you to become aware of other problems in your system?

| | |
|---|---|
| Not at all | 0% |
| A little | 16.66% |
| Moderately | 36.11% |
| Greatly | 38.88% |
| Completely | 2.77% |
| (No response) | 5.55% |

53a. If you care to comment further on Number 53, please do so.here.

54. Have the recommended improvements resulted in experimentation or systematic study in your classroom?

| | |
|---|---|
| None at all | 11.11% |
| A little | 13.88% |
| Moderate amount | 44.44% |
| Quite a bit | 19.44% |
| Great amount | 0% |
| (No response) | 11.11% |

54a. If you would care to comment further on Number 54, please do so here.

## APPENDIX VI

## QUESTIONNAIRE C AND RESULTS
(41 Respondents)

## EVALUATION

It has been about six months since the first questionnaire (October, 1960) was completed. Time has undoubtedly offered staff members the opportunity to work with and think about the many recommended improvements that evolved from the curriculum study of last year. Staff members may also have thought through the entire study and formulated judgments about what has taken place this year. One way to assess the curriculum study would be to look at present sentiment and individual perceptions of the curriculum as it exists today. It should also be significant to determine the degree of change that has occurred in individuals as well as to determine the appropriateness and value of the change in the curriculum.

The first part of the questionnaire is designed to determine the amount of satisfaction, value and appropriateness of some specific and some general recommendations. Some staff members have worked directly with some or all of the recommended changes, so they are in the best position to judge this degree of satisfaction and value, and the appropriateness of changes. Some, however, may not be able to offer a judgment on certain questions. Therefore, answer only those questions about which you have some familiarity.

The second part of this questionnaire is concerned with the degrees and direction of change and the perception of individuals as seen a year after the original study. Specific directions appear at the beginning of Part II.

Kindly circle the appropriate number or letter which is opposite your response.

This again is anonymous, but please indicate the study group on which you participated last year.

Thank you again.

John R. Verduin, Jr.

_____

(Last year's study group)

PART I

Many recommendations for change that evolved from last year's study are now a part of the curriculum. The interest now should be focused on the value and degree of satisfaction in the changes. This part of the questionnaire is concerned with a few of the many specific recommended changes that are now a part of the curriculum. Your opinion on the value of these changes and your degree of satisfaction with changes are requested here. Value in this case would be defined as useful, desirable and appropriate.

1. The Instructional Materials Centers were investigated, worked on, and developed during last year's study. They are now functioning as part of the Cassopolis Schools. Of what value are the Instructional Materials Centers to you and the students of Cassopolis?

| | |
|---|---|
| Of no value | 0% |
| Of little value | 2.43% |
| Of moderate value | 0% |
| Of considerable value | 39.02% |
| Of great value | 56.09% |
| Other - not familiar, no opinion, etc. | 2.43% |
| (No response) | 0% |

How satisfied are you with the Instructional Materials Centers?

| | |
|---|---|
| Not at all | 0% |
| A little satisfied | 0% |
| Moderately satisfied | 29.26% |
| Greatly satisfied | 58.53% |
| Completely satisfied | 7.31% |
| Other - not familiar, no opinion, etc. | 2.43% |
| (No response) | 2.43% |

2. The Parent-Teacher Conferences for reporting pupil progress and related activities were recommended by a study group last year. They have been tried twice in one elementary school. Of what value are the Parent-Teacher Conferences for the Cassopolis Public Schools?

| | |
|---|---|
| Of no value | 0% |
| Of little value | 0% |
| Of moderate value | 0% |
| Of considerable value | 14.63% |
| Of great value | 19.51% |
| Other - not familiar, no opinion, etc. | 46.34% |
| (No response) | 19.51% |

How satisfied are you with the Parent-Teacher Conference?

| | |
|---|---|
| Not at all | 0% |
| A little satisfied | 0% |
| Moderately satisfied | 2.43% |
| Greatly satisfied | 9.75% |
| Completely satisfied | 7.31% |
| Other - not familiar, no opinion, etc. | 48.78% |
| (No response) | 31.70% |

3. One study group of last year developed recommendations pertaining to a guidance department and its services. As a result, a full-time director of guidance, two half-time guidance people, a testing program, and many other services were initiated this year. Of what value is the guidance department and its services to the educational program of the Cassopolis Public Schools?

| | |
|---|---|
| Of no value | 0% |

| | |
|---|---|
| Of little value | 7.31% |
| Of moderate value | 12.19% |
| Of considerable value | 29.26% |
| Of great value | 36.58% |
| Other - not familiar, no opinion, etc. | 9.75% |
| (No response) | 4.87% |

How satisfied are you with the guidance department and its services?

| | |
|---|---|
| Not at all | 2.43% |
| A little satisfied | 0% |
| Moderately satisfied | 43.90% |
| Completely satisfied | 2.43% |
| Greatly satisfied | 29.26% |
| Other - not familiar, no opinion, etc. | 12.19% |
| (No response) | 9.75% |

4. Many recommendations evolved from the communication skills study group of last year. Most of the recommendations for change are now a part of the curriculum. Of what value are the changes in the area of communication skills?

| | |
|---|---|
| Of no value | 0% |
| Of little value | 0% |
| Of moderate value | 19.51% |
| Of considerable value | 29.26% |
| Of great value | 7.31% |

| | |
|---|---|
| Other - not familiar, no opinion, etc. | 41.46% |
| (No response) | 2.43% |

Are you satisfied with the changes in the communication skills area?

| | |
|---|---|
| Not at all | 0% |
| A little satisfied | 0% |
| Moderately satisfied | 24.39% |
| Greatly satisfied | 26.82% |
| Completely satisfied | 2.43% |
| Other - not familiar, no opinion, etc. | 41.46% |
| (No response) | 4.87% |

## PART II

This section is concerned with the change in the staff members as seen about a year after the original study and six months after the completion of the first questionnaire. Space has been provided at the end of each question for remarks which may be pertinent to your response. There is additional space at the end of the paper for any comments, general feelings, and perceptions of the respondent. Please comment freely.

1. The results of the October questionnaire indicated that most staff members had become more conscious of additional problem areas in the existing curriculum as a result of last year's study. Do you now feel that your consciousness about educational problems has changed since October?

| | |
|---|---|
| The same | 29.26% |
| More conscious of problems | 65.85% |
| Less conscious of problems | 0% |

| | |
|---|---|
| No opinion | 2.43% |
| (No response) | 2.43% |

Remarks:

2. In October many staff members said that if other problem areas were identified, they would be willing to help investigate, research, and solve the problems. How is your willingness to work on problem areas at the present time?

| | |
|---|---|
| Same as in October | 58.53% |
| More willing than in October | 17.07% |
| Less willing than in October | 14.63% |
| No opinion | 4.87% |
| (No response) | 4.87% |

Remarks:

3. Staff members indicated in October that the staff was a more cohesive unit as a result of last year's study. How do you feel about the cohesiveness of the staff at the present time?

| | |
|---|---|
| Same as in October | 24.39% |
| Better than in October | 21.95% |
| Worse than in October | 31.70% |
| No opinion | 14.63% |
| (No response) | 7.31% |

Remarks:

4. In October, most respondents stated that the staff had a more professional attitude as a result of last year's study. How do you perceive the professional attitude among staff members at the present time?

| | |
|---|---|
| Same as in October | 46.34% |

| | |
|---|---|
| Better than in October | 26.82% |
| Worse than in October | 14.63% |
| No opinion | 9.75% |
| (No response) | 2.43% |

Remarks:

5. The results of the October questionnaire indicated that the attitude of staff members was more democratic as a result of last year's study. How do you perceive the democratic attitude of staff members at the present time?

| | |
|---|---|
| Same as in October | 29.26% |
| Better than in October | 26.82% |
| Worse than in October | 19.51% |
| No opinion | 14.63% |
| (No response) | 9.75% |

Remarks:

6. In October, the questionnaire indicated that last year's study helped to increase the staff member's interest in the problems of education. How is your interest in all phases of education at the present time?

| | |
|---|---|
| The same as in October | 41.46% |
| Increased since October | 48.78% |
| Decreased since October | 7.31% |
| No opinion | 2.43% |
| (No response) | 0% |

Remarks:

7. The October questionnaire revealed that most of the staff members felt the study was a learning experience no only in the techniques of curriculum improvement, but that it affected classroom procedures and working with other professional people. Do you feel now that last year's study was an effective way of learning about the various processes of education?

| | |
|---|---|
| Not effective | 0% |
| A little effective | 2.43% |
| Moderately effective | 31.70% |
| Greatly effective | 58.53% |
| Completely effective | 4.87% |
| No opinion | 0% |
| (No response) | 2.43% |

Remarks:

8. From the October questionnaire, it was indicated that many of the staff members felt there had been a favorable change in their ideas, biases, and persuasions in regard to educating young people. What is your present feeling about the change in your ideas, biases, and persuasions?

| | |
|---|---|
| Change has been maintained since October | 41.46% |
| Changes have increased since October | 41.46% |
| Changes have decreased since October | 4.87% |
| No opinion | 7.31% |
| (No response) | 4.87% |

Remarks:

9. In October, many staff members stated that small group work had been an effective way of getting curriculum improvement and that sufficient agreement had been reached in small group work so that curriculum change will occur. At the present time, do you think that small group work is an effective way to get agreement for change in the curriculum?

| | |
|---|---|
| Not effective | 2.43% |
| A little effective | 9.75% |
| Moderately effective | 39.02% |
| Greatly effective | 41.46% |
| Completely effective | 2.43% |
| No opinion | 2.43% |
| (No response) | 2.43% |

Remarks:

10. From the October questionnaire, it was indicated that many staff members felt that the study of last year was an on-going activity this year. At the present time do you think the study of last year is an on-going activity this year?

| | |
|---|---|
| No | 21.95% |
| Yes | 63.41% |
| No opinion | 4.87% |
| (No response) | 9.75% |

Remarks:

11. You have had about a year to think through the study of last year. Do you now feel that effective curriculum improvement can be brought about by a curriculum study as was experienced last year?

| | |
|---|---|
| No | 4.87% |
| Yes | 85.36% |

| | |
|---|---|
| No opinion | 4.87% |
| (No response) | 4.87% |

Remarks:

12. Is there or is there not an interest among staff members to continue on with some phase of curriculum examination and improvement at the present time?

| | |
|---|---|
| No interest | 7.31% |
| A little interest | 17.07% |
| Moderate interest | 48.78% |
| Great interest | 19.51% |
| Complete interest | 0% |
| No opinion | 4.87% |
| (No response) | 2.43% |

Remarks:

13. Many of the staff members in October said that rapport among the staff had improved because of last year's study. What is your opinion about the level of rapport among staff members at the present time?

| | |
|---|---|
| Same as in October | 36.58% |
| Better than in October | 21.95% |
| Worse than in October | 24.93% |
| No opinion | 14.63% |
| (No response) | 2.43% |

Remarks:

14. What effect has the completion of the new buildings had on the curriculum work this year?

| | |
|---|---|
| No effect | 4.87% |
| Speeded up the work | 53.65% |
| Slowed down the work | 24.39% |
| No opinion | 7.31% |
| (No response) | 9.75% |

Remarks:

General Comments: (one page on original copy)

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# BIBLIOGRAPHY


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