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SPINK, Edward Taylor, 1932-
THE MICHIGAN COOPERATIVE CURRICULUM
PROGRAM: A DESCRIPTIVE STUDY OF STATE
LEADERSHIP IN CURRICULUM DEVELOPMENT
(1935-1968).

Michigan State University, Ph.D., 1974
Education, curriculum development

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THE MICHIGAN COOPERATIVE CURRICULUM PROGRAM:
A DESCRIPTIVE STUDY OF STATE LEADERSHIP
IN CURRICULUM DEVELOPMENT (1935-1968)

By

Edward Taylor Spink

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1974

ABSTRACT

THE MICHIGAN COOPERATIVE CURRICULUM PROGRAM: A DESCRIPTIVE STUDY OF STATE LEADERSHIP IN CURRICULUM DEVELOPMENT (1935-1968)

By

Edward Taylor Spink

The purpose of this study was to describe the development and operation of the Michigan Cooperative Curriculum Program. For 33 years this Program served as a state-wide effort sponsored by the state education agency in Michigan to improve the instructional program of the schools. This Program has been regarded as a significant example of a voluntary cooperative approach to stimulate local curriculum development.

The method employed in this study was historical research. The inception, growth, activities, and products of the Program were described and analyzed to determine (1) the conditions which contributed to its establishment, (2) the underlying philosophy, (3) the basic purposes, (4) the kinds of people involved, (5) the methods of communication utilized to stimulate local curriculum development, (6) the specific state-wide activities which characterized the Program, and (7) the structure and organizational changes that occurred as the Program was modified to meet emerging issues.

The Program grew out of efforts to mobilize citizen support for refinancing education as the state and nation were recovering from the depression years of the mid-1930's. Created and supported by the State Superintendent of Public Instruction, the Program was designed to enlist the cooperation and participation of educators and lay citizens to solve current educational problems by stimulating and supporting curriculum development by local school districts. The Michigan Cooperative Curriculum Program grew from a single committee of nine individuals to as many as 31 committees involving over 900 participants from all levels of education, representatives from educational and other interested groups, and concerned lay citizens. The major areas of emphasis which prevailed throughout the Program were: (1) citizenship education, (2) the community school concept, and (3) inservice education of teachers.

The Program was found to support a belief in cooperative curriculum development. In addition, it was one method employed by the State Department of Public Instruction to implement a policy of providing service to local school districts. The influence of the Department was extended by encouraging voluntary cooperation of many individuals. Further, the Program was both advisory to the State Superintendent of Public Instruction and action oriented, thus assisting the Department in carrying out its responsibilities to the schools. The Program provided for broad representation

from many groups in studying and developing local curriculum programs.

Committees within the Program used a variety of activities designed to have an impact at the local level. They conducted conferences, sponsored workshops, prepared publications, sponsored and encouraged demonstration-research projects, conducted surveys, consulted with individuals and groups, issued position statements, and participated in evaluation projects.

The Program was found to be (1) responsive to current problems and issues, (2) an effective vehicle for involving a wide range of individuals to work cooperatively on the solution of common problems, (3) resourceful in selecting appropriate activities to stimulate local curriculum development, (4) a voluntary endeavor which supported the philosophy of local control as a sound basis for bringing about desired changes in the programs of the schools of the state, (5) a developer of local leadership through the experiences provided individuals through committee participation, (7) supportive of research at both the state and local levels as an important means of stimulating local curriculum development, and (8) an effective means of conducting an on-going needs assessment in the state. The discontinuation of the Program after 33 years may be attributed to multiple factors, including the adoption of a new

Constitution for the state and a shift in philosophy relating to local decision making.

Recommendations are made concerning the need to study the national leadership contribution of such a program and more details of local impact of a cooperative curriculum development program.

ACKNOWLEDGMENTS

The writer acknowledges his deep appreciation to Dr. Charles A. Blackman for his support and encouragement. As major advisor he provided valuable counsel and gave generously of his time. Without his understanding and suggestions this endeavor would not have been completed. To the members of his guidance committee, Dr. Roy A. Edelfelt, Dr. James B. McKee, Dr. George R. Myers, Dr. Louise M. Sause, and Dr. Troy L. Stearns, the writer expresses his appreciation for their valuable assistance and advice.

In addition the writer wishes to acknowledge his appreciation to the Lansing School District for granting a sabbatical leave for the purpose of gathering the data for this study.

And most of all the writer is indebted to his family; to his wife, Virginia, for her patience and confidence, and to his sons, Jack and Scott, for their interest and understanding.

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CHAPTER I

INTRODUCTION

Problem Statement

This historical-descriptive study is designed to portray in general terms the development and operation of the Michigan Cooperative Curriculum Program. As a state-wide program of curriculum development, the Michigan Cooperative Curriculum Program was sponsored by the State Department of Public Instruction¹ beginning in the fall of 1935 and continued for 33 years through 1967-68.

It is appropriate that a voluntary effort of this duration and magnitude involving both professional educators and interested citizens be studied to determine the factors which led to its inception and fostered its development. Furthermore, it is appropriate to attempt to identify the educational philosophy which has undergirded the Michigan Cooperative Curriculum Program throughout its history of operation.

¹In 1965 the State Department of Public Instruction was reorganized and became the State Department of Education.

The study of the Michigan Cooperative Curriculum Program is further encouraged by Alexander¹ in his study to define and analyze the state leadership function of state departments of education. Three functional patterns of leadership were identified: direct, indirect, and cooperative. He stated that "further study of the inception and development of various programs apparently conforming to one pattern would assist in determining what historical elements are most important in defining the pattern."²

As the history of the Michigan Cooperative Curriculum Program is developed the following questions will permeate this study:

What were the conditions which contributed to the initial establishment of the Michigan Cooperative Curriculum Program?

What basic purposes was the Program designed to achieve and what modifications of purpose occurred during the history of the Program?

What was the underlying philosophy of the Michigan Cooperative Curriculum Program?

What specific state-wide activities characterized the Michigan Cooperative Curriculum Program?

¹William M. Alexander, State Leadership in Improving Instruction: A Study of the Leadership Service Function of State Education Departments, With Special Reference to Louisiana, Tennessee, and Virginia (New York: Teachers College, Columbia University, 1940).

²Ibid., p. 157.

What kinds of people were active in the Michigan Cooperative Curriculum Program and what was the extent of their involvement?

What methods of communication were utilized to stimulate curriculum development under the leadership of the Michigan Cooperative Curriculum Program?

What structural and organizational changes occurred within the Michigan Cooperative Curriculum Program during its existence?

Methodology

The method to be employed in this study is historical research. In utilizing the historical method, the events and conditions leading to the inception of the Michigan Cooperative Curriculum Program will be placed in the proper time sequence and the relationships among these facts will be ascertained. The growth and modifications in the program over a period of 33 years will be traced. The underlying philosophy will be determined both from position statements of the Michigan Cooperative Curriculum Program and from an examination of the activities carried out by the Program.

Information will be extracted from the official documents prepared by the State Department of Public Instruction such as the reports of the Superintendent of Public Instruction and the annual reports of the Michigan Cooperative Curriculum Program. Further information will be gathered from

the records in the files of the Department of Education or presently housed in The Archives of the Michigan Historical Commission. Legislative acts will be reviewed for their relevancy to the Michigan Cooperative Curriculum Program.

Professional journals published by state associations in Michigan will be used to gather information for this study. Periodic letters from the Superintendent of Public Instruction, news articles about the activities of the Department of Public Instruction, and news releases relating to the Michigan Cooperative Curriculum Program and its activities will be studied.

The publications of the State Department of Public Instruction will serve as a valuable source of information. In addition, committee publications and the reports of joint research projects will be studied along with the descriptive reports of both the Department of Public Instruction and the Michigan Cooperative Curriculum Program.

Routine papers relating to the Program will serve as an important source of information. Correspondence, committee minutes, and supportive reports used by the committees will be reviewed.

As the various sources are studied, their relevance as a primary or secondary source will be determined. Whenever possible, primary sources will be utilized and secondary sources will serve when gaps are found in the records studied. Both primary and secondary sources are to be

validated by checking a variety of sources for consistency and accuracy. Further documents will be evaluated for their authenticity. Historical research as utilized in this study is the process and the related problems of selection, examination, and development of inferences from the various artifacts attributed to the Michigan Cooperative Curriculum Program.

Personal observation of the writer will be utilized. The writer served both as a member and chairman of a committee within the Michigan Cooperative Curriculum Program.

From his historical review and survey of the services offered by state departments of education for the improvement of instruction in local school districts, Alexander developed four criteria for determining the significance different state-wide programs have for educational development:

- I. Local educational workers should have ultimate responsibility for selecting the procedures they will follow in local efforts to improve instruction.¹
- II. Each program directed towards improving instruction in a particular division or divisions of the school system should provide means of facilitating local study, experimentation, and appraisal.²
- III. The improvement of instruction should be regarded as a common problem of all groups of educational workers, and provision should be made for securing and coordinating each group's contribution towards solving the problem.³
- IV. Provision should be made for securing evidence concerning the type of service needed by the localities, and for modifying state department activity according to such evidence.⁴

¹ Ibid., p. 33.

² Ibid., p. 35.

³ Ibid., p. 37.

⁴ Ibid., p. 39.

These criteria were developed by examining state department of education practices in assisting local school districts to improve their instructional programs.¹ They will be utilized to analyze the goals, program, activities, and organization of the Michigan Cooperative Curriculum Program during its development and subsequent history.

Scope and Limitations

Since this study is designed as a historical description of the Michigan Cooperative Curriculum Program, it provides a general account of the Program rather than an itemized chronology of every aspect of the Program. Thus categories of activity of the several committees or the varied activities of a specific committee are not to be traced in detail. Committee activities will be used to illustrate the general development and major dimensions of the Michigan Cooperative Curriculum Program during its existence.

The study will not deal with all the activities and responsibilities of the State Department of Public Instruction during the period studied. It is recognized that the Michigan Cooperative Curriculum Program is but one of the ways the State Department of Public Instruction stimulated curriculum development. An attempt will be made, however, to relate the influence of the Department of Public Instruction on the development and continuation of the Program and to ascertain

¹Ibid., p. 41.

possible influences of the Michigan Cooperative Curriculum Program on Department of Public Instruction activities.

A historical study of this breadth must necessarily select data which are representative of activities and points of view rather than attempt to be a comprehensive document detailing every activity and outlining every opinion about the Program.

There are several limitations which will be recognized in this study. Even though the study is limited to the years 1935-1968, events and conditions prior to that time will be used to show the conditions out of which the program grew.

The descriptions and analyses presented in this study will be limited by the records and materials which have been preserved over the years. There has been no systematic preservation of the records of the program. A portion of the original notes, correspondence, and minutes for the years 1935-37 has been bound and located in the files of the State Department of Education. The same types of materials were assembled but never bound for the years 1937-39. Subsequently, records of the program were never handled in a uniform manner, with a variety of methods being used to record and report the activities of the Program. Annual reports of the Michigan Cooperative Curriculum Program, when issued, did not utilize a consistent format. Many of the official minutes which have been preserved lack sufficient detail to

serve as complete accounts of the activity being studied and supplemental material frequently was not preserved along with the minutes. In addition, there was never a systematic use of the Archives of the state of Michigan to preserve the official records of the Michigan Cooperative Curriculum Program.

Because of the magnitude of the Program and the wide range of activities stimulated by the Program, the written artifacts of the Program will be found in many locations and in a variety of forms.

Basic Assumptions

The following basic assumptions have been accepted by the researcher during this study:

Education is a function of the state and includes a responsibility for state-wide curriculum development.

No single factor caused the initial or continuing development of the Michigan Cooperative Curriculum Program.

The activities of the Michigan Cooperative Curriculum Program have been sufficiently preserved so that a historical study will add to the understanding of the contributions of the Program to the improvement of instruction in the schools of Michigan.

Overview of the Study

For the purposes of this study, the 33-year history of the Michigan Cooperative Curriculum Program will be divided

into four time periods as the Program is examined. The first 30 years of the Program will be divided into three decades: 1935-36 through 1944-45; 1945-46 through 1954-55; and 1955-56 through 1964-65. The final three years of the Program, 1965-66 through 1967-68, represent an intensive evaluation period for the Michigan Cooperative Curriculum Program and will also be treated as a separate time frame. The decade is a time element commonly used in historical writings. Additional support for this particular time reference is found in "Role of the Michigan Department of Education in Curriculum Development in the Schools of Michigan--Some Viewpoints in Perspective."¹ In this paper Crawford identified 1970 as "the final closing of an educational cycle which has taken approximately fifty years to complete"² and recognized four stages within the 50-year cycle: 1920-1935; 1935-1955; 1955-1965; and finally 1965-1970. The first two decades of the Michigan Cooperative Curriculum Program correspond to the second stage of the 50-year cycle. The third decade of the Program corresponds to the third stage of the 50-year cycle, and the final three years of the Michigan Cooperative

¹Ferris N. Crawford, "Role of the Michigan Department of Education in Curriculum Development in the Schools of Michigan--Some Viewpoints in Perspective," paper presented to the staffs of the Curriculum Services Division and the Special Education Division of the Bureau of Educational Services, Michigan Department of Education, May 4, 1970. (Mimeographed.)

²Ibid., p. 1.

Curriculum Program begins with the fourth and final stage of the 50-year cycle.

The study is organized into eight chapters. Chapter I outlines the problem statement, methodology to be employed, scope and limitations, basic assumptions, and presents an overview of the study. The review of significant literature in Chapter II provides background information related to state-wide cooperative curriculum efforts of state departments of education. Chapter III identifies the historical antecedents which fostered the inception of the Michigan Cooperative Curriculum Program. In Chapters IV through VII the 33-year history of the Program will be described. Chapter VIII presents the summary of the study, conclusions, and recommendations for further action.

CHAPTER II

REVIEW OF SIGNIFICANT LITERATURE

In reviewing the literature related to this topic, the following categories were used: (1) studies dealing with the constitutional responsibilities and functions of the several states in the field of education, (2) studies surveying the curriculum programs of selected state departments of education, (3) studies of other types of state-wide efforts to improve instruction, and (4) histories of state departments of education. The literature will be reviewed which relates directly to this study as well as literature which deals with selected aspects of state-wide curriculum development.

While there have been no studies dealing in a comprehensive way with the Michigan Cooperative Curriculum Program, there are two works bearing on certain aspects of the Program. First, Koopman¹ prepared a short case study of the first 15 years of the Michigan Cooperative Curriculum Program which appeared as a chapter in Caswell's Curriculum Improvement in Public School Systems.

¹G. Robert Koopman, "The Michigan Curriculum Program--A Case History," in Curriculum Improvement in Public School Systems, ed. Hollis L. Caswell and Associates (New York: Teachers College, Columbia University, 1950).

Koopman began his case study by bringing attention to the fact that the several states in the United States have the responsibility for public education and yet the actual operation of the schools has largely been delegated to local school districts. This phenomenon, along with regional cultural differences, the amount of fiscal support, and legislative controls, are cited as the causes for the variety in the state school systems.¹

Koopman's descriptive highlights of the activities of the Michigan Curriculum Program serve as a status report as the "service aspect of the state educational agencies became more important, and control aspects dwindled in importance."² At the same time, the organization of the Michigan Curriculum Program broadened in scope and actively involved more persons.

Citizenship was identified by Koopman as

. . . an over-arching objective of the Michigan Curriculum Program [that] has been evidenced throughout the program through statements of purpose and value, but more importantly through the many projects designed to emphasize the social aspects of instruction.³

¹Ibid., p. 399.

²Ibid., p. 402.

³Ibid., pp. 405-406.

Stroud,¹ in the second study related to this topic, selected an activity which was an integral part of one of the demonstration-research projects closely associated with the Michigan Cooperative Curriculum Program. Stroud described in considerable detail the Michigan August Working Conferences for the duration of these workshops from 1940 to 1955. Developed and initiated by the Michigan Secondary School Study, implications of these workshops were examined for their impact on curriculum development in Michigan at the secondary level. The August Working Conference was viewed as an "approach to curriculum development whereby a representative population worked cooperatively and effectively to make intelligent decisions with the aid of professional consultants."² A survey of the workshop concept was used to establish a framework for evaluating the Michigan August Working Conferences as a vehicle for bringing about curriculum change and as a method for seeking solutions to problems of curriculum improvement. Participants consistently evaluated the conferences as

. . . valuable in all areas: physical; environmental; leadership; consultant aid; an atmosphere where all were accepted as potential leaders with worthwhile

¹Sarah Jane Stroud, "The Michigan August Working Conference as a Method of Curriculum Development" (Ph.D. dissertation, Michigan State University, 1966).

²Ibid., p. 26.

contributions to make; and, a place where new ideas were plentiful and shared.¹

No evidence was discovered for the discontinuance of the August Working Conferences except the statements of the last Director of the Michigan Study of Secondary School Curriculum, who concluded that since many schools were holding pre-school workshops, the Department of Public Instruction no longer needed to conduct state-wide workshops. Stroud concluded by suggesting that

. . . as Michigan steps back and looks at its own schools and their predicaments, it may prove of worth to look back into the history of its curriculum development program and to give specific attention to its August Working Conference as again having value in solving current problems and predicaments.²

Whan³ studied the relationship of the Michigan Department of Education and selected local public school districts approximately three years after the termination of the Michigan Cooperative Curriculum Program. The study was not designed to compare past and present relationships and programs, but the findings do provide a measure of attitude on the part of both Department of Education personnel and local school district personnel relatively close to the culmination of the Program.

¹Ibid., p. 152.

²Ibid., p. 165.

³Jon M. Whan, "An Analysis of the Association Between the Michigan Department of Education and Selected Public School Districts Located in Southeastern Michigan (Ph.D. dissertation, University of Michigan, 1972).

The study was based on the rationale that

. . . (1) the association between the Michigan Department of Education and local public school districts has become a major issue in the educational arena of the state, (2) substantial demands are being made on each organization to assure equal educational opportunity for all children, and (3) the association which exists between the Department of Education and local schools could be a key factor to the solution of many complex educational problems in Michigan.¹

The study focused on the examination of the following three areas:

. . . (1) the leadership responsibilities of the Michigan Department of Education, (2) the degree of interdependence (partnership between the Department and local school districts [sic], and (3) the new Accountability Model of the Michigan Department of Education.²

Questionnaires were sent to local district management personnel in five types of communities and also to management and consultant personnel in the Michigan Department of Education. In relation to the leadership role, Whan found that

. . . at the present time the MDE is viewed as inhibiting change rather than stimulating change at the local level. Even though many local districts are beginning to look toward the MDE for leadership, they also appear to be apprehensive about the MDE assuming too much responsibility at the expense of the local districts.³

He also found that regardless of Department intentions,

¹Ibid., p. 225.

²Ibid.

³Ibid., p. 235.

"local district personnel do sense a state takeover."¹ He further observed "that the MDE will receive more acceptance and become more effective if it places more emphasis on assistance, service and cooperation rather than regulation, mandate and control."² Attitudes toward the Department of Education were found to be somewhat more positive from the more urbanized districts than from the smaller districts.

As related to the partnership concept, "local districts do accept the need for a strong partner in the department of education."³ However, the present partnership is not viewed in a positive manner.

If there is a new partnership of shared responsibility in Michigan local district personnel see it dominated by MDE control. The local district personnel for the most part do not sense a new partnership. Neither do they feel there is more cooperation, but they do see their own responsibilities being eroded away by the MDE assuming too much responsibilities. Furthermore, it is the general consensus that the MDE does not need more power to function in an effective fashion as the state-wide educational leadership center.⁴

In addition, the partnership concept is affected by the feeling of local district personnel that

. . . they have very little influence on many MDE policy determinations. As they see it, the partnership in question must include more opportunities for local district input into state decision making processes.

¹Ibid., p. 236.

²Ibid.

³Ibid., p. 242.

⁴Ibid.

Even the MDE personnel feel the local districts should be given more of a voice in determining policies and guidelines and in the determination of the role and responsibilities and role of the MDE itself [sic].¹

Local district personnel judge the Department of Education as possessing very little leadership ability when related to assistance "in determining local needs, analyzing local delivery systems, [and] improving and evaluating local programs."² This is supported by their feeling "that local responsibility should continue to be the principal mode for developing common goals and performance objectives for the local districts."³

Recommendations by Whan included the following:

1. In terms of leadership responsibilities, the MDE must avoid engaging in areas which can more effectively be dealt with at the local level.
2. The MDE will receive more acceptance for its policies and guidelines if it places more emphasis on assistance, service and cooperation rather than regulation, mandates and control.
3. MDE must do more to encourage local initiative.⁴

Weaver⁵ reported that a Faculty Research Project sponsored by the Department of Conservation, School of Natural Resources, University of Michigan surveyed the state

¹Ibid., p. 243.

²Ibid., p. 245.

³Ibid., p. 247.

⁴Ibid., p. 250.

⁵Richard L. Weaver, "The Role of State Committees in Developing a Conservation Education Program," School Science and Mathematics 59 (April 1959): 290-93.

education authorities to determine the role of state committees in developing a Conservation Education Program. It was found that the "majority of state committees come into existence when the Department of Education needs a bulletin prepared."¹ The state superintendent usually appoints the members of the committees. A member of the department staff is also generally appointed by the state superintendent to work with the committee, and the committees usually have an existence of two or three years duration.² In contrast to these temporary committees to prepare publications were the somewhat more permanent committee arrangements functioning in 12 states established primarily to develop and guide state-wide programs in conservation education. Permanent committees were found "to be of much greater service to a state when they go beyond preparation of bulletins."³ Additional activities which were undertaken by these permanent committees included designing projects and programs, organizing state and regional conferences, cooperating with colleges and universities to stimulate inservice education, preparing needed materials, and coordinating the efforts of state department consultants who work with local schools and institutions of higher education. In addition, these

¹Ibid., p. 293.

²Ibid.

³Ibid.

permanent committees cooperated with the evaluation of state-wide conservation education programs and activities and they also assisted public schools and colleges and universities to evaluate their programs. Committees were characterized as having a wide variety of committee membership and "most frequently set up with primary emphasis in conservation, although may be tied in with the general committee structure as in Michigan."¹

Hoehn² prepared in manuscript form a short history of the Michigan Department of Education. The influences of the Michigan Department of Education in meeting state-wide educational programs were described from the term of the first State Superintendent of Public Instruction, John D. Pierce, through 1966. Six persistent problem areas were identified as having demanded the attention of the Michigan Department of Education over the years:

- (1) The poor quality of teachers, (2) The many small independent schools, (3) Financing education,
- (4) Equalizing educational opportunity, (5) Providing supplementary services and special education, and
- (6) Curriculum problems.³

¹Ibid.

²Lilburn Hoehn, "A Brief History of the Michigan Department of Education" (Bureau of Research and Educational Planning, Michigan Department of Education, October 4, 1966), pp. 1-52. (Typewritten.) This manuscript was prepared at the direction of the Superintendent of Public Instruction for submission to the Office of Chief State School Officers.

³Ibid.

The first 100 years of State Department of Education activity in the field of curriculum were characterized by courses of study mandated by the State Superintendent of Public Instruction and approved by the legislature. In 1839 Superintendent Pierce was directed by the legislature to prepare a list of textbooks for use in the common schools of the state and to develop a plan to insure an adequate supply of the recommended books. School districts were not required to use the textbooks. In 1858 Superintendent Gregory questioned the desirability of uniform textbooks throughout the state, believing that the purposes of a course of study should be determined with the selection of the textbooks to be based on the purposes to be achieved. In attempting to establish a course of study for Michigan's primary schools, Gregory felt that through a course of study there would develop a greater continuity to the curriculum, regular attendance would be encouraged, and some uniformity would develop in the length of the school year.¹ As advocates of a state course of study, Superintendents Cochran in 1881 and Goss in 1883 believed that "the student should be adjusted to the course of study rather than vice versa."² The Michigan legislature, in 1897, acted to require the preparation of a course of study for district schools by the Superintendent of Public Instruction. Superintendent Hammond felt

¹Ibid., p. 10.

²Ibid.

that teachers should use the course of study to help pupils develop proper study habits and "that grades should be adjusted to the pupil rather than the pupils to the grades."¹ Revisions of the elementary course of study were issued in 1910, 1911, and 1922 with revisions of the high school course of study appearing in 1905 and 1923. The emphasis of State Superintendents of Public Instruction in curriculum matters was the development of courses of study through the mid-1930's. At that time the emphasis drastically changed "to a cooperative venture in curriculum development. . . ."² The Michigan Curriculum Program represented a new philosophy based on cooperation and local autonomy as the state education agency encouraged curriculum development in the local school district.

Riddle³ surveyed the chief state school officers to determine their leadership role in curriculum and instructional improvement. He analyzed

. . . the degree to which leadership was provided by state departments of education in the areas identified by the chief state school officers in 1952 as they related to statewide curriculum and instructional improvement: planning, research, advisory, coordination, public relations, and in-service education.⁴

¹Ibid., p. 11.

²Ibid., p. 13.

³Bruce E. Riddle, "An Analysis of State Departments of Education with Respect to Their Emerging Leadership Function in Educational Improvement" (Ed.D. dissertation, University of Oklahoma, 1964).

⁴Ibid., p. 4.

One-fifth of the state departments of education did not have basic long-range plans and, further, 49 percent of the responding state departments of education did not have a publication outlining long-term policies and objectives.¹ Riddle concluded that many state departments of education "were failing to discharge an important leadership activity"² in their relationships with state-wide curriculum or instructional improvement groups. Even though 91 percent of the state departments responded that they participated with specific state-level subject matter committees in improving instruction, the number of state-wide committees was felt to be inadequate. Michigan reported the largest number of committees--30. The next largest number of committees reported by any state was 23. One state reported 12 committees; and two states reported ten committees. Of the states participating with committees, the fewest reported was two committees by four states. The average was 6.7 subject matter committees per state.³

He further found that in 84 percent of the states the cost and responsibility for the preparation and distribution of curriculum materials was entirely assumed by the respective state education agency.⁴ Riddle cited curriculum

¹Ibid., pp. 33, 34.

²Ibid., p. 116.

³Ibid., p. 83.

⁴Ibid., p. 85.

development as a critical weakness of state departments of education, and called for an expansion of research activities. Based on the findings of his study, Riddle concluded that "many state departments of education were not adequately meeting the challenge of providing quality leadership in improving education in the state."¹

Goodkin² selected for study two dimensions of the Illinois Curriculum Program. The six stated objectives of the Program were:

1. To encourage on a statewide level continuing concern with curriculum improvement in the public schools of Illinois.
2. To provide consultant help and materials for local curriculum studies.
3. To initiate in local school systems experimental projects designed to improve teaching and instructional services.
4. To conduct workshops in order to bring school people and lay people together for work on school problems.
5. To prepare and distribute curriculum publications.
6. To assist other educational organizations and agencies without duplicating their efforts.³

Goodkin selected the objective relating to curriculum publications for study and further evaluated the operation of the Illinois Curriculum Council.

This is the most comprehensive study dealing with the publication activities of a state curriculum program. Data

¹Ibid., p. 118.

²Thomas B. Goodkin, "A Study of the Impact of the Illinois Curriculum Program Upon Local School District Operations" (Ph.D. dissertation, Northwestern University, 1965).

³Ibid., p. 6.

compiled from questionnaires which surveyed teachers, administrators, curriculum directors, and county superintendents indicated that when compared with other curriculum materials available to teachers, the 18 publications of the Illinois Curriculum Program ranked relatively low as a resource available to teachers for classroom planning. Of the three categories of publications produced by the Illinois Curriculum Program, administrative, secondary, and elementary, the elementary publications received the widest usage. The publications were judged to "be of high quality, worthwhile, and useful for the purpose they were designed."¹ However, because of a "lack of widespread utilization of the publication . . . the impact of the Program upon local school district operations has been limited and at best spotty."²

From a review of 33 meetings of the Illinois Curriculum Council between 1948 and 1964, Goodkin identified five functions of the Council: "(1) advise, (2) initiate, (3) coordinate, (4) disseminate, and (5) inform."³ Only the first two functions, advising and initiating, were selected for further study. A theoretical framework was developed to establish the relationship between the Illinois Curriculum Council, the Illinois Curriculum Program, and the local school districts which they serve. The Illinois Curriculum

¹Ibid., p. 85.

²Ibid., p. 86.

³Ibid., p. 6.

Council, the Illinois Curriculum Program, local school district personnel engaged in curriculum development, and the classroom teacher were each viewed as having a related but different decision-making process when viewed as part of the curriculum process. The Illinois Curriculum Council, in its semi-annual meetings, was found to have a small output when rated on the two functions of advising and initiating since "only 14 specific items of externally-directed advice were recorded in the minutes of the meetings."¹ Further, it was recommended that

. . . the Illinois Curriculum Council reconsider its role and functions, with a view toward finding ways in which it can provide greater assistance and direction to the State for the introduction and implementation of the State programs on the local level.²

Alexander³ studied the leadership function of state departments of education as developed by 1938-39. The expansion of the staffs of the state departments of education between 1890 and 1939 was attributed to such factors as the advent of compulsory attendance laws, concern for child welfare, expansion of secondary schools, federal aid to vocational education, centralized state teacher certification, and interest in rural and adult education.⁴ During

¹Ibid., p. 85.

²Ibid., p. 89.

³Alexander, State Leadership.

⁴Ibid., pp. 19-21.

this same period of expansion, Alexander found that the "emphasis has been shifted to state department service rather than regulation."¹ He developed four criteria (see page 4) to apply against the programs of the state departments of education in Louisiana, Tennessee, and Virginia. The programs in these states were respectively designated as "direct," "indirect," and "cooperative." While each state department of education had a state curriculum program, he found that

. . . the characteristics of the cooperative program were most consistent with the function of state leadership. This program more than any other included procedures which respected local freedom and stimulated local effort, which involved the cooperation of various local groups and took into consideration local problems.²

Thus in this exploratory study "it was suggested that certain techniques of leadership were found to be more desirable than others."³ Alexander proposed longitudinal, in-depth studies of the operation of specific state curriculum programs.

The literature reviewed in this chapter establishes that there has been no study of the Michigan Cooperative Curriculum Program in its entirety. In addition, the timeliness of this study is supported by the increased interest in the activities and programs of the Michigan Department of Education and the attitudes of local school district

¹Ibid., p. 22.

²Ibid., p. 155.

³Ibid.

personnel toward the Department. The literature also establishes the need for a historical study of curriculum programs of the several state departments of education.

CHAPTER III

HISTORICAL ANTECEDENTS

Overview

Social, economic, political, and educational conditions in Michigan during the mid-1930's fostered the inception of the Michigan Cooperative Curriculum Program. Highlights of major conditions prevailing then are reviewed in this chapter. The formation of early advisory groups to the State Department of Public Instruction will be traced, particularly as they relate to the attempts to solve Michigan's educational problems.

Prevailing Conditions

It is not the intent here to examine and describe in detail the general conditions in Michigan during the depression years of the 1930's. However, the social, economic, political, and educational conditions fermenting in Michigan during this period became the basis for study and subsequent programs developed for the improvement of education. Social and economic changes were putting new demands on the schools to serve as agents for solving current societal problems. And the legislature and Department of Public Instruction were searching for ways of more

adequately meeting their respective responsibilities for education in the entire state.

The Department of Public Instruction and other educational groups and associations brought the problems confronting education to the attention of the Michigan Legislature and the general public in an attempt to arouse a concerned citizenry willing to seek solutions to these problems. It would be well to recount some of the ways these problems affected education in Michigan.

The scope of the problem was stated in the Ninety-Second Biennial Report of the Superintendent of Public Instruction as follows:

The present emergency in Michigan education is three-fold. It involves first a rigid examination of present procedures, practices, and organization with a view to eliminating any unnecessary expenditure of public money. In the second place, it is concerned with the provision of an adequate, stable, and secure form of state support to substitute for the present antiquated and broken local tax system. Finally, it has to do with the reconstruction of the curriculum and the restoration of methods and conditions which will provide a quality of education commensurate with the needs of the boys and girls of our state.¹

The general economic crisis was causing specific problems for the schools. State and local support for education had declined through a combination of circumstances which continued to reduce the income for schools for the school year 1934-35. Property valuation had been reduced

¹Michigan, Department of Public Instruction, Ninety-Second Report of the Superintendent of Public Instruction: For the Bienium 1931-33 (Lansing: Department of Public Instruction, 1934), p. 20.

over the preceding five years. Property tax delinquencies were increasing and the public utility tax paid in lieu of property tax had been reduced. There was a 39 percent decrease in property tax levied from 1930-31 to 1933-34 at a time when property tax represented 75 percent of school revenue. No substantial replacement had been secured for this reduction.¹ Special legislation had been enacted but failed to produce the anticipated additional income. As a result of this drastic reduction of income, 75 percent of the school districts anticipated a shortened school year or curtailed program and some districts were unable to open at all.² According to State Superintendent Voelker, the serious financial difficulties of the schools in this period "threatened to break teacher morale, to undermine the basic standards of instruction, and in general to reduce the effectiveness of Michigan's schools to a point far below that associated with a sound minimum program."³

Schools had been eliminating certain subjects and services from the beginning of the depression. The Ninety-Second Biennial Report of the State Superintendent of Public

¹Michigan Education Association and State Department of Public Instruction, Michigan's Public Schools (Lansing: Michigan Education Association and State Department of Public Instruction, 1934), pp. 1-7.

²"The Case for Michigan's Schools, Presented by the Committee of Seventeen School Board Members Representing School Boards of the State of Michigan," Michigan Education Journal 11 (September 1933): 12.

³Michigan, Department of Public Instruction, Ninety-Second Report, p. 16.

Instruction emphasized "that the curtailment of the school curricular offerings has centered upon the humanizing subjects."¹ This had the effect of significantly limiting the social and cultural opportunities afforded pupils. Teaching supplies had also been reduced, with pupils and parents asked to provide supplies that were previously supplied by boards of education.²

The Bureau of Finance and Research of the Department of Public Instruction reported that the total spent for teachers' salaries had been reduced 45 percent between 1930-31 and 1933-34. Reduction in salaries represented about one-half of the total reduction in school expenditures. In addition to greatly reduced salaries, approximately 3,500 teaching positions had been eliminated, which increased the over-supply of teachers. Classrooms were overcrowded and teachers were forced to teach extended schedules.³

Expenditures for new school construction were greatly reduced. The 15 mill property tax limitation, along with the limitation of bonding to no more than five years, generally served to eliminate funds for construction of school facilities. The Ninety-Second Report of the Superintendent of Public Instruction also warned that "school inspectors

¹Ibid., p. 19.

²Ibid.

³Michigan Education Association and State Department of Public Instruction, Michigan's Public Schools, p. 2.

report an increase in the frequency of unhealthful and unsafe housing of school children."¹ And to add to these problems Michigan had experienced a doubling of the school population in the past two decades, with a continued increase in enrollment each year between 1930-31 and 1934-35.

Certain social conditions which were to have a major impact on the schools culminated in the 1930's. Among these was the fact that the population in Michigan had doubled between 1900 and 1930. Since 1910 Michigan had experienced a growth rate more than twice that of the rest of the United States. The development and rapid expansion of the automotive industry was the major cause of this growth, in contrast to the development of farming and lumbering which caused the growth in population during the nineteenth century. By 1930 Michigan had changed from a primarily rural population to a predominantly urban population. The rate of growth within the state had been uneven just as the rate of growth among the several states of the United States had been uneven. The counties in Michigan with the heaviest concentration of industry grew at the highest rate, while some counties actually lost population during the period between 1910 and 1930.²

¹Michigan, Department of Public Instruction, Ninety-Second Report, p. 20.

²J. F. Thaden, "The People of Michigan," Michigan, Department of Public Instruction, Michigan Today: Its Human and Physical Resources as They Affect Education, Bulletin No. 307 (Lansing: Department of Public Instruction, 1938), pp. 110-111.

The schools were experiencing a rapid rate of growth in enrollment. During the decade 1920-1930 high school enrollment in Michigan had recorded a gain of nearly 200 percent, the junior high schools a gain of nearly 70 percent, and the elementary schools a gain of nearly 40 percent. Between 1900 and 1930 the number of students attending school had increased nearly 140 percent, which represented a gain greater than the increase in population during this period.

The economic depression was having a marked effect on Michigan. "With its highly specialized industrial structure, [Michigan] suffered sooner and more severely than most other states."¹ Michigan's percentage of unemployment between 1930 and 1933 was higher than any other state as a result of this highly specialized industrial structure. There had been a decrease in child labor since 1900, due to new legislation and the requirements of an older working force for industry with the corresponding later age of gainful employment.²

The schools were suffering from a system of school districts designed for a rural population. There were far more school districts in the state than could be administered

¹William Haber and Paul Stanchfield, "Michigan as an Industrial State," Michigan, Department of Public Instruction, Michigan Today, p. 209.

²Michigan Education Association, Educating Michigan's Children, Bulletin No. 25 (Lansing: Michigan Education Association, 1933), p. 5.

efficiently. With 6,709 school districts in Michigan, the unequal distribution of population among the various districts led to the following condition: "Eighty per cent of the school membership is in 1,800 school districts, and the remaining 20% is distributed in 4,909 small local districts."¹ Larger school districts were being advocated to reduce unreasonably high per pupil costs in small districts and to enable the operation of larger high schools. As late as June, 1933, Michigan had 5,074 one-room schools.

The schools were faced with a perplexing dilemma. Enrollment was increasing, especially at the high school level, at the same time that finances were being drastically reduced. The change from an agricultural to an industrial society was also placing new demands on the schools to teach skills needed for the present job market and social setting. The value of education was being questioned, and schools were being called upon to produce a population capable of solving the problems of society.

Legal Provisions

The Constitution of the state of Michigan² gave the Superintendent of Public Instruction the responsibility of

¹Eben R. Mumford and Paul Thompson, "School District Reorganization," Michigan Education Association and State Department of Public Instruction, Michigan's Public Schools, unpagued.

²Michigan, Constitution (1908), art. 11, sec. 9.

general supervision of public education in the state. The Superintendent of Public Instruction was an elected official in state government with a two-year term. The Superintendent was empowered to appoint a deputy; in addition, he could employ a staff and clerical employees subject to civil service regulations. The Department of Public Instruction was the name commonly used to refer to the Superintendent, his deputy, and staff. There was "no basis in the Constitution nor in the statutes"¹ for that name.

Among the specific duties of the Superintendent of Public Instruction was the requirement that "in primary, graded, rural agricultural and township districts the courses of study shall be prepared by the Superintendent of Public Instruction except when said districts are located wholly or partially within a city."²

The legislative appropriations for the Department of Public Instruction had been reduced since 1930, forcing a curtailment of staff and services to local school districts.

Cooperation With Federal Government

The federal government created a number of special administrations during this period to solve problems of

¹Michigan, Department of Public Instruction, Michigan's System of Public Education, Bulletin No. 407 (Lansing: Department of Public Instruction, 1944), p. 44.

²Michigan, State Planning Committee, Report of the Sub-Committee on State Government, comps. Frances M. Royce and H. C. Mengel (Lansing: State Planning Commission, 1936), p. 11.

industrial recovery, unemployment, and social rehabilitation. The Department of Public Instruction was "particularly active in the administration of activities in connection with the Civil Works Administration, the Public Works Administration, and the Federal Emergency Relief Administration."¹ During the year 1933-34 the Department of Public Instruction administered a Federal Emergency Relief Administration program, which employed needy unemployed teachers in small rural communities, illiteracy classes, vocational education classes, adult education classes, vocational rehabilitation services, and finally in nursery schools.² The school building program under the Civil Works Administration, both new construction and remodeling, provided critically needed facilities during this period in which local school building had been so drastically reduced.³

The Federal Emergency Relief Administration was particularly helpful in restoring adult education programs which had been reduced or eliminated from local budgets.⁴

Early Advisory Groups

Superintendent Voelker outlined his educational ideals in a ten-point program in 1933. Of particular significance were the following statements:

¹Michigan, Department of Public Instruction, Ninety-Second Report, p. 33.

²Ibid.

³Ibid.

⁴Ibid., p. 19.

Wherever Possible, let us have local autonomy in school affairs. The functions of the state department of education are too essential to be impeded by unnecessary supervisions.

The Curricula of our public schools should provide for a greater emphasis upon the training for citizenship and for character.¹

These goals set the stage for the formation of the early advisory groups to the Department of Public Instruction and the citizenship education emphasis in the early demonstration-research projects.

Two advisory groups appointed during the tenure of State Superintendent Voelker played important roles in the attempts to solve the problems facing Michigan education.

The Committee of Seventeen School Board Members was appointed by the State Superintendent in the summer of 1933 to assist in developing "a sound financial program for public schools and to carry the program to the people of the state for their consideration and endorsement."² One school board member was selected for the committee from each of the 17 congressional districts, with Dr. Eugene B. Elliott serving as secretary to the Committee. The financial crisis facing the public schools in Michigan was thoroughly studied by this Committee. Following its study, the Committee of Seventeen planned and executed a campaign

¹Paul F. Voelker, "Educational Program," Michigan Education Journal 10 (April 1933): 378.

²Michigan, Department of Public Instruction, Ninety-Second Report, p. 22.

to encourage the Michigan Legislature to pass additional state aid for schools. For example, each county representative called meetings of school officials and education supporters, open citizens' meetings were planned, and radio programs aired.¹ Partially in response to these efforts, a special session of the legislature made some emergency provisions for the school years 1933-34 and 1934-35.

Recognizing that the problems confronting education required additional study and systematic planning beyond the recently enacted legislation, Superintendent Voelker created the Michigan Educational Planning Commission in January, 1934. In establishing the Commission, Superintendent Voelker stated his belief that:

The schools of Michigan belong to the people of the State. In solving vital public problems, the people have not only the right but the obligation to determine the quality, the amount, the cost, and the objectives of the public school program. As taxpayers, furthermore, they are entitled to participate in the molding of policies for the guiding of the schools as a social institution. Without an opportunity to exercise this right, groups of citizens frequently become antagonistic to public enterprises for which they feel they are bearing an unfair proportion of the taxload. Sharing in guidance of the program, however, gives them a part which demands cooperation and promotes understanding.²

¹David H. Henry, "Committee of Seventeen," Michigan Education Journal 10 (September 1933): 22.

²Michigan, Department of Public Instruction, The Michigan Educational Planning Commission (Lansing: Department of Public Instruction, [1934]), p. 1.

The Commission, composed of 19 members, represented the organized taxpaying groups in the state as well as interested educational groups.¹

An additional 47 persons were designated as Associates in Conference, with a larger representation of educational leaders. Four aspects of this voluntary Commission made it significant in educational history in Michigan, since it:

(1) consists of a cross section of the interest groups of the state and is therefore truly representative of public sentiment; (2) is made up largely of laymen whose attitudes are those of the general citizenry; (3) is representative of authoritative leadership, intelligence and vision; (4) is united in the determination that the children and the people of Michigan shall have the maximum educational opportunities.²

In addition to being an autonomous Commission created by the State Superintendent of Public Instruction, the Michigan Educational Planning Commission was "designated a committee on education to make recommendations to the State Planning Commission."³ Thus the Commission functioned

¹Included were representatives from the following organizations: State Federation of Labor, State Manufacturers' Association, State Real Estate Association, Board of Commerce, Michigan Farm Bureau, Grange, Boards of Education, Federation of Women's Clubs, Association of University Women, State Congress of Parents and Teachers, Michigan Education Association, State Federation of Teachers' Clubs, and the Michigan Council on Education.

²Michigan, Department of Public Instruction, Ninety-Second Report, p. 23.

³"Will Make Recommendations to State Planning Body," Michigan Education Journal 12 (February 1935): 239.

with a dual responsibility. The State Planning Commission was created by legislative action, with the State Superintendent of Public Instruction designated as chairman.

Superintendent Voelker highlighted the need for planning in his statement "that the present critical period is not an emergency from which we shall emerge in a laissez faire manner."¹ An improvement in general economic conditions is not a guarantee that the financial situation of the schools will improve.

Seven subcommittees of the Commission were formed to appraise educational problems: (1) Goals of Education, (2) Financing Public Education, (3) Administrative Organization, (4) Extent of Free Public Education, (5) Curriculum and Methods, (6) Teacher Personnel, and (7) Public Information on Education. The first task of the Commission was to formulate a statement of goals for public education in Michigan and secondly to prepare "a general plan for making these goals effective in the schools of the state."² Before analyzing the cost of public education, the Commission undertook the task of determining the purposes and kind of public education which should be provided for all citizens of the state. Thus, in June, 1934, the Michigan Educational Planning Commission adopted The Goals of Public Education in Michigan:

¹Michigan, Department of Public Instruction, Michigan Educational Planning Commission, p. 1.

²Michigan, Department of Public Instruction, Ninety-Second Report, p. 27.

- One. To cultivate a deep regard for democracy and an intelligent appreciation of democratic institutions.
- Two. To develop those qualities of character which are of special significance in a democracy.
- Three. To develop the willingness and the ability to cooperate effectively in a democratic society.
- Four. To develop the ability to use the most effective and reliable methods in searching for truth as a basis for the discovery and solution of problems.
- Five. To develop the effective use of the fundamental knowledge and skills required by all.
- Six. To insure an abundant social and individual life in accordance with each individual's capacity and ambition.
- Seven. To provide training in the specialized and professional services which are requisite for society.
- Eight. To provide for the enrichment of adult life.
- Nine. To plan for the continuous appraisal and readjustment of the educational program to fit changing conditions.¹

The Goals were widely discussed by various groups in the state. They were officially adopted by the State Board of Education in September, 1934.² Many educational groups throughout the state endorsed the Goals.

Keyworth stated that the

. . . adoption of the Goals of Education is an outstanding event in the educational history of the State of Michigan. It marks the beginning of a movement that will enable the public schools to function in their true and real sense--namely, to preserve and to enhance democratic society in all its major aspects--social, political, economical, and ethical.³

¹Michigan Educational Planning Commission, The Goals of Public Education in Michigan (Lansing: Michigan Educational Planning Commission, [1934]), pp. 1-4.

²Michigan, Department of Public Instruction, Ninety-Second Report, p. 27.

³Maurice R. Keyworth, "Commission Studies Purposes of Public Schools in Michigan," Michigan Education Journal 12 (September 1934): 13.

Each Goal was supported by an explanatory paragraph which included recommendations and supplementary questions designed to encourage discussion and to ensure application of the Goals at all levels of education. The significance and importance of the Goals as a guide for change was clearly outlined in the following statement by Keyworth and Heaton:

The Goals of Education are only of value as they stimulate improvement in the program of instruction. They set an ideal which has been determined in terms of the democratic society in which we live. In this country we have taken for granted that effective democratic institutions constitute the best means for insuring justice and liberty; for maintaining the equality of political, social, and economic opportunities; for fostering growth and progress; and for furthering truth and honesty in public life. Because we so sincerely feel that true democracy is basic to the welfare of the community and of the individual citizen, we very properly think it our first goal in public education to cultivate a deep regard for democracy and an intelligent appreciation of democratic institutions. This principal does not imply blind obedience or loyalty to the status quo, but rather an intelligent open-minded appreciation of the democratic ideal.¹

Another publication of the Commission, Extent of Free Public Education in Michigan,² provided the scope of the application of The Goals of Public Education in Michigan. State responsibility for free public education from nursery education through higher education was advocated as education

¹Maurice R. Keyworth and Kenneth L. Heaton, "Interpreting the Goals of Public Education in Michigan," Michigan Education Journal 12 (October 1934): 90.

²Michigan Educational Planning Commission, Extent of Free Public Education in Michigan (Lansing: Michigan Educational Planning Commission, 1935).

was recognized as "a continuous process taking place throughout the life of the individual."¹

Implementing the Goals became a priority for the Commission. The Curriculum and Method subcommittee of the Michigan Educational Planning Commission was charged with the responsibility of "relating school practice to the goals."² The second responsibility of the Committee on Curriculum and Method, composed of 12 Michigan educators, was to recommend a permanent plan of organization which would enlist the resources of the state in support of the plans for the improvement of the program of instruction."³ Recognizing that the traditional school curriculum had been under indictment for "its emphasis on academic formalism,"⁴ the Committee on Curriculum and Method sought to answer such questions as:

Are the schools producing citizens interested in civic service?

Are the schools sufficiently assisting boys and girls to adapt themselves vocationally to the changing economic conditions?

Are pupils being prepared for the proper use of the "new leisure" of the modern technological age?

¹Ibid., p. 13.

²John Page, "Social Changes and Modern Methods Are Revising the Old Conceptions of Fundamental Knowledge," Michigan Educational Journal 13 (September 1935): 9.

³Keyworth and Heaton, "Interpreting the Goals," p. 90.

⁴Michigan Department of Public Instruction, Ninety-Second Report, p. 24.

What are the boys and girls learning about cooperative living?

Are the schools adequately promoting personality development?

Are the schools contributing significantly to character development?¹

Thus, the task of the Committee on Curriculum and Method became one of attempting to answer these questions and concerns in a way that would build public support and confidence in the public schools. The Committee believed that the schools "must function more effectively in meeting social needs"² if the public was to support the fiscal needs and curriculum of the schools.

One notable effort to inform the teachers of Michigan about the Goals was the preparation of a series of nine articles which appeared in the Michigan Education Journal between February, 1935, and February, 1936. Authored by prominent Michigan educators, each article explained the meaning and application of the Goal. The introductory article in the series was written by the chairman of the Goals of Education Committee of the Commission.³ Through

¹Ibid.

²Ibid., p. 25.

³Maurice R. Keyworth, "The Teacher's Responsibility for Goal One," Michigan Education Journal 12 (February 1935). Other articles in the series included: Paul T. Rankin, "What the Teacher Can Do to Promote Growth in Character," Michigan Education Journal 12 (March 1935); Stuart A. Curtis, "Training in Cooperation: A Major Aim in Modern Education," Michigan Education Journal 12 (April 1935); Stuart A. Curtis, "Schools Should Teach and Practice Scientific Methods for the Discovery of Truths," Michigan Education Journal 12 (May 1935); John Page, "Social Changes and Modern Methods Are Revising the Old Conceptions of Fundamental Knowledge,"

efforts such as this the Goals of Education gained in acceptance and became a viable vehicle for educational planning in the state.

The involvement of the Department of Public Instruction staff with the Michigan Educational Planning Commission led to the creation of the bureau of Curriculum and Guidance within the Department. The activities of this bureau were identified as:

- (1) cooperation with the Planning Commission;
- (2) preparation and publication of materials, advisory service, promotion of conferences and other efforts to bring immediate service to the schools;
- (3) experimental and research activities designed to solve, over a period of time, some of the most perplexing educational problems.¹

Advisory committees were formed for character education, safety education, guidance, and alcohol and narcotics. Four demonstration research projects were developed in cooperation with the Education and Law Conference. Representatives from the University of Michigan, Michigan State

Michigan Education Journal 13 (September 1935); Fred T. Mitchell, "The Next Step Is the Adjusting of Instructional Material to Individual Differences," Michigan Education Journal 13 (October 1935); John L. Seaton, "The Place of Specialized Services in Modern Society," Michigan Education Journal 13 (November 1935); Ottilia M. Frisch, "The New Leisure Will Be a Menace Unless Society Adopts a Program of Adult Education," Michigan Education Journal 13 (January 1936); Warren R. Good, "Goals of Education Provide Criteria for Progressive Appraisal and Readjustment," Michigan Education Journal 13 (February 1936).

¹Michigan Department of Public Instruction, Ninety-Second Report, p. 28.

College, Wayne University, W. K. Kellogg Foundation, and the Battle Creek Schools assisted in planning the projects.¹

Educational efforts in the state centered on The Goals of Public Education in Michigan. For example, the Committee on Philosophy of Secondary Education, Department of High School Principals, was charged with the responsibility of focusing

. . . the attention of high school people throughout the state upon significant statements such as "The Goals of Public Education in Michigan," "The Issues in Secondary Education" outlined by the commission of the National Department of Secondary School Principals . . . , and the "Report of the Commission on Social Economic Goals for America" of the National Education Association.²

The Committee planned a demonstration teachers' meeting as one session of the annual meeting of the Department of High School Principals to stimulate local faculty groups to study significant statements such as those listed above and to find ways that these statements might help in the solution of specific problems. Teachers were invited to attend the demonstration meeting with the administrators from their schools.³

Henry, writing in the Michigan Education Journal, stated that "attention must be given to teacher problems if

¹Ibid., pp. 28-30.

²Edgar G. Johnston, "Teachers to Help Develop New Methods of Instruction," Michigan Education Journal 12 (November 1934): 152.

³Ibid.

The Goals of Public Education in Michigan are to be realized."¹ The relationship of the teacher to the problems of school finance, administrative reorganization, and curriculum changes must be considered to ensure a competent, stable teaching force.

Summary

Thus, as the 1935-36 school year approached, an attitude of "reconstruction" prevailed. From the depths of an economic depression and an educational crisis the public and educators alike were seeking ways to rebuild both society and the schools. There was a national trend in educational administration which focused on cooperative, democratic procedures and developing a research base for meeting educational needs. In Michigan the development of The Goals of Education in Michigan provided a basis for decisions and a backdrop for the implementation of a state-wide program of curriculum reconstruction.

¹David D. Henry, "Teacher Problems in Michigan," Michigan Education Journal 12 (October 1934): 88.

CHAPTER IV

MICHIGAN COOPERATIVE CURRICULUM PROGRAM

BEGINNING

(FIRST DECADE: 1935-36--1944-45)

Overview

The purpose of this chapter is to present a historical description of the Michigan Cooperative Curriculum Program from its inception in 1935 by State Superintendent of Public Instruction Eugene B. Elliott through the first decade of its functioning as a statewide program to improve instruction in the schools of Michigan. During this decade the Program expanded from a single committee charged with preparing a bulletin for the State Department of Public Instruction to a multi-faceted activity with several committees and approximately 160 direct participants.

Emergence of an Organizational Structure

Soon after he took office in 1935, State Superintendent of Public Instruction Elliott appointed two advisory groups to help determine the direction of education in Michigan. The Michigan Curriculum Program evolved from the activities of these bodies and became an identifiable organization.

As a successor to the Michigan Educational Planning Commission he organized the Michigan Advisory Commission on

Education composed largely of lay representatives to "furnish counsel on questions of public policy in connection with public education."¹ The 45 members of the Commission represented approximately 35 of the major interest groups in the state including business, labor, agriculture, utilities, women's interests, and professional interests.²

The Commission polled its membership and identified three problem areas which deserved their attention:

1. Permissive reorganization of school districts.
2. Creation, by constitutional amendment, of an enlarged State Board of Education with provision for the appointment rather than the election of the State Superintendent of Public Instruction.
3. Problems of school support with special emphasis on the maintenance of public education in fifteen-mill cities.³

In creating the Advisory Commission on Education, Superintendent Elliott continued the efforts of earlier advisory groups to enlist the assistance of noneducational leadership in the state to assist in the solution of public education questions and to work cooperatively for the benefit of all citizens since educational problems are not limited to any particular group. At the initial meeting

¹Michigan, Department of Public Instruction, Ninety-Third Report of the Superintendent of Public Instruction: For the Biennium 1933-35 (Lansing: Department of Public Instruction, 1936), p. 19.

²"The Michigan Advisory Commission on Education Selects Problems for Study and Appoints Committees," Michigan Education Journal 13 (April 1936): 298.

³Ibid.

of the Advisory Commission on Education, Professor Arthur B. Moehlman of the University of Michigan outlined eight major problems of public education in Michigan:

1. A determination of the range and extent of the services of the public schools essential for the safety and welfare of the people of the state.
2. A reorganization of urban, suburban, and rural school districts according to natural communities.
3. A reorganization of the State Board of Education and the Department of Public Instruction on a non-political basis.
4. Reconstruction of the curriculum to provide for better education in terms of present cultural needs.
5. Adoption of policies leading to better methods of selecting and training teachers.
6. Satisfaction of school plant needs.
7. More adequate and equitable finance for public education.
8. The development of a sound opinion with respect to education.¹

The Commission made specific recommendations reflecting the eight areas outlined by Professor Moehlman. Before these recommendations were finalized, however, the Commission formulated the following six principles which define the function of education in a democracy and determine the relationship of government to the educational program.

1. The social and economic conditions of today require adjustments in school district organization in order that the needs of the people of Michigan will be better served.
2. Adjustments in school organization should follow the general principles observed by the founders of our state, in which they emphasized the formation of school districts for neighborhoods and communities of people of like interests, exercising democratic

¹Ibid.

control over the operation of their schools in cooperation with the State Department of Public Instruction.

3. The educational problem in a given community consists of the adoption of an improved educational program that will satisfy the needs and desires of the citizens and at the same time comply with the legal requirements of the state.
4. It is the responsibility of the citizens of each local community to determine how far the educational program shall go beyond the mandatory requirements of the state.
5. Local desire and ability to support should determine the character of the enlarged educational program and the nature of the school organization.
6. The local school district is justified in looking to the state for assistance in maintaining the mandatory program of education, and for cooperation in establishing an enlarged or improved program.¹

The second advisory group appointed in the fall of 1935 by State Superintendent Elliott and working concurrently with the Michigan Advisory Commission on Education was the Curriculum Steering Committee. The Curriculum Steering Committee differed markedly from the Michigan Advisory Commission in two noticeable aspects: size of the group and composition of membership. The original appointments to the Curriculum Steering Committee consisted of six professional educators representing the major professional organizations and educational institutions in the state with Paul T. Rankin serving as chairman. Members of the Department of Public Instruction staff who met with the Steering Committee included the Superintendent of Public

¹Michigan, Department of Public Instruction, Ninety-Third Report, p. 20.

Instruction, the deputy superintendent, the assistant superintendent, and the director of the Division of Curriculum Research.¹ Thus the Curriculum Steering Committee was a much smaller group and consisted only of practicing educators concerned largely with improving instructional practices in the schools.

In his opening remarks to the Curriculum Steering Committee in January, 1936, State Superintendent Elliott stated that with money appropriated by the legislature a course of study would be developed, principally for rural schools but the graded schools had as great a need for the course of study. Recognizing the task as an opportunity to enlist the help and advice of educators across the state, he suggested a "curriculum study for perhaps a two or three-year program."² He further stated that "if the program is to be successful and really interesting to the individuals using it, they must have a part in making it so that when it is finished it will be used."³ Early in the

¹Paul T. Rankin, "Curriculum Reconstruction," Michigan Education Journal 13 (March 1936): 244. Appointments to the Curriculum Steering Committee included the President of the Michigan Education Association; President of the Department of County School Commissioners; Dean of the School of Education, University of Michigan; Chairman of the Michigan Council on Education; a Superintendent of Schools; Director of Laboratory Schools, Michigan State Normal College; and the Supervising Director of Curriculum and Research, Detroit Public Schools, who served as chairman.

²Minutes of the Curriculum Steering Committee, January 4, 1936.

³Ibid.

deliberations the label of "rural" was changed to "elementary" to encourage a wider use of the proposed publication. In addition to this short-range goal of publishing a state course of study, the long-range goal was that of a "thoroughly revised and reconstructed curriculum"¹ for the schools of the state. By February, 1936, the Curriculum Steering Committee had progress reports in five proposed areas for possible development of publications: (1) a bulletin to serve as an instructional guide for elementary schools, (2) a bulletin on innovating practices, (3) a bulletin on research and experimental practices, (4) a bulletin for lay groups, and (5) a bulletin on social and economic trends with their educational implications.²

In discussing the long-time plan, the interest of other groups wishing to participate in the curriculum revision program was acknowledged. Four additional needs were presented by Chairman Rankin for future committee consideration:

1. What provision can be made for unifying efforts along curriculum lines by various institutions and organizations in state--including state department, higher institutions, 25 state associations, cities and counties?
2. To what extent should local curriculum programs in counties and cities be stimulated and encouraged? Should major subject divisions of the new courses

¹Michigan, Department of Public Instruction, The Michigan Program of Curriculum Revision--Progress Report, Bulletin 305 (Lansing: Department of Public Instruction, 1936), p. 2.

²Minutes of Curriculum Steering Committee, February 1, 1936.

- be assigned to regions for intensive work and development?
3. What provision should be made, if any for in-service training through study groups throughout the state in order that teachers may understand current issues and trends in the curriculum? . . .
 4. To what extent should plans be made for a series of mimeographed bulletins to county school commissioners and city superintendents dealing with matters which would contribute to their training programs and to their administration? . . . ¹

In keeping with the goal of wide participation, the Curriculum Steering Committee called on all educators in the state to assist with specific projects. For example, the proposed bulletin on innovative practices in Michigan schools was based on material collected during the summer of 1936 in state institutions of higher education which had teacher education programs. Teachers were asked to report on newer practices which were proven to be valuable.² In addition to this source of new practices, all interested teachers were encouraged to send reports of their practices to the preparation committee. A general call for anyone "who is trying something new that has promise, or knows of teachers who are attempting such"³ was made through the Department of Public Instruction page in the Michigan Education Journal.

¹ Ibid.

² Michigan, Department of Public Instruction, Michigan Program of Curriculum Revision, p. 2.

³ Harvey L. Turner, "Proposed Bulletin on Innovating Practices in Michigan Public Schools," Michigan Education Journal 13 (May 1936): 334.

The Curriculum Steering Committee served a unique function in the Michigan Curriculum Program. Originally referred to in Department of Public Instruction releases as the State Central Committee, the designation Curriculum Steering Committee soon came into general usage.¹ The growth of the scope of the Michigan Curriculum Program with its system of subcommittees soon changed the function of the Curriculum Steering Committee from the single unit in the Program to the planning and coordinating group for the entire Program.

Membership in the Curriculum Steering Committee during this decade varied from the original meeting of nine persons to a committee of 20 persons (see Table 1).

Table 1.--Curriculum Steering Committee membership.

	1935 -36	1936 -37	1937 -38	1938 -39	1939 -40	1940 -41	1941 -42	1942 -43	1943 -44	1944 -45
Total Membership	10	12	15	14	15	20	20	11	14	13

As stated earlier the committee was composed of educators from across the state and representatives of the State Department of Public Instruction. The expansion of the Curriculum Steering Committee in 1940-41 was done to increase the

¹Minutes of the Curriculum Steering Committee, February 1, 1936.

representation of state-wide educational agencies. This expansion gave the committee

. . . representatives from the three major public institutions of higher education, the four teachers colleges, the Department of Public Instruction, the Michigan Education Association, school administrators, the two major foundations doing educational work, the professional associations which deal directly with elementary and secondary teachers, the directors of the secondary and teacher education studies, and an elementary and a secondary teacher.¹

However, by the end of the decade the Curriculum Steering Committee had been reduced to 13 members.

The general plan of committee operation was to hold monthly meetings during the school year. The Committee was chaired by prominent educators with four different chairmen serving during this decade. Two of them represented the public schools and two of them represented teachers colleges.

The Curriculum Steering Committee, like all committees in the Michigan Curriculum Program, was appointed annually by the State Superintendent of Public Instruction. Eugene B. Elliott held the office of Superintendent of Public Instruction during this entire decade of the Michigan Curriculum Program.

The name of the central committee of the Michigan Curriculum Program was changed from Curriculum Steering Committee to Curriculum Planning Committee in 1943-44. In adopting the change "it was thought . . . that the word

¹Charles B. Park, "The Michigan Curriculum Program," Michigan Education Journal 18 (May 1941): 590.

'planning' might better emphasize that no group of experts was trying to steer the curricula, but rather that a group of co-workers was seeking to encourage local schools to do their own developing."¹ The Curriculum Planning Committee acted to suggest areas of emphasis and highlighted state and local problems which might be considered by local schools in curriculum development. The change in name was made "to prevent possible misinterpretation of the committee's function and purpose."²

Beginning from that original charge to recommend "a course of study adaptable to present educational needs,"³ the Curriculum Steering Committee soon became an advisory and coordinating committee for the entire program.

In January, 1937, the Curriculum Steering Committee requested "that the State Superintendent re-define the duties of the committee. . . ."⁴ Clarification was needed to determine whether the Committee should concern itself with all of the curriculum activities of the State Department of Public

¹Michigan, Department of Public Instruction, Michigan Curriculum Planning Committee: Annual Report 1943-1944, Bulletin No. 333 (Lansing: Department of Public Instruction, 1945), p. 7.

²"Local Control of Curriculum Favored," Michigan Education Journal 21 (March 1944): 340.

³Eugene B. Elliott, "Department Provides Many Services to Teaching Profession--Has Responsibilities of Administering State Laws and Providing Leadership," Michigan Education Journal 13 (November 1935): 126.

⁴Minutes of the Curriculum Steering Committee, January 23, 1937.

Instruction or just those activities presently being sponsored by the Curriculum Steering Committee. Superintendent Elliott responded:

As originally constituted, the Curriculum Steering Committee was to serve as the general planning committee for the state curriculum program. Heretofore, it has apparently deemed it advisable to concentrate on the problems of elementary and secondary education, presumably because it recognized that improvement in this area was basic to a general reconstitution of the entire program. I have never conceived of its scope as being narrowly limited. I hope that the Steering Committee has constantly envisaged the problems that are peculiar to special education, vocational education, teacher training, certification, higher education and adult education, and that, in the future it will give an increasing amount of attention to problems that fall within these other areas.¹

Thus the scope of the Curriculum Steering Committee was broadened "to include everything in the state program that concerns curriculum; whether recently inaugurated or of long standing."² And the Committee assumed an advisory role in curriculum with the Division of High School Relations, the Division of Vocational Education, Special Education and curriculum aspects of higher education as they concern the Department of Public Instruction.³

Addressing the Curriculum Planning Committee near the end of this decade, State Superintendent Elliott again

¹Letter from Eugene B. Elliott, Superintendent of Public Instruction, to Paul T. Rankin, Chairman, January 25, 1937.

²Minutes of Curriculum Steering Committee, March 6, 1937.

³Ibid.

outlined the responsibilities of the Committee. He reiterated that

. . . the function of this group was to recommend to him (1) adoption of policies in curriculum development, (2) methods of publicizing adopted policies, (3) investigation of issues and needs for further study and expansion into new fields, (4) correlation of the efforts of all committees working in the same area, and (5) stimulation of all groups, lay and professional, to think seriously in terms of curriculum planning.¹

Committees were established to facilitate the work of the Curriculum Steering Committee. Six subcommittees were created in the first year of operation by the Curriculum Steering Committee. The first committees established were production committees created to prepare the manuscripts for the five bulletins approved for development by the Curriculum Steering Committee in January, 1936. The sixth subcommittee was established to explore the needs of secondary education in Michigan. These groups functioned as expanded subcommittees of the Curriculum Steering Committee with the chairman reporting periodic progress to the Curriculum Steering Committee. Four of the subcommittee chairmen were members of the Curriculum Steering Committee and in each case members of the Curriculum Steering Committee and State Department of Public Instruction served on the committee. All six subcommittees were task oriented and ad hoc in nature since they were discharged upon the completion of

¹Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1943-44, p. 8.

their assignment. And all six subcommittees had completed their work within the first two years of the program. The Secondary School Exploratory Committee made recommendations to the Curriculum Steering Committee which led to the establishment of other committees in the Michigan Curriculum Program.

As the responsibilities and activities of the Michigan Curriculum Program expanded a committee structure developed and the number of persons directly involved in the program expanded. From the initial meeting of nine persons serving as a single committee, the Michigan Curriculum Program had grown in one decade to include the Curriculum Planning Committee and nine other committees with a total membership of 156 persons.

Permanent committees began to emerge during the second year of the Program. Ad hoc committees were occasionally given new tasks to accomplish and at other times a group was appointed to deal with a newly identified concern of the Curriculum Steering Committee. By 1940-41 there were 11 committees operating in the Program. A total of 31 committees are identifiable as having been part of the Michigan Cooperative Curriculum Program during this decade. Only the Curriculum Steering Committee had a tenure for all ten years of this period (see Table 2). Only three committees had a tenure of eight or more years, representing, respectively, the planning function of the Michigan Curriculum Program,

Elementary Education and Directing Committee of the Michigan Study of the Secondary School Curriculum. Nineteen committees had a tenure of less than four years. This group of committees represents the early publication committees and concerns which emerged as the program developed.

Table 2.--Duration of committee appointments.

Length of Committee Appointment	Number of Committees
10 years	1
9 years	2
8 years	2

7 years	0
6 years	1
5 years	1
4 years	5

3 years	3
2 years	8
1 year	8
Total Committees	31

Recognizing the diverse nature of the state and the difficulty of maintaining communications about curriculum developments, a system of regionalization was proposed early in the Curriculum Steering Committee deliberations. Following consideration of establishing regions based on college

areas, foundations, Michigan Education Association regions, and natural community groupings, the Curriculum Steering Committee proposed a regional committee organization centered about the colleges and recommended "that the State Superintendent shall meet the College Presidents in conference for the purpose of informing them and selling them on the idea of the Regional Plan of Organization for Curriculum Development."¹ In developing the concept of regionalization the Curriculum Steering Committee proposed a director for each region nominated by the college president and appointed by the State Superintendent of Public Instruction. The college president, extension director, and regional director would serve as an executive board for each region which would appoint a larger advisory committee with representation from such groups as county school commissioners, superintendents of schools, elementary and secondary principals, supervisors, and elementary and secondary teachers. This committee would act as a steering committee for the study of curriculum programs in each of the regions.² During 1937-38 the concept of regionalization was refined with the following proposal to assure a more equitable geographic distribution of effort:

¹Minutes of the Curriculum Steering Committee, June 6, 1936.

²Ibid.

1. A regional organization in the Upper Peninsula sponsored jointly by the Curriculum Steering Committee, Northern State Teachers College, and field workers. This regional organization is to be supplemented by programs in Michigan Education Association districts when such programs are acceptable and desirable in the eyes of the leadership group of the local district organizations.
2. A regional organization in the northern part of the Lower Peninsula sponsored by the Curriculum Steering Committee, Central State Teachers College, and field workers. This organization is to be supplemented by cooperative activities of Michigan Education Association districts.
3. No regional organization seemed necessary for the southern part of the Lower Peninsula, but activities are to channel through teacher-educating institutions and Michigan Education Association districts.¹

One of the first major modifications in structure of the Michigan Curriculum Program came in the fall of 1938 with the creation of a Curriculum Consultant Group. This group of nearly 80 people was to serve in a consulting capacity to the Michigan Curriculum Program. The membership of the Curriculum Consultant Group consisted of the members of the State Board of Education, institutional representatives, and individual members, all of whom were appointed by the State Superintendent of Public Instruction. These educators were advised of five ways that they could assist the Michigan Curriculum Program:

1. Advise the members of the Curriculum Steering Committee by letter or by conference concerning the appropriateness of the purposes and activities of the program and the extent to which needs are being met.

¹Michigan, Department of Public Instruction, The Michigan Curriculum Program: Third Report of Progress, Bulletin No. 311 (Lansing: Department of Public Instruction, 1939), p. 12.

2. Serve as speakers and discussion leaders at local, district, regional and state conferences and at meetings of lay groups.
3. Promote curriculum studies and curriculum conferences and serve as consultants to school districts.
4. Advise the Department of Public Instruction in writing concerning the effectiveness of its publications. . . .
5. Serve on advisory or production committees of the curriculum program and prepare articles for educational journals.¹

The first state-wide meeting of the Curriculum Consultant Group in November, 1938, opened with Chairman David D. Henry, Wayne University, defining "the function of the Curriculum Consultant Group as being one of an enlarged committee to serve as a group of consultants working in conjunction with the Curriculum Steering Committee. . . ."² In discussing "The Scope of the Michigan Curriculum Program," Paul Rankin presented for consideration "the problem of the most helpful ways the Department of Public Instruction and auxiliary groups and agencies may help in establishing a curriculum study in a local area."³ State Superintendent Elliott addressed the group on "Revising Department Policies in the Direction of Cooperative Administration" and emphasized that "whatever the program, it must be one of leadership."⁴ The program concluded with a panel appraising

¹Letter from G. Robert Koopman, Assistant Superintendent, Department of Public Instruction, Lansing, Michigan, to Curriculum Consultants, November 15, 1938.

²Minutes of the Curriculum Consultant Group, November 5, 1938.

³Ibid.

⁴Ibid

the activities, materials, and progress of the Michigan Curriculum Program. Two key questions served to stimulate discussion:

1. Is the community center approach a sound one?
2. What role should the State Department of Public Instruction assume?¹

The Curriculum Steering Committee recognized the need to reorganize the Curriculum Consultant Group in order to secure more active participation from the members. Division of the group into more active units and the possibility of holding regional meetings was proposed.²

The mid-year meeting of the Curriculum Consultant Group began with an Open Meeting of the Curriculum Steering Committee. Included on the agenda was a discussion of the first draft of the Instructional Policy of the Michigan Curriculum Program with the following questions for consideration:

1. What is education for?
2. How shall the decisions be made as to what experiences should be provided for students?
3. What types of experiences and what organization of these experiences bring about the most effective learning?
4. What is the role of the teacher in a proper instructional program?
5. How can parents as individuals help to improve instruction?
6. How can community agencies help to improve instruction?³

¹Ibid.

²Minutes of the Curriculum Steering Committee, April 19, 1939.

³Agenda for the Curriculum Consultant Conference, January 21, 1939.

The afternoon session was a joint meeting with the Michigan Advisory Commission on Education. Following a progress report on the Michigan Curriculum Program, the entire group discussed ways individual laymen and lay agencies of the community might contribute to the Michigan Curriculum Program.¹

The final 1938-39 meeting of the Curriculum Consultant Group, held in May, 1939, was a joint meeting of the Curriculum Consultant Group, the Curriculum Steering Committee, and the eight major committees of the Michigan Curriculum Program. Consultants were assigned to meet with the committees as part of the program. Also on the program was a description of the most recent appraisal efforts of the Curriculum Steering Committee. State Superintendent Elliott outlined "Some Next Steps for the Michigan Curriculum Program," stressing widespread participation in the program and ways of securing greater teacher participation in the program.²

The Curriculum Consultant Group represented a major attempt to involve a wide representation of Michigan educators in the activities of the State Department of Public Instruction. Meeting over a three-year period, the membership in the Group ranged from 79 participants in 1938-39 to 93 participants in 1940-41.

¹Ibid.

²Minutes of the Curriculum Consultant Group, May 13, 1939.

Products Developed by the Program

In addition to being an advisory body to the State Superintendent of Public Instruction, the Michigan Curriculum Program was a product-oriented group. During this decade publications were prepared, conferences were conducted, policy statements were developed, demonstration-research projects were sponsored, educational groups and institutions of higher education were encouraged to provide additional inservice education for teachers to help them make the curriculum relevant to the learners.

A significant number of publications were issued by the State Department of Public Instruction as a function of the Michigan Curriculum Program. As stated earlier, the original charge to the Curriculum Steering Committee was to prepare a course of study for rural schools. The course of study was out of print and had not been revised for eight years. Out of the discussions at the first meeting of the Curriculum Steering Committee, while working from an outline prepared in advance by members of the State Department of Public Instruction, came the proposal and approval for the first five publications: (1) a bulletin to serve as an instructional guide for elementary schools, (2) a bulletin on innovating practices, (3) a bulletin on research and experimental practices, (4) a bulletin for lay groups, and (5) a bulletin on social and economic trends. All of these bulletins were conceived as immediate needs and part of the

preliminary work toward a complete revision of the state curriculum.¹

The first major publication of the Michigan Curriculum Program was the Instructional Guide for Elementary Schools.² The first printing of 15,000 copies was exhausted within five months, and a second printing of 15,000 copies was ordered.

This course of study of elementary schools represented a radical departure from the types of courses of study previously issued by the State Department of Public Instruction for use by teachers. Instead of being a rigid prescription of content and method, the Instructional Guide for Elementary Schools was a statement of educational objectives with suggested activities for achieving these objectives. This approach increased the need for classroom teachers to be resourceful and to be more adequately prepared to teach since "the teacher has the responsibility of adapting the state course of study to the educational needs of the children for whose training she is responsible."³ This bulletin

¹Minutes of the Curriculum Steering Committee, January 4, 1936.

²Michigan, Department of Public Instruction, Instructional Guide for Elementary Schools, Bulletin No. 301 (Lansing: Department of Public Instruction, 1936).

³"Course of Study and Bulletins from State Department Provide Curriculum Flexibility So That Teachers May Meet Individual Needs," Michigan Education Journal 14 (October 1936): 94.

reflected the five major areas of emphasis which were to characterize the curriculum materials published by the State Department of Public Instruction:

1. FUNCTIONAL LEARNING. Real life experiences rather than artificial textbook situations are emphasized. It is expected that learnings will be related to natural rather than artificial or improvised situations.
2. CHILD GROWTH. Objectives and activities are presumably placed according to the child's ability to grow and power to achieve, and give opportunity for child purposing, planning, executing, and evaluating.
3. INTEGRATION OF SUBJECT MATTER. There is an obvious tendency to integrate subject matter into large units of instruction and according to natural psychological patterns.
4. NATURAL SCHOOL ATMOSPHERE. The trend in the curriculum materials is to depart from unnatural school environment.
5. DEVELOPMENT OF CREATIVE ABILITY. The activities and objectives tend to stress the development of the individual as a worthy member of his group and to assist him in the acquisition of attitudes, habits, knowledges, and skills that will accelerate his adjustment and increase his capacity to achieve.¹

Thus, any curriculum materials prepared by the State Department of Public Instruction were to be adapted to local needs. Recognizing that change was occurring at an increasingly rapid rate, each curriculum bulletin was to be viewed as a tentative bulletin with the teacher responsible for continuously evaluating curriculum material.²

The Curriculum Steering Committee recognized that many teachers and administrators in Michigan were not prepared to accept this new role. Therefore, they sought ways to stimulate inservice and preservice education which would

¹Ibid.

²Ibid.

increase the competency of teachers and other educators in the area of curriculum development.

The second type of publication issued was a series of short mimeographed bulletings referred to as the Instructional Services Series. Dealing with single topics, the bulletins were generally designed to assist in local curriculum development and could be published more rapidly in order to respond to immediate needs identified as the Michigan Curriculum Program developed. "Developing and Recording Units of Curriculum Planning" and "Functional Evaluation of the Curriculum"¹ were the first two publications issued in this series. These more informal publications continued to be prepared throughout this decade. One of the last titles published, Wartime Action for Michigan Schools,² illustrates the way these publications had been used to respond to the societal conditions and changing times.

In an attempt to provide the broadest possible service with limited funds for publications, the Department of Public Instruction during 1937-39 concentrated on the publication of mimeographed bulletins in the Instructional

¹Michigan, Department of Public Instruction, "Developing and Recording Units of Curriculum Planning," Bulletin 3001 (Lansing: Department of Public Instruction, 1937). (Mimeographed.); Michigan, Department of Public Instruction, "Functional Evaluation of the Curriculum," Bulletin 3002A (Lansing: Department of Public Instruction, 1937). (Mimeographed.)

²Michigan, Department of Public Instruction, Wartime Action for Michigan Schools, Bulletin 3050 (Lansing: Department of Public Instruction, 1944).

Services Series. Twenty-one bulletins in this series were published during this period. This series was viewed as "one of the most effective means of assisting schools in improving their programs."¹ The main principles used in determining the content and nature of these bulletins were:

- a. the bulletins should be published in those areas in which there is a felt need, and
- b. the bulletins should be of practical value to teachers and administrators.²

These bulletins were prepared by a variety of groups stimulated by the activities of the Michigan Curriculum Programs. Some of the manuscripts were prepared by

. . . committees composed of members of the faculties of the teacher educating institutions and teachers who have, both individually and in groups, been working upon problems in their own schools and classrooms and in workshops during the summer have planned the materials, evaluated objectively the practicality of the material and theories, and organized the bulletins. A staff member of the Office of Instruction and Educational Planning [Department of Public Instruction] is assigned to do research and give leadership to each effort of this kind.³

In addition, as an indication of the inservice education value it was observed that "the growth in interest and ability of those who prepare bulletins is almost as valuable as the product itself."⁴

Responding to a request that an anthology of poems published by the State Department of Public Instruction in

¹Michigan, Department of Public Instruction, Ninety-Fifth Report, p. 45.

²Ibid.

³Ibid.

⁴Ibid.

1927 be reprinted, the Curriculum Steering Committee made an important determination in the publications area. Thus in the third year of the Michigan Curriculum Program, the Curriculum Steering Committee "recommend[ed] that publication funds of the Department of Public Instruction be not used for the publication of materials that are available from commercial sources, such as textbooks and anthologies of literature."¹ An examination of the publications during this decade indicates that this recommendation was followed by the State Department of Public Instruction.

Operating on a limited budget made publication of all the proposed bulletins impossible. In an attempt to establish priorities, the members of the Curriculum Steering Committee responded to a questionnaire in an attempt to establish the "relative importance and urgency of various publications proposed for preparation by the Department."² Ranking first in both urgency and importance was a "Manual of Curriculum Construction." Ranking second in importance was "Participation of Laymen in Instructional Improvement," and ranking third was "How to Organize and Conduct Study Groups." When ranked for urgency, "Youth of Secondary School Age" and "Annotated Bibliography of Curriculum Publications, Classified" were tied for second place.

¹Minutes of the Curriculum Steering Committee, September 17, 1937.

²Minutes of the Curriculum Steering Committee, November 10, 1937.

The early years of the Program were prolific years for publications. In pointing to the accomplishments of the Michigan Curriculum Program, State Superintendent Elliott noted that 55 publications had been issued by "the State Department of Public Instruction in the areas of curriculum, vocational programs, certification, school administration and secondary education along with mimeographed studies and monographs which are addressed to the teaching profession."¹

Publications were published with funds from the budget of the State Department of Public Instruction and distributed without charge. The Curriculum Steering Committee recommended specific initial distribution for many publications depending on the purpose of the document. In a few limited cases other agencies underwrote the cost of specific publications.

One of the original concerns of the Curriculum Steering Committee was lay participation in studying educational problems. On March 2, 1936, Chairman Rankin forwarded a tentative draft for the proposed lay bulletin.² This document reflected the position of the Curriculum Steering Committee that they could help civic-minded adults

¹"Services in School Administration," Michigan Education Journal 15 (September 1937): 21.

²Letter from Paul T. Rankin to Lee M. Thurston, Deputy Superintendent of Public Instruction, March 2, 1936.

and public-spirited organizations study public education through the use of a bulletin.

Lay participants assisted the State Department of Public Instruction through the Michigan Advisory Commission on Education. In certain instances matters were referred to the Commission by the Curriculum Steering Committee. For example, the preliminary report on the lay groups bulletin was referred to the Michigan Advisory Commission on Education for review and endorsement.¹

While a major goal was lay participation in education at the local level, there was limited lay participation in the Michigan Curriculum Program committees during this decade. All of the members of the Curriculum Planning Committee were professional educators. Of the nine committees appointed in 1944-45, only five had lay participants assigned to their roster: Guidance, Intercultural Understanding, Aviation Education, Health Education, and Safety. One of the recommendations of the joint Curriculum Planning Committee and subcommittee conference held in June, 1945, suggested that efforts be made to "expand the base of committee membership to include younger people and representatives of various lay groups."²

¹Letter from Lee M. Thurston, Deputy Superintendent of Public Instruction, to members of the Curriculum Steering Committee, August 13, 1936.

²Michigan, Department of Public Instruction, Annual Report of the Curriculum Planning Committee: 1944-45, Bulletin 340 (Lansing: Department of Public Instruction, 1946), p. 10.

Beginning in August, 1937, efforts were directed towards developing "the basic point of view for the curriculum program."¹ All members of the Curriculum Steering Committee were asked to submit drafts of such statements at the next monthly meeting. Five members responded with statements which raised such questions as "(1) What should the basic point of view accomplish? (2) How should it be arrived at? and (3) What should be its nature?"² In submitting the statements to a subcommittee for drafting a document concerning the basic point of view,

. . . the Steering Committee offered the following comments:

1. The statement should be confined to matters pertaining to procedures.
2. The statement should be formulated on the notion that the Department's function is that of leadership and not domination of the local school district.
3. The report is to omit consideration of values as far as possible, leaving them for later group study.
4. It may be desirable to set up a preamble of general assumptions.
5. The statement should be confined to questions of administration, leadership and the like, omitting consideration of educational philosophies.³

The subcommittee's draft was modified slightly and adopted in November, 1937. This statement, entitled "Principles Governing Administrative Procedure for the State Curriculum Program," speaks directly to the issue of local control in

¹Minutes of the Curriculum Steering Committee, August 16-17, 1937.

²Minutes of the Curriculum Steering Committee, October 19, 1937.

³Ibid.

curriculum matters and "the extent to which the state could wisely delegate curriculum controls."¹ The full text of the Principles was reproduced in The Michigan Curriculum Program: Third Report of Progress; the Principles were divided into the following headings:

- I. Legal and Constitutional Basis for Curriculum Development in Michigan
- II. Interpretation of State Responsibility
- III. Function of the State in Curriculum Development
- IV. Scope of the Curriculum Program
- V. Administrative Methods to Be Used in the State Program.²

To further assist in clarifying the questions concerning the role of the State Department of Public Instruction, two key statements on relationships with local districts were shared with the Curriculum Steering Committee in December, 1937: "Department Policy Fundamental to Relationships with Local Schools," and "Inclusive Concepts Basic to General and Vocational Education." Both statements reaffirmed the concepts developed in the "Principles Governing Administrative Procedure for the State Curriculum Program."³

¹Michigan, Department of Public Instruction, Michigan Curriculum Program: Third Report, p. 5.

²Ibid., pp. 21-22. The full text also appeared in "Statement of Principles Governing Administrative Procedures for the State Curriculum Program, as Approved by the Curriculum Steering Committee," Michigan Education Journal 15 (February 1938): 294-295.

³Minutes of the Curriculum Steering Committee, December 14, 1937.

Development of a basic instructional policy began in the fall of 1938. A draft was submitted in November, 1938, for review. Later the Curriculum Steering Committee approved six questions as a basis for organizing the instructional policy:

1. What is education for?
2. How shall the decisions be made as to what experiences should be provided for students?
3. What types of experiences and what organization of these experiences bring about the most effective learning?
4. What is the role of the teacher in a proper instructional program?
5. How can parents as individuals help to improve instruction?
6. How can community agencies help to improve instruction?¹

Two members of the Curriculum Steering Committee, Rankin and Koopman, "were asked to accept the responsibility of preparing a statement of these policies. . . ." ² All members of the Curriculum Steering Committee were assigned to write on one of the above questions. The first draft of the Instructional Policy was part of the agenda of the Curriculum Steering Committee at the Curriculum Consultant Group meeting in January, 1939. Thus the draft received maximum exposure before Michigan educators as it was being proposed. Later that year, Basic Instructional Policy for

¹Minutes of the Curriculum Steering Committee, December 22, 1938.

²Ibid.

the Michigan Curriculum¹ was released. The bulletin began:

The purpose of the Michigan program of instructional improvement is that of helping all those who are concerned with education to review the task of the school today and to plan the experiences and activities through which desirable purposes of public education may be realized more completely. The state curriculum program proposes to indicate desirable trends and emphases in the planning of the curriculum for local units by these units rather than to develop specific state courses of study for use in all schools. The following statement presents the point of view of the program with respect to the purposes, procedures, and organization of instruction.²

The statement was widely circulated as a mimeographed bulletin and suggestions were solicited for improvements. The bulletin³ was reissued in printed form in 1941 with the addition of a final section on suggested uses of the statement. This was the final formal statement issued about the Michigan Curriculum Program in the decade.

During this decade five annual reports were issued. Reports were published for each of the first three years of the Michigan Curriculum Program and again for the last two years in the decade. These reports served as important vehicles for explaining the Program to the citizens of the state.

¹Michigan, Department of Public Instruction, "Basic Instructional Policy," Bulletin No. 3012 (Lansing: Department of Public Instruction, 1939). (Mimeographed.)

²Ibid., p. 1.

³Michigan, Department of Public Instruction, Basic Instructional Policy for the Michigan Curriculum Program, Bulletin No. 314 (Lansing: Department of Public Instruction, 1941).

The first report, The Michigan Program of Curriculum Revision--Progress Report,¹ for the 1935-36 school year was a concise four-page statement outlining the organization and general plan for the curriculum reconstruction for the state. Brief descriptions of the activities of the Curriculum Steering Committee concluded the report. The annual report for 1936-37² grew to a 12-page bulletin which reviewed completed projects of the Curriculum Steering Committee and outlined both the projects currently underway and those proposed for the following year. A listing of the Michigan Program of Curriculum Revision Staff and Committee membership included 23 staff members of the State Department of Public Instruction and 46 members of the five committees, giving an indication of the total commitment of the Department of Public Instruction.³ The report concluded with a list of curriculum bulletins dealing with the Michigan Program of Curriculum Revision and the vocational educational bulletins published in 1936-37.

¹Michigan, Department of Public Instruction, Michigan Program of Curriculum Revision--Progress Report.

²Michigan, Department of Public Instruction, Michigan Program of Curriculum Revision: Second Report.

³Ibid. The members of the State Department of Public Instruction included the Superintendent of Public Instruction, Deputy Superintendent, Regional Supervisor (Marquette), the seven members of the Division of Instruction, and the 13 members of the Division of Vocational Education.

The third annual report (1937-38) continued to reflect the growth of the Michigan Curriculum Program by being published as a 29-page bulletin.¹ For the first time a chart was utilized to illustrate the relationship of the State Superintendent of Public Instruction, the Curriculum Steering Committee, and eight subcommittees, indicating the development of a more permanent organizational structure of the program. The work of the Curriculum Consultant Group was outlined as an extension of the Curriculum Steering Committee. The report concluded by giving in full the following Department of Public Instruction policies: "Inclusive Concepts Basic to General and Vocational Education," "Principles Governing Administrative Procedure for the State Curriculum Program," and "Policy Dealing with Curriculum Activities of Professional Interest Groups."²

After a lapse of five years, annual reports were again published for 1943-44 and 1944-45.³ Both annual reports reflect the growth and development of the Michigan Curriculum

¹Michigan, Department of Public Instruction, Michigan Curriculum Program: Third Report. This bulletin also appeared as Chapter II, "The Status and Needs of Education in Michigan," in Michigan, Department of Public Instruction, Ninety-Fourth Report of the Superintendent of Public Instruction: For the Biennium 1937-38 (Lansing: Department of Public Instruction, 1938).

²Ibid., pp. 19-26.

³Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1943-44; Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1944-1945.

Program. Each report begins with an analysis of the major issues in curriculum development which are concerns of the Michigan Curriculum Program. The highlights of the annual activities of the Curriculum Planning Committee are outlined in some detail. Reports for each subcommittee provide a resume of the progress, activities, and plans for each subcommittee. The 1943-44 annual report concludes with a discussion of the role of the State Department of Public Instruction in curriculum development and makes specific suggestions for "activities which the Department may well sponsor or perform in the immediate future."¹ The 1944-45 annual report concludes with a list of recommendations relating to the structure and responsibilities of the various committees of the Michigan Curriculum Program.

Since evaluation was viewed as an integral process of curriculum development at the local level, it was natural that the Curriculum Steering Committee should consider evaluation an important part of the Michigan Curriculum Program. The first attempt at evaluation took the form of a letter from Deputy Superintendent Thurston "to the presidents of the major training institutions of Michigan asking them to send me their judgements and criticisms about our work in curriculum."²

¹Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1943-1944, p. 17.

²Memorandum from Lee M. Thurston, Deputy Superintendent of Public Instruction, to Eugene B. Elliott, Superintendent of Public Instruction, June 16, 1937.

During the 1937-38 year a questionnaire was sent to 700 county commissioners, school superintendents, grade supervisors, and selected individuals. The questionnaire was designed to (1) appraise the Michigan Curriculum Program to date, (2) solicit suggestions on the proposed next steps in the Michigan Curriculum Program, and (3) provide an opportunity for general suggestions for the state curriculum program. The impact of the Michigan Curriculum Program was evident as from 301 replies, 202 major curriculum changes were reported, 154 local faculty groups had participated in organized professional study, and 234 plans for future curriculum activity were reported.¹ Three major conclusions were drawn from this survey:

1. There is rather general agreement with the fundamental concept on which the Michigan curriculum program [sic] is based. Disagreements and modifications were few in number compared with the total number of responses.
2. The publications sponsored by the committee have had wide distribution and have been helpful in most cases.
3. There is rather general approval of the curriculum conferences which have been held. Many expressed a desire for regional conferences and for other small group conferences.²

Respondents expressed a desire for additional help in curriculum work and made the following suggestions for areas of emphasis:

¹Michigan, Department of Public Instruction, "A Partial Appraisal of the Michigan Curriculum Program," Bulletin No. 3007 (Lansing: Department of Public Instruction, 1938), p. 1. (Mimeographed.)

²Ibid.

1. Materials to assist administrators in planning, initiating, and carrying on cooperative curriculum studies.
2. More adequate provisions for the collection of information about what schools are doing and the wide dissemination of this information.
3. Assistance in improving the instructional program and promoting teacher growth in the one and two teacher schools.
4. Improved and expanded visitation services by field workers.
5. More lay participation and lay cooperation through a more effective public relations program.

Recognizing "that continuous appraisal and criticism of the program is essential to careful progress,"¹ the Curriculum Consultant Group in May, 1939, was asked to assist "in obtaining a realistic picture of what the teachers of Michigan think of the program and how teachers may be given more effective help. . . ."² Each member of the Curriculum Consultant Group was asked to interview three classroom teachers using a uniform interview guide. The interview solicited information on the teacher's knowledge and agreement or disagreement with the Michigan Curriculum Program, awareness of the publications of the program and their helpfulness, changes in classroom procedures in the last three years, changes in basic philosophy regarding purposes of education, and the extent of building involvement of the teacher in curriculum revision.³

¹Letter No. 2 from Department of Public Instruction to Curriculum Consultants, May 1, 1939.

²Ibid.

³Ibid.

At the same time the State Department of Public Instruction initiated a Self-Survey of Instructional Progress and Annual Report to the Superintendent of Public Instruction which was designed to obtain significant information regarding curriculum studies, program changes, teacher participation, and professional growth.

An additional attempt to evaluate the Michigan Curriculum Program took the form of an "Appraisal-Planning Day for the State Curriculum Program" held in June, 1939. State Superintendent Elliott invited educational leaders to assist the Curriculum Steering Committee and the Department of Public Instruction in appraising the progress of the Program and to consider the future direction of the Program. A total of about 50 participants took part in the following program:

10:00 a.m.

The Program as a Whole

Eugene B. Elliott, presiding

Objectives and Activities of the Curriculum Program

Paul T. Rankin, Chairman, Curriculum Steering Committee

Services of the Division of Instruction

G. Robert Koopman, Assistant Superintendent of Public Instruction

Services of the Division of Vocational Education

F. W. Dalton, Assistant Superintendent of Trade and Industrial Education

Open Discussion

Led by M. A. Kopka, Superintendent of Schools, Hamtramck

12:15

Luncheon

Dean J. B. Edmonson, presiding

Progress of the Michigan Study of the Secondary School Curriculum

J. Cecil Parker, Director

Open Discussion

Led by S. M. Brownell, Superintendent of Schools,
Grosse Pointe

Appraisal Findings--Partial Report

John R. Emens, Deputy Superintendent of Public
Instruction

Open Discussion

Led by Howard Y. McClusky, University of Michigan¹

Another form of evaluation took place in June, 1945, as the Curriculum Planning Committee and representatives of all the subcommittees held a two-day planning conference. Deputy Superintendent Thurston outlined the purposes of the conference to the participants: "(1) The review of the work for the past year, (2) Discussion of trends in curriculum planning and their implications for next year, and (3) The development of specific plans for the next year."² One part of the program was a panel discussion on "How can we get action in schools as a result of our curriculum planning?" Panel members made the following recommendations as they discussed the topic:

1. More persons in the state should be involved in committee activity.
2. An intensive effort should be made to involve more persons from the northern part of the state.
3. Our mistakes are as important as our achievements and should warrant careful analysis.
4. State bulletins can make a difference if they are read and used.
5. Visual aids can be useful. How about movies and film strips?

¹Agenda for the Appraisal-Planning Day for the State Curriculum Program, June 11, 1938.

²Michigan, Department of Public Instruction, Annual Report of the Curriculum Planning Committee: 1944-45, p. 8.

6. The technique is to ask teachers for help, get them interested in defining the problem, and avoid "telling them how."
7. It might be possible to involve others of schools in experimental projects similar to the Holt experiment conducted by the Elementary Committee.
8. The first requisite for sound curriculum planning activity is to develop teachers who are secure in their jobs, adequately paid, interested in children, and supported by confident administrators.
9. The data from the self-survey and other sources should be used to discover how far local curriculum planning has come in Michigan.
10. Curriculum planning would be advanced naturally if the number of material units could be reduced.
11. Teachers need to be reached directly rather than through administrators.
12. A list of the bulletins should be published in the Michigan Education Journal [sic].
13. An effort should be made to reach and serve the pre-school conferences.
14. Committees which might be added to the state planning structure are as follows: conservation education, the creative arts, democratic living, and human relations.
15. A Committee on Implementation was proposed to serve for one year in implementing the planning activities in our state.¹

Later in the conference four discussion groups were formed to suggest what the main purpose of curriculum planning should be in Michigan during the next year. Compilation of the deliberations produced

. . . the following statement of aim: "To stimulate local community planning by implementing all the resources we now have and all those that will be forthcoming, probably limiting our emphases to a few well-chosen specifics."²

¹Ibid., pp. 8-9.

²Ibid., p. 9. Panel members included Wilfred Clapp, Esther Belcher, Mrs. Lucie Ann McCall, George Gilbert, and Edmund Thorne with Earl C. Kelley serving as chairman.

Areas of Concern and Activities
of the Program

In addition to the initial concerns of the Curriculum Steering Committee cited earlier in this chapter, secondary education soon became a priority for the Committee. A representative of the Department of Public Instruction suggested a bulletin similar to the instructional guide being planned for elementary schools. Since money for publications had already been exhausted and because of the feeling that the current needs of the secondary school needed to be identified, the Curriculum Steering Committee recommended "that an exploratory committee be appointed by the Superintendent to study the needs of the secondary schools and to report . . . to the Steering Committee."¹ It was further suggested that various subject-matter disciplines might meet with the exploratory committee to secure their advice before final recommendations are submitted to the Curriculum Steering Committee. A Secondary School Exploratory Committee of nine members was organized in June, 1936, and had completed its work and was discharged in September of that same year. The committee recommended six topics in secondary education for future publications:

1. The Youth of Secondary School Age
2. Issues in Curriculum Development at the Secondary School Level
3. Practices of Superior Teachers at the Secondary Level

¹Minutes of the Curriculum Steering Committee,
March 7, 1936.

4. Implications of Existing Research for Teaching in the Secondary School
5. Research as a Means of Solving Classroom Problems
6. Techniques of Group Study and Cooperative Thinking¹

A further recommendation was made by the Exploratory Committee that a long-range study of the secondary school curriculum be conducted in Michigan with an emphasis "on ways of adapting the curriculum to the needs of pupils of secondary school age."² The specific proposal of the study was drafted by representative college personnel, high school principals, and superintendents of schools. The major provisions for the study included:

1. The encouragement of secondary schools generally to study ways of improving their curricular offerings within the limits of present college entrance requirements.
2. The selection, for more intensive and controlled study, of a representative group of public secondary schools.
3. The agreement on the part of the colleges to free graduates of those schools between 1939 and 1947 from present course and unit requirements and to substitute other satisfactory bases of selection.
4. The agreement on the part of Michigan secondary schools to accept at full value credits offered by students who transfer from the schools involved in the study.
5. Provision for assistance to the cooperating secondary schools in the discovery of pupil needs, the planning of the general school curriculum to meet these needs, and the guidance of pupils among the curricular offerings.

¹Michigan, Department of Public Instruction, "Curriculum Projects of the Department of Public Instruction" (Lansing: Department of Public Instruction, 1936), p. 10. (Mimeographed.)

²Paul T. Rankin, "Experimental Study to Discover and Evaluate Modifications in Secondary School Program," Michigan Education Journal 14 (January 1937): 223.

6. Provision for evaluation of the modifications made in the curricular and other activities of the cooperating secondary schools.
7. Provision for organization and supervision of the study through a Directing Committee, an Advisory Council, and a staff to carry out policies and to give assistance to the cooperating schools.¹

The proposed study differed from the secondary studies currently being conducted in California, Pennsylvania, and the Eight-Year Study since the participating schools will be "representative of public secondary schools generally in size, ability of pupils, training of teachers, pupil-teacher ratio, etc." and in its "emphasis on evaluation of the most promising leads for the secondary school curriculum."²

Following review and approval by several groups and agencies³ in the state, secondary schools were contacted to ascertain their desire to participate.

Upon approval of the project by the State Board of Education, the Curriculum Steering Committee met to consider the composition of the Directing Committee and the Advisory Committee. To maintain communications, the chairman of the Curriculum Steering Committee was appointed as a

¹Ibid.

²Ibid.

³These groups included: State Department of Public Instruction; Curriculum Steering Committee; Department of High School Principals and the Conference of City Superintendents of the Michigan Education Association; and Michigan Association of North Central Colleges.

member of the Directing Committee and the entire Curriculum Steering Committee would serve on the Advisory Committee.¹

Financed jointly by the Department of Public Instruction and the General Education Board, the Michigan Study of the Secondary School Curriculum became the first research project of the Michigan Curriculum Program.

The Curriculum Steering Committee heard reports of the Secondary School Study at its regular meetings. As the Study progressed the Curriculum Steering Committee recognized the need for "a written statement of relationships"² to clarify the positions of the Curriculum Steering Committee and the Directing Committee of the Secondary School Study. A memorandum from the Superintendent of Public Instruction outlined the administrative control for the Study and clarified the relationship of the Curriculum Steering Committee and the Directing Committee:

The Curriculum Steering Committee is a body appointed by the Superintendent of Public Instruction to plan and advise him on all matters of policy and procedure in connection with the curriculum. Recommendations for change of fundamental policy, wherever they originate, should therefore be reviewed by the Curriculum Steering Committee. The Directing Committee should make arrangements for periodic reports to the Curriculum Steering Committee on the progress of studies which are likely to have a bearing on the curriculum policy of the state.³

¹Minutes of the Curriculum Steering Committee, December 4, 1936.

²Minutes of the Curriculum Steering Committee, June 8, 1937.

³Memorandum from the Superintendent of Public Instruction to the Members of the Directing Committee of the Secondary School Curriculum and the Members of the Curriculum Steering Committee [1937].

In developing plans for the second year of the Michigan Curriculum Program, the sentiment of the Curriculum Steering Committee was "that State and Regional Curriculum Conferences were highly desirable and that in each case they should be organized about the colleges."¹ The state conference was conceived as a leadership training session "where those who are to be leaders may receive training and instruction for their position."² Two types of sessions were suggested: (1) an opening session for all participants where general plans of the curriculum program may be discussed and the curriculum publications presented, and (2) small discussion groups planned by individuals with similar interests or positions. Addresses by individuals with national reputations in the field of curriculum might be included in the general sessions. The Curriculum Steering Committee further recommended that the State Curriculum Conference be by invitation to about 50 individuals from colleges, chairmen of the county commissioners' group and the superintendents' group making it "essentially a working and planning conference."³

During January and February, 1936, four curriculum conferences were sponsored by the State Department of Public Instruction and the Curriculum Steering Committee in

¹Minutes of the Curriculum Steering Committee, June 6, 1936.

²Ibid.

³Ibid.

cooperation with the following institutions of higher education: Michigan State College, East Lansing; Wayne University, Detroit; Michigan State Normal College, Ypsilanti; and Western State Teachers College, Kalamazoo. It was estimated that at these four conferences "more than thirteen hundred teachers, administrators, and supervisors were present to hear speeches by leading educators from Michigan and Ohio and to participate in group sessions."¹ The progress and plans of the Michigan Curriculum Program were presented in addresses to general sessions of each conference by Lee M. Thurston and Paul T. Rankin.

The conferences were judged by the Curriculum Steering Committee to be of great value and the state teachers colleges, Michigan State College, and the University of Michigan were asked to consider sponsoring a regional conference during the 1937-38 school year. A plea was made to include more classroom teachers in subsequent conferences and the Michigan Study of the Secondary School Curriculum was suggested as a possible topic for both the general program and discussion groups.²

A further attempt to facilitate communications among curriculum workers in the state resulted in the proposal to

¹"Michigan's Curriculum Problems Studied at Conferences," Michigan Education Journal 14 (March 1937): 319.

²Letter from Lee M. Thurston, Deputy Superintendent of Public Instruction, to Webster H. Pearce, President, Northern State Teachers College, Marquette, Michigan, June 10, 1937.

issue a monthly curriculum newsletter. Dealing with curriculum issues, the newsletter would contain articles on curriculum problems, book reviews, items of interest on current developments, bibliographies, and reports of school practices in the state, and be sent to between 2,000 and 5,000 persons concerned with developing curricula throughout the state.¹

For budgetary and other reasons the proposed newsletter failed to appear for several years and then had a life of only one year. During the 1943-1944 year the Curriculum Planning Committee prepared and released six issues of a newsletter, "Curriculum Notes," each issue consisting of two mimeographed pages. The first issue clearly states the purpose of the newsletter by indicating that it "is being sent to superintendents and commissioners and others in positions of educational leadership in Michigan in order to present suggestions regarding improvements in instruction that the Curriculum Planning Committee believe may be helpful."² The newsletter further expressed the viewpoint:

1. that the curriculum cannot remain static but must be continuously re-adjusted to the changes that take place in society;
2. that major changes are occurring now and will continue to occur after the war more rapidly than at any time previously and therefore increased attention

¹Memorandum from Lee M. Thurston, Deputy Superintendent of Public Instruction, to Eugene B. Elliott, Superintendent of Public Instruction, June 16, 1937.

²Michigan, Department of Public Instruction, "Current Curriculum Development: A Compilation of Curriculum Notes," Bulletin No. 3048 (Lansing: Department of Public Instruction, 1944), p. 4. (Mimeographed.)

- must be given to the problem of continuous curriculum revision; and
3. that the major responsibility for curriculum change in schools in our American society with its tradition of local autonomy in education must lie with local school boards, administrators, and teachers.¹

The Curriculum Planning Committee continued by making two proposals to local school districts. First, reporting that faculty committees in many Michigan communities had been successful in implementing the above viewpoint as they planned new developments in the local instructional program and studied extra-curricular and community problems, local planning committees were proposed for all schools. And the Curriculum Planning Committee planned "to establish and maintain communication with local school planning committees."² Second, the Curriculum Planning Committee suggested an emphasis on evaluation by proposing that "in keeping with the principle of local responsibility, each school planning committee should examine and evaluate the school program in the light of changing needs, consider proposals for modification, and aid in bringing about those modifications which seem wise."³ Future issues of "Curriculum Notes" were planned which would analyze a desirable emphasis in the curriculum. Twelve areas were identified as pressing concerns: "the air age, conservation, consumer education, home and family life, democratic citizenship, inter-cultural relations, needs of youth about to be employed, post-war international

¹Ibid.

²Ibid.

³Ibid.

reconstruction, clear thinking--how to get the truth, and the movies, radio and newspaper."¹ The next five issues of "Curriculum Notes" dealt with the topics: Air Age, Consumer Education in Wartime, Home and Family Living, Work Experience Courses in Michigan Schools, and Education for Democratic Citizenship.

Local school planning committees were encouraged to use each issue to study the area of emphasis by determining the relative importance of the area presented and to determine if the local school is now making adequate progress in dealing with the area discussed. If the local curriculum planning committee was dissatisfied with the present degree of adjustment in the specific area, the local committee was challenged to develop a plan to meet the needs of that school.

Involvement and active participation of personnel from the Department of Public Instruction was an important element in the Michigan Curriculum Program. During the second year of the Program, 1936-37, the Curriculum Steering Committee was composed of four members of the staff of the Department of Public Instruction and eight additional Michigan educators, all administrators or supervisors; Paul T. Rankin continued as chairman. Department of Public Instruction representatives included, in addition to Superintendent Elliott: the Deputy Superintendent of Public Instruction, the Assistant Superintendent of Public Instruction, and the

¹Ibid., p. 5.

Director of Curriculum and Research. Deputy Superintendent Lee M. Thurston served both as secretary to the Curriculum Steering Committee and as the staff member who was assigned the general responsibility within the Department of Public Instruction for guiding the "plans leading to the evaluation and improvement of the curriculum for Michigan public schools. . . ." ¹

The use of volunteer groups to assist in curriculum development was in part necessitated by the limited number of staff members in the Division of Instruction of the State Department of Public Instruction. During 1936-37 there was a total of seven persons in that Division including the Director of the Secondary School Study. ² Commitments of the staff to assist with research projects in Mt. Pleasant, Grand Rapids, and East Lansing left only a limited amount of time to devote to the general curriculum program in the state.

State Superintendent Elliott described the magnitude of the problem of providing leadership in curriculum development by an understaffed Department of Public Instruction.

¹Memorandum from Lee M. Thurston, Deputy Superintendent of Public Instruction, to Eugene B. Elliott, Superintendent of Public Instruction, June 16, 1937.

²Michigan, Department of Public Instruction, The Michigan Program of Curriculum Revision: Second Report of Progress, Bulletin No. 305A (Lansing: Department of Public Instruction, 1937), p. 9.

More than 5,000 teachers in Michigan are teaching in primary school districts not employing superintendents or maintaining administrative or supervisory staff. The problem of how best to exercise state leadership in improving instruction in these schools is not an easy one.

Significant and continuing improvement will not come in schools merely from the issuance of new state outlines or regulations regarding such matters as grade placement of arithmetic skills, time allotment for reading, or changed word lists for spelling. The improvement will come as teachers grow professionally, as they learn to understand children better, as they understand communities better, and as they understand better the real purpose of education.¹

The number of school districts also provided problems for providing leadership services to the local school district. In 1939-40 there were 745 public school districts operating secondary schools in the state, an additional 5,157 school districts operating only elementary schools, and 502 school districts which had closed their schools and paid tuition for their students to attend elementary grades in other districts.²

The cooperative approach to solving educational problems is evident in the Michigan Curriculum Program throughout this decade. The original appointments to the Curriculum Steering Committee included representatives of the superintendents of schools and county commissioners, as well as representatives of higher education. The Program

¹Michigan, Department of Public Instruction, Ninety-Fifth Report of the Superintendent of Public Instruction: For the Biennium 1937-1939 (Lansing: Department of Public Instruction, 1940), p. 52.

²Ibid., pp. 51-52.

was dependent on volunteer help from its inception. Chairman Rankin called attention to the coordination function of the Curriculum Steering Committee when he proposed that the Committee consider the following question:

What provisions can be made for unifying efforts along curriculum lines by various institutions and organizations in [the] state--including state department, higher institutions, 25 state associations, cities and counties?¹

Committees established to prepare publications also illustrate the wide participation in the program. For example, the committee established for the preparation of Michigan Today, "a comprehensive study of Michigan's geographical, historical, and governmental life,"² was chaired by the Assistant Superintendent of Public Instruction and Director of Vocational Education. Committee members included seven representatives from Michigan institutions of higher education, a professor of geography, a professor of economics, a professor of forestry, two associate professors of sociology, a director of the Bureau of Government, and the assistant director of the Bureau of Cooperation with Educational Institutions; two representatives from the Michigan Department of Conservation, a research geologist, and

¹Minutes of the Curriculum Steering Committee, February 1, 1936.

²"Department Bulletin Provides Source Material for Curriculum Based on Life in Michigan Today," Michigan Education Journal 15 (March 1938): 356.

the Chief of the Education Division; and the director of the National Youth Administration.

The leadership of the Michigan Education Association was active in the program early in its development. The Executive Secretary of the Michigan Education Association became a member of the Curriculum Steering Committee in 1936. The meetings of the Michigan Education Association were utilized as vehicles for explaining the Michigan Curriculum Program. In June, 1937, Chairman Rankin reported

. . . that letters offering suggestions were sent to 8 regional chairmen, 40 odd division chairmen, and about 400 section chairmen from the Program Planning Commission of the Michigan Education Association, drawing attention among other things to the curriculum publications of the Department.¹

The Curriculum Steering Committee sought to establish the basis for cooperation among professional groups within the state and also to provide some direction for their activities. Following deliberations over a manuscript produced by music educators and presented to the Committee for approval prior to publication, the following policy statement was developed:

The Curriculum Steering Committee recognizing the importance of special professional groups proposes the following policy statements as a basis for coordination and cooperation:

- I. Recommendations to all such groups
Professional organizations might well engage their memberships in studies of the implications for

¹Minutes of the Curriculum Steering Committee, June 8, 1937.

teaching in their particular fields of developments in the following areas:

- a. child nature and child needs.
 - b. contemporary social and economic trends
 - c. superior teaching practices
 - d. research and experimentation
 - e. general education and the unified curriculum
- II. Policies governing the development of curriculum materials
- a. Professional groups interested in recommending materials for inclusion in courses of study should be encouraged to develop such materials in close cooperation with the State Department and in accordance with the instructional policy basic to the state curriculum program.
 - b. For purposes of general integration it is desirable that the Curriculum Steering Committee be informed of the progress of studies and that a request be made for the assignment of a representative to advise with committees responsible for such studies.
 - c. All prospective curriculum bulletins should be submitted to the Curriculum Steering Committee for approval before publication.
 - d. All curriculum bulletins that affect more than one subject field should be reviewed in tentative form by representatives of all special groups concerned.¹

One of the major activities of the Michigan Curriculum Program was the encouragement of demonstration-research projects. This was accomplished in two ways: first, the State Department of Public Instruction assumed the sponsorship or co-sponsorship of research projects and secondly, local school districts were encouraged to establish research projects of their own.

The use of demonstration-research projects had been established prior to the inception of the Michigan Curriculum Program. As one means of realizing The Goals of

¹Michigan, Department of Public Instruction, Michigan Curriculum Program: Third Report, pp. 25-26.

Education adopted in June, 1934, by the Michigan Educational Planning Commission, the State Department of Public Instruction cooperated with the Education and Law Conference¹ in a series of demonstration-research projects. The four projects sponsored in Michigan were directed by a five-member board.² Michigan State College, University of Michigan, and W. K. Kellogg Foundation each provided a half-time position to the projects. Educational consultants from other states were provided throughout the demonstration-research projects. Funds for the projects were provided by the Rackham Foundation and the General Education Board.

The Michigan projects were developed out of

. . . the feeling that educational practice tends to lag behind the knowledge already acquired by leading educators, the first interest is in demonstration rather than research. The hope is to have, at various points throughout the state, centers (or "spearheads") in which faculty groups will appraise present practice in a particular educational unit and will, in terms of our best knowledge of what education should be in that unit, evolve such changes as are necessary

¹Sponsored by U.S. Senators Royal S. Copeland, Arthur H. Vandenburg, and Louis Murphy in cooperation with the American Council on Education, the Education and Law Conference was established originally to prevent crime and delinquency.

²Paul F. Voelker and others, "A Program of Demonstration and Research," Educational Record 16 (April 1935): 209-210. The board was composed of Dr. Kenneth L. Heaton, director of the Bureau of Curriculum and Guidance, Department of Public Instruction; Dr. E. L. Austin, head of the Department of Education, Michigan State College; Dr. Willard C. Olson, Director of Research in Child Development, University of Michigan; Dr. C. E. Spain, Executive Vice-President, Wayne University; and Dr. Roy F. Street, Director of Mental Hygiene, Ann J. Kellogg School, Battle Creek, Michigan.

to make it an effective demonstration. . . . When present knowledge must be supplemented by the findings of new research, such will be sponsored or an effort be made to find someone who will sponsor it.¹

At the Burton School in Grand Rapids a project was initiated for developing a schedule of behavior records for use in both the elementary and secondary school. Central State Teachers College, Mt. Pleasant was the location of a project to evaluate the present undergraduate teacher preparation and to construct a new program of instruction based on current knowledge and needs. Wayne University, Merrill-Palmer School, and the Detroit Public Schools jointly sponsored another project in the preparation of teachers. The "research aspects of the state-wide program"² were the foci of a project at the University of Michigan. The personnel of the State Department of Public Instruction were most active and heavily involved in the Grand Rapids and Mt. Pleasant projects.

Thus when the Michigan Study of the Secondary School Curriculum was proposed by the Curriculum Steering Committee the concept of demonstration research had already been accepted by the State Department of Public Instruction. A total of five research projects, including the Michigan Study of the Secondary School Curriculum, can be identified as being initiated during this decade of the Michigan Curriculum

¹Ibid., p. 211.

²Ibid., p. 212.

Program. All of the projects received funds from outside sources.

Meeting with the Curriculum Planning Committee in September, 1944, Deputy Superintendent Thurston "called attention to the emerging plan for coordinating social, economic, and recreational services in experimental communities as a means of discovering how schools and other agencies can cooperate to develop a better type of community life."¹ He conceived the Curriculum Steering Committee "to be a general policy-making group"² in this emerging development.

The Michigan Public Education Study Commission, appointed by Governor Murry D. VanWagoner and continued by Governor Harry F. Kelly, reaffirmed The Goals of Education in Michigan in its report in 1944.³ In part three of the Report, "The Recommendations," the following statement is made as a preface to the recommendations in the area of instruction: "Elementary and secondary instruction must be considered as a continuous and unbroken process extending from pre-primary years through the fourteenth year of secondary education. . . ."⁴

¹Michigan, Department of Public Instruction, Annual Report of the Curriculum Planning Committee: 1944-45 (Lansing: Department of Public Instruction, 1945), p. 7.

²Ibid.

³Michigan Public Education Study Commission, The Improvement of Public Education in Michigan (Lansing: Michigan Public Education Study Commission, 1944).

⁴Ibid., p. 267.

The first of seven recommendations in the area of instruction suggests legislative action by adopting specific goals of education:

. . . In order to preserve and improve our democratic civilization, and to provide educational advantages for all, in accordance with the fundamental American principle of equality of opportunity, the following nine goals at the appropriate levels of the public school system--elementary, secondary, and advanced--should be made an integral part of Michigan school legislation:

1. To cultivate a deep regard for democracy and an intelligent appreciation of democratic institutions.
2. To develop those qualities of character which are of special significance in a democracy.
3. To develop the willingness and the ability to cooperate effectively in a democratic society.
4. To develop the ability to use the most effective and reliable methods in searching for truth as a basis for the discovery and solution of problems.
5. To develop the effective use of the fundamental knowledge and skills required by all.
6. To insure an abundant social and individual life in accordance with each individual's capacity and ambition.
7. To provide training in the specialized and professional services which are requisite for society.
8. To provide for the enrichment of adult life.
9. To plan for the continuous appraisal and readjustment of the educational program to fit changing conditions.¹

Thus the goal statement which was the basis for the genesis of the Michigan Cooperative Curriculum Program was reaffirmed at the end of the decade.

¹Ibid., pp. 267-268. These nine goals are identical to The Goals of Education in Michigan adopted by the Michigan Educational Planning Commission in 1934; the 1944 Commission fails to credit or cite the original source of the Goals either in its report or recommendations.

Analysis and Summary

In the first chapter six questions were proposed which relate to the organization and operation of the Michigan Cooperative Curriculum Program. These questions will provide the basis for reviewing each time period of this study. Topically, these questions deal with the underlying philosophy, activities, participants, communications, structure and organization, and purposes of the Michigan Cooperative Curriculum Program.

Underlying Philosophy

The Program supported the concept of local control. The leadership role of the State Department of Public Instruction in the area of curriculum development emerged as noncontrolling and nondirecting. Department leadership encouraged and assisted local school districts to study their own needs and plan appropriate programs.

Education was viewed as a major social process with the teacher making major decisions about learning.

Activities

The major publications of the Michigan Curriculum Program were written by Program participants and reflected the policy of local control. Rather than being directive in nature, the publications sought to stimulate local solutions to curriculum problems.

Demonstration-research projects became a part of the Michigan Curriculum Program and provided an opportunity for direct cooperation between the State Department of Education and local school districts.

Consistent with its belief in research as one facet of curriculum development, the Curriculum Steering Committee evaluated the operation of the Michigan Curriculum Program to ascertain its acceptance and impact at the local level.

Participants

The Program encouraged wide participation by individuals from across the state. Members of committees represented institutions of higher education, county and local school districts, state agencies, professional education groups, and lay individuals. The Program began only with professional educators but soon became a more representative group as the scope of the Program expanded. Participants were appointed to the committees of the Michigan Curriculum Program by the State Superintendent of Public Instruction.

Communication

Various techniques of communication were employed during this decade. The bulletins of the State Department of Public Instruction were a major source of information about the Program. Articles appeared in professional journals which further discussed the Program and annual reports recorded the accomplishments of the Program.

The Program promoted and sponsored both regional and state-wide conferences dealing with specific concerns of the Michigan Curriculum Program. Colleges throughout the state were encouraged to develop courses to help teachers deal more effectively with the concept of local curriculum development.

The participants themselves served as an important communication link with other institutions and local school districts. The Curriculum Consultant Group was a major attempt to develop this informal communications system.

Structure and Organization

The Program began as a single committee charged with a specific task. As the scope of the Program expanded so did the committee structure associated with the activities of the program. By the end of the decade an identifiable structure of committees had developed. Committees were created by the State Superintendent of Public Instruction in response to changing conditions and needs. Members of the staff of the Department of Public Instruction served as secretaries to the committees and the chairmen were appointed by the State Superintendent from among the other participants.

As the Program expanded the Curriculum Steering Committee took on a new role of coordination and served as the planning group for the entire Program.

Purposes

The original purpose was to produce a state course of study for the rural schools of the state. The Program soon became a multi-faceted activity involving many people. Thus the scope of the program was expanded to include the entire school curriculum and all the activities of the State Department of Public Instruction undertaken to improve the instructional programs in the schools of the state.

Membership on the committees provided an inservice education for the participants as the committees sought ways to discharge their responsibilities.

The Program encouraged lay participation in the study of educational problems at both the local and state levels.

The Michigan Curriculum Program, through the Curriculum Steering Committee, advised the State Superintendent of Public Instruction about policies in curriculum development, new areas of concern, topics for further study, organization of the Program, and ways to stimulate cooperative efforts in curriculum planning across the state.

The first decade of the Michigan Curriculum Program was a period of development and growth for this state-wide program of curriculum improvement. Viability of the Program is demonstrated by its ability to respond to the educational needs of a state recovering from the depression years and then responding to the demands of a nation at war.

CHAPTER V

MICHIGAN COOPERATIVE CURRICULUM PROGRAM

CONTINUED GROWTH

(SECOND DECADE: 1945-46--1954-55)

Overview

The second decade of the Michigan Cooperative Curriculum Program began as the state and country entered the post-war era. It was a time of reexamination of priorities and purposes. The Goals of Education which provided a basis for the first decade of the Program had been reaffirmed as appropriate for guiding decision making as educational problems were studied in the postwar period.

Organizational Structure

The organizational structure which had evolved at the end of the first decade basically continued throughout the second decade of the Program. It was not, however, allowed to remain unresponsive to new conditions and challenges. The Curriculum Planning Committee remained the central coordinating group with a set of subcommittees with specific functions and charges.

Committee structure remained fluid during this decade. Committees were formed to meet emerging concerns and to make the Program more efficient. For example, a number of major changes were made in committee

structure for 1947-48: (1) the Committee on Nutrition and the Schools was combined with the Health Committee; (2) the Subcommittee on Home and Family Living, and Advisory Committee to the Homemaking Division, and the Special Committee on the Project in Home and Family Life Education were combined to create the Committee on Home and Family Life Education; (3) a Committee on School Libraries was appointed; (4) a Committee on Industrial Arts Education was appointed; and (5) the State Advisory Committee on Special Education requested to be included in the committee structure of the Michigan Curriculum Program.¹ The Curriculum Planning Committee made further suggestions for changes in committee structure in June, 1948. The Committee recommended that the request of "the Aviation Committee that their committee be discontinued for next year be accepted."² The Curriculum Planning Committee further recommended that the Committee on Education for Citizenship and the Committee on Intercultural Understanding be combined; that the Conservation Education Committee and the Committee on Camping and Outdoor Education be combined; and that having completed its assignment the Creative Education Committee be discharged and the

¹Minutes of the Curriculum Planning Committee, September 16, 1947.

²Minutes of the Curriculum Planning Committee, June 16, 1948.

functions of the Creative Education Committee be assumed by the Committees on Elementary and Secondary Education.¹

The number of committees appointed to be part of the Michigan Cooperative Curriculum Program each year more than doubled during this decade. In 1945-46 a total of 11 committees were appointed and by 1954-55 the number had grown to 23 committees (see Table 3).

Table 3.--Number of committees appointed.

	1945 -46	1946 -47	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55
Total Committees	11	14	20	17	19	20	20	20	20	23

The total number of participants in the Program also increased during this decade as the number of committees in the Program increased. Annual appointments to the various committees nearly doubled during this decade. In 1945-46 there were 225 committee members and by 1954-55 the number had grown to 442 committee members (see Table 4).

The State Superintendent of Public Instruction appointed a committee of staff members at the end of the 1949-50 to make recommendations about the Michigan Curriculum

¹Ibid.

Table 4.--Appointments to committees.

	1945 -46	1946 -47	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55
Total Participants	225	205	308	248	295	332	364	360	365	442

Program. The following general recommendations were proposed:

1. No staff member should be secretary of more than one curriculum committee.
2. Following the vote of the staff, the vocational committees dealing primarily with instruction will be considered curriculum committees.
3. We will ask the three education heads in institutions of graduate status to loan us a person for the curriculum program and we will rotate representation for the Lower Peninsula colleges of education. Northern will have representation on the UPCPC.
4. The proposed structure is recognized to be a compromise and the appointment letters to committee members for next year should mention the fact that there will be a more thorough restructuring with the implication that any committee might be discontinued at the end of the year.
5. The regional work is to be given high priority by all staff members next year.
6. The Curriculum Planning Committee should concern itself primarily with discovery of educational needs involving the curriculum, the laying out of plans for meeting those needs and advising the Superintendent of Public Instruction upon matters dealing with those problems. All committees operate in a peer relationship and are advisory to the Superintendent of Public Instruction.
7. The secretaries of the committees should be called together by the secretary of the Curriculum Planning Committee whenever problems of mutual interest arise.¹

¹Records of the Department of Public Instruction, Memorandum from Bob Koopman to Lee Thurston, June 29, 1950, Record Group 65-23, Michigan Historical Commission Archives, Lansing, Michigan.

The Staff Committee also made a number of recommendations about committee structure and composition for the 1950-51 year. The memorandum clearly points out a problem with committees functioning in the Department of Public Instruction. While 19 committees were part of the Michigan Curriculum Program during 1949-50, there were an additional 11 committees functioning within the Department. The proposed structure brings all committees under the Michigan Curriculum Program except the Committee on College Agreement and the Advisory Committee on Teacher Education and Certification. Also proposed were a number of consolidations so that the total number of committees for 1950-51 only reached 20, which made this a year of major change in the committee structure. Recommendations relating to committee structure which were implemented for the 1950-51 years included: combining the Elementary, Secondary, and Adult Education Committees into a single Committee on the Instructional Program of the Community School; combining the Committee on Audio-Visual Education and the School Library Committee into a single committee; combining the Committee on School Lunch and the Committee on Health Education; and the Community School Service Program Committee was considered a curriculum committee. The vocational education committees became part of the Michigan Curriculum Program: Committee on Trade and Industrial Education; Committee on Agricultural Education;

and Committee on Business Education. And finally a Committee on Practical Nurse Education was added.¹

All participants were specifically given one-year assignments on committees in 1950-51 in anticipation of further additional changes in committee structure. In preparing the membership for the 1950-51 Michigan Curriculum Program, secretaries of the committees were given the following instructions:

The secretaries, after consultation with staff members responsible for the fields in which the committees work, should at once recommend, by memo to Mr. Koopman, three lists of people, namely, committee members to be retained, dropped and added. Mr. Koopman will check these for overlapping and notify the secretaries in case there is any overlapping and work out some agreement between secretaries. In selecting membership, rotation, geographical representation, teacher representation, representation of superintendents, representation of specialists, representation of teacher education, and above all, special ability to contribute will be considered.²

State Superintendent Taylor met with the Curriculum Planning Committee and the secretaries of all curriculum committees in July, 1953, in a meeting "called in order to give continuity to the work of the Michigan Curriculum Program."³ Among the items discussed by State Superintendent Taylor was the proposal for the "development and publication

¹Ibid.

²Records of the Department of Public Instruction, Memorandum from Bob Koopman to Leon Waskin, Secretary, Committee on Education for Citizenship, July 5, 1950, Record Group 65-23, Michigan Historical Commission Archives, Lansing, Michigan.

³Minutes of the Curriculum Planning Committee, July 22-23, 1953.

of a statement clarifying the objectives of the curriculum program. . . ."¹ Subsequent discussion confirmed that neither educators nor laymen clearly understood the objectives of the Michigan Curriculum Program. The following July a proposed brochure was reviewed by the Curriculum Planning Committee. State Superintendent Taylor indicated that "he was encouraged and challenged by the manuscript."²

Published as Better Education for Michigan Children and Youth,³ this brochure was sent to all superintendents of schools in the state. In his introductory letter titled "To Citizens of Michigan," State Superintendent Taylor stated:

Only a cooperative effort involving citizens, local school systems, institutions of higher education, and state authorities can serve to keep education up to date. The Michigan Curriculum Program was created by the Department of Public Instruction for this purpose. It is hoped that this brochure will provide a clear statement of the purposes of education and the way in which those interested in improving instruction may cooperate to maintain high-grade instruction and adequate program services in Michigan schools.⁴

The brochure continued with an explanation of how the Michigan Curriculum Program contributed to achieving the aims of

¹Ibid.

²Minutes of the Curriculum Planning Committee, July 27, 1954.

³Michigan, Department of Public Instruction, Better Education for Michigan Children and Youth (Lansing: Department of Public Instruction, [1954]).

⁴Ibid., p. 1.

education in Michigan. Also stressed was the way the State Department of Public Instruction staff worked through and with these committees made up of teachers, administrators, and laymen to further the following objectives:

1. To help formulate and implement an educational program to meet the requirements of a democratic society.
2. To aid teachers in continuous professional growth.
3. To assist in the coordination of the many state agencies engaged in the education of teachers.
4. To conduct research in areas of special need.
5. To evaluate new practices and assist in the spread of good practices from one school system to another.
6. To stimulate leadership through conferences, workshops, speeches, committees, and publications.¹

Prior to the publication of this statement, the Curriculum Planning Committee had appointed a drafting committee to prepare a statement of philosophy and a statement of needs which could be presented to the Advisory Committee on Teacher Education and Certification.² In April, 1950, a preliminary report was developed which identified the objectives and role of the Curriculum Planning Committee, the methods to be employed in achieving the goals of the program, and reiterated the shortage of teachers and suggested the establishment of a five-year experimental program in teacher education.³ Cooperative efforts continued in the area of teacher education. This report was again discussed and

¹Ibid., pp. 3-4.

²Minutes of the Curriculum Planning Committee, February 2, 1950.

³Minutes of the Curriculum Planning Committee, April 5, 1950.

revised by the Curriculum Planning Committee in June, 1952, with the statement on teacher education being omitted. The report gives the following statement as the objectives of the Curriculum Planning Committee:

The Michigan Curriculum Planning Committee, representative in its personnel of most of the public educational interests of the state, is responsible for stimulating curriculum development at both state and local levels, and is advisory to the Superintendent of Public Instruction in this and related capacities. It particularly has advisory responsibility for:

- A. Cooperative planning for curriculum experimentation on the state level.
- B. The initiation of curriculum study change.
- C. The execution of curriculum development with respect to:
 - 1. Assistance for the State Department of Public Instruction
 - 2. Assistance for teacher educating institutions
- D. Assistance in solving of problems with respect to experimental programs.
- E. Stimulating evaluation
 - 1. By the local school
 - 2. By the state on a consultative basis
- F. The collection and dissemination of information regarding unique curricular programs.¹

Suggested methods to be employed by the Curriculum Planning Committee in implementing these objectives were also included in the report:

- A. The Curriculum Planning Committee and the State Department of Public Instruction should cooperate toward the attainment of the above ends by:
 - 1. Promoting a basic philosophy of education which accepts democracy as the way of life and interpreting this philosophy in terms of the school curriculum. This will be achieved by:
 - a. Cooperative planning and execution with school administrators, faculties, students and communities

¹Minutes of the Curriculum Planning Committee, June 16, 1952.

- b. Meeting the basic interests and needs of children through functional experiences
 - 2. Utilizing cooperative processes and the findings of research in child growth and development.
- B. To accomplish these ends the Curriculum Planning Committee should promote:
 - 1. An increase in the staff of the State Department of Public Instruction to work on curriculum development and instructional problems on a long-time basis with schools in developing desirable changes as indicated above. The Department personnel should be responsible for stimulating and helping to initiate and organize programs at the local level.
 - 2. Money available for publication of bulletins, filmstrips, etc.
 - 3. An increase in the staffs of colleges to work with public schools on continuing bases, to be used on the advice of Department consultants. The activities of such college personnel should be an expression of the service concept designed for curriculum improvement and the solution of instructional problems and should not result in any increase of the old type extension classes.
 - 4. The dissemination of information concerning the membership and function of the Curriculum Planning Committee and its availability to act on a consultative basis upon request.
- C. An increase in the dissemination of information regarding research findings and experimental projects carried on in the state or elsewhere, particularly with respect to curriculum and instructional processes.
- D. As a means of bringing about curriculum change the in-service education of teachers should represent the combined efforts of the State Department of Public Instruction and the several colleges operating in the teacher education field.¹

In meeting with the Curriculum Planning Committee at the time the above statement was revised, State Superintendent Thurston indicated that he felt the Curriculum Planning Committee "should be advisory to the Superintendent of Public Instruction and should feel free to take any direction

¹Ibid.

that they felt would accomplish over-all curriculum improvement."¹ He also believed that the Curriculum Planning Committee should be a "smaller committee with a more devoted interest."²

Recommendations regarding the role of the Curriculum Planning Committee were made on several occasions during this decade. In a discussion of the function of the Curriculum Planning Committee and the various curriculum committees, Earl Kelley "stated that he felt the Curriculum Planning Committee should be the main effort of the Department of Public Instruction in stimulating local curriculum improvement in the state."³ He urged that the Curriculum Planning Committee "make use of all the devices it can think of to stimulate people to work toward the improvement of curriculum and in reporting to the Superintendent."⁴ Further discussion suggested that committee members should not view their job as a clearing house but "they should see themselves as creative, adventuresome people who do not care where they work, who will help other committees whenever they can, and who will involve just as many people in the State of Michigan . . . as they possibly can."⁵

¹Ibid.

²Ibid.

³Minutes of the Curriculum Planning Committee, June 16, 1952.

⁴Ibid.

⁵Ibid.

From a discussion group at a meeting of the Curriculum Planning Committee and Chairmen and Secretaries came three suggestions for complete autonomy:

The Curriculum Planning Committee is an arrangement whereby there is no dictation from above.

.
The Curriculum Planning Committee is free to do all it can and should do all it can to promote curriculum improvement in Michigan.

The Curriculum Planning Committee has complete freedom--it can do as it deems wise.¹

No statement issued by the Curriculum Planning Committee or the State Department of Public Instruction has ever granted this freedom to any committee of the Michigan Curriculum Program.

During one year of this decade a different method of selecting members of the Curriculum Planning Committee was tried. For the 1949-50 year the membership of the Curriculum Planning Committee was constituted by giving dual assignments to the chairmen of the various curriculum committees. Committee chairmen also served as members of the Curriculum Planning Committee. While this increased reports of committee activities to the Curriculum Planning Committee, it did create an attendance problem because of the amount of time devoted to committee meetings. As an alternative to a direct tie-in with the Curriculum Planning Committee, it was proposed that semi-annual meetings with all committee chairmen

¹Minutes of the Curriculum Planning Committee, October 26-27, 1952.

and secretaries to effect the necessary liaison. It was noted that the Curriculum Planning Committee

. . . should be much more of a force in Michigan education than it is and suggested that this might be done by asking the three graduate deans, the four state teachers colleges on a rotation basis, and possibly the superintendent of the Detroit schools to free a staff person from a part of his work load to become a member of the CPC and to work on the Michigan Curriculum Program.¹

The assignment of committee chairmen to the Curriculum Planning Committee was discontinued after 1949-50 and was not attempted again during this decade of the Michigan Cooperative Curriculum Program.

During this decade the membership of the Curriculum Planning Committee ranged from 12 members to 20 members. The maximum membership came during 1949-50 when committee chairmen composed the Committee (see Table 5).

Table 5.--Curriculum Planning Committee membership.

	1945 -46	1946 -47	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55
Total Membership	16	16	13	12	20	16	17	15	12	14

Evaluation of the Michigan Curriculum Program continued to be a concern throughout this decade. One of the

¹Minutes of the Curriculum Planning Committee, May 4, 1950.

new techniques introduced during the period was a two-day conference of committee chairmen and secretaries and the Curriculum Planning Committee with the theme "How effective is the Michigan Curriculum Program and what should be done to improve it?"¹ as the focus for evaluation. Three subthemes were identified for further deliberation:

- a. Is this an effective manner for the State Superintendent to discharge his responsibility of instructional leadership in the state?
- b. To what extent does the existence of this program improve the quality of teaching in the classroom?
- c. Is our citizenship emphasis appropriate and effective?²

From this evaluation meeting 12 recommendations for strengthening the Michigan Curriculum Program were developed for submission to the State Superintendent of Public Instruction. These recommendations called for greater coordination among the Michigan Commission on Educational Policy, the Curriculum Planning Committee, the Advisory Committee on Teacher Education and Certification, and the Committee on the Secondary School-College Agreement; increased lay support for public education; a reexamination of the instructional policy with a supplemental statement added describing the Michigan Curriculum Program; an increase in consultant services from the State Department of Public Instruction; and increased participation from all regions of the state in the Michigan Curriculum Program.³

¹Minutes of the Curriculum Planning Committee, May 16-17, 1951.

²Ibid.

³Ibid.

The next meeting of the Curriculum Planning Committee and chairmen and secretaries of committees was a two-day conference in October, 1952, with the following theme: "The Strategy of the Michigan Curriculum Program for 1952-53."

The conference was organized around the following topics:

1. Follow-up of spring and fall evaluation and planning meetings
2. The citizenship education accent
3. Our major activities
4. Recording major activities as planned by each curriculum committee in order that all committees will get the general picture of activities. . . .¹

In July, 1953, the Curriculum Planning Committee held a two-day meeting with the secretaries of curriculum committees in an attempt to "give greater continuity to the work of the Michigan Curriculum Program."² State Superintendent Taylor met with the group and referred several issues to them for consideration. In addition to the need for a clarifying statement on the objectives of the curriculum program, he emphasized the current teacher shortage, the need to improve teacher education, the need for follow-up of new teachers, the utilization of News of the Week by the curriculum committees, and the need to make use of the recent questionnaire, "How Would You Answer This?"³

¹Minutes of the Curriculum Planning Committee, October 26-27, 1952.

²Minutes of the Curriculum Planning Committee, July 22-23, 1953.

³Ibid.

The decade ended with the appointment of an Interim Committee for Curriculum Review and Recommendations as a subcommittee of the Curriculum Planning Committee. This Committee recommended an organizational structure for the curriculum committees and changes in function for several committees. The most significant of the proposals was the proposed development of a Council on Advancement of Secondary Education which would be composed of membership from various organizations dealing with secondary education in Michigan and the establishment of the Upper Peninsula Educational Planning Council to take on an expanded role of the Upper Peninsula Curriculum Planning Committee. In addition, the Committee recommended that the State Superintendent of Public Instruction "assign at least one-half time person to provide leadership to inservice education. . . ,"¹ and that as a major emphasis each curriculum committee explore and develop relationships to the community school program.

Regionalization of the Michigan Curriculum Program continued to be an area of concern during this decade. Partial regionalization came to fruition in April, 1946, when the first meeting of the Upper Peninsula Curriculum Planning Committee was held in Marquette.² The formulation

¹Minutes of the Curriculum Planning Committee and Interim Committee for Review and Recommendations, June 28, 1955.

²Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1945-1946, Bulletin No. 347 (Lansing: Department of Public Instruction, 1946), p. 14.

of this Committee was given impetus when "by resolution the Upper Peninsula superintendents and school board members authorized President Tape of Northern Michigan College of Education, Kenneth Schulze of Crystal Falls, and George Gilbert of the Department of Public Instruction to determine the personnel for a curriculum planning committee and to take such other steps as were necessary to establish a working committee."¹ The names submitted to the State Superintendent of Public Instruction for his approval and appointment were chosen on the basis of geographic representation and educational interest. The Committee committed itself to being governed by the needs of the Upper Peninsula. From a committee survey of the Upper Peninsula to determine problems which should be dealt with by the Committee, the following activities were chosen for emphasis:

1. To cooperate with schools in Gogebic and Houghton counties experimenting with various phases of the health program.
2. To cooperate with certain chosen schools to plan to experiment with curriculum revision to meet the specific needs of their community.
3. To sponsor a curriculum working conference at Indian Lake (Iron County).
4. To sponsor a reading conference at Northern Michigan College of Education.²

Originally the Upper Peninsula Curriculum Planning Committee generally was conceived to have coordination and planning functions similar to the Curriculum Planning Committee. There were, however, no subcommittees serving in

¹Ibid.

²Ibid., pp. 14-15.

the Upper Peninsula except those appointed by the Upper Peninsula Curriculum Planning Committee as working subgroups. For example, by the fall of 1947 five subcommittees had been appointed: education for world cooperation, health education, music education, home-making education, and the August Indian Lake Conference.¹ In their continuing effort to stimulate curriculum development, members of the Upper Peninsula Curriculum Planning Committee participated in a workshop for administrators in April, 1949, in an attempt to promote local curriculum workshops.²

Coordination between the Curriculum Planning Committee and the Upper Peninsula Curriculum Planning Committee was a problem, largely due to the travel distances involved. Few members from the Upper Peninsula were able to attend curriculum conferences planned for all committee members. A review of the September, 1949, registration list reveals that only four persons attended from the Upper Peninsula.³

Regional conferences planned throughout the state by the Michigan Curriculum Program often included the Upper Peninsula. For example, of the regional conferences held to develop leadership as part of the citizenship program, one

¹Minutes of the Curriculum Planning Committee, November 21, 1947.

²Minutes of the Curriculum Planning Committee, February 1, 1949.

³Minutes of the Curriculum Planning Committee, September 20-21, 1949.

was held at Northern Michigan College in December, 1950,¹ and later a series of three conferences was planned at different locations in the Upper Peninsula as part of the Michigan Association of School Administrators-Curriculum Planning Committee cooperative efforts to increase local curriculum study.²

To help overcome the problems of distance, most of the communications about the Michigan Curriculum Program and its activities were handled through the regional office of the State Department of Public Instruction at Marquette. Distances within the Upper Peninsula also presented a problem for committee members. For a number of years it was the policy to schedule meetings of the Upper Peninsula Curriculum Planning Committee at times when members might be coming together for other reasons such as the regional meetings of the Michigan Education Association. During the last two years of the decade, G. Robert Koopman served as secretary to both the Upper Peninsula Curriculum Planning Committee and the Curriculum Planning Committee, giving greater coordination between the two groups. Periodically a member of the Curriculum Planning Committee would attend a meeting to facilitate communications and in April, 1953, the suggestion was made by the Upper Peninsula Curriculum Planning Committee

¹Minutes of the Curriculum Planning Committee, November 9, 1950.

²Minutes of the Curriculum Planning Committee, May 17-18, 1953.

that one of its members attend the monthly meetings of the Curriculum Planning Committee. In September, 1953, six members of the Upper Peninsula Curriculum Planning Committee met with the Curriculum Planning Committee at the annual Curriculum Committee Conference at St. Mary's Lake, devoting part of that meeting to a study of ways to make the work of the Upper Peninsula Curriculum Planning Committee more effective.¹

After seven years of activity, the functions and objectives of the Upper Peninsula Curriculum Planning Committee were further refined:

- a. The Upper Peninsula Curriculum Planning Committee is intended to serve in an advisory capacity to the department with regard to curricular problems associated with Upper Peninsula schools.
- b. The in-service training values that accrue to members of the Upper Peninsula Curriculum Planning Committee are felt by the department to be very valuable.
- c. One of the basic functions of the committee is that of stimulating improvements in the curriculum of Upper Peninsula schools. This function may be served in a variety of ways, such as, conferences, sub-committee operations, publications, publicizing certain movements, etc.
- d. By merely sponsoring, approving, and endorsing certain activities and movements, the committee may have considerable impact.
- e. The committee is a convenient organization by which the department and Northern Michigan College may better coordinate their field work activities.
- f. This committee should serve as a coordinating body for all the various curriculum improvement committees and groups operating in the Upper Peninsula.

¹Minutes of the Curriculum Planning Committee and Upper Peninsula Curriculum Planning Committee, September 17, 1953.

- g. The committee serves as a disseminating group for materials and activities of down-state curriculum committees.¹

In a cooperative arrangement the Upper Peninsula Curriculum Planning Committee and the Upper Peninsula College Agreement Association published a newsletter. For the 1952-53 issues members of the Upper Peninsula Curriculum Planning Committee agreed to assume the responsibility of preparing the issues. The first issue reviewed the August and Area Curriculum Conferences. An attempt was made to relate these conferences to the parallel conferences being held in the Lower Peninsula.² The 1953 August workshop was cancelled because of lack of interest expressed in a survey sent to high school principals in the Upper Peninsula. There were, however, three administrative workshops planned in the fall in cooperation with the Michigan Association of School Administrators. The purpose of each conference was to stimulate local curriculum study.³ Reaction from the participants at these conferences was favorable and in one instance a follow-up session was planned.

Within the State Department of Public Instruction the office of Curriculum Research had the responsibility of being

¹Minutes of the Upper Peninsula Curriculum Planning Committee, October 1, 1952.

²Ibid.

³Minutes of the Upper Peninsula Curriculum Planning Committee, September 20, 1953.

the major point of contact for the Michigan Curriculum Program. This office provided a service function to both the Department and local school districts as it implemented the following goals:

1. It stimulates and services the state-wide co-operative machinery.
2. It services local curriculum improvement programs largely on request.
3. It promotes an interest in curriculum research activities and in the dissemination of the results of curriculum research to the educators and the people of the state.
4. The associate superintendent is a general consultant to the various operating divisions of the department with special reference to curriculum projects and curriculum policy.¹

The State Department of Public Instruction did not have adequate staff throughout this decade to carry on an extensive program of curriculum development without outside help. The Curriculum Planning Committee discussed this problem in June, 1952, and noted that:

The Department of Public Instruction ought to be doing something about improving instruction in the state; however, they have a limited staff and cannot do very much alone. If the Department did not have the Curriculum Program as an arm for improving instruction, they would not be much more than a legal body--this committee structure is an integral part of the over-all program.²

During this decade the Michigan Cooperative Curriculum Program functioned under the leadership and at the pleasure

¹"Duties and Functions of the Division of Instruction of the Department of Public Instruction," Michigan Education Journal 31 (December 1953): 195.

²Minutes of the Curriculum Planning Committee, June 16, 1952.

of three elected State Superintendents of Public Instruction: Eugene B. Elliott, Lee M. Thurston, and Clair L. Taylor.

The importance of the Michigan Cooperative Curriculum Program to curriculum development in the state of Michigan over the past two decades was acknowledged by State Superintendent Taylor in his opening statement to the annual report of the Program issued at the end of the 1954-55 year:

For twenty years the Michigan cooperative curriculum program has been our principal method for trying to make instruction in Michigan schools just as good as possible. . . .

The accompanying reports, which only tell part of the story, indicate that the several hundred professional and lay people who work on the state curriculum committees have accomplished a great deal during the last year. Coordination of effort, curriculum publications, public interpretation and most of all initiating and servicing local curriculum studies are some of the outcomes of the program.

The Curriculum Planning Committee and the Upper Peninsula Curriculum Planning Committee help to give general direction and coordination to the entire program. These committees consistently stress the citizenship emphasis in education and try to find ways in which community school principles may be applied. From them come many recommendations to me, to local administrators and to institutions of higher education. The two general committees and all of the curriculum committees give voluntary agencies an opportunity to help improve education. All committees are concerned with evaluating the quality of educational programs and the improvement of teacher education.¹

Products Developed by the Program

The growth and expansion of the number of participants in the Michigan Cooperative Curriculum Program made this a

¹"Michigan Cooperative Curriculum Program," News of the Week (Michigan Department of Public Instruction) 22 (June 24, 1955): 82.

particularly productive period in the Program's history. Committees surveyed the educational needs of the state, made recommendations for educational policy, conducted conferences, assisted local school districts, prepared publications, and encouraged demonstration-research projects.

Research projects continued to be an integral part of the Michigan Curriculum Program during this decade.

As the Michigan Study of the Secondary School Curriculum began to draw to a close, the Committee on Secondary Education assumed the responsibilities of the Directing Committee and in this capacity heard the "reports of instructional activities in the schools of the Study and . . . approved the monthly financial statements."¹ The extension of the College Agreement also became a responsibility of the Committee on Secondary Education as well as the planning functions of the August Working Conferences. The Curriculum Planning Committee and the Committee on Secondary Education planned a joint meeting in 1949 to discuss problems associated with the termination of the Study and appropriate ways to record the successes and failures of the Study.² Many activities and conferences initiated by the Study were continued as part of the activities of the Committee on Secondary Education. The Committee "also assumed the

¹Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1945-1946, p. 10.

²Minutes of the Curriculum Planning Committee, February 1, 1949.

responsibility for the extension of the College Agreement of 1940-50 which has protected the schools of the Study from the sequence requirements, and has cooperated with the Committee on College Relations."¹

A large number of additional research projects may be identified as being related to the Michigan Curriculum Program. These projects range from rather large projects subsidized by the Michigan legislature or private grants to the efforts of individual committees without special funding.

The Michigan Community School Service Project was established in July, 1945, with assistance from the W. K. Kellogg Foundation. The Project was designed to

. . . test the idea that community education, if well conceived, closely related to the needs and desires of the people, and conducted with energy and skill, can bring the social, economic, and political life of the community to higher levels of attainment than is possible when education follows a conventional course.²

The Project stressed the development of leadership in the local environment through community projects sponsored by local boards of education and community groups. Eight communities worked cooperatively with state-level governmental agencies in solving problems of common interest in such fields as health, agriculture, conservation, trade, industry, religion, library service, government, and education.

¹Ibid., pp. 10-11.

²Michigan Association for Supervision and Curriculum Development, A Look at Cooperative Action Research in Michigan (Lansing: Michigan Association for Supervision and Curriculum Development, 1954), p. 1.

Guided by an advisory committee, the Project tested the belief that "the community school idea, now spreading rapidly in Michigan and in other states as well, should be put to a rigorous experimental test."¹ From the findings of this eight-year study, the Department of Public Instruction suggested the following possible results:

. . . recasting the Department's services; increased appropriation from the State Treasury for educational, technical, and consultative services to communities; closer identification with the local educational program, with the life of the community, and with the life of the individual citizen; increased community services by education institutions; and enlarging of local appropriations and budgets for education (if it is proved that there is a direct relationship between educational service and educational support).²

The work of the Committee on the Instructional Program of the Community School provided background information for this demonstration-research project since they had worked to define the criteria for a community school prior to the establishment of this Program. One technique used by the Committee was to hold meetings in selected communities and study the community program in action in these localities.

The Committee on Elementary Education worked cooperatively with the Holt Public Schools in developing an inservice education project. In a joint meeting with the teachers of Holt, several topics were suggested for further

¹"For Enlarged Community Service," Michigan Education Journal 23 (October 1945): 99.

²Ibid.

study: report cards, reading problems, pupil achievement records, curriculum reorganization, and the promotion of pupils. At a subsequent meeting which included parents, the Committee on Elementary Education and Holt teachers together with the parents recommended a community survey, an achievement summary for teachers and pupils, and a revision of the report cards for elementary pupils. The major role of the Committee on Elementary Education was to provide stimulation for an inservice program which studied local concerns. A second school district, Olivet, also cooperated with the Committee as the teachers of Olivet produced a philosophy of education for their program and identified problem areas for further study. From these experiences the Committee on Elementary Education made three recommendations to the Curriculum Planning Committee:

It is recommended that personnel be added to the Department of Public Instruction for the purpose of assisting local school districts with problems in elementary education. The activities of the committee during the school year have again brought this need to their attention.

Publication of a bulletin is recommended, which would present specific principles for cooperative and democratic curriculum planning, with illustrations of how these principles operate, taken from the Holt or Olivet situations.

It is strongly recommended that the Curriculum Planning Committee provide for the implementation of its program by the formation of subcommittees to operate in local areas.¹

¹Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1945-1946, p. 10.

Demonstration-research projects were given high priority among the activities of the Michigan Curriculum Program since "it was felt that only through demonstration and involvement of field people in curriculum development could the state program be successful."¹ These projects were designed to speed the application of research findings and demonstrated that "the way in which novel principles might be applied was an important method of social and educational improvement."²

Other examples of demonstration-research in the field of curriculum development during the second decade of the Program included: Michigan Community Health Service Project; Michigan Experimental Program in Adult Education; Experimental Program in Home and Family Life Education; and Health, Physical Education Recreation, School Camping and Outdoor Education. At the conclusion of each of these projects the State Department of Public Instruction published a bulletin as one additional means of disseminating the results of the project.³

¹Koopman, "Michigan Curriculum Program," p. 410.

²Ibid.

³For example: Michigan, Department of Public Instruction, Help Yourself: The Story of Michigan Communities, Which Through Cooperative Effort, Are Finding the Way to a Better Life, Bulletin No. 410 (Lansing: Department of Public Instruction, 1947).

During this decade individual committees increasingly sponsored conferences as one method of stimulating curriculum development at the local level. As the number and diversity of conferences grew during this decade so did the concern that participants receive the maximum benefits from their attendance and that follow-up be provided in the local community. A subcommittee of the Curriculum Planning Committee was appointed to study the problems related to conferences. Their report, which was accepted and approved in June, 1950, began:

The use of conferences and institutes to promote staff growth and to modify Michigan education in a desirable manner is as old as the State itself. In fact, conferences (institutes) represented one of the three initial approaches to instructional improvement in Michigan.

During the period 1935-50 there has occurred a vast increase in (a) the number and activity of voluntary professional organizations, and (b) in the amount of cooperative curriculum study and planning. This increase in professional activity has resulted in a better profession on the one hand and better teaching on the other.¹

Among the ten current needs identified by the subcommittee were:

Need for wide participation among all members of a staff so that all may receive the benefits of conference attendance, but that no individual will be burdened with excessive participation.

Need for sending sizable teams to selected conferences.

Need for planning of conferences in terms of the needs and readiness of participants.

Need for the evaluation of individual conferences, meetings, and workshops.

¹Minutes of the Curriculum Planning Committee, June 6, 1950.

Need for more coordinated planning of conferences by all educational organizations and institutions within the state.

Need for lay participation in the planning, attendance, and evaluation of selected conferences in order to secure community understanding and support.¹

For those conferences and institutes which "have a rather official character under state sanctions,"² the report stressed the importance of cooperative planning among various organizations including the State Department of Public Instruction and the Curriculum Planning Committee. And because of the growing number of conferences being held in the state, the report further suggested that the State Department of Public Instruction should serve as a clearing-house on dates for all conferences scheduled.

The report concluded with recommendations that the school district "provide reasonable time and finance for school personnel to participate in conferences"³ and establish a policy of professional growth for school personnel.

The concern for quality conferences was by no means limited to the Curriculum Planning Committee, and as a result a joint meeting was held with the Michigan Association of School Administrators Committee on Conferences, the Michigan Secondary School Association Committee on Conferences, and the Curriculum Planning Committee Subcommittee on Conferences. Following review of the Curriculum Planning Committee's report, two areas were selected for further study: local

¹Ibid.

²Ibid.

³Ibid.

conference policy and factors affecting the quality of conferences.¹

The Curriculum Planning Committee, acting on one section of the subcommittee report accepted in June, 1950, took the initiative and established a broadly based committee which would attempt:

1. To develop a list of priority issues or topics which would be suggested to the various state organizations that hold conferences.
2. To prepare a selected bibliography on in-service education.
3. To arrange to have the issues and recommendations in the field of conference planning discussed by the constituent groups in Michigan education.²

An eight-member committee appointed in October, 1950, by the chairman of the Curriculum Planning Committee worked throughout the year and submitted a set of recommendations for each of the charges given to the Committee.³

Further efforts to evaluate conferences took the form of a joint Curriculum Planning Committee meeting with curriculum committee representatives and representatives of

¹Minutes of the Curriculum Planning Committee, May 16, 1950.

²Minutes of the Curriculum Planning Committee, September 17-18, 1950. The constituent groups were recommended in the report of the Subcommittee on Conferences: Michigan Education Association, Michigan Federation of Teachers, Michigan Secondary School Association, Michigan Association of School Administrators, Michigan Association for Supervision and Curriculum Development, Classroom Teachers Association, and Elementary School Principals.

³Minutes of the Curriculum Planning Committee, June 5, 1951.

state professional organizations. Chairman McDonald, Curriculum Planning Committee, opened the meeting with an explanation of the purpose of the meeting and stressed the superintendent's point of view including the following problems:

1. Because of the great number of conferences and workshops called by the Department of Public Instruction, the colleges and universities, and various organizations it is difficult to keep a school staff on the job and keep the school plant operating,
2. Lack of spread of attendance at conferences and workshops--some people attend and it is hard to get others involved,
3. Making use of what is learned at the conferences in the local school system.¹

The conferees participated in group discussions organized around the following questions:

- a. Where are we in learning to use effectively the techniques of group work?
- b. What use is being made of the better conference techniques in Michigan?
- c. What action research can be put in motion to evaluate and improve conferences?
- d. What can be done to improve coordination and reduce over-lapping so that manpower will be wisely used and the needs of the learner best served?
- e. How can we improve the learning of the individual conferee?
- f. How can we insure better follow-up of conference work?

Reports from the groups indicated support for the working conference as a method for curriculum improvement since basic social needs are fulfilled through active

¹Minutes of the Curriculum Planning Committee, January 24-25, 1954.

²Ibid.

participation. Working conferences are more flexible, promote increased communication, and deal with immediate concerns. It was suggested that the Curriculum Research Committee assist groups in defining problems that might be dealt with in a conference and explore methods of determining common objectives. The Curriculum Planning Committee was charged with developing leadership for educational conferences through a series of regional meetings. Acting favorably on another recommendation, the Curriculum Planning Committee acknowledged that a publication should be prepared giving the rationale of the workshop method, role of participants in a conference, and examples of follow-up in particular schools.¹

The subcommittee on conferences assumed the responsibility for this task and prepared the pamphlet, So . . . You're Going to a Conference!² which explained the techniques utilized in working conferences, particularly those held in a camp setting. To continue the work of the Curriculum Planning Committee subcommittee on conferences and plan for implementation of recommendations, a Committee on Evaluation and Improvement of Conferences with ad hoc status was added

¹Ibid.

²Michigan, Department of Public Instruction, So . . . You're Going to a Conference! (Lansing: Michigan Department of Public Instruction, 1955).

to the structure of the Michigan Curriculum Program for the year 1954-55.¹

Again in December, 1954, the Curriculum Planning Committee devoted part of the meeting to the evaluation of conferences. Joining them in a discussion on the planning, improving, and evaluation of conferences were the Michigan Association of School Administrators Committee on Conferences and the Ad Hoc Committee on Evaluation and Improvement of Conferences. In an introductory statement on conference policy, Edgar Grimm noted that "the service role of the Department of Public Instruction . . . implies widespread participatory activities"² and that conferences were a necessary part of the kind of curriculum program being developed in the state. In summary,

The following activities were suggested and approved:

- a. Local boards should conduct studies of the conference problem, set up policy development activities, and adopt a set of policies.
- b. Some form of clearing house service should be provided. It was suggested that this service should be centered in the Department of Public Instruction and that additional personnel should be secured to make certain that the service would be effective.
- c. All of the agencies especially concerned should seek to implement conferences in terms of accepted evaluative criteria.
- d. More research should be carried out about the administration of conferences and about the different problems of effectiveness that arise.³

¹Minutes of the Curriculum Planning Committee, July 27, 1954.

²Minutes of the Curriculum Planning Committee, December 3-4, 1954.

³Ibid.

Two annual reports were issued during this decade. Following the format of the previous year, the 1945-46 annual report was issued as a printed publication of the State Department of Public Instruction. The report began with a full report of the Curriculum Planning Committee Conference held May 31 and June 1, 1946. Members of the Curriculum Planning Committee and all of the subcommittees met to review the work of the various committees during the year and to plan areas of emphasis for the coming year. The conference opened with Earl C. Kelley, chairman of the Curriculum Planning Committee, outlining "the challenge which confronts the Curriculum Planning Committee and its subcommittees."¹ Working together, suggestions were made for the next year. The remainder of the annual report gives a brief description of committee accomplishments, plans for the future, and a listing of committee membership.

In September, 1947, the Curriculum Planning Committee received a report that due to a reduced publications' budget, the 1946-47 annual report would not be printed. The Curriculum Planning Committee reacted favorably to the suggestion that possibly the News of the Week might be used to publish progress reports of the committees.²

¹Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1945-1946, p. 7.

²"Minutes of the Curriculum Planning Committee, September 16, 1947.

In the final year of this decade a special issue of the News of the Week¹ was devoted to the Michigan Cooperative Curriculum Program, which served as the annual report for 1954-55. In introductory remarks, State Superintendent Taylor briefly explained the purposes of the Program, commended the volunteer participants for their help in improving instruction in Michigan schools, and noted Committee accomplishments for the past year. Short descriptions of individual committee plans and activities constituted the body of the report. An organizational chart was also included in this special issue of News of the Week.

The evaluation meeting held by the Curriculum Planning Committee in May, 1954, contains no reference to research projects and subsequently at the May, 1955, evaluation meeting only the Civil Defense Project was mentioned. This in no way indicates a decrease in interest in curriculum research but illustrates rather a greater emphasis on the stimulation of research by local school districts. The creation of the Committee on Curriculum Research is a manifestation of this emphasis.

Interest in curriculum research was high in the state, as evidenced by the appointment of a study group by the Michigan Association for Supervision and Curriculum Development following their 1950 annual meeting. Chaired by Arnold Meier,

¹"Michigan Cooperative Curriculum Program," News of the Week, June 24, 1955.

this group considered the study and interpretation of curriculum research in preparation for the next annual meeting of the Association. In addition, another research committee was established by the Michigan Association for Supervision and Curriculum Development to work with graduate students across the state in an attempt to compile "accurate information on 'What does research say?'"¹

The proposal for the establishment of a Committee on Curriculum Research was developed at an informal Michigan Association for Supervision and Curriculum Development meeting held in Ann Arbor in October, 1952.² Also in October, 1952, a subcommittee of the Curriculum Planning Committee was appointed to explore the suggestion that a program on curriculum research be developed.³ The subcommittee developed a statement which suggested areas in which curriculum research was needed and listed alternatives in establishing intercommunication and cooperation in curriculum research in Michigan.

Over 20 guests were present at the January, 1953, Curriculum Planning Committee to consider the matter of curriculum research. Following an overview by the chairman,

¹Minutes of the Curriculum Planning Committee, April 10, 1951.

²Michigan Association for Supervision and Curriculum Development, Look at Cooperative, p. 1.

³Minutes of the Curriculum Planning Committee, October 26-27, 1952.

a panel reviewed current curriculum research activities being pursued in Michigan. Included in the reports of the discussion groups were the following suggestions:

Research effort should be directed toward a study of teaching method which would include the establishment of a new set of teaching norms or evaluative criteria.

The Department of Public Instruction should provide a person or persons to give leadership through the existing organization of the Michigan Curriculum Program.¹

Many areas of concern were expressed including a skepticism for any large-scale curriculum research project. It was suggested that most curriculum research take the form of action research which is done in actual classroom situations. The total group agreed "that the Curriculum Planning Committee should recommend to the State Superintendent of Public Instruction that a state curriculum committee on curriculum research should be appointed."² A small ad hoc committee of six members was appointed for the remainder of the year to insure that the ideas developed at that meeting be kept alive. Prior to becoming an official curriculum committee of the Michigan Curriculum Program, the Curriculum Planning Committee stated that the Committee on Curriculum Research should serve as a channel for communication and information, defer from directing the research of other committees, and attempt to provide a channel of

¹Minutes of the Curriculum Planning Committee, January 25-26, 1953.

²Ibid.

communication between the various committees and the graduate schools of education as they develop research projects.¹ Five priorities were addressed by the Committee on Curriculum Research during its first year of operation:

1. To encourage research in utilizing new and improved instructional materials.
2. To emphasize the utilization of the vast amount of knowledge that has been accumulated pertaining to growth and learning.
3. To evaluate practices in the self-contained or core classroom.
4. To give particular attention to two aspects of curriculum development, namely, the application of the criteria for cooperative curriculum development, and evaluation of conferences and workshops.
5. To make a vigorous attempt to evaluate the school program through measuring the social behaviors of people who have experienced that program.²

Publications remained one of the major activities of the Michigan Curriculum Program during this decade.

Work of the Committee on Secondary Education culminated in the fall of 1945 with the publication of a secondary curriculum guide, Planning and Working Together.³ The Committee then worked actively to implement the guide by participating in area curriculum conferences, the August working conferences, and regional meetings of the Michigan Education Association. A syllabus was prepared and

¹Ibid.

²Minutes of the Curriculum Planning Committee, May 16-17, 1954.

³Michigan, Department of Public Instruction, Planning and Working Together: A Guide to Curriculum Development in Michigan Secondary Schools, Bulletin No. 337 (Lansing: Department of Public Instruction, 1945).

distributed to high schools and teacher education institutions to assist study groups as they used Planning and Working Together. In his review of this bulletin, Alberty noted that "the 'hold-the-line' philosophy which dominated the American high school through the war years has given way to an insistent demand on the part of educators and laymen for drastic reorganization in the light of the rapidly changing social scene."¹ He suggested that Planning and Working Together should help to give direction to American secondary education. Reacting positively to the philosophy of the Michigan Curriculum Program as expressed in the opening chapter, he commented that state departments of education had for too long a time lacked faith in local leadership and had "sought to improve the schools by administrative fiat."² As a "striking contrast to such misguided and ineffective policy,"³ he noted that Michigan's policy relies on local leadership to improve instruction to meet the needs of their respective communities.

Sufficient funds for publications was a constant problem. The further reduction of the publications budget of the State Department of Public Instruction for the fiscal year 1947-48 caused the curtailment of some publications,

¹Harold Alberty, "Review of Planning and Working Together, Bulletin 337, by State of Michigan, Department of Public Instruction," Michigan Education Journal 23 (March 1946): 414.

²Ibid.

³Ibid.

including the annual report of the Michigan Curriculum Program. Despite these budgetary difficulties, A Charter for Rural Education,¹ prepared by the Committee on Rural Education, was published. Funds allocated to the Department of Public Instruction by the Michigan legislature were the major source of revenue for publications. A number of other resources contributed to the publication of specific materials. In the final phase of the Michigan Study of the Secondary School Curriculum, the Committee on Secondary Education financed limited publications for general distribution.² Reports of progress and other publications were often covered by the budgets of the research projects associated with the Michigan Curriculum Program.

Publications were occasionally reproduced by other groups for distribution. The Michigan Congress of Parents and Teachers reproduced 2,500 copies of "Teaching Controversial Issues in Education," which had been prepared by the Committee on Education for Citizenship, for inclusion in their 1950 annual convention kit of materials.³

At times the Curriculum Planning Committee acted as a reviewing and editing committee for materials prepared by

¹Michigan, Department of Public Instruction, A Charter for Rural Education (Lansing: Department of Public Instruction, [1948]).

²Minutes of the Curriculum Planning Committee, October 6, 1949.

³Minutes of the Curriculum Planning Committee, April 5, 1950.

other committees of the Michigan Curriculum Program. For example, the preliminary policy statement on the teaching of controversial issues developed by the Committee on Education for Citizenship, when submitted to the Curriculum Planning Committee for review, "was criticized as being too general and not dealing with sufficient specificity with classroom procedures."¹ Returned to the Committee on Education for Citizenship for rewriting, three new sections were suggested for inclusion in the statement: classroom procedures, role of the community, and role of the board of education. This practice of acting as an editorial board varied as the role of the Curriculum Planning Committee was redefined at specific times during the decade. State Superintendent Thurston stated in the fall of 1949 that he did not view the Curriculum Planning Committee as a parent committee and that manuscripts did not need to be submitted to the Curriculum Planning Committee for approval.² A general pattern developed where the secretary of the curriculum committee acted as the liaison between the committee and the publications department of the State Department of Public Instruction.

¹Minutes of the Curriculum Planning Committee, December 16, 1948.

²Minutes of the Curriculum Planning Committee, November 2, 1949.

Manuscripts submitted by the curriculum committees were not always published, sometimes for lack of funds and sometimes for lack of quality. At times committees proceeded with the development of a bulletin without knowing if it would be published or widely used. Decisions on which materials would be accepted for publication were made by the State Department of Public Instruction.

Discussions on the possibility of again publishing a one-page leaflet on curriculum problems similar to "Curriculum Notes" published in 1943-44 were held by the Curriculum Planning Committee during their 1951 meetings. It was proposed that the leaflet would be sent with News of the Week. Since these materials seldom reached the classroom teachers, it was felt that they were of little value and "therefore this method had been abandoned several years ago and the Committee had concentrated on holding conferences and workshops which did do a lot of good."¹

The numerous evaluation sessions held during this decade frequently made reference to publications. This included both suggestions for bulletins which should be prepared by the various committees and suggestions for greater utilization of the current publications, especially by classroom teachers. In July, 1953, it was suggested that committees establish a priority for their publication efforts and

¹Minutes of the Curriculum Planning Committee, October 30, 1951.

committees were cautioned that very few printed bulletins would be approved by the State Department of Public Instruction committee which reflected the narrow interests of one committee.¹

Activities of the Committee on Education for Citizenship during this decade illustrate the growing concern for lay participation in the affairs of local school districts and the Michigan Curriculum Program.

Concerns about citizenship education were being expressed by many groups. A letter sent to State Superintendent Elliott "by the state secretary of the AMVET Auxiliary recommending making two years of civil government a requirement for high school graduation"² was referred to a committee appointed by the chairman of the Curriculum Planning Committee. The Committee on Education for Citizenship also appointed a subcommittee "to explore ways of coordinating more effectively the work of veterans' organizations in citizenship education."³ Representatives of the American Legion, the AMVETS, and the Daughters of the American Revolution were invited to a meeting in May, 1948, "to exchange

¹Minutes of the Curriculum Planning Committee, July 22-23, 1953.

²Minutes of the Curriculum Planning Committee, November 21, 1947.

³Minutes of the Curriculum Planning Committee, March 4, 1948.

information on the citizenship programs of these groups and to consider how they may be involved in the state program of citizenship education."¹

The August, 1948, convention of the American Legion, Department of Michigan, unanimously adopted the report of its Committee on Evaluation of Instructional Materials, which had been appointed by the American Legion Education Committee. The report recommended procedures for the evaluation of "textbooks and other instructional material for their lack of patriotism, presentation of facts and fairness of content."²

Beginning with a statement on purposes, the report stated:

This committee has acted within the framework of the mandate given it, namely;

To foster a positive attitude towards democratic ideals and principles in all educational institutions and activities by

¹Minutes of the Curriculum Planning Committee, May 13, 1948.

²Memorandum from the Committee on Evaluation of Instructional Materials to Floyd L. Haight, chairman, Education Committee, Department of Michigan, American Legion, June 1, 1948. Members of the Committee on Evaluation of Instructional Materials were: Charles Brake, Assistant Superintendent of Schools, Wayne County Public Schools; Lt. Col. G. Robert Koopman, Associate Superintendent, Department of Public Instruction; Kaye Buttars, Reconstruction and Finance Corporations, and Member of the Legislative Committee, Department of Michigan, American Legion; Wilmer Menge, Senior Administrative Assistant, Department of Instructional Research, Detroit Public Schools; and Harry Johnson, Superintendent of Livonia Public Schools and Former Americanism Director, Department of Michigan, American Legion.

- a. Offering to posts and other groups and agencies of the American Legion, Department of Michigan, a yardstick by which textbooks and other instructional materials used or to be used in the public schools may be measured as to conformance with the principles of American democracy.
- b. Bringing about better understanding between those who prepare and provide instructional materials and representatives of organizations especially concerned with their use in programs that promote the preservation and development of democratic ideals and principles.
- c. Protecting the Department of Michigan against the hasty, ill-advised or snap judgement of any post or individual in "black-listing" instructional materials.¹

The report continued with sections on the historical background of democratic ideals and the public schools, a list of criteria for evaluating the loyalty factor in instructional materials, and procedures for using these criteria.

The Committee on Education for Citizenship held a two-day conference in January, 1949, for lay leaders of organizations with citizenship education programs. This conference became known officially as the Michigan Inter-Organization Continuing Conference on Citizenship, and was held annually for the remainder of the decade. The conference was designed to stimulate cooperation among community organizations and the local schools. A report of the 1951 conference indicated that "the conference was over-balanced with executives of organizations who were interested in promoting their own organizations. . . ."²

¹Ibid.

²Minutes of the Curriculum Planning Committee, October 30, 1951.

The Committee on Education for Citizenship also organized a two-day conference in May, 1951, on "orienting older youth to the armed forces."¹ Invited to participate were representatives of the armed forces, higher education, and local school systems.

In March, 1950, a conference on citizenship education was held with representatives from five school systems. Earl Kelley was the keynote speaker for the conference.² This conference became known as the Selected Cities Conference and was held for teams of educators from medium-sized communities in the state.

Lay participation continued to be a concern of the Michigan Curriculum Program. In an attempt to reach a larger segment of the population of the state, the tenth annual Citizens Conference was conducted in two sessions during February, 1947. One conference was held in Lansing and the other in the Upper Peninsula at Escanaba. Rural education was the major topic for these conferences with Howard Dawson, director of the National Education Association's rural education service division, addressing the general session of both meetings. The breadth of lay representation at these conferences is indicated by the fact that included in the approximately 400 educators and community

¹Minutes of the Curriculum Planning Committee, March 13, 1951.

²Minutes of the Curriculum Planning Committee, April 5, 1950.

representatives who attended the Lansing Conference were "more than forty lay groups, including women's clubs, librarians, service clubs, federal agencies, agricultural, church, patriotic, health, civic, and school-connected organizations . . . as well as 141 different communities."¹

Another example of cooperative curriculum effort received additional support from the activities of the Committee on Educational Interpretation. This Committee developed a questionnaire which was approved by the Michigan Commission on Educational Policies and sent to 184,300 parents across the state. Acting on preliminary results which indicated that "60.3 percent of the parents have indicated that they would 'insist on and be willing to pay for' (education for home and family living) even if it should add to the tax bill,"² the Committee on Education for Home and Family Living invited all institutions of higher education to send representatives to a meeting of the Committee in December, 1950, to discuss their programs in home and family living. These institutions reported on both their programs offered to teachers and those programs in general education. Two years later the Committee on Education for

¹[Mary L. Dee], "Education in Rural Areas: Theme of Lansing, Escanaba Meetings," Michigan Education Journal 29 (March 1947): 400.

²David M. Trout, Mary Lee Hurt, and Mrs. Rex Todd Withers, "Progress in Education for Family Living," Michigan Education Journal 24 (April 1952): 490.

Home and Family Living again invited these institutions to a meeting "to develop cooperatively some workable criteria which institutions can use in evaluating their own offerings."¹

Areas of Concern and Activities of the Program

One of the major concerns of this decade was stimulating local curriculum development. This was accomplished by new cooperative projects with professional organizations and by increased attention to the area of teacher education.

Innovations in education were appraised. Techniques for extending citizenship education were explored and the Curriculum Planning Committee continually sought ways to make the Program more effective.

Teacher education continued to be a major concern of the Michigan Curriculum Program and is perhaps best expressed in the cooperative efforts of the Curriculum Planning Committee and the Advisory Committee on Teacher Education and Certification. The first joint activity of the two groups was a conference planned by the Curriculum Planning Committee which was attended by 50 persons in January, 1950, to consider problems of mutual interest such as

. . . the preparing of teachers for new integrated programs, the single curriculum trend in teacher education, the single certificate trend, the conversion of

¹Ibid.

people prepared for the secondary field to teach in the elementary field, teacher education for health education, the five-year program, and the whole movement of general education.¹

The joint meeting centered around four working groups: (1) the preparation of teachers for the newer type of preservice education program, (2) a single curriculum and single certificate and a five-year curriculum for teacher education, (3) general education, and (4) health education for teachers.² In reviewing the recommendations of these groups the Curriculum Planning Committee determined that a statement of needs and philosophy should be developed for submission to the Advisory Committee on Teacher Education and Certification and that a more functional and intensive working relationship should be developed between the two groups.³

As part of the program of the National Clinic on Teacher Education held at Michigan State College in October, 1950, a regular meeting of the Curriculum Planning Committee was held with participants of the Clinic as observers. Because of the success of the previous joint meeting of the Curriculum Planning Committee and the Advisory Commission on Teacher Education and Certification, a second meeting was

¹Minutes of the Curriculum Planning Committee, November 2, 1949.

²Minutes of the Curriculum Planning Committee, January 10-11, 1950.

³Minutes of the Curriculum Planning Committee, June 6, 1950.

suggested with the following issues as discussion topics: "(a) citizenship at the pre-service level, (b) planning for a possible emergency in teacher supply, and (c) revision of the Certification Code."¹ Meeting in January, 1951, a joint statement was produced for submission to the State Board of Education by the Advisory Commission of Teacher Education and Certification.² The Curriculum Planning Committee also took separate action in a resolution favoring the elimination of limited teaching certificates.³

Many conferences held by the curriculum committees throughout this decade had a theme of teacher education. For example, the Committee on Conservation and Education sponsored a two-day conference on teacher education for conservation in April, 1951.⁴

During the 1954-55 year the Curriculum Planning Committee sought to develop "a closer working relationship with the staffs of the schools of education and extension divisions of institutions of higher learning. . . ."⁵ To

¹Minutes of the Curriculum Planning Committee, October 9, 1950.

²Minutes of the Curriculum Planning Committee, January 5-6, 1951.

³Minutes of the Curriculum Planning Committee, December 10, 1951.

⁴Minutes of the Curriculum Planning Committee, March 13, 1951.

⁵Minutes of the Curriculum Planning Committee, July 27, 1954.

accomplish this goal all meetings of the Curriculum Planning Committee were held on various campuses in an attempt to acquaint more people with the work of the curriculum committees and stress the importance of improving instruction. Meetings were held at Western Michigan College, Michigan State Normal College, University of Michigan, Port Huron Junior College, and Michigan State College.

Part of the agenda of each of these two-day meetings was arranged by the host institution. For example, at Michigan State Normal College an evening invitational conference was planned with members of the college faculty and educators from southeastern Michigan. The theme for the conference was "Problems of General Education in the Junior-Senior High School" with Dean B. L. Dodds, College of Education, University of Illinois, as the main speaker.¹ At Port Huron Junior College following a dinner meeting attended by 80 persons, "an open meeting was held around the theme 'Providing Educational Opportunities for Older Youth and Adults in the Blue Water Area.'"² Included on the program were speakers including State Superintendent Taylor, who presented needs and issues facing Michigan education, and a panel of community representatives and legislators.

¹Minutes of the Curriculum Planning Committee, December 3-4, 1954.

²Minutes of the Curriculum Planning Committee, March 18-19, 1955.

The closing address was given by Vice-President James A. Lewis of the University of Michigan.

The use of television in education was raised in July, 1953, and it was agreed that the Curriculum Planning Committee should devote an extended period of time studying this emerging concern. The following month the entire agenda of the Committee was devoted to the discussion of the "Instructional Implications of Television."¹ Twenty invited guests representing the television industry, audio-visual specialists from local school districts, college and university television stations, chairmen of interested curriculum committees, and selected staff members of the Department of Public Instruction joined the Curriculum Planning Committee as they examined the "psychological implications of television--what is the effect of television upon our young citizens, upon our adults, the classroom, the home, and the culture as a whole."² The program opened with a panel representing five committees of the Michigan Curriculum Program discussing the topic "What Is the Problem."³

¹Minutes of the Curriculum Planning Committee, October 12, 1953.

²Ibid.

³Ibid. Panelists were Ethel O'Connor, Curriculum Planning Committee, Chairman; John Fuzak, Committee on Industrial Arts; William G. Hart, Committee on Instructional Materials; Bruce Siders, Committee on Education of Exceptional Children; and Gordon Williams, Committee for Vocational Agricultural Education.

Among those issues of particular interest to the Curriculum Planning Committee were:

Public relations program--take to a large mass of the people what we are doing in our schools. Dramatize a statement of beliefs including something to the effect that local control of schools is fundamental to democracy and education in a democracy.

Reading, writing, and arithmetic are merely tools for arriving at the proper end--the making of a good citizen.

Should television be used as a direct educational function--directed instruction at all levels, elementary to adult. Department of Public Instruction does not suggest a state course of study nor does it agree that it is good for a particular school system to have a course of study. Rather it believes that the individual teacher should work out the program with her pupils. Education does not consist of putting subject matter into the child.

Television is uniquely equipped to offer programs on contemporary affairs such as special days on safety education or putting on programs explaining local industries and public utilities.

The importance of selection of programs presented outside of school time. What responsibilities does the school have in developing taste and discrimination? In what degree can television be used at home as a means of education for both children and adults? Where can the teacher get information on good television programs to give to children?¹

The panel concluded by stating that educators need to educate themselves on how to use television and "must decide among themselves whether they want to use television or not."² The remainder of the program consisted of a further examination of the issues with Earl C. Kelley acting as discussion leader and a discussion of possible actions to be taken with Cecil E. MacDonald acting as leader. No specific course

¹Ibid.

²Ibid.

of action was undertaken by the Curriculum Planning Committee at this meeting.

At the next meeting in December, 1953, it was learned that the State Superintendent of Public Instruction had "requested the Federal Communication Commission to hold certain areas in Michigan for educational television."¹ A commission would be appointed to recommend policy on television and the Curriculum Planning Committee was directed to continue investigating their concerns for the instructional aspect of television and for television programming. Six possible actions for the Curriculum Planning Committee were suggested:

1. endorse pre-school parent education programs,
2. urge the showing of programs on application of research findings. . . ,
3. ask universities to hold workshops for training of program developers at the local level,
4. recommend to the Department of Public Instruction that it assume some responsibility for a planning platform by areas larger than school districts,
5. work for the improvement of programs shown in the after-school and evening hours, and
6. involve pupils in programs.²

A small subcommittee was appointed by the chairman of the Curriculum Planning Committee to give the subject further study.

Educational television was subsequently a topic of discussion at a meeting of the Committee on Curriculum

¹Minutes of the Curriculum Planning Committee, December 11-12, 1953.

²Ibid.

Research. The secretary of the Curriculum Planning Committee reported that a feeling had developed that the Curriculum Planning Committee was against educational television. Meetings were scheduled with television personnel at Michigan State College and the University of Michigan to discuss

. . . ways we can cooperate with educational TV on (a) telling about the research background of education, (b) turning the TV camera on good practices, and (c) showing through TV how staff members and non-¹ staff members work together in preparing TV programs.

Thus the decade ended as the Curriculum Planning Committee explored the area of educational television to determine the role the Committee should play in this area.

Citizenship education continued to be a major emphasis of the total Michigan Curriculum Program. All committees were encouraged to relate their work to the citizenship program. For example, the Committee on Conservation and Education reported to the Curriculum Planning Committee the general areas where they could make a unique contribution to citizenship education.

- a. The development of attitudes by children, youth, and adults toward the wise use of natural resources.
- b. The extension of the school camping program which provides a maximum amount of cooperative planning and participation of children and youth.
- c. The extension of a wide variety of outdoor education activities which provide direct learning, experiences, such as school forest activities,

¹Minutes of the Curriculum Planning Committee, January 24-25, 1954.

- community projects, conservation clubs, and a variety of others.
- d. The inclusion of conservation in the state adult education program, with particular attention to participation of adults in the management and development of natural resources.
 - e. The use of special drives and projects such as scrap drives, saving of metals, etc. as teaching situations in conservation and citizenship.
 - f. Intensifying the teacher training program so as to help teachers make the dynamic approach in providing conservation experiences for children and youth.
 - g. Implementing conservation and citizenship experiences with adequate visual aids and instructional materials.¹

This decade may also be characterized as a decade of internal evaluation by the Curriculum Planning Committee as it attempted to seek direction and improve the operation of the Michigan Curriculum Program. A variety of structures were utilized to meet this expressed need and concern.

The final meeting of the Curriculum Planning Committee in 1945-46 took the form of a two-day Curriculum Planning Committee Conference with representatives from all committees. From this conference, which reviewed the accomplishments of the committees during that year and began the planning for the ensuing year, came the following suggestions for committee and program emphases:

1. Promotion of discussion groups on civic affairs for 19 and 20 year olds
2. Promotion of active civic participation by teachers
3. The addition of teachers to state committees
4. The addition of trained personnel to the staff of the Department of Public Instruction
5. The promotion of junior town meetings

¹Minutes of the Curriculum Planning Committee, November 9, 1950.

6. Activity to promote the reduction of the voting age to 18
7. Special emphasis on understanding boys and girls
8. Special emphasis on elimination of departmental barriers
9. Special emphasis on the major civic problems of our times
10. Increased coordination of state committee work.¹

Another session of the conference produced the following proposals:

1. Workshop conferences should be further decentralized.
2. The state committee structure might be decentralized by areas of the state.
3. Multiple committee memberships should be reduced as much as possible without interfering with cross representation
4. Problems in which each area of the state is interested should be discovered by a survey.²

In April, 1948, the Curriculum Planning Committee discontinued the spring conference of the subcommittees and proposed that this conference be held in the fall. A subcommittee of four Curriculum Planning Committee members was appointed to plan the fall conference.³ In September, 1948, the first fall curriculum conference for all committees was held at St. Mary's Lake. The chairman and secretary of the Curriculum Planning Committee were delegated to act as the planning committee for the 1949 fall conference. Approximately 150 individual committee members attended the 1949 Conference of Curriculum Committees. An evaluation of the

¹Michigan, Department of Public Instruction, Curriculum Planning Committee: Annual Report 1945-1946, p. 7.

²Ibid.

³Minutes of the Curriculum Planning Committee, April 7, 1948.

conference indicated that: (1) nearly all felt that the conference was successful as a vehicle for becoming acquainted with other people, (2) this was the first time nearly one-half of the participants had attended this conference, (3) there was general satisfaction with the technique of forming groups from all committees, (4) most participants responded that they saw the relationship of their own committee and other committees, (5) the participants were nearly unanimous that the conference represented a practical demonstration of group process which could be applied at the local level, and (6) participants were unanimous in their opinion that the Michigan Curriculum Program would be better because this type of meeting had been held; however, only about half believed that their local curriculum program was going to be better because they had attended the conference.¹ Another document was produced by this conference which listed 22 suggestions under the heading "Ways of Improving the Michigan Curriculum Program."² Specific suggestions were made for the Curriculum Planning Committee and subcommittees and concluded with the following issues which needed to be faced:

¹Minutes of the Curriculum Planning Committee, September 20-21, 1949.

²"Michigan Curriculum Program, Recommendations of One Hundred and Fifty Committee Members at St. Mary's Lake Camp," September 20-21, 1949. (Mimeographed.)

1. How (techniques used, people involved) have desirable changes occurred in the curriculum in specific school situations?
2. What resources and resource people are available to assist in making such changes?
3. What can the source of inspiration be for areas which need to consider curriculum changes the most?
4. What means and techniques are there which will encourage committee members to share their school experiences with other committee members and to share committee ideas and experiences when they return to their schools?
5. Can greater publicity be given to the work of the various committees and to the entire curriculum committee program? How can committee members help to secure an increase in money available for publications and services from the Department of Public Instruction?
6. How can we get information on good in-service training programs? What provision should be made for providing school time or extra pay for out-of-school time for these activities?
7. What techniques are used to determine felt student needs?
8. What techniques can be used to keep the community abreast of school activities? How can the community keep the school posted on its feelings about the school?
9. How can we work toward developing a concern for local, state, national, and world affairs while emphasizing the needs of the individual?
10. What constitutes a good community school organization from an administrative standpoint?
11. What are the things which should be characteristic of high school graduates? Consideration be given to awarding diplomas for four years of attendance based on phases of competency rather than amount of work?¹

An evaluation of the 1951 fall curriculum conference was conducted in the final session of the conference as participants were divided into ten groups to consider the following areas: "(1) What the participants liked best, (2) What was most useful in the conference, and (3) Things

¹Ibid., p. 5.

that should not be done in another conference."¹ Among the aspects identified as being best liked were meeting people, the orientation to the operation of the Michigan Curriculum Program, the sessions which gave committees ideas to take back to their communities, and the variety of the total program. The audio-visual aids demonstration, separate committee meetings, sharing of information among committees, and an understanding of the state-wide approach to solving educational problems were identified as most useful aspects of the conference. It was suggested that new committee members be oriented to their particular committee early in the conference and that the agenda was too crowded.²

As the fall, 1953, Curriculum Program Workshop for all committee members was being planned, the following objectives were identified and used in planning the program:

. . . to give the group official contact with the Superintendent of Public Instruction, to do something about communication between committees, to clarify the objectives of the curriculum program, to orient new members, to give committees a chance to meet, and general acquaintance of the leadership of people in curriculum in the state.³

The fall Conferences for Curriculum Committees were held continuously in this decade since the first conference in 1948. Attendance increased at these conferences and the

¹Minutes of the Curriculum Planning Committee, September 25, 1951.

²Ibid.

³Minutes of the Curriculum Planning Committee, July 22-23, 1953.

secretary of the Curriculum Planning Committee noted that in 1951 "the enthusiasm displayed . . . seemed to me greater than ever before."¹ These conferences came to be known as the Annual Curriculum Workshop by the end of the decade.

The lay-professional advisory group known as the Michigan Educational Policies Commission continued to be active in this decade. The Commission continued to be a major force in marshaling support for public education in the state. Concerns of the Commission appointed by State Superintendent of Public Instruction Thurston in 1949 illustrate the Commission's interest in curriculum matters.

Areas of particular emphasis for study and action were:

- a. interpretation of the schools to the public
- b. the fundamentals of education (do they include more than reading, writing, and arithmetic)
- c. knowing more about the role of the Department of Public Instruction in Michigan
- d. recruitment and improvement of teacher personnel
- e. development by the Department of a yardstick by which communities may know whether or not they have a good school.²

One of the first activities of the Commission was the development of a questionnaire to determine how people feel about their schools. This instrument, "How Would You Answer This," was designed for use by local groups as they

¹Letter from G. Robert Koopman, Secretary, to Curriculum Planning Committee Members and Secretaries of Curriculum Committees, September 18, 1951.

²Minutes of the Curriculum Planning Committee, November 9, 1950.

studied local problems.¹ The tabulations from the first 30 communities indicated a positive attitude toward their schools. The Curriculum Planning Committee discussed the implications of this opinionnaire as an input to be considered by all the curriculum committees.

To carry out the charges to the Commission, four subcommittees were organized: citizen participation in the public schools, teacher personnel, the state education authority, and moral and spiritual values. The subcommittees reported at the semi-annual meeting of the Commission. In 1952-53 the subcommittee on the state education authority was replaced with a subcommittee on curriculum. For the year 1953-54 the following areas were selected for study: school district reorganization, community college, and public relations.

To ensure communication between the Michigan Curriculum Program and the Michigan Educational Policies Commission, the chairman of the Commission agreed to attend meetings of the Curriculum Planning Committee. Periodic reports were made at the meetings of the Curriculum Planning Committee for the remainder of this decade and the Curriculum Planning Committee frequently referred statements and concerns about lay participation to the Commission.

¹Minutes of the Curriculum Planning Committee, March 24, 1952.

²Minutes of the Curriculum Planning Committee, January 14-15, 1955.

The Michigan Curriculum Program again received official support from the Michigan Education Association as the following resolution was adopted by the Spring, 1954, Representative Assembly of the Association:

Curriculum Program in Michigan. We are favorably impressed with the scope and variety of the combined efforts within the state devoted to the improvement of public education. Comparisons with the programs of other states constantly remind us that the continuing professional activities of the last twenty years have produced a standard of growth scarcely equaled in other sections of the nation. We refer with pride to the lasting influence of the Michigan Curriculum Study, extending over the year 1936 to 1948, with the subsequent efforts to retain and preserve its value through the Michigan School-College Agreement and the numerous state curriculum committees operating under the supervision of the state curriculum planning committee. We believe that the vigorous currents of this movement have, by means of a widespread conference system, drawn together the various agencies of the state, both lay and professional, into amicable working relationships with educational institutions, and that professional groups and organizations, such as the state department of public instruction [sic] and the personnel of our schools and colleges, have achieved an operational efficiency and a cooperative spirit unexcelled in the educational history of Michigan.¹

The regional meetings of the Michigan Education Association were frequently used as a vehicle by the various curriculum committees to publicize their work and to stimulate work at the local level.

An outstanding example of cooperative curriculum development emerged in the second decade of the Michigan Curriculum Program as the Curriculum Planning Committee,

¹As cited in the minutes of the Curriculum Planning Committee, May 16-17, 1954.

the Michigan Association of School Administrators, and the Michigan Association for Supervision and Curriculum Development worked together. Representatives of the Michigan Association of School Administrators met with the Curriculum Planning Committee in March, 1952, to explore ways of coordinating their activities for the improvement of instruction. In attempting to answer the concern of how the Michigan Association of School Administrators could "make effective some of the things being done by the various curriculum committees,"¹ wider participation and greater involvement in curriculum committee activities was suggested. The Curriculum Planning Committee was asked to assist the new Educational Program Committee of the Michigan Association of School Administrators in dealing with the problem of developing an effective instructional program.² To fulfill this request a joint meeting was planned with the Curriculum Planning Committee, the Educational Program Committee, and the Michigan Association for Supervision and Curriculum Development. Returns from a questionnaire sent to all superintendents in the state indicated that curriculum and personal relationships were the two major fields of interest. The nine regions of the Michigan Association of School Administrators were to serve as the structure for conducting

¹Minutes of the Curriculum Planning Committee, March 24, 1952.

²Ibid.

sectional meetings. The following were some of the guidelines suggested for establishing these regional meetings:

It is first necessary to have a region become acquainted with the Michigan Curriculum Program; then have the region define some problem or problems it would be interested in having discussed.

Have each region send representatives to meet with the Curriculum Planning Committee to discuss the program for a regional meeting.

The problem of communication and follow through at the local level. We need to begin with the administration (adopt policies such as policies on substitute teachers and reimbursement of travel expenses for teachers to attend committee meetings and workshops). We need to call the attention of superintendents to members of their staff who are serving on state curriculum committees and suggest methods by which these individual committee members may be used in their local communities.¹

The chairman of the Curriculum Planning Committee appointed a Project Committee composed of representatives of the Michigan Association for Supervision and Curriculum Development, Michigan Association of School Administrators, and the Curriculum Planning Committee. At their first meeting the Project Committee established ten high priority problems which might be discussed at the regional meetings:

1. Have problem of supervisor and consultant service studied and discussed in regional or other meetings.
2. Have representative of state curriculum committee lead a discussion of its work.
3. Have representative of Michigan Association for Supervision and Curriculum Development lead a discussion of the work of that organization.
4. Have discussion of the development of proper moral and spiritual values in the schools.

¹Minutes of the Curriculum Planning Committee, December 12-13, 1952.

5. Have discussion on problem of working out proper relationships with members of school staff.
6. Have discussion on problems of curriculum.
7. Have representatives of Secondary School-College Agreement Committee to discuss their program and ask for suggestions.
8. Have discussion on problem of school building planning in relation to the curriculum.
9. Have discussion on general problem of guidance and personal policies for students..
10. Have discussion at Annual School Board Conference for Secondary School-College Agreement Committee to explain its program.¹

A letter was sent to every member of the various curriculum committees by the Chairman of the Curriculum Planning Committee informing them of the joint project and asking them to offer their assistance in organizing regional conferences or workshops.²

This voluntary effort became known as the Michigan Curriculum Project. Each region planned its own program with assistance from the Project Committee. One of the first regional conferences was held in Ann Arbor in April, 1953. Each superintendent was asked to bring one or two colleagues with him to participate in discussing the following topics:

- a. how to organize the staff for curriculum study,
- b. how [to] achieve desirable sequence of learning experiences,

¹Minutes of the Committee on Regional Conferences, January 13, 1953.

²Letter from Norris A. Hanks, Chairman, Curriculum Planning Committee, to all Curriculum Committee Members, February 3, 1953.

- c. how [to] evaluate the curriculum and the learning outcomes,
- d. how [to] work on improving teaching skills.¹

A progress report for each region was presented at the evaluation meeting of the Curriculum Planning Committee in May, 1953. A new Project Committee was appointed for the 1953-54 year with "all the resources and personnel of the curriculum committees"² again being made available for regional meetings.

To assist in the implementation of the Michigan Curriculum Project, a bulletin was published to explain the Michigan Curriculum Program.³ Designed largely to provide a guide for sources of help for local curriculum workers, the bulletin explained the organization of the Michigan Curriculum Program and emphasized that the individual members of the committees were a resource to be used by local school districts. To facilitate in locating committee members, an appendix to the bulletin listed the entire membership of the Program by counties.

¹Minutes of the Project Committee, March 10, 1953.

²Minutes of the Curriculum Planning Committee, July 22-23, 1953.

³Michigan, Department of Public Instruction, "Michigan Curriculum Project for Encouraging and Assisting Local Curriculum Development" (Lansing: Department of Public Instruction, 1953). (Mimeographed.)

Analysis and Summary

This decade of the Michigan Cooperative Curriculum Program will be analyzed to determine salient characteristics of this period. The analysis will address the following topics: underlying philosophy, activities, participants, communication, structure and organization, and purpose.

Underlying Philosophy

The Michigan Cooperative Curriculum Program continued to be based on the philosophy that the local school district had the primary responsibility for curriculum development. Therefore, the major function of the State Department of Public Instruction was to provide assistance to local groups. Rather than being controlling and directing, the State Department of Public Instruction sought ways to stimulate both individual and group local initiative.

Activities

During this decade the conference, as one method to stimulate local curriculum development, increased in popularity as an activity planned by the various committees. Coupled with this growth in the numbers of conferences sponsored was the study of ways of making each conference as profitable as possible.

Demonstration-research continued to be an activity supported by the Michigan Cooperative Curriculum Program.

The projects sponsored during this decade demonstrated methods by which local communities could study their locality and implement programs to their needs.

Teacher education continued to be a major concern of the Program and was the topic for policy statements, conferences, and other cooperative activities.

Participants

Participants in the Michigan Cooperative Curriculum Program were representatives of local school districts, educational associations, state agencies, institutions of higher education, and lay persons. Special emphasis was placed on increased involvement of teachers and lay persons during this decade.

Communication

Two areas of communication were of particular concern during this decade: communications within the Program and communications with local school districts.

The Curriculum Planning Committee held reporting and evaluation sessions with committee chairmen and secretaries to increase communication between the State Department of Public Instruction and among the various curriculum committees. The annual fall curriculum conference planned for all participants in the Program was another major means of communication.

Publications, conferences, and research projects all served to communicate the activities of the Program to local school districts.

The Michigan Curriculum Project, a cooperative venture with the Michigan Association for Supervision and Curriculum Development and the Michigan Association of School Administrators, was a major attempt to communicate the activities of the Michigan Cooperative Curriculum Program to local school districts and at the same time to involve individual members of the several curriculum committees in local curriculum development.

Structure and Organization

The Michigan Cooperative Curriculum Program continued to be organized under the leadership of the Curriculum Planning Committee with a series of curriculum committees having specific assignments. While the structure remained essentially the same during the decade, the committee assignments were changed to meet new conditions.

In an attempt to be more effective at the local level, one form of regionalization did occur during this decade. The Upper Peninsula Curriculum Planning Committee was formed to deal with particular problems and concerns of that part of the state and to assist with communications about the activities of the Program.

During this decade the advisory committees in vocational education became a part of the Michigan Cooperative

Curriculum Program giving the Program a wider base of interest and participation.

Purpose

As an advisory group to the State Superintendent of Public Instruction, the Michigan Cooperative Curriculum Program was continued by three State Superintendents during this decade as a mode of involvement in educational matters at both the state and local levels. The Program advised the State Superintendent on curriculum matters and also provided an opportunity for the development of local leadership.

The Program also provided an opportunity for professional associations, state agencies, institutions of higher education, and special interest groups to cooperate on common concerns.

CHAPTER VI

MICHIGAN COOPERATIVE CURRICULUM PROGRAM

FURTHER EXPANSION

(THIRD DECADE: 1955-56--1964-65)

Overview

The third decade of the Michigan Cooperative Curriculum Program continued to be a period of even greater growth and expansion. Both the number of individual participants and the number of individual committees appointed increased significantly.

The Program assisted in combating the attacks and threats to the basic philosophy of local control in curriculum development. Federal legislation which influenced the program in local schools increased during this decade and became a concern for the Michigan Cooperative Curriculum Program.

The Program continued to be responsive to societal concerns and conducted the most rigorous self-evaluation done to date in an attempt to provide the best possible leadership in the state. The decade ended in a period of transition as the newly adopted Constitution became effective.

Organizational Structure

The basic organizational structure and relationships within the Program remained essentially stable during this decade. Greater attempts were made to have representation on the committees reflect the belief in lay participation and teacher involvement. As the Committee on Secondary Education was reorganized during this decade, its membership was determined in a manner different from other committees. The Curriculum Planning Committee continued to give over-all guidance to the Program and the Upper Peninsula Curriculum Planning Council devoted special attention to the needs of that part of the state.

The first order of business for the Curriculum Planning Committee in this decade was receiving the report of the Interim Committee for Curriculum Review and Recommendations, a committee which had been suggested by State Superintendent Taylor.¹ The original charge to this committee was to review the recommendations made by all the curriculum committees at the close of the 1954-55 year and to rank them with a priority rating for submission to the State Superintendent of Public Instruction. In its report the Interim Committee proposed an organizational structure for the committees of the Michigan Curriculum Program and a re-alignment of specific responsibilities. For example, the

¹Minutes of the Curriculum Planning Committee, May 13-14, 1955.

discontinuance of the Ad Hoc Committees on Secondary Education and Life Adjustment and Improvement of Conferences was proposed. The Safety Education Committee would assume the civil defense responsibilities previously handled by the Curriculum Planning Committee and a Council on Advancement of Secondary Education would be established. The report also called for "more lay people to be appointed to committees."¹

Continued emphasis on professional development is exemplified by the Interim Committee's recommendation in the area of manpower:

. . . that the Superintendent of Public Instruction immediately assign at least one half-time person to provide leadership to inservice education, including the implementation of the recommendations of the Conference Committee; that the CPC appoint an Interim Committee to recommend a plan for additional personnel in the Department and in the seven state-supported institutions which will provide field work recommended by the subcommittee on secondary education, community school, and adult education and community college. These recommendations should be available by October of this year to afford effective interpretations to the Legislature.²

Additional suggestions were made to increase the availability of information about the Michigan Curriculum Program including the proposal "that the secretary of each Committee prepare an outstanding article to be presented to an appropriate Journal, with recognition of the work of the

¹Minutes of the Interim Committee for Curriculum Review and Recommendations, June 17, 1955.

²Minutes of the Interim Committee for Curriculum Review and Recommendations, June 28, 1955.

Curriculum Program of the State."¹ It was further suggested that all proposed publications by subcommittees be submitted in outline form to the Publications Committee of the Department of Public Instruction for preliminary approval with the Curriculum Planning Committee serving as a clearing house for all publications.

At the first meeting of the Curriculum Planning Committee in this decade, Superintendent Taylor reflected on the Michigan Curriculum Program as follows:

I have been thinking of this whole matter of curriculum and I do have a few things that I want to say. First, what is the purpose of all this curriculum program? I decided the answer was very simple--it is an opportunity for each of us in the profession to review all of those things that are necessary to adjust our educational program to meet our current economic and social changes to the benefit of the children and adults. In early years the law provided that the Superintendent of Public Instruction should provide a state course of study. We can't have a state course of study to meet the needs of every particular environment. We have to think in terms of the needs of children. Groups have been working on what is necessary in the curriculum of our modern school, what the school organization should be to let that program develop as it should, what the state's position should be, and what the federal office should be. We have thought that twelve grades was the top. In the last decade there has been a tendency to think above that--at least two more years beyond the twelfth grade. The work we are considering here will not be complete unless we project our thinking beyond the traditional twelve-grade school and take a view as fourteen school districts in the state now do go through junior college years. That brings up the whole question of our concept of what that program should be if it is going to meet the needs of the whole community. That starts with a philosophy. We must have an administrative structure beneath that on which the community concept can develop and grow.

¹Ibid.

School district organization is a basic place to start. There are about 3,900 school districts in Michigan. This year's legislature voted that closed school districts must annex to operating districts or open up again. What leadership can all of us give, because reorganization is useless unless it provides a better program for boys and girls. If we can't show through curriculum study and through the application of community school principles that we are doing something better, we are failing in our purpose. . . .¹

With this charge the Curriculum Planning Committee began its work in this decade.

The number of individual committees in the Michigan Cooperative Curriculum Program grew steadily during this decade. In the first year of this decade there were 23 individual committees. For two years near the end of this decade, 1962-63 and 1963-64, the total committees reached 31, the maximum for the Program. The decade closed in 1964-65 with 27 committees (see Table 6).

Table 6.--Number of committees appointed.

	1955 -56	1956 -57	1957 -58	1958 -59	1959 -60	1960 -61	1961 -62	1962 -63	1963 -64	1964 -65
Total Committees	23	23	25	25	28	29	30	31	31	27

The number of participants in the Michigan Cooperative Curriculum Program continued to increase during this

¹Minutes of the Curriculum Planning Committee, July 13, 1955.

decade. There were 475 individual participants in 1955-56 as this decade opened. Increasing steadily for the next seven years, maximum participation was achieved in 1962-63 with 868 individuals serving on 31 curriculum committees (see Table 7).

Table 7.--Appointments to committees.

	1955 -56	1956 -57	1957 -58	1958 -59	1959 -60	1960 -61	1961 -62	1962 -63	1963 -64	1964 -65
Total Participants	475	506	553	571	709	796	852	868	776	802

As in the first decade there was a proposal for a change in the name of the Curriculum Planning Committee. Committee secretaries had recommended that the name be changed to Curriculum Program Committee. While the recommendation was not accepted, it was suggested that the title "Michigan Curriculum Planning Committee" or "State Curriculum Planning Committee" should be used to avoid confusion with local curriculum committees.¹ From this time on the name Michigan Curriculum Planning Committee was used with greater frequency and became the official title for the Committee in 1963-64.

¹Minutes of the Curriculum Planning Committee, August 8, 1958.

There was considerable variation in the size of the Curriculum Planning Committee during this period. The membership grew from 13 members in 1955-56 to an all-time high of 41 members in 1961-62. And the Committee ended the decade with a membership of 31 (see Table 8).

Table 8.--Curriculum Planning Committee membership.

	1955 -56	1956 -57	1957 -58	1958 -59	1959 -60	1960 -61	1961 -62	1962 -63	1963 -64	1964 -65
Total Membership	13	16	19	22	28	31	41	33	29	31

Regionalization became a topic of discussion as the Curriculum Planning Committee "focused upon appraisal and forward planning"¹ in its May, 1961, meeting. "There was almost unanimous agreement that there should be some form of regionalization"² to increase the effectiveness of the Michigan Cooperative Curriculum Program. In a letter to members of the Curriculum Planning Committee the secretary of the Committee outlined the following proposal:

To establish regional curriculum centers and curriculum councils in the various parts of the state. One method of reaching more districts and more classrooms is unquestionably that of regionalizing the Michigan Curriculum Program. The institutions of higher education

¹Minutes of the Curriculum Planning Committee, May 25, 1961.

²Ibid.

and some 100 voluntary organizations give many services now, but all concerned have agreed that these services can be increased and made less wasteful by providing a regional structure and a regional operation. To this end we are going to assign certain staff members to this regional work, some ten to each region, and we are going to ask certain institutions of higher education to contribute some of the work of the secretariat. These regional councils will be asked to plan an official workshop for school districts that have not established programs and another one for those that are already active and are always eager for more help.¹

The concept of regionalization and regional workshops received the support of the State Superintendent of Public Instruction in a meeting with a subcommittee of the Curriculum Planning Committee. Regionalization was viewed as an extension of the present structure of the Program.² Further points of view were raised by the Curriculum Planning Committee as they discussed regionalization as a modification of the Program.

1. The Upper Peninsula Educational Planning Council, as a demonstration, provides considerable evidence that a regional organization can be very effective in curriculum development.
2. The Secondary School-College Agreement organization provides evidence of the potential advantage of regionalization.
3. Regionalization of the Michigan Curriculum Program, in addition to other organizations with a regional structure, may cause confusion and duplication of efforts.
4. An organization will become no more effective than its leadership, regardless of the structure of the organization. Regionalization of the MCP without adequate leadership personnel provided by the DPI

¹Letter from G. Robert Koopman, Associate Superintendent, to Members of the Curriculum Planning Committee, June 28, 1961.

²Letter from Ted Rice, Chairman of Subcommittee, to Members of the Curriculum Planning Committee, July 10, 1961.

- and the colleges and universities, is not apt to be effective in improving local curricula.
5. A regional organization, developed without a rational theory for its structure, cannot be expected to operate successfully or effectively over a long period of time. Thus, if a plan for regionalization of the MCP is developed, it should be developed in terms of a basic philosophy, in terms of a set of assumptions, and in terms of the goals to be achieved.
 6. A thorough study and evaluation of methods used in other states for improving local school curricula should precede any restructuring of the present MCP. In addition, some method should be devised for determining the extent of present local interest and for promoting desirable local interest, if necessary.
 7. If the best minds in Michigan, a state abounding in human resources, cannot be harnessed for evaluating the present process for curriculum development, then something must be wrong with state-level leadership.¹

At the conclusion of this discussion the Curriculum Planning Committee unanimously agreed "to recommend to the State Superintendent of Public Instruction that it is urgent that a study in depth be made of the rationale, purposes, organization, coordination and execution of curriculum development (efforts) in the State of Michigan. . . ."²

The Upper Peninsula Curriculum Planning Committee was organized in a different manner beginning in 1955-56 and became the Upper Peninsula Educational Planning Council. In becoming a Council the membership of the former group was

. . . broadened to include field service directors and local health departments in the Upper Peninsula. This makes the function of planning in-service education in the Peninsula a very important one.³

¹Minutes of the Curriculum Planning Committee, July 28-29, 1961.

²Ibid.

³Minutes of the Upper Peninsula Educational Planning Council, July 26, 1955.

The Council continued to function throughout this decade and was the only functioning regionalization in the Michigan Cooperative Curriculum Program. Attempts continued to be made to improve the communication between the Curriculum Planning Committee and the Upper Peninsula Educational Planning Council. For example, a joint meeting between the two groups was held at Escanaba High School in May, 1963.¹ Nine committees of the Program were represented at the meeting. Part of the program consisted of clinics where individuals could discuss committee objectives and exchange ideas with committee members. County institutes were utilized by the Upper Peninsula Educational Planning Council to stimulate curriculum development by local school districts.

Practically every educational problem in the U.P. is brought to the attention of the UPEPC. In turn, a county institute is held in cooperation with such groups as the Michigan Curriculum Planning Committee, Department of Public Instruction, Northern Michigan University, Michigan State University, Michigan College of Mining and Technology, and the University of Michigan. . . . Institutes have been held on such subjects as: reading, conservation education, aerospace and . . . an institute on economic education was held. After an institute is held, recommendations are then taken back to the UPEPC.²

Even though no plan for regionalization was developed for the entire Michigan Cooperative Curriculum Program, the Committee on School Holding Power developed its own system of regionalization. The Committee on School Holding Power

¹Minutes of the Upper Peninsula Educational Planning Council-Michigan Curriculum Planning Committee, May 16-17, 1963.

²Ibid.

developed and utilized a system of five regions to plan activities and to stimulate program development by local school districts. The Committee also structured itself into regional subcommittees to facilitate the work in the five regions.

The relationship of the Department of Public Instruction to the Program during this decade continued to be one of "cooperative planning and cooperative action"¹ with secretaries of the committees coming from the staff of the Department of Public Instruction. While the "Report of the Activities of Committees of the Michigan Cooperative Curriculum Program During 1958-59" emphasized the cooperative aspects of the Program, it also cautioned that:

. . . the Superintendent of Public Instruction and the Department of Public Instruction, however, have well-defined functions and responsibilities. Therefore, in the legal sense, the Superintendent of Public Instruction retains the right and responsibility of executive action. Actually, however, actions are usually carried out on a simple, cooperative basis without any great distinction between cooperative, advisory and executive functions.²

During this decade the Michigan Cooperative Curriculum Program was maintained by two elected State Superintendents of Public Instruction: Clair L. Taylor and Lynn M. Bartlett. At the end of this decade the office of State Superintendent of Public Instruction was changed from an elected position

¹"Report of the Activities of the Michigan Cooperative Curriculum Program During 1958-59," News of the Week (Michigan Department of Public Instruction) 26 (August 14, 1959): 91.

²Ibid.

to an appointed position. On January 1, 1964, a new constitution¹ for the state of Michigan took effect which made several changes in the organization of education at the state level. The State Board of Education was enlarged from three to eight members and the statutory provisions which previously had been vested in the elected State Superintendent of Public Instruction were transferred to the State Board of Education. An enlarged Department of Education was created and the position of State Superintendent of Public Instruction became an appointed post. The State Superintendent would serve as the administrative head of the Department of Education and also serve as the chief executive officer responsible for the execution of policies adopted by the State Board of Education. Thus the final months of this decade were a time of anticipated change and re-organization. At the completion of the term of the last elected State Superintendent of Public Instruction, the State Board of Education became "the policy-making body at the state level with responsibility to assert leadership and to have general supervision over all aspects of education in Michigan."²

¹Michigan, Constitution, art. 8.

²"Suggested Functions and Responsibilities," Michigan Education Journal 41 (December 1963): 17.

Products Developed by the Program

The third decade of the Michigan Cooperative Curriculum Program continued to be a very productive period. Curriculum committees prepared publications, conducted surveys, sponsored conferences and workshops, developed position statements, and assisted with the implementation of new federal legislation. During this period the second major philosophical statement about education in Michigan was completed.

Publications continued to be a major activity of the Michigan Cooperative Curriculum Program during this, the third, decade of its existence. The Interim Committee for Curriculum Review and Recommendations suggested that the Curriculum Planning Committee assume a more active role in relation to the publications of the Program and act as a clearing house on publications and articles being prepared by the various curriculum committees. Further the Interim Committee suggested that all "proposed publications by CPC committees be submitted in outline form to the Committee of the Department of Public Instruction for preliminary approval."¹ This would help the Publications Committee anticipate budgetary needs and might save the curriculum committees the disappointment of not having a manuscript published. The Curriculum Planning Committee did not

¹Minutes of the Interim Committee for Curriculum Review and Recommendations, June 28, 1955.

implement the suggestion of becoming a clearing house for publications but did maintain an interest in improving the effectiveness of publications. In June, 1965, the staff of the State Department of Public Instruction made the following recommendations about the policies and problems of publications:

- A. Place in a central depository a copy of all publications prepared by various committees and state agencies so that these will be available to all groups.
- B. A committee should examine the pertinent literature in the field before the publication of new bulletins.
- C. The chairman of the committee should be invited to attend any meetings of the publications committee when decisions are reached on the issuing and publication of a new bulletin by his committee.
- D. An outline of all proposed bulletins should be prepared and submitted to the publications committee of the DPI and mailed to the secretaries of all committees.¹

At the May, 1958, meeting of the Curriculum Planning Committee the establishment of a publications committee was recommended. An Ad Hoc Committee on Curriculum Publications Policy was appointed by State Superintendent Bartlett and reported to the Curriculum Planning Committee in August, 1958.² The Curriculum Planning Committee revised and then accepted the statement and proposal of the Ad Hoc Committee on Curriculum Publications Policy before it was transmitted to State Superintendent Bartlett. The policy statement

¹Minutes of the Interim Committee for Curriculum Review and Recommendations, June 11, 1956.

²Minutes of the Curriculum Planning Committee, August 8, 1958.

outlined the need for curriculum publications; made recommendations for policies concerning such problems as type, quality, distribution, and joint efforts with other agencies; and acknowledged the responsibility of the State Department of Public Instruction, in cooperation with the committees of the Michigan Cooperative Curriculum Program, for formulating and publishing instructional materials.¹

A survey of curriculum committees' publications planned for 1958-59 indicated that 13 committees were preparing 18 different publications. Each publication would have to stand on its own merits and adhere to the requirements of the publication policy adopted by the Curriculum Planning Committee in August, 1958, and subsequently be approved by the State Superintendent of Public Instruction. The possibility of using National Defense Education Act monies for publications was to be explored.²

Curriculum committees were urged to provide a suggested distribution for each new publication to insure that the publication reached those it was designed to serve. As part of its report to State Superintendent Bartlett, the Curriculum Planning Committee noted that "publications are

¹Ibid.

²Minutes of the Curriculum Planning Committee, September 24, 1958.

of minimum effectiveness unless there is a local structure for dissemination and use."¹

Publications were a major item of discussion at the Mid-Winter Joint Meeting of the Michigan Curriculum Planning Committee and Committee Chairmen and Secretaries in January, 1964. In speaking of committee activities, Canja stated:

It goes without question that a great deal of the work done by many committees is significant and important and should be reported. However, I think it critical that we underscore the following point: We must not make the preparation and publication of a bulletin the sole or even foremost concern of a committee. A publication or bulletin should be the cumulative result of the work, the efforts, and the thinking of a committee and not vice-versa.²

Commenting on whether manuscripts submitted by the various committees would be published, Canja further stated that:

The final decision as to whether or not a bulletin or any other written material is approved or disapproved rests with the State Superintendent. . . . The Michigan Cooperative Curriculum Program through its committees and the C.P.C., in the final analysis, acts in an advisory capacity to the State Superintendent. Directly or indirectly, a publication that is published by the Department of Public Instruction and that goes out with the superintendent's name on its cover--the contents of such a publication is taken to be the official position of the superintendent and the Department. . . .

Not only must the Superintendent be responsible for statements of policy to be found in publications from the department, he is also responsible for the publication

¹Memorandum from the Curriculum Planning Committee to Lynn M. Bartlett, Superintendent, August 7, 1959.

²Alex Canja, "Curriculum Committee Publications--Preparation-Procedure-Publication," address presented at the joint Curriculum Planning Committee--Chairmen and Secretaries, Lansing, Michigan, January 20, 1964.

as a whole. He must ask himself the question: What kind of impression will this make on the public? On school people? On legislators? Is it really well written, or is it quite elementary and sophomoric? Does it really say what it means? Is it a publication that is attractive and does it favorably represent the work of the department?¹

Committee secretaries were charged with greater responsibility for determining the need for a publication, cost of production, obtaining Department of Public Instruction approval, providing guidance during preparation, and finally in evaluating the publication after it has been used. Secretaries must keep the Department of Public Instruction informed of publication plans and progress to assist in the assessment of the entire Michigan Cooperative Curriculum Program.²

Two curriculum committees produced newsletters for short periods of time during this decade in an effort to increase communications about their activities. The Alcohol Education Committee, a subcommittee of the Committee on School Health and formed in cooperation with the State Board of Alcoholism, began a newsletter in the fall, 1954.³ The newsletter reported on activities of the Alcohol Education Committee, announced audio-visual materials, reviewed laws on alcohol education, and announced the availability of

¹Ibid.

²Ibid.

³Minutes of the Curriculum Planning Committee, October 12, 1955.

scholarships to study alcohol education. The Policy on Alcohol Education which was developed by the Alcohol Education Committee was re-adopted by the Alcohol Education Conference sponsored by the Committee in September, 1954:

Alcohol education has the same aim as all other education: to develop wholesome personalities by promoting habits and attitudes that will be conducive to happy and healthful living. The boys and girls of the State of Michigan are entitled to know about the economic, sociological, psychological, and physiological effects of the use of alcoholic beverages. Responsibility for education in this matter rests with both the home and the school. The school is charged with the responsibility of presenting current scientific information concerning alcoholic beverages and their effects on the human system. The school also should assist the students to analyze their feelings and attitudes about the problem of drinking alcoholic beverages and should help them to acquire a sense of responsibility toward themselves and their community.¹

The second newsletter was published by the Committee on School Holding Power as a source of information for the general public and to encourage local school districts to study the drop-out problem. The fall, 1961, issue of "News and Views"² contained articles written by both the committee chairman and secretary describing school drop-out projects and job-upgrading programs in Michigan and across the nation.

The Subcommittee on Communication of the Curriculum Planning Committee suggested a newsletter for the total Program in its May, 1957, report:

¹Ibid.

²Michigan Committee on School Holding Power, "News and Views" 2 (Fall 1961). (Mimeographed.)

The publication of a newsletter which would report on current committee projects, their progress, and other items of interest to committee members. A proposed layout was prepared carrying the name The Curriculum Courier. The proposal and format were approved by the CPC which requested that this committee appoint an editorial staff to proceed with publication.¹

The proposal for the newsletter was supported by committee chairmen and secretaries as they met with the Curriculum Planning Committee in May, 1957, but did not receive approval from the Department of Public Instruction Committee on Publications. Support for implementation of the "Curriculum Courier" idea came again a year later at the May, 1958, meeting of the Curriculum Planning Committee and committee chairmen and secretaries. And in September, 1961, "the matter of publishing a 'Curriculum Courier'"² was again proposed by the Curriculum Planning Committee but no funds were available in the Department of Public Instruction budget for that purpose.

Impetus for the revision of the Basic Instructional Policy for the Michigan Curriculum Program³ came when the Curriculum Planning Committee recommended to

. . . the Superintendent of Public Instruction that in view of the interest and concern in our schools as expressed by local citizens groups Bulletin 314 be

¹Minutes of the Curriculum Planning Committee, May 28-29, 1957.

²Minutes of the Curriculum Planning Committee, September 28, 1961.

³Michigan, Department of Public Instruction, Basic Instructional Policy.

revised and produced as soon as possible, and that the revision be made in language understandable to lay persons.¹

Work on the revision began with the appointment of a Curriculum Planning Committee subcommittee in February, 1958.²

The Curriculum Planning Committee "agreed that the state policy on curriculum responsibility should be covered"³ in the revision and also raised the following issues:

- a. Should research results be included in the revision?
- b. How would the local district use the statement?
- c. Should hot issues such as the science issue be dealt with?
- d. Should it be keyed to illustrative audio-visual aids?
- e. Should the whole span, kindergarten to 14, be covered?
- f. Should it present a philosophy for public education?⁴

The subcommittee presented a plan for the revision which was accepted by the Curriculum Planning Committee, and State Superintendent Bartlett agreed to appoint a rewrite committee and give high priority to the project.⁵ In August, 1959, final revision of the manuscript was submitted to the Curriculum Planning Committee. The Committee agreed

¹Minutes of the Curriculum Planning Committee, November 26, 1957.

²Minutes of the Curriculum Planning Committee, February 4, 1958. The Committee consisted of Elizabeth Binda, chairman; Leon S. Waskin, Robert Fox, J. J. Harris, Daniel A. Nesbitt, and Doris Young.

³Ibid. ⁴Ibid.

⁵Minutes of the Curriculum Planning Committee, May 20-21, 1958.

"that the manuscript met the need for a new statement of educational philosophy and curriculum process."¹

There was a delay of several months in publishing the bulletin after the Curriculum Planning Committee had approved the manuscript. This delay caused suspicions to be raised that perhaps there was going to be a change from the belief in local control to a belief in greater control from the State Department of Public Instruction. The following resolution was adopted by the Curriculum Planning Committee in an attempt to expedite the publication of the manuscript:

Whereas the proposed revision of "Basic Instructional Policy for Education in Michigan" has been delayed;
 Whereas the issue of local responsibility versus state control is being widely debated;
 Whereas an influential legislator has proposed that the Legislature assume more control over curriculum affairs;
 Whereas the policy of the National Council of Chief State School Officers has been proposed as an alternate to the existing policy;
 And Whereas the State Superintendent of Public Instruction is constantly being given new duties and responsibilities while suffering from reduced manpower, reduced money for publications and reduced money for travel;

BE IT RESOLVED:

That the "Basic Instructional Policy for Education in Michigan" be immediately published in 40,000 copies, with such editing as is necessary for clarification, as proposed by the Curriculum Planning Committee at the Bellaire meeting on August 7;
 That the Presidents and representatives of Executive Boards of the Michigan Association of School Administrators, the Michigan Association for

¹Minutes of the Curriculum Planning Committee, August 7, 1959.

Supervision and Curriculum Development, the Michigan Congress of Parents and Teachers, the Michigan Education Association, and the Michigan Association of School Boards be asked to meet with the Curriculum Planning Committee for the purpose of ascertaining their willingness to help establish a clear and firm policy on state-local roles based on the democratic principle of local responsibility;

That realizing that the adoption of a principle without the implementation through resources is meaningless, every effort be made to augment the resources of the Department of Public Instruction;

And that the Chairman of the Curriculum Planning Committee be empowered to appoint a committee to consult with Dr. Bartlett and in other ways to implement the resolution.¹

At its next meeting the Curriculum Planning Committee received a report that the manuscript "was in its 5th and final draft and that it was hoped to have it approved, processed and printed in great numbers."² The only changes reported were semantic revisions and the addition of a statement on moral and spiritual values. Three members of the Curriculum Planning Committee were appointed to a subcommittee to review the final draft before printing.³

Acceptance of this new bulletin, A Statement of Basic Philosophy Regarding Education in Michigan,⁴ is demonstrated

¹Minutes of the Curriculum Planning Committee, January 20, 1960.

²Minutes of the Curriculum Planning Committee, March 2, 1960.

³Ibid.

⁴Michigan, Department of Public Instruction, A Statement of Basic Philosophy Regarding Public Education in Michigan, Bulletin No. 364 (Lansing: Department of Public Instruction, 1960).

by the unanimous endorsement it received by participants in the Michigan Cooperative Curriculum Program by the following action at the Spring Evaluation Workshop:

Moved and carried that the Spring Evaluation Workshop firmly endorse the philosophy as expressed in Bulletin 364, A Statement of Basic Philosophy Regarding Public Education in Michigan, and urge that the structure and activities of the Michigan Curriculum Program conform to this philosophy.¹

Edelfelt noted in his review of this philosophical statement that it was both timely and courageous:

Timely because philosophy in education is on trial in America. Courageous because the Michigan philosophy is and has been among the most liberal and permissive in the nation. . . .

Philosophy is often taken for granted. In times of stability and minimum change there may be some safety in making assumptions about what we stand for, but not today.

Re-examining a philosophy of education today is crucial not only to reassess a position in a rapidly changing society but also to bring into clearer focus the many forces which challenge the basic premises of public education in Michigan.²

Edelfelt further stated that

Surprisingly, the degree of freedom local school districts have to establish school programs in Michigan is not recognized very clearly. Ignorance, apathy, and pressures combined have made some of us content to permit others to determine curriculum. Recently, federal legislation, private foundations, and a host of self-appointed critics have increased the pressures on local school programs. . . .

¹Minutes of the Curriculum Planning Committee, May 25, 1961.

²Roy A. Edelfelt, "A Challenge: Can It Be Ignored?" Michigan Education Journal 38 (January 1961): 358.

The point is not whether a school and community accept the suggestions, services, benefits or advice of an outside influence; but whether ideas and innovations are accepted by choice because they are desirable and defensible.¹

The first paragraph of A Statement of Basic Philosophy Regarding Public Education in Michigan emphasizes the fact that the new bulletin is not a change in philosophy but rather a refinement of an existing philosophy.

The ideas and thoughts expressed here are not new. What is new, however, is the effort to restate and reaffirm the basic philosophy under which the Department of Public Instruction functions.²

Recognizing the diverse situations in the state of Michigan, a basic feature of the Michigan philosophy is stated as follows:

Though we strive for common objectives and are united and dedicated to the purpose of educating free men for a dynamic, democratic society, we believe that the program of any school can best be determined by the people living in that school community with the help of competent, experienced educators and technical personnel having a broad, comprehensive knowledge of educational needs at the local, state and national levels.³

A section on values highlights the bases for decision making within the schools of Michigan and suggests that our schools should reflect the following values:

1. We believe that every person is important, has worth, and is endowed with human dignity. . . .

¹Ibid.

²Michigan, Department of Public Instruction, A Statement of Basic Philosophy, p. 11.

³Ibid., p. 1.

2. We accept the fact that everyone is unique. . . .
3. We accept the fact that children are citizens. . . .
4. We believe that American citizens are born free and equal. . . .
5. We believe every person has a right to the opportunity to reach his potential. . . .
6. We believe that close cooperation between home and school is essential. . . .
7. We believe that the school must promote the democratic ideal. . . .
8. We believe in the use of all available information and resources to help in determining what the education of each child should be. . . .
9. We believe in the freedoms essential to the perpetuation of a democratic society. . . .
10. We believe in education for imaginative, logical and critical thinking. . . .
11. We believe that the school, in addition to the family and community--each in its own area--is responsible for the moral and spiritual concepts so necessary to a democracy and a free people. . . .¹

The Michigan Curriculum Program is acknowledged as "one means used by the Department of Public Instruction to bring about improvements in curriculums."² Large numbers of individuals participate in the work of the Michigan Curriculum Program through rotating committee memberships.

. . . Thus, there are provided opportunities from local school systems throughout the state to look at common curriculum problems and share new ideas through participation in committees and in state and regional workshops. Curriculum resource materials are developed and published. Local districts are stimulated to review their programs, try new approaches, and develop appropriate curriculum guides. Through this process the growth of teachers and school personnel is promoted and through them the quality of their school programs is continually improved.³

Following the publication of A Statement of Basic Philosophy Regarding Public Education in Michigan, the Curriculum Planning Committee embarked on the development of a

¹Ibid., pp. 6-8.

²Ibid., p. 8.

³Ibid., p. 9.

short publication to give a quick overview of the Michigan Cooperative Curriculum Program. Designed to give the highlights of the Program and intended to assist in the implementation of the Basic Philosophy, two circulars entitled The Michigan Cooperative Curriculum Program¹ were published in 1963 and 1964, respectively. These circulars explained the philosophy and beliefs of the Program as they related to a democratic society, the nature of learning, and the nature of curriculum change. Described as a vehicle for "educator and citizen cooperation and active participation, the Michigan Cooperative Curriculum Program provides leadership, information and inspiration for better school programs."²

Both of these circulars were intended to be used in the orientation of new participants in the Michigan Cooperative Curriculum Program and to inform educators and the lay public of the existence of the Program as "an outstanding model of democratic curriculum development in action."³

In another cooperative endeavor, the Curriculum Committee of the Michigan Association of Secondary School Principals distributed a report, "The Michigan Cooperative

¹Michigan, Department of Public Instruction, The Michigan Cooperative Curriculum Program: A Cooperative Effort to Improve Education in the State of Michigan (Lansing: Department of Public Instruction, 1963); Michigan, Department of Public Instruction, The Michigan Cooperative Curriculum Program, Circular No. 50 (Lansing, Department of Public Instruction, 1964).

²Ibid., [p. 6].

³Ibid., [p. 5].

Curriculum Program: Activities Significant to the Michigan Secondary Schools During 1960-62,"¹ in an attempt to keep the members of the Association informed about curriculum activities throughout the state. Each curriculum committee of the Michigan Cooperative Curriculum Program was asked to comment on its activities during 1960-61 which had interest for secondary school people and outline the plans for 1961-62. Beginning with a brief overview of the Michigan Cooperative Curriculum Program, the publication then summarized the activities of 21 curriculum committees for 1960-61 using the following categories: publications, conferences, surveys, pilot studies, and other activities.² Committee plans for 1961-62 having significance for secondary education were then outlined. The report concluded with a listing of the committee chairmen and secretaries and the suggestion that they be contacted for further information. Thus a professional organization assisted the Program by communicating with its members and encouraging active participation in the Program.

The Michigan Association of Schools and Colleges continued to function through 1964-65 as the agency for

¹Michigan Association of Secondary School Principals, "The Michigan Cooperative Curriculum Program: Activities Significant to the Michigan Secondary Schools During 1960-62" ([East Lansing, Michigan]: Michigan Association of Secondary School Principals Curriculum Committee, 1961). (Mimeographed.)

²Ibid., p. 2.

maintaining the agreements with colleges and universities which had been formulated by its predecessor, the Michigan Secondary School-College Agreement. Thus, a relationship which developed in the first decade of the Michigan Curriculum Program as part of the Michigan Study of the Secondary School Curriculum continued as the Michigan Association of Schools and Colleges worked "to promote closer cooperation and better understanding between secondary schools and colleges and universities"¹ using the following major objectives:

To enrich and improve the education of all youth, both college bound and non-college bound, through program improvement within all member schools.

To foster improvement of programs designed for all students within each member institution of higher education.

To provide a base of cooperative action and mutual assistance for the designed purposes among all schools and colleges.

To develop and maintain effective communication among member colleges, among member schools, and between schools and colleges concerning program improvement.²

Annual reports continued as an important means of communicating the activities of the Michigan Curriculum Program. Continuing the method used at the end of the last decade, the annual reports for the first seven years were published in the News of the Week. For three years, 1959-60, 1960-61, and 1961-62 the entire expanded issue of the News

¹"MASC Adds New School to Membership," News of the Week (Michigan Department of Public Instruction) 32 (September 25, 1964): 8.

²Ibid.

of the Week was devoted to the annual report of the Michigan Cooperative Curriculum Program.¹ During the final three years of the decade the annual reports were published as bulletins of the State Department of Public Instruction. These enlarged publications allowed more extensive reports of the activities of the total Program and the individual committees.²

Areas of Concern and Activities of the Program

Major concerns during this period were: (1) the effect federal and state legislation would have on the Michigan philosophy of local control, (2) the effect such technological advances as educational television would have

¹"Great Deal of Progress Experienced in Making Curriculum Changes and In Upgrading Quality of Instruction During Past Year," News of the Week (Michigan Department of Public Instruction) 27 (June 10, 1960); "More School Districts Establish Curriculum Programs," News of the Week (Michigan Department of Public Instruction) 28 (June 23, 1961); "Challenge of Rapid Change Must Be Met," News of the Week (Michigan Department of Public Instruction) 29 (June 22, 1962).

²Michigan, Department of Public Instruction, Michigan Cooperative Curriculum Program: Annual Report for 1962-63, Bulletin No. 533 (Lansing: Department of Public Instruction, 1963); Michigan, Department of Public Instruction, Michigan Cooperative Curriculum Program: Annual Report for 1963-64, Bulletin No. 533 (Lansing: Department of Public Instruction, 1964); Michigan Department of Public Instruction, Michigan Cooperative Curriculum Program: Annual Report for 1964-65, Bulletin No. 533 (Lansing: Department of Public Instruction, 1965).

on local control, and (3) increasing the effectiveness of the Program at the local level. Self-evaluation continued to be an integral part of the Michigan Cooperative Curriculum Program.

The Impact Project begun in 1959 was an attempt to increase the effectiveness of the Michigan Curriculum Program and to ascertain its influence on local school programs. The following purposes guided the activities of the Impact Project:

1. Creating a directory of (a) full-time instructional specialists, (b) curriculum committees, (c) resources of institutions of higher education, (d) chairmen of curriculum committees.
2. Establishing a channel of communication to curriculum workers at the local level.
3. Having all major school districts represented on state curriculum committees.
4. Holding state workshops for instructional specialists.
5. Providing systematic regional services.
6. Enlisting committee and official and voluntary agencies in more impactful projects.¹

As part of the Impact Project a packet of curriculum materials was sent to all school superintendents and other interested persons. Along with a letter from Dr. Bartlett introducing the new bulletin, A Statement of Basic Philosophy Regarding Public Education in Michigan, the packet included materials on an effective democratic curriculum program, information on workshops for curriculum specialists, and a brief description of the Michigan Curriculum Program. In

¹Michigan, Department of Public Instruction, The Michigan Curriculum Program: 1960-61, Bulletin No. 515 (Lansing: Department of Public Instruction, 1961), p. 1.

his letter to school superintendents, Dr. Bartlett stated.

. . . that success for any curriculum improvement program we plan will depend upon your continued aid and cooperation. A committee member or members from your district can, of course, involve your district in the Michigan Curriculum Program in a direct manner through an effective method of reporting in your community. At a time when the importance of curriculum study and improvement has increased so greatly, we feel that by working together--lay citizens, educators, and parents--effective results can be realized.¹

The workshops for curriculum specialists held in 1960 were an attempt to assemble curriculum specialists representing various segments of the school program. These conferences reviewed the Michigan Curriculum Program, explored ways to plan local curriculum programs, and outlined the plans for the National Defense Education Act. A second type of workshop was held for districts without a particular structure or process for local curriculum development.²

Representation on the standing committees of the Michigan Curriculum Program was analyzed in 1959-60 and 1960-61. As a result of the Impact Project, representation on state curriculum committees increased from 149 school districts to 199 and the county school representation increased from 15 to 20. At the same time the number of

¹Letter from Lynn M. Bartlett, State Superintendent of Public Instruction, to Superintendents, May 23, 1960.

²Michigan, Department of Public Instruction, Michigan Curriculum Program: 1960-61, p. 10.

lay and professional members other than educators on state curriculum committees increased from 83 to 102.¹

An analysis of the efforts made by individual committees to increase impact at the local level in 1961-62 found committee activities in the following areas:

- A. Coordination and Contacts of Committees with Organizations and Universities
- B. Coordination Between Committees of the Michigan Curriculum Program and with other State Committees
- C. Coordination with MEA and MFT Meetings and Publications
- D. Committee Participation in County Institutes and County Inservice Programs
- E. Committee Cooperation and Contacts with Local Inservice Programs and Local School Studies
- F. Publications Sponsored by Committees
- G. Conferences Sponsored by Committees
- H. Regionalization
- I. Use of News of the Week by Committees²

Seventeen committees were identified as having an activity requiring coordination with other organizations or universities. For example, the Aerospace Committee cooperated in a seminar with the Aerospace Education Council and the Air Force Association; the Economic Education Committee had a joint project with Eastern Michigan University, Northern Michigan College, and Western Michigan University; the Elementary Education Committee contacted the Michigan Medical Society and the Michigan Dental Society regarding

¹Ibid., p. 7.

²Michigan, Department of Public Instruction, "An Analysis of the Impact of the Michigan Curriculum Program as to Certain Goals Accepted as Responsibilities of All Committees in 1961-1962" (Lansing: Department of Public Instruction, 1962), p. 1. (Mimeographed.)

purposes, problems, and trends in elementary education; the Safety Committee coordinated activities with the School and College Division of the Michigan Safety Conference; the Physical Education Committee worked with the Michigan Conservation Department on a scholarship program; and the Science Committee held a joint meeting with representatives of the Michigan Association for Supervision and Curriculum Development.¹

This analysis of committee minutes revealed coordination activities ranging from review of committee minutes to joint sponsorship of conferences and publications. Examples of cooperative committee activities during this period include: the Aerospace and Science Committees planned the use of the Spacemobile; the Education for Citizenship and Elementary Education committees sponsored a conference on elementary student councils; the Health Education and Physical Education Committees met to discuss physical fitness; and the Secondary Council invited the Holding Power Committee to discuss the use of materials produced by the Holding Power Committee.²

During the period analyzed nine committees coordinated some of their activities with the Michigan Education Association or Michigan Federation of Teachers. For example: the Alcohol Committee participated in nine regional meetings of the Michigan Education Association in October,

¹Ibid., pp. 1-5.

²Ibid., pp. 5-6.

1961; the Aerospace Committee participated in two regional meetings of the Michigan Education Association in October, 1961; several committees, including Education for Citizenship, Elementary Education, International Understanding, and Mathematics, offered their services in conducting regional meetings in 1962 for the Michigan Education Association; and the Curriculum Research Committee prepared monthly articles for the Michigan Education Journal.¹

Five committees participated in County Institutes during the period analyzed: Aerospace, Creativity, Economic Education, Elementary Education, Instructional Materials and Curriculum Research Committees. Eight committees participated in local in-service programs or local school studies: the Industrial Arts Committee was invited by a Mt. Clemens High School committee to evaluate the industrial arts program; the Creativity Committee worked with the St. Clair Shores School on a joint project; and the Core Committee surveyed local schools on the pre-service and in-service program for the preparation of core teachers.²

Eighteen committees were engaged in the preparation of publications during this period. For example: The Better Human Relations Committee was preparing a bulletin on religious differences in the classroom; the Education for Citizenship Committee was working on a bulletin on the

¹Ibid., pp. 7-8.

²Ibid.

teaching of Michigan history in the elementary school; the Post-Twelfth Grade Committee was writing a bulletin on the purposes, role, function, and program of the community college; the Research Committee was proposing a bulletin on the steps in the modification and evaluation of curriculum using NDEA as an example; and the Trade and Technical Committee was planning a guide for curriculum development in industrial education.¹

Fifteen conferences were sponsored by ten committees during 1961-62. Conferences included the Annual Research Conference, Trade and Industrial Teachers Conference, Outdoor Education Conference, Water Safety Clinic, Core Conference, High School Citizenship Conference, Physical Education Workshop, and Conservation Education Conference.²

One of the first projects of the Impact Project was the holding of two workshops in January, 1960, for school districts with full-time curriculum specialists. These workshops had the following purposes:

1. To consider large issues affecting instructional improvement programs and to exchange information and to solve pressing curriculum problems
2. To deal with the structure, processes and activities of the Michigan Curriculum Program
3. To further the acquaintance of field and consultant staffs and to plan better consultative programs and relationships.
4. To review the programs and plans of the Department of Public Instruction, such as the National Defense Education Act, and to advise the Department of Public Instruction on programs and on the need for curriculum guides.

¹Ibid., pp. 9-10.

²Ibid., pp. 10-11.

5. To help plan better local instructional improvement programs
6. To visit the various offices of the Department of Public Instruction.¹

In preparation for the conferences, "School districts were asked to nominate problems for study."² The responses were consolidated into a list of 24 problems for consideration by the conferees. The ten problems with the highest frequency, as identified by individuals concerned with curriculum improvement in local school districts, were:

1. NDEA--how get maximum benefits [sic]--how can provisions become most meaningful for schools--implications of
2. Suggested state course of study or guides--what are characteristics of guides and curriculum materials that are most likely to promote improvement in instruction--to what extent is there a need for a state or national curriculum design--leadership of Department of Public Instruction
3. Curriculum improvement at local level--raising standards of instruction--extra-curricular activities (too many?)--building curriculum to meet needs of all students--fitting area fields, such as English, to capabilities of all students--how much testing, guidance, counseling--over-all guidance program for school--need for all teachers to contribute in area of reading improvement--practical methods of solving reading problems--balance in the curriculum--team work approach
4. Individual differences--are multi-track programs the answer to individual differences--problem of providing for needs of able student in small school system--providing for needs of educationally retarded student in small system--seminars for gifted students--ability grouping--what changes may be anticipated for secondary schools
5. What are future prospects relative to: mental health developments--junior high school trends--

¹Michigan, Department of Public Instruction, Report of Workshops for Curriculum Specialists (Lansing: Department of Public Instruction, 1960), p. i.

²Ibid., p. 1.

- study hall practices--block-time programs--pupil marking--social education--industrial arts programs
6. Deal with structure processes and activities of the Michigan Curriculum Program--interpretation of activities of curriculum committees to local school faculty through efforts of the Department of Public Instruction and other curriculum committee members--how to facilitate the use of Department of Public Instruction and college consultants in local school programs--feasibility of conducting regular workshops in the state to interpret policies and plans of the Department of Public Instruction on a half-day basis for convenience of schools which cannot give full released time for conferences or those who must spend major part of day in travel--methods of improving a working relationship with Department of Public Instruction in areas of curriculum--philosophy for free men
 7. In-service education of teachers--the role of colleges and public schools in regard to teacher education--consultant service--laboratory schools
 8. Science and mathematics--what are the best ways to increase mathematical competence of elementary teachers--what are developing trends in mathematics, elementary through high school--what should be the structure of the science curriculum in the school system--what are the trends pertaining to length of school day to accommodate increased emphasis on languages, science and mathematics
 9. Foreign languages--what is place of foreign languages in program of elementary schools--how can a language laboratory be effectively used to supplement the more comprehensive language program involving both reading and writing--improvement of teaching of foreign language program--what is trend relative to modern language instruction, elementary through high school--how can modern languages be introduced into elementary school on top of already crowded curriculum
 10. Elementary program--goals, areas to be covered and time usage of elementary school program--curriculum guides--how shall staff be organized for improvement of curriculum and of instruction.¹

An examination of the Michigan Curriculum Program by the workshops established that "the philosophy of the Michigan Curriculum Program has been based on the belief in

¹Ibid., pp. 1-2.

almost complete local autonomy and lack of prescription or imposition from the state level."¹ Three methods were identified as having been used by the Department of Public Instruction to provide leadership consistent with this philosophy:

1. A structure of state committees, drawing membership from schools, colleges and citizens' organizations . . . working under a general framework and philosophy governed by the State Curriculum Planning Committee.
2. An annual series of conferences designed to bring people with common interests together to work on their problems.
3. A staff of consultants assigned to assist local communities on call, to help in clarifying their educational problems and in organizing to solve them.²

Local curriculum specialists attending the first conference were urged to make use of the members of the state curriculum committees as resource people in their local curriculum programs, keep local superintendents informed of the work of the state curriculum committees, and to encourage local faculty members to participate in the Michigan Curriculum Program. In a summary of the second conference, local curriculum development was again stressed:

Curriculum study and revision requires the involvement of teachers. However, leadership cannot be lacking. The administrator must truly want to improve the curriculum, must encourage and aid curriculum study, must also become expert in curriculum theory and the process of making change, and must recognize the work of those teachers involved in curriculum study. . . .

If Michigan is to have better education, the community must be involved. This includes not only the

¹Ibid., p. 7.

²Ibid., p. 8.

members of the school board, not only members of the P.T.A., not only the parents but all members of the community.¹

Participants at the workshops strongly recommended that the philosophy as expressed in the Basic Instructional Policy for Education in Michigan not be changed as the publication was being revised and further that the revision "include suggestions for implementing the philosophical statements."² At the same time the participants also recommended that the Department of Public Instruction "examine its role in relation to leadership function. A more positive approach calling for consultative services in specific content areas may be necessary."³

Cooperation with other professional groups continued to be an important component of the Michigan Cooperative Curriculum Program. Acting on the growing concerns "about the present leadership at the secondary level and on overlapping and unnecessary duplication in this area,"⁴ the Superintendent of Public Instruction appointed an Ad Hoc Committee on Secondary Education and Life Adjustment to study the problem and make recommendations. The ad hoc committee surveyed the various agencies and organizations working in the field of secondary education to determine the types of activities they sponsored. Secondary schools were

¹Ibid., p. 11. ²Ibid., p. 3. ³Ibid.

⁴Minutes of the Curriculum Planning Committee, July 13, 1955.

sampled in an effort to determine the "kinds of services secondary schools would like to have provided from the state level."¹ While in the report of the ad hoc committee to the Curriculum Planning Committee and the Superintendent of Public Instruction

. . . no specific plan for the formulation of a council was made, it recommended that there be a continuing committee of some sort which would have on it representatives of the various organizations concerned with secondary education. The functions of such a council might include: (1) publishing a journal, (2) considering accreditation, (3) considering Department of Public Instruction approval, (4) considering curriculum problems, (5) bridging the total education program at the secondary level, and (6) studying the function of any committee now serving in a special area of education at the secondary level. . . . The main purpose of the council would be to stimulate local and state curriculum development.²

The Curriculum Planning Committee then appointed a subcommittee to study the possibility of setting up a council. In the final proposal for the creation of the council, 15 organizations, agencies, and institutions were proposed for membership in the council.³ Proposed functions of the new

¹Ibid.

²Ibid.

³Minutes of the Curriculum Planning Committee, May 15-16, 1956. Groups proposed were: Michigan Secondary School Association, Michigan College Association, Michigan Association of School Administrators, Michigan Secondary School-College Agreement Committee, Michigan Association of Collegiate Registrars and Officers of Admission, State North-Central Association Committee, Bureau of School Services of the University of Michigan, Classroom Teachers Association, Michigan Federation of Teachers, Curriculum Planning Committee, Upper Peninsula Educational Policies Council, Representatives from each of the five regions of the Michigan Secondary School-College Agreement Program,

council were identified as:

. . the stimulation of local and state curriculum development programs. Other general functions would be promotion of research and coordination of services to schools. It should be stressed that all decisions affecting the operation and functioning of member organizations would be achieved only through consensus and not through majority vote. The council's basic role would be advisory and coordinating rather than administrative.¹

Organized in September, 1956, the Michigan Council on Secondary Education functioned as a coordinating agency for secondary education in the state. The Council requested that the Department of Public Instruction furnish the services of a secretary to facilitate operation of the Council. In May, 1959, the Curriculum Planning Committee approved the recommendation that the Michigan Council on Secondary Education be given the status of a Committee on Secondary Education and be considered part of the Michigan Curriculum Program.² For the 1959-60 year the Michigan Council on Secondary Education remained "an independent organization based on constituent organizations but that Dr. Bartlett is appointing its members to a Curriculum Committee on Secondary Education."³

Department of Public Instruction, Detroit Metropolitan Bureau of Cooperative School Studies and Michigan Association for Supervision and Curriculum Development.

¹Ibid.

²Minutes of the Curriculum Planning Committee, May 28, 1959.

³Minutes of the Curriculum Planning Committee, August 7, 1959.

As part of the Michigan Curriculum Program, the committee was given the following charges:

1. The education of the gifted
2. The holding power of Michigan secondary schools
3. The totality of the comprehensive secondary school program
4. The problems of accreditation of Michigan secondary schools
5. Reorganization of school districts
6. Communications regarding secondary school advancement and research¹

The establishment of the Council on Secondary Education is a clear example of an organizational arrangement to encourage groups with a common concern to work within the Michigan Cooperative Curriculum Program as they dealt with clearly identified issues facing education.

Another example of cooperation with institutions of higher education is the cooperation of the Committee on Education for Citizenship and "a group of curriculum and research directors of public school systems [who] met for the purpose of planning cooperative efforts in the evaluation of their educational programs with special emphasis in the area of critical thinking."² Assisted by the Board of Examiners of Michigan State University, the participating schools formed the Inter-school Committee on Evaluation and Instruction.

¹Ibid.

²Memorandum from the Committee on Education for Citizenship and the Inter-school Committee on Evaluation and Instruction to Committees of the Michigan Curriculum Program, August 21, 1955. Participating cities included: Lansing, Flint, Dearborn, East Lansing, Highland Park, Grosse Pointe, Kalamazoo, and Bay City.

In a joint memorandum to all committees of the Michigan Curriculum Program, the Committee on Education for Citizenship and the Inter-school Committee on Evaluation and Instruction outlined the materials available "to better understand and evaluate the place of critical thinking in an instructional program."¹ All committees were asked to "promote discussion of objectives of critical thinking and its relationship to the improvement of instruction in local in-service training program [sic] and state curriculum workshops."² All committees were also urged to promote the development of materials in the area of critical thinking and to encourage schools to participate in the projects of the Inter-school Committee on Evaluation and Instruction. Specifically each committee in the Michigan Cooperative Curriculum Program was asked to:

1. Promote discussion of objectives of critical thinking and its relationship to the improvement of instruction in local in-service training program [sic] and state curriculum workshops.
2. Encourage schools that are developing or wish to develop material in the area of critical thinking to share them with the Interschool Committee on Evaluation and Instruction.
3. Encourage schools who wish to join the project to contact the Interschool Committee on Evaluation and Instruction.
4. Promote use of the guide "Critical Thinking" (A Guide to Instruction and Evaluation).
5. Promote the use of critical thinking tests.
6. Encourage schools interested in developing an elementary school test in critical thinking to participate.
7. Promote use of tape recording of a problem centered class discussion.³

¹Ibid.

²Ibid.

³Ibid.

An example of attempts to legislate curriculum during this period was House Bill 336, introduced in the Michigan House of Representatives in the spring of 1962. This bill proposed to

. . . amend the School Code to require that beginning in the fall of 1962 there shall be conducted in all Michigan high schools a course in comparative government which shall be not less than 30 hours and shall emphasize the free competitive economic system of the United States in contrast with the doctrines, objectives, and techniques of communism.¹

The Curriculum Planning Committee re-affirmed its position that the State Department of Public Instruction should not select specific textbooks or prepare a course of study for use by all schools of the state.²

The State Superintendent of Public Instruction communicated to the Chairman of the Committee on Education for Citizenship charging the Committee with a study of how schools can best meet the challenge of teaching about various forms of government:

Like many Americans, I am deeply concerned with the spread of communism throughout the world, and particularly with the inroads it has made in our neighboring republics in Latin America. Like many educators, I feel that positive steps should be taken by schools to reaffirm our faith in American democracy, and to point out the dangers inherent in communism.

I am taking this means to invite your committee to explore this subject with a view to doing the following:

¹Minutes of the Curriculum Planning Committee, April 9, 1962.

²Minutes of the Curriculum Planning Committee, March 4, 1962.

1. Suggest what the role of the Department of Public Instruction should be in providing leadership in the sensitive but highly important problem of making youth aware of the values of American democracy, and of the insidiousness of all forms of totalitarianism.

2. Suggest ways in which teachers can become better informed regarding the perils of communism, its philosophical bases, goals, and methods.

3. Suggest the grade levels where it might be appropriate to offer instruction in political ideologies, especially communism.

4. Suggest ways in which the issues and facts about communism can be presented accurately and fairly.¹

After considerable study the Committee developed a statement which suggested an appropriate role for the State Department of Public Instruction in this highly sensitive area. The statement which was submitted to the Curriculum Planning Committee and the State Superintendent of Public Instruction read as follows:

Historically, the Legislature of Michigan has delegated the responsibilities of educating the youth of Michigan to local boards of education. The responsibility of the Department of Public Instruction has been one of giving leadership, help, and encouragement to local boards of education in order that they might bring about improvement in curricula and methods of instruction. In view of recent implications due to world affairs and world events, it becomes the concern of the Department of Public Instruction that an awareness be developed in the schools as well as among the people of the state of Michigan that there are many "sociological and ideological" forces at work, one of these being communism. In keeping with the stated philosophy of the Department of Public Instruction, "We believe in the freedoms essential to the perpetration of a democratic society,"¹ we would urge that all school districts and those persons concerned with education to reevaluate present programs of instruction, practices, resources and materials pertaining to this principle.

¹Letter from Lynn M. Bartlett, Superintendent, to Edward T. Spink, Chairman, Committee on Education for Citizenship, October 25, 1961.

The Department of Public Instruction will assure the local community the opportunity to develop any program of citizenship education which the local community feels is consistent with its needs and the welfare of society. The Department of Public Instruction will encourage the development in our young people an awareness of the true meaning of political freedom and democracy, the acceptance of responsibilities which are entailed by citizens of a free and democratic society, and the development of patterns of behavior consistent with the basic principles of freedom and democracy.

Care must be taken to insure that "freedom to inquire" is protected in our public educational institutions.

¹The Department of Public Instruction. A Statement of Basic Philosophy Regarding Public Education in Michigan. Bulletin 364, Lansing; Michigan: The Department. 1960.¹

To deal with the other concerns expressed by the State Superintendent of Public Instruction, a "Prospectus for the Development of Understanding, Appreciation, and Exercise of American Democratic Way of Life with the Background of the Contemporary World Setting" was developed following the Spring Evaluation Workshop and presented to the Curriculum Planning Committee in June, 1962, for reaction.² The formal proposal was submitted to foundations in attempts to secure funding. Designed as a two-year study, the entire Michigan Curriculum Program would be involved in the project with important roles being assumed by the Committee on Education for Citizenship, Curriculum Research Committee, Core and General Education Committee, Curriculum Research Committee,

¹Minutes of the Curriculum Planning Committee, April 9, 1962.

²Minutes of the Curriculum Planning Committee, June 1, 1962.

International Understanding Committee, and the Science Committee.¹ As a demonstration-research project three phases were proposed. Phase I would determine needs and define goals, survey current practices and school programs dealing with the study of comparative governments, and analyze existing materials. Phase II would consist of designing a K-12 program, developing new materials and conducting pilot programs in selected schools, and conducting workshops for teachers across the state. Phase III would be an evaluation of the programs and extension of the promising practices.² The proposal received strong support from the Curriculum Planning Committee but was not funded. This approach to solving current educational problems illustrates the continued commitment to demonstration-research as a way of stimulating local study of curriculum problems.

Educational television continued to be a concern of the Curriculum Planning Committee during this decade. The State Superintendent of Public Instruction appointed a Citizens Committee on Educational Television which first

¹Minutes of the Curriculum Planning Committee, December 7, 1962.

²Michigan, Department of Public Instruction, "A Study of Comparative Government (Including Democratic and Communistic): Leading to a Fuller Understanding, Appreciation and Exercise of American Democratic Way of Life with the Background of the Contemporary World Setting" (Lansing: Department of Public Instruction, 1963), pp. 4-6. (Mimeographed.)

met in October, 1958. The Curriculum Planning Committee had representation on that Committee.¹ Following extensive discussion of the expansion of the use of educational television, the Curriculum Planning Committee reaffirmed to the State Superintendent of Public Instruction "the need for a committee to study the instructional aspects of educational TV and that this committee should certainly include representatives from the various aspects of education."² Subsequently, a committee was appointed, composed largely of educators, with responsibilities to:

1. determine the status of educational TV in Michigan,
2. identify needed research in this area and come up with some research proposals,
3. prepare whatever publications are needed, and
4. assume the usual responsibility of all curriculum committees to give leadership to local school districts.³

This group became known as the Working Committee on Educational Television. Acting on a suggestion by the chairman of the Working Committee on Educational Television, the Curriculum Planning Committee agreed "to prepare a brief statement covering pertinent philosophy, possibilities, problems and hazards of ETV."⁴ Drafts of proposed statements

¹Minutes of the Curriculum Planning Committee, October 8-9, 1958.

²Minutes of the Curriculum Planning Committee, November 12, 1958.

³Minutes of the Curriculum Planning Committee, January 8, 1959.

⁴Minutes of the Curriculum Planning Committee, March 13, 1959.

were reviewed at subsequent meetings with little progress or agreement on the best course of action. A Subcommittee on Educational Television was then appointed and in its first report to the Curriculum Planning Committee suggested that "each committee concern itself with a discussion of the implications [of educational television] for the work of that particular committee and place a representative from each of the interested committees on the ETV subcommittee."¹ At the Fall Curriculum Workshop in September, 1960, a preliminary copy of the "Report on Educational Television," as submitted by the subcommittee, was distributed to all participants with the request that they react to it in writing. The Curriculum Planning Committee appointed a new subcommittee to revise the report and a subsequent revision was distributed to the Curriculum Planning Committee for reaction.² The report was again submitted to the Spring Evaluation Workshop for discussion, revision and recommendation. Following the report in May, 1961, the report on educational television had been rewritten for the final time and the Curriculum Planning Committee submitted the manuscript "Educational Television and Curriculum Policy" to the Superintendent of

¹Minutes of the Curriculum Planning Committee, November 19, 1959.

²Minutes of the Curriculum Planning Committee, April 13, 1961.

Public Instruction for publication.¹ The manuscript concluded:

The future may indeed be a remarkable one, and the State of Michigan in its instructional program should make changes as rapidly as possible. Careful cooperation among educational leaders and with citizens is essential.

In summary, we have reasserted the educational policy now in effect and have urged local school systems to review, in terms of state curriculum policy and in terms of their own purposes and philosophies, what would best serve them. The suggested guides to school systems might be helpful in determining the role of educational television as an important teaching aid.

Educational television presents an exciting invitation to experiment. We urge all concerned to experiment with open minds and keen perceptions.²

Interest in educational television continued for the remainder of the year. Due to legislative interest in educational television, the Curriculum Planning Committee requested that the bulletin Educational Television and Curriculum Policy be sent to all legislators.³ Concerns were raised by the developments in the field of educational television, including the roles of the Curriculum Planning Committee, Working Committee on Educational Television, and the Citizens Committee on Educational Television. However, a proposal to have a committee on educational television become part of the Michigan Curriculum Program did not

¹Minutes of the Curriculum Planning Committee, May 25, 1961.

²Ibid.

³Minutes of the Curriculum Planning Committee, January 19, 1962. Michigan, Department of Public Instruction, Educational Television and Curriculum Policy, Bulletin No. 517 (Lansing: Department of Public Instruction, 1961).

gain support among the members of the Curriculum Planning Committee.¹

Following up on one of the suggestions made in the policy statement on educational television, a subcommittee of the Curriculum Planning Committee was appointed to prepare a guide to assist local educators in making decisions about the use of educational television. The final report of the subcommittee, "Educational Television: A Guide for Decision Making,"² was presented to the Curriculum Planning Committee in October, 1964, and after review was submitted for publication.

Interest continued in the establishment of a new committee on educational television to be a part of the Michigan Cooperative Curriculum Program. The committee was appointed in the spring of 1965, with representation from the subcommittee preparing the manuscript of the latest publication on educational television.³

Committees continued to engage in a wide variety of activities. Committees were encouraged to be creative in finding solutions to problems and in providing state-wide leadership. State Superintendent of Public Instruction

¹Minutes of the Curriculum Planning Committee, March 2, 1962.

²Minutes of the Curriculum Planning Committee, October 21-22, 1964.

³Minutes of the Curriculum Planning Committee, April 15, 1965.

Bartlett, speaking to the participants at the Annual Michigan Curriculum Workshop in September, 1957, emphasized this by stating:

Giving leadership, in essence, means "to do" and that is what happens when we ask committees to go to work.

As a member of a committee you will find yourself--

1. Planning for and carrying out research studies.
2. You will stimulate and give guidance to demonstration research projects. The projects are usually community projects like the pilot project on conservation education now being conducted by one of our committees.
3. Part of your work will be to examine the adequacy of our teacher education programs and make recommendations concerning their improvement with special reference to meeting new needs.
4. You will help to develop state curriculum policy through the deliberative work of committees.
5. You will aid in sponsoring in-service education conferences for teachers, administrators and citizens.
6. Defining and testing new techniques of teaching and instructional planning will be part of your experiences.
7. You will meet and talk with other people about schools and about the methods used in schools.
8. And, when necessary, you will also put down in black and white what you have learned.

All of these activities, when added up, mean the kind of dynamic leadership that a dynamic state such as ours needs.¹

Commitment to the community school concept by the Michigan Curriculum Program continued in this decade as evidenced by the acceptance as a major emphasis for the 1955-56 school year "the practical application of the

¹Lynn M. Bartlett, "Comments on the Workshop and Major Proposals for the Improvement of Michigan Education," address given before the Annual Michigan Curriculum Workshop, St. Marys Lake, Michigan, September 26, 1957.

community school criteria."¹ All committees of the Michigan Curriculum Program were charged with the task of actively applying the community school criteria which had been developed by the Committee on the Instructional Program of the Community School. A short paper was published to help curriculum committees meet this charge and to give guidance as they developed activities to implement the community school criteria. Examples of action projects highlighted each of the criteria:

1. The community school surveys community needs and resources. . . .
2. The community school gives initial leadership to constructive community improvement projects. . . .
3. The community school helps to develop a sense of community in both children and adults. . . .
4. The community school expands and diffuses leadership throughout the community. . . .
5. The community school practices and promotes democratic procedures. . . .
6. The community school coordinates all constructive efforts to improve community living. . . .
7. The community school uses human and material resources in the instructional program. . . .
8. The community school involves all persons concerned in planning and appraising the school program. . . .
9. The community school is genuinely life-centered as a social institution.²

Analysis and Summary

This decade concluded 30 years of the Michigan Cooperative Curriculum Program as an advisory and action

¹Michigan, Department of Public Instruction, "Community School Criteria of the Michigan Curriculum Program" (Lansing: Department of Public Instruction, 1955), p. 1. (Mimeographed.)

²Ibid., pp. 1-3.

group appointed by an elected State Superintendent of Public Instruction. Acceptance of the Program as an important force in education at the state level is supported by the growth in participation and number of committees appointed to the Program. This period will be analyzed using the following topics: philosophy, activities, kinds of people, communications, structure and organization, and purposes.

Underlying Philosophy

The Michigan Cooperative Curriculum Program continued to be based on a philosophy of local development of the school curriculum. This philosophy was restated during this decade, giving increased official approval of a long-standing belief and method of operation at the state level. The citizenship education and the community school emphases of the Program are manifestations of this belief in the strength of local democratic action as opposed to centralized decision making.

Activities

Activities of the various curriculum committees were centered on stimulating and helping local school districts plan and initiate curriculum improvement projects.

Participants

Participants in the Michigan Cooperative Curriculum Program continued to represent a wide range of individuals.

Committee members represented local and county school districts, private schools, the State Department of Public Instruction, other state departments, colleges and universities, professional associations, and lay participants and representatives of organizations interested in education.

Communications

A variety of techniques were utilized during this decade to increase communications. The annual fall curriculum conference continued to be an important vehicle for increasing communications among committees and also among representatives of other organizations interested in education.

Publications were used to describe the Program and to report the accomplishments of the committees.

Structure and Organization

The Program was sanctioned and participants were appointed by the elected State Superintendent of Public Instruction. The official structure of the Program remained as developed near the end of the first decade of the Program. The Curriculum Planning Committee provided over-all direction and coordination to the Program. The Upper Peninsula Educational Planning Council functioned in that part of the state to provide guidance in local curriculum development. Individual curriculum committees were discharged as their tasks

were completed and new committees were appointed to meet changing conditions.

Purpose

The Michigan Cooperative Curriculum Program sought to increase voluntary cooperation among all individuals, groups, and institutions interested in education. The Program provided the means of developing local leadership and stimulating local curriculum development.

CHAPTER VII

MICHIGAN COOPERATIVE CURRICULUM PROGRAM

FINAL YEARS

(1965-66--1967-68)

Overview

The final years of the Michigan Cooperative Curriculum Program may be characterized as years of intensive self-study and examination as well as a highly productive period for the individual committees. Several factors contributed to the increased concern for strengthening and modifying the Program: the adoption of the new Constitution for the state of Michigan, which provided for an appointed State Superintendent of Public Instruction; continued attacks on the philosophy of local control; and changes in the person holding the office of State Superintendent of Public Instruction.

The Program underwent several major modifications in 1967-68 and was officially terminated in September, 1968.

The State Department of Education substituted another group of advisory committees related more closely to specific segments of the Department. This new arrangement failed to succeed and was discontinued early in 1970.

Organization and Structure

The basic organizational structure of the committees within the Michigan Cooperative Curriculum Program continued with only minor modifications during this period. To meet an emerging concern, a Committee on Early Childhood Education was added to the Program in 1965-66. Only one minor change took place in 1966-67 as the Science-Aerospace Education Committee became the Science Committee. In 1967-68 three committees were not re-appointed: the Michigan Council on Secondary Education, the Upper Peninsula Educational Planning Council, and the Committee for International Understanding which was combined with the Committee on Education for Citizenship. Thus during this period 25 of 28 committees functioned for three years.

The program had a range of from 25 to 28 individual committees (see Table 9).

Table 9.--Number of committees appointed.

	1965-66	1966-67	1967-68
Total Committees	28	28	25

The Curriculum Planning Committee served as the coordinating group for the Program for the first two years of this period, and continued to have a broadly based membership. In the final year of the Program, a major

change occurred as the Curriculum Planning Committee became the Michigan Curriculum Coordinating Council, composed "of the chairmen of the 24 principal committees of the program this year, members of the State Department of Education, 3 members of the former Curriculum Planning Committee, and 3 additional members with special concerns about meeting the educational needs of disadvantaged youth in our 'inner cities.'"¹ This represented a significant change in the composition of the major coordinating committee of the Program. It was, however, similar to the method used in 1949-50 when chairmen of committees also composed the Curriculum Planning Committee.

Membership in the coordinating groups for the Program during this period ranged from 28 to 37 members (see Table 10). The appointment of the chairman of the former

Table 10.--Curriculum Planning Committee/Curriculum Coordinating Council membership.

	1965-66	1966-67	1967-68
Total Membership	28	33	37

Curriculum Planning Committee to the same position in the newly created Michigan Curriculum Coordinating Council provided for a continuity of leadership.

¹Letter from Ira Polley, State Superintendent of Public Instruction, to Dr. Charles A. Blackman, September 11, 1967.

The Program reached its peak of participation in 1966-67 with 910 members appointed to the various curriculum committees (see Table 11). Committee membership was treated differently in 1967-68, accounting for the significant drop in participation in the final year of the Program. Viewed originally as a year of transition, no new personnel were added to the curriculum committees in 1967-68; committee membership was limited to participants from the previous year who wished to continue to serve. The resultant reduction in committee size caused some problems and as early as the fall conference some committees were asking to have additional members appointed to achieve better racial balance, geographic representation, organizational representation, and broad representation from both institutions of higher education and local school districts.

Table 11.--Appointments to committees.

	1965-66	1966-67	1967-68
Total Participants	900	910	600

The Better Human Relations Committee made the most dramatic proposal. They recommended "that two additional members be appointed to each of the committees. Further that these two members be from the disadvantaged community to

assure their voice in committee deliberations."¹ The Committee recognized that there would be some problems caused by including disadvantaged persons on the committees. These would include reimbursement for expenses, released time from work, and transportation to the meetings. The Committee also offered to "provide names of individuals that would meet these criteria and who would adequately serve the various groups."²

Following consideration of this request, the committees were notified that

approval has now been received for adding individuals to the different committees who are knowledgeable about the problems of the inner-city and of those living in poverty, and for securing additional Negro representatives to obtain better racial balance on our committees. Insofar as other kinds of additions are concerned, it probably will be better to stay with the original recommendation of the last year's Curriculum Planning Committee study group and continue the year with the present membership.³

Committees were encouraged to solve their specific problems by inviting guests to their meetings or by including others on working subcommittees.

The Fall Curriculum Workshop for all Program participants was held in October, 1967. A pre-conference meeting of committee chairmen and secretaries was held to describe the

¹Memorandum from Clyde LeTarte, Secretary, Better Human Relations Committee, to Leon Waskin, Deputy Associate Superintendent, November 1, 1967.

²Ibid.

³Memorandum from Leon S. Waskin, Deputy Associate Superintendent, to Secretaries of Curriculum Committees, December 5, 1967.

restructuring of the Michigan Cooperative Curriculum Program and to outline the goals of the Program for the current year.

The school year 1967-68 is a year of both challenge and opportunity for the committees of the Michigan State Curriculum Program. It is also a year of transition. For years we have maintained that education and schools should be adapted to meet the needs of the individual students. The events of the past summer in Michigan as well as throughout the United States have clearly demonstrated that the educational programs and services provided to disadvantaged youth in our so-called "inner cities" have been, with some notable exceptions, inadequate. The problem is not a problem for city school systems alone. It is a problem of concern to all the people of the state and the country. While education cannot provide all of the answers to meeting the needs of our disadvantaged youth, Dr. Ira Polley's charge to all of our state curriculum committees--that serious study be given to the development of recommendations, activities, and projects that properly should fall within the scope of the school's program and services for these youth--is most appropriate.¹

In his address to nearly 400 members of the curriculum committees at the opening session of the Fall Curriculum Conference in 1967, the State Superintendent again stressed the charge to all committees as he spoke on "Some Crucial Social Issues and the Schools."² Citing 12 issues, two were identified as being paramount. First was the education of the children of the poor, described as "Negro, Mexican American, Puerto Rican, Native Indian and White, many of whom are experiencing their third generation of impoverishment."³

¹Minutes of the Curriculum Coordinating Council, October 1-3, 1967.

²"Basic Educational Needs Cited to MCCP," Michigan Education News (Michigan Department of Education) 35 (October 20, 1967): 2-3.

³Ibid., p. 2.

Since the children of the poor are found in all parts of the state, all schools "have a deep responsibility for providing educational programs and services for them."¹ The second paramount issue identified was the necessity to proceed with the desegregation of schools, the integration of staff, services, and instructional materials.

For the first time in the Michigan Cooperative Curriculum Program, individual committees were assigned to one of four cluster groupings. Grouped thematically, the clustering of committees was an attempt to increase communication among committees and provide an opportunity for working on common concerns. For example, cluster meetings were held during the fall conference in October, 1967, during the school year, and again as part of the evaluation meetings in May, 1968. Cluster I, composed of the committees on Creativity, Better Human Relations, Citizenship and Intercultural Understanding, Conservation Education, Economic Education, and School Holding Power, identified two crucial issues for study during the year: encouraging the relatedness of committees and relating the charge of the Human Relations Committee to all committee efforts.² The efforts of this Cluster resulted in a specific proposal being presented to the May, 1968, meeting of the Curriculum Coordinating Council, which, in part, stated:

¹Ibid.

²Minutes of the Meeting of Cluster I Committees, October 2-3, 1967.

A cluster of curriculum committees of the Michigan Cooperative Curriculum Program . . . having met throughout the year to discuss the charge made by Dr. Polley at the fall Boyne Mountain meeting that all curriculum committees address themselves to the problem of the education of deprived youngsters, and having concluded on the basis of its discussion and study that because of the seriousness and magnitude of the problem, action programs should be initiated, makes the following recommendation to the Cooperative Curriculum Council for its consideration and possible implementation:

That the Michigan Cooperative Curriculum Council initiate, under the auspices of the Michigan Department of Education, a Teacher-Exchange Program within the State of Michigan, whereby white faculty members from schools that are predominately white in faculty and student composition exchange teaching positions with Negro faculty members from schools that are predominately black in student composition;

That such a teacher exchange between black and white teachers and schools be at least one school year in duration;

That in addition to an exchange of teaching positions, the teachers in the Program also exchange residences, so that white teachers will become residents of the Negro teachers' communities and Negro teachers will become members of the white teachers' communities;

. . . and

That the necessary personnel be appointed by the Superintendent of Public Instruction to organize and conduct the entire Teacher-Exchange Program.¹

Regionalization continued to be part of the structure of the Program through the Upper Peninsula Educational Planning Council for two of the three final years of the Program. In November, 1966, four members of the Curriculum Planning Committee met with the Upper Peninsula Educational Planning Committee to increase communications, share mutual concerns, and plan for the evaluation activities to be conducted by

¹Cluster I Curriculum Committees, "Suggested Proposal for In-Depth Negro and White Teacher Exchange," report of Cluster I Curriculum Committees to the Michigan Curriculum Coordinating Council, East Lansing, [May 19, 1968]. (Mimeographed.)

the Council during the remainder of the year. The effectiveness of traditional methods of communication by the Program was discussed and three new methods were proposed for use in the Upper Peninsula:

1. Film clips to document some of the innovative practices
2. Telephone conference calls between the UPEPC and other curriculum committees
3. Closed-circuit television in-service training programs possibly from different parts of the Peninsula or even a video tape recording of some of the techniques utilized in other communities.¹

Discontinuation of the Upper Peninsula Educational Planning Council during 1967-68 ended partial regionalization of the Program. Since this occurred at the time that new members were not being added to curriculum committees, the Upper Peninsula was essentially not represented in the Program during its final year of operation.

The Michigan Cooperative Curriculum Program was continued by two appointed State Superintendents of Public Instruction during this period: Acting State Superintendent Alexander Kloster and State Superintendent Ira Polley. Relationships with the expanded State Board of Education, enlarged State Department of Education, and the role of the appointed State Superintendent of Public Instruction were continuing concerns of the participants in the Program. The report of the Department of Public Instruction Task

¹Minutes of the Upper Peninsula Educational Planning Council, November 7, 1966.

Force Committee on Implementation of the New Michigan Constitution identified "the achievement of a sensible balance of function--among the board, the superintendent and the department--as one of the basic challenges to Michigan education."¹

During the early portion of the transition period, Acting Superintendent of Public Instruction Alexander Kloster met with a subcommittee of the Curriculum Planning Committee. He encouraged an active role for the Curriculum Planning Committee in proposing an improved two-way flow of communication between the State Department of Education, including the office of Superintendent of Public Instruction, and the Michigan Cooperative Curriculum Program. He also encouraged suggestions from the Curriculum Planning Committee and individual committees.²

During 1965-66 and 1966-67 the Program remained basically advisory to the State Superintendent of Public Instruction. In 1967-68 participants were appointed by the State Superintendent of Public Instruction, but the various curriculum committees were related more closely with the Bureau of Educational Services within the State Department of Education. To accommodate this shift in relationship,

¹Cited in "Suggested Functions and Responsibilities," p. 17.

²Minutes of the Curriculum Planning Committee and Committee Chairmen and Secretaries, January 26, 1966.

several committee secretaryships were changed so that additional professional staff members from the Bureau of Educational Services were involved in the Program. It was hoped that this closer alignment of the committees would result in greater communication on curriculum matters and in prompter consideration of committee recommendations. The Curriculum Coordinating Council served as a clearing committee on recommendations and helped to evaluate the work of the various curriculum committees. The State Department of Education continued to define further the function of the curriculum committees during 1967-68.

Products Developed by the Program

The final three years of the Michigan Cooperative Curriculum Program were highly productive years. The uncertainties about the continuation or eventual form of the Program failed to reduce committee activities and may have increased meaningful productivity.

Publications continued to be an important activity of the various committees in the final years of the Program. For example, in 1965-66 committees completed 20 publications, which were published by the State Board of Education. And in 1966-67 committees had 12 publications accepted for publication and distribution. A State Department of Education survey during 1966-67 revealed that 25 committees were preparing a total of 55 publications. Of this total, 36 represented new publications, 15 were revisions of previous

publications, and 4 were reprints. These proposed publications would range from 2 or 3 page brochures to 100 page bulletins with requested printings ranging from 1,000 to 10,000 copies. The survey also indicated that the Instructional Materials Committee and the Conservation Education Committees were each in the process of preparing slide-tape presentations. The Instructional Materials Committee was also preparing two different kits for duplication and distribution.¹

A publications program of this magnitude continued to cause concern for both the Curriculum Planning Committee and the State Department of Education. Since most of the publications developed out of activities by the curriculum committees, frequently neither the Curriculum Planning Committee nor the State Department of Education was informed of plans to prepare a manuscript. This made it impossible for the Curriculum Planning Committee to "look at the total scope of the publications to determine whether there is balance, duplication, or omissions of existing material."² Neither was the Committee able to review the manuscripts for consistency with the goals of the Michigan Cooperative Curriculum Program and the educational philosophy inherent in the Program.

¹Memorandum from James E. Walters to the Curriculum Planning Committee, February 7, 1967.

²Minutes of the Curriculum Planning Committee, December 1, 1966.

In an attempt to overcome these problems, procedures were proposed to the Curriculum Planning Committee for processing committee publications. Early notification of curriculum committee plans to both the State Department of Education and the secretary of the Curriculum Planning Committee was proposed. The final copy of the manuscript was to be submitted to the Curriculum Planning Committee for placement in the publications program. The final step in the proposed procedure was the review by the Associate Superintendent of the appropriate Bureau of the State Department of Education for accuracy of content, policy consideration, and general educational soundness.¹ Discussions continued in the following months, but the procedures were never adopted for implementation.

Conferences and workshops were an important activity in the final years of the Michigan Cooperative Curriculum Program.

Two fall curriculum conferences for Program participants were held during this period. The invitation to curriculum committee members for the September, 1965, conference stated that "in addition to providing more committee meeting time in the program, Dr. Everett Rogers, Michigan State University, will speak on 'Diffusion of Innovation,'

¹Minutes of the Curriculum Planning Committee, January 24, 1967.

which is also the title of his most recent book."¹ Nearly 700 members of the curriculum committees met at this conference to begin the work of the year. Conference participants were reminded by Dr. Rogers that

It has been said that this is a time of great innovation but very little change in education. The point is that many new ideas are being promoted and adopted in our educational institution, but the end result is little alteration in the corpus of education. Many of the innovations have been of a fadlike nature, and after their widespread adoption, it has been difficult to measure increased educational achievement. Other innovations in education with a similar low degree of relative advantage have been adopted, but then discontinued after a short time.²

He further suggested that much of the past research on changes in education had been concerned with the wrong dependent variable. "Our research should try to explain the consequences of innovation in education, especially educational quality, rather than innovativeness per se."³ He recommended "that we continue to ask: Innovation For What?"⁴ And he concluded by observing that

The philosophies of the Michigan Cooperative Curriculum Program are generally consistent with this theme. Your activities are based upon the notion that by involvement of educators at all levels from kindergarten teacher to college professor, you will secure a sounder, albeit somewhat more deliberate, innovation

¹Letter from Nicholas P. Georgiady, Deputy Superintendent, to Curriculum Committee Members, September, 1965.

²Everett M. Rogers, "On Innovations and Education," paper presented at the Fall Curriculum Conference of the Michigan Cooperative Curriculum Program, Boyne Mountain, Michigan, September 24, 1965.

³Ibid.

⁴Ibid.

rate in education. In a future of greater pressures for rapid change in the educational institution, I hope you will not alter your "up-from-bottom", needs-based approach.¹

Committees considered questions and problems relating to the diffusion of ideas and innovations growing out of the Michigan Cooperative Curriculum Program as they planned for the year. The October, 1967, fall curriculum conference, planned with the theme "Marshalling Our Resources for a Cooperative Attack on the Problems Confronting Education in Michigan," provided the opportunity for the exchange of ideas among participants in the Program and served as the vehicle for the State Superintendent of Public Instruction to present a theme for the year to the various curriculum committees.

The Department of Education continued to hold the Annual Michigan Conference on Education during this period. A joint committee of Department of Education personnel and Curriculum Planning Committee members served as the planning group for the May, 1966, conference.² The following statement of purpose was developed for the conference:

An opportunity for lay people and educators to learn what the new state organization for education in Michigan is like; to learn what has been done in curriculum in the past, such as through the Michigan Cooperative Curriculum Program; and to discuss what

¹Ibid.

²Minutes of the Curriculum Planning Committee, February 22, 1966.

directions are important for education in Michigan in the future--issues, concerns, goals, and priorities.¹

The planning group requested that each curriculum committee submit

two or three principal issues identified by the committees on which they are currently working. These will be used for discussion, not as a meeting of the committee, but rather as identification and discussion of problems by a group broader than the committee. A list will be prepared of individuals representing both lay and professional groups who are or should be interested in the issues. This will constitute the basic invitation list.²

It was the intent of the planning committee that this citizens' conference differ from the usual format of being strictly a "reporting type of experience."³ A format for the conference was developed around the work of the various committees of the Michigan Cooperative Curriculum Program. The conference theme, "Mobilizing Resources for Solving Educational Problems," provided the topic for remarks and addresses by The Honorable George Romney, Governor of Michigan; The Honorable Thomas J. Brennan, President, State Board of Education; Dr. Ira Polley, State Superintendent of Public Instruction; Dr. Earl C. Kelley, Distinguished Professor of Education, Eastern Michigan University; and also a panel discussion led by Dr. Robert C. Lusk, Chairman,

¹Ibid.

²Minutes of the Curriculum Planning Committee, March 31, 1966.

³Ibid.

Michigan Curriculum Planning Committee. Participants at the conference also met in discussion groups with the committees of the Michigan Cooperative Curriculum Program. Curriculum committee chairmen served as the discussion leaders for the group sessions and committee secretaries served as recorders. The following purposes were identified for the discussion groups:

1. To interpret the purposes and activities of the Michigan Curriculum Program.
2. To review implications for MCP of Constitutional Changes, a reorganized and enlarged State Department of Education, and the increased availability of federal funds for curriculum improvement activities.
3. To permit invited participants (including legislators and State Board members) to react to and discuss issues presented.¹

This conference provided the curriculum committees with the opportunity of discussing their work with citizens from across the state. At the same time committees received input from citizens on the issues presently being considered in committee deliberations.

Annual reports were published for two of the three years in this period and followed the format established at the end of the last decade.² A brief description of the

¹Minutes of the Curriculum Planning Committee, April 20, 1966.

²Michigan, Department of Education, Michigan Cooperative Curriculum Program: Annual Report for 1965-66, Bulletin No. 533 (Lansing: Department of Education, [1966]); Michigan, Department of Education, Michigan Cooperative Curriculum Program: Annual Report for 1966-67, Bulletin No. 533 (Lansing: Department of Education, [1967]).

total program was followed by reports from the individual committees.

Committees were asked to provide comprehensive and expanded reports for 1967-68. These reports were used by the Curriculum Coordinating Council as part of their report to the State Superintendent of Public Instruction but they were not published by the State Department of Education for general distribution.

The request to the curriculum committees for these expanded annual reports suggested that they were appropriate since this year had been "designated as the second year of study of the effectiveness of the Michigan Cooperative Curriculum Program as a mechanism for bringing about educational improvement throughout the state."¹ Rather than the traditional brief annual reports, the reports for this year were viewed as action reports and the following outline was proposed:

1. What activities has the committee carried on this year that dealt with:
 - a. education in the inner city and education of the children of the poor?
 - b. education problems outside Dr. Polley's specific charge?
2. What recommendations does the committee have for additional activities dealing with:
 - a. educational problems of the inner city and of the poor?
 - b. educational problems outside of Dr. Polley's specific charge? . . .

¹Memorandum from Leon S. Waskin, Deputy Associate Superintendent, to Secretaries of Curriculum Committees, April 16, 1967.

3. Because the curriculum program represents a cooperative effort not only insofar as the committees themselves are concerned but also because of the necessary involvement of other groups, the report should include responses to the following:
 - a. With what other committee has your committee worked this past year?
 - b. With what outside groups has the committee met and worked? . . .
4. What suggestions does the committee have for changes both insofar as the program as a whole is concerned as well as the particular committee itself?
5. Finally, what ideas does the committee have for increasing the impact of committee activities upon local programs?¹

These reports and recommendations became the basis for the May and June, 1968, meetings of the Curriculum Coordinating Council. Four documents were developed by the Council, which became the annual report of the total Program and part of the Curriculum Coordinating Council's report to the State Superintendent of Public Instruction. Two of the papers related to committee activities for 1967-68: one related to the basic charge and one related to activities other than relating to the basic charge. Two papers were prepared listing committee recommendations: one related to the basic charge for 1967-68 and one related to activities other than those relating to the basic charge. These reports were basically working papers for the Curriculum Coordinating Council and were organized to facilitate evaluation of the Program by the Council. Recommendations were grouped by committee Clusters to provide thematic continuity, and the Council planned to evaluate each recommendation for priority

¹Ibid.

in the Program, outline next action steps, assign who was to initiate the next action, and determine the relevance of the recommendation as a special issue for the Council. This proved to be a monumental task for the Curriculum Coordinating Council. A total of 65 recommendations were made relating to the basic charge given to the committees for the year. And the recommendations not related to the basic charge reached a total of 136. Unable to complete this task at the last scheduled meeting of the Council in May, 1968, an additional meeting was scheduled in June, 1968, in an attempt to finish the task. Again time did not prove to be sufficient and much work was left to be done over the summer, especially relating to the recommendations not relating to the basic charge.¹

The Council identified six areas of concern for program emphasis for the coming year: (1) the continuation of the basic charges of educating the children of the poor including an evaluation of existing programs and the future of integration efforts, (2) creating an awareness of other areas of need, (3) the examination of inservice education in its broadest sense, (4) strengthening the dissemination efforts of the State Department of Education, (5) involvement of the Michigan Cooperative Curriculum Program in the

¹Minutes of the Curriculum Coordinating Council, June 6, 1968.

development of guidelines for sex education, and (6) a closer examination of what constitutes vocational competence.¹

The Action Reports submitted by each curriculum committee to the Curriculum Coordinating Committee clearly established that 1967-68 was a very active and productive year for the Program.² For example, seven workshops were conducted by curriculum committees including workshops on economic literacy, early childhood education programming, more effective procedures for the exceptional child, bilingual Spanish courses, school holding power, and health and sex education. Committees also planned and sponsored 15 conferences. Concerns addressed by these conferences included: elementary student councils, recreation for institutionalized youth, and environmental education. Two citizenship conferences were held for secondary youth. The 22nd Annual Core Conference emphasized the urgency of including the learner in the education process. Another committee sponsored "a conference on vulnerable youth to promote and stimulate recreation and other social and educational opportunities for the needy, the impoverished, and the children who are living in the inner city."³

¹Ibid.

²Minutes of the Curriculum Coordinating Council, May 16, 1968.

³Ibid.

Inservice education activities were undertaken by several committees during 1967-68, as exemplified by a five-week inservice education program on alcohol and alcoholism planned and staffed for the Family Helper Service of the Lansing School District. Numerous school visitations were undertaken by the committees, student exchanges were arranged, and committees met with outside experts and other professional groups.

Nine publications were completed and distributed by committees during 1967-68. The Creativity Committee published a newsletter, "Creativity: Notes and Quotes."¹ The Conservation Education Committee completed a slide-tape kit dealing with the educational aspects of school-site development, which was to be distributed through the State Department of Education.

Committees continued their involvement with curriculum projects across the state. These included five science projects conducted in cooperation with local school districts and the Title III, Elementary and Secondary Education Act, Foreign Language project. Committee members served as resource persons for school districts, conferences, and other professional groups. Committees continued to maintain cooperative relationships with a wide range of professional education groups, agencies, and institutions. Among those noted

¹Michigan Curriculum Committee on Creativity, "Creativity: Notes and Quotes" 1 (Fall 1967).

in the report of activities for 1967-68 were the Michigan Education Association, Michigan Council for the Social Studies, Michigan Federation of Teachers, Governor's Conference on Vulnerable Youth, Michigan Council of Teachers of Mathematics, Michigan Education Foundation, Michigan-Ohio Regional Educational Laboratory, Michigan Congress of Parents and Teachers, National Safety Council, Governor's Task Force on Family Relations, Michigan Office of Economic Opportunity, Michigan Conservation Department, Eastern Michigan University, Central Michigan University, Oakland University, University of Michigan, Michigan State University, and several community colleges as well as many local school districts.

Areas of Concern and Activities of the Program

The Michigan Cooperative Curriculum Program was affected by the educational issues which emerged during this period. At the same time self-study and evaluation became a major activity of the total Program.

Teacher education continued to be a major concern during this final period of the Michigan Cooperative Curriculum Program. One of the proposals submitted "under Title V of PL 89-10 was one to strengthen teacher education and certification services of the Department."¹ It was hoped that

¹Minutes of the Curriculum Planning Committee, February 22, 1966.

the Department could provide a leadership function in the field of inservice and preservice education in addition to the regulatory function. The Curriculum Planning Committee supported the recommendation that a curriculum committee be appointed to provide leadership and to serve in an advisory capacity in this area of teacher education.¹ The proposed membership for the new committee was submitted to the Acting Head of the Bureau of Higher Education in an attempt to avoid a duplicate committee proposed by that Bureau.² The committee was not appointed, due largely to the questions being raised about the function and roles of the committees. In February, 1967, a subcommittee of the Curriculum Committee was appointed to deal with concerns about teacher education at the suggestion of the State Superintendent of Public Instruction. The first report of the subcommittee

suggested that they prepare a proposal for the MCPC, analyzing present conditions, listing the basic problem areas, and probably outlining some objectives. They would identify the agencies and organizations with which cooperative relationships would be established, such as the Bureau of Higher Education within the Department of Education, the Michigan Student Teachers Association and others. They will probably suggest the involvement of pilot school systems now ready for working with educational institutions, and, finally, have some concern with helping teachers get over the hump of teaching things the way they were taught. They would suggest the use of media to acquaint students and instructors with new methodology.³

¹Ibid.

²Minutes of the Curriculum Planning Committee, April 20, 1966.

³Minutes of the Curriculum Planning Committee, March 7, 1967.

The subcommittee submitted a proposal for a Committee on Teacher Education to the Curriculum Planning Committee that contained the following rationale for this new committee:

Within the Michigan Cooperative Curriculum Program, there are twenty-seven committees all concerned in one way or another with the improvement of public education in our state. Most of them are concerned with the content and organization of subject matter. Most of them, with the best of intentions, assume that changing subject matter in some manner--shifting foci, sharpening objectives or updating content--ipso facto will improve the education of Michigan's children. Most of the committees express great concern about the vehicle to be used to convey their ideas to the teacher, in printed form or some sort of audio or visual media. But relatively little attention is given to the presumed direct recipient of these advanced ideas--the teacher in the classroom--or whether her professional training has conditioned her to accept or use effectively the new ideas or methodology, or whether she works in a climate that will encourage her to be innovative or creative.¹

The committee would define and propose the role of the practicing professional in improving teacher education in the state with three proposed charges: (1) the critical examination of undergraduate teacher education programs, (2) the critical examination of inservice and continuing education of teachers, and (3) exploring ways "for the public schools to assume their equity in teacher education."²

The committee was not appointed for the 1967-68 year since no new committees were added to the Program. The concern for teacher education remained a major priority of

¹Minutes of the Curriculum Planning Committee, April 25, 1967.

²Ibid.

the Program and surfaced as one of the six standing committees proposed in the restructured program submitted to the State Superintendent of Public Instruction in June, 1967.

Federal funds became available for strengthening state departments of education during this period. It was anticipated that Title V of the Elementary and Secondary Education Act would provide for the doubling of the staff of the State Department of Education with a corresponding increase in service to local school districts. The Curriculum Planning Committee viewed this as an opportunity to use its influence to assist the State Department of Education in determining the best use of these funds. The Curriculum Planning Committee requested that

the chairman indicate to the Acting Superintendent and the State Board of Education its keen willingness to be charged with further cooperative thought on Title V as follows:

- A. Should the Department of Education hire curriculum generalists, specialists or both?
- B. How can we strengthen the Department of Education and retain local decision making and strengthen the quality of local leadership?
- C. How can we strengthen the Department of Education and improve local district objectives?
- D. How can we strengthen the Department of Education and provide guidance for elected board officials?
- E. How can we strengthen the Department of Education and continue to recognize proper principles of child growth and development?
- F. How can we strengthen the Department of Education and identify good ways for local school systems to¹ use effectively materials and aids made available?

¹Minutes of the Curriculum Planning Committee, July 15, 1965.

One of the seven proposals submitted by the State Department of Education under this legislation was a project for a state-wide study of education in Michigan. The proposal reflected concerns which had been expressed by the Curriculum Planning Committee over the past several years.¹ This proposed study of curriculum development had as its purpose:

The state educational authority should be assured that the mechanism used for bringing about continuous evaluation and improvement in Michigan is the most effective method that might be employed. Thus a depth study of the Michigan Curriculum Program is proposed.²

And the scope of the study was stated as including "an analysis of the rationale, purposes, organization and coordination of state-level development efforts as carried out by the Michigan Curriculum Program."³ The proposal was not funded and the study was not conducted.

Other efforts of the Curriculum Coordinating Council to identify current issues in education included the study of the U.S. Riot Commission Report. A task force of council members reported in May, 1968:

Based upon our review of the Kerner report, we propose the following areas as appropriate for each committee's study during the coming year:

1. Examination of the relevance of each segment of the curriculum for youngsters of the ghetto. . . .
2. Examination of the nature of an interim compensatory education program as a means to individualize learning experiences and make them more meaningful.

¹Minutes of the Curriculum Planning Committee, November 9, 1965.

²Ibid.

³Ibid.

3. Seek to develop more effective collaborative efforts with such groups as law enforcement agencies, legislative bodies, welfare, housing, recreation, and urban renewal agencies, etc.
4. Examination of patterns of staff placement and retention in (a) center city schools (greater retention), (b) specific subject areas (with special attention to availability of non-white professionals in each field), (c) schools having no non-white staff.
5. Examination of ways to develop more effective dialogue between school-community leaders (representative of the total community) and school staffs.
6. Develop opportunities for the continuing education of college and university staff members concerning problems dealt with in the Kerner report.
7. Continue study and recommendations concerning minority group treatment in instructional materials--and the availability of adequate materials portraying contributions of minority group members.
8. Development of specific proposals for intensive in-service education of all school staff members, with specific attention to teacher values and their impact upon students.¹

To deal with the questions raised about the role of the Curriculum Planning Committee and its relationship with the reorganized State Department of Education and the newly constituted State Board of Education, a subcommittee of the Curriculum Planning Committee was appointed in October, 1965.² This subcommittee became known as the "Question-Answer Subcommittee" as their work progressed over the years. This subcommittee was "to look at questions which should be raised, suggest a priority listing and recommend methods

¹Minutes of the Curriculum Coordinating Council, May 16, 1968.

²Minutes of the Curriculum Planning Committee, October 19-20, 1965.

of organizing to answer the questions."¹ Thus the subcommittee was to examine and raise questions about the purpose, function, and value of the Michigan Cooperative Curriculum Program and began by asking:

- I. What are the basic assumptions about curriculum improvement upon which the Michigan Cooperative Curriculum Program is based?

How can we assess their validity?

How can we determine the impact of the Michigan Cooperative Curriculum Program?

Can these issues (local autonomy, involvement, sharing, cooperation, etc.) survive the increasing forces which are antagonistic to them?

- II. What is the role of CPC?

Are we really advisory to the Superintendent on curriculum matters?

What is our role in forming, dissolving and combining committees? . . .

What is our role in approving position statements, manuscripts, and other material? . . .

What guidelines will direct the rapid future expansion of the instructional services of the Department of education? . . .²

The subcommittee recognized that unprecedented pressure had been placed on the State Department of Education due largely to the existing and new state and federal legislation affecting education and also believed that the questions about role, purpose, and function were being raised at this time for the following reasons:

¹Memorandum from William C. Miller, subcommittee chairman, to Members of the "Question Subcommittee," October 26, 1965.

²Ibid.

There is a growing uneasiness on the part of many MCCP members concerning their responsibilities, and their purposes.

We are concerned about actions taken (or not taken) which appear to ignore the "traditional Michigan way of doing things" (i.e., involvement; cooperation; local autonomy; respect for divergence; and the Department as a leader in, rather than a regulator of, education).

We (and other Michigan educators) feel there has been a serious breakdown in communication between the Department of Education and educators and educational groups in the state (including MCCP).¹

The subcommittee proposed 15 possible actions for the Curriculum Planning Committee in an attempt to find solutions to the questions and concerns which had been raised. The first proposed action called for the Curriculum Planning Committee to request that the State Board of Education and the State Superintendent of Public Instruction reaffirm the philosophy expressed in A Statement of Basic Philosophy Regarding Public Education in Michigan² and outline the appropriate role for each to assume in curriculum matters at the state level. Meeting with the Acting Superintendent of Public Instruction, the subcommittee continued to explore ways of assessing the work of the Curriculum Planning Committee. The work of this subcommittee led to an important meeting of the Curriculum Planning Committee in May, 1966.³ Based on the work of the Question and Answer

¹Minutes of the Curriculum Planning Committee, November 9, 1965.

²Michigan, Department of Public Instruction, A Statement of Basic Philosophy.

³Minutes of the Curriculum Planning Committee, May 20-24, 1966.

Subcommittee, the entire Curriculum Planning Committee met in a four-day seminar planned as a self-evaluation session. The seminar produced three group reports which made recommendations about the work of the Curriculum Planning Committee, the work of the Michigan Cooperative Curriculum Program, and the general concerns about curriculum development in Michigan.¹ These reports formed the basis for a discussion with newly appointed State Superintendent of Public Instruction Ira Polley and representatives of the Curriculum Planning Committee in June, 1966.

Beyond the three general reports developed by the seminar, specific recommendations were developed for further review and study:

1. That there be a regular and continuous study of the sources of committee membership to see who is being involved with regard to geographic factors, districts, organizations, public and non-public educators, and noneducators.
2. That policy be developed for the selection of membership for MCCP and MCPC which will assure continuity of program development, and a limitation of an individual's participation on a single committee be held to five consecutive years.
3. MCCP and MCPC should have increased representation from business, industry, politics, and nonschool governmental agencies.
4. State monies should be earmarked for the coordination (this implies a director and special office) of Department of Education staff, and part time regional consultants who are available at state expense to assist in local research and program development.
5. Proper involvement and use of individuals may require funding, and we believe the MCPC-MCCP program is in line with appropriate federal

¹Ibid.

- activities emphasizing state creativity. Funds would not be used for honorariums or fees but should be made available for expenses.
6. To establish a steering committee for MCPC, and MCCP, based on a staggered, rotational membership plan, which would meet regularly with the Superintendent of Public Instruction.
 7. The agenda for the MCPC should originate with the Superintendent, the Department of Education staff, and MCPC Steering Committee and MCPC members.
 8. Committees should receive a charge from the State Superintendent, and task forces should have specific direction, sufficient time and proper staff help to insure results. The duration of a task force should be stated when it is appointed.
 9. What are the goals of the Michigan Cooperative Curriculum Program?
 1. Satisfy local district (expectations) expressed needs for state leadership in curriculum information and guidance.
 2. Encourage diversity of instructional programs in the interests of children to be served and in terms of the capacity of the staff and availability of resources.
 3. Encourage local districts, intermediate districts, the State Board of Education, and leadership of the Michigan Cooperative Curriculum Program to examine in what respects local autonomy should be preserved or strengthened or altered in terms of instruction.
 4. Locate and facilitate the growth of local leadership.
 5. Undertake by appropriate means the analysis of national and other curricular and instructional trends, practices, innovations and proposals for the purpose of providing guidance and direction to the Department of Education.
 10. That there be a continuing study to determine what the curriculum urgencies are and the adequacy with which they are now being met by the MCCP and the Department of Education.
 11. A recommendation is that survival of committees and CPC itself be related to systematic collection of data performed each year to attempt to assess curriculum needs and interests in local districts.¹

¹Ibid.

The State Superintendent of Public Instruction called for the study of the Michigan Cooperative Curriculum Program in two communications early in 1966-67.

In this letter of appointment to committee members the rationale and charge for the study were stated as follows:

The Michigan Cooperative Curriculum Program has served the teachers, children and schools of the state since 1935. In those years, many changes have occurred. However, in the past few years, we have seen a greatly increased tempo of activity in education, the advent of new federal programs, the reconstituted State Board of Education.

In view of these unprecedented changes, I have requested that during the coming school year the committees of the MCCP not only continue their past valuable efforts to identify and seek solutions for the problems in their immediate area of concern but also study intensively the present status of our total educational program as it has been influenced by recent developments and to recommend to me changes in the MCCP believed to be appropriate to the demands of the times. This study, hopefully, will produce information that will be useful in identifying and effectuating desirable organizational and procedural changes.¹

Instead of the usual full curriculum workshop attended by all committee members in the Program, a fall one-day conference of chairmen, secretaries, and the Curriculum Planning Committee was held. In his letter of invitation the State Superintendent of Public Instruction again emphasized the need for the study of the Michigan Cooperative Curriculum Program and also raised some specific questions to be considered:

¹Letter from Ira Polley, State Superintendent of Public Instruction, to Dr. Charles Blackman, Chairman, Curriculum Planning Committee, August 12, 1966.

In my judgement the Michigan Curriculum Program, representing as it does the means by which literally thousands of Michigan's educators and other citizens can work cooperatively to find mutually acceptable solutions to educational problems, is too important a mechanism for us to either neglect or to ignore. A meeting such as the one planned for October 4 should provide an opportunity for an intensive discussion of both the unique responsibilities and functions of each constituent committee as well as a review of the structure and operation of the program as a whole. Members of committees were appointed because of the special interests and capacities to identify and to deal with problems in the general area of concern to each committee. For this reason I sincerely hope that each committee will continue throughout the coming year to carry on its responsibilities at least as vigorously as it has in the past. In addition I would like to ask each committee to look at the Curriculum Program as a whole as well as in the light of the particular problems which it has identified in its own specialized area of concern and to develop suggestions to be transmitted to me and to the State Board of Education that will help us make the Michigan Curriculum Program an even more effective instrument than it has been in the past.

Today we face a different world in many respects from the one which we faced ten years ago, twenty years ago or thirty years ago. New forces are affecting our schools. New problems have appeared. Is our present committee structure the best we can devise to help us find solutions to these problems? Do our methods of selecting committee members assure us that we are involving sufficiently those with the best talent and the greatest interest? Are the chairmen of our committees providing maximum opportunity for releasing the creative ability of our committee members? Can the technical and professional assistance of those Department of Education members who serve as committee secretaries be improved? What can be done to improve communication not only with my office but among all committees? How can the annual reports which each committee is asked to prepare be made more effective? Is there a proper balance between any special charges from my office to a particular committee and the opportunity to work on priority problems identified by the

committee itself? If there is not, how can the situation be improved? . . .¹

Building on the evaluation activities of the previous year, particularly the 1965-66 midwinter meeting of committee chairmen and secretaries, and the questions raised by the State Superintendent of Public Instruction, a subcommittee of the Curriculum Planning Committee prepared the agenda for the combined meeting of committee chairmen and secretaries and the Curriculum Planning Committee. A series of questions were posed for discussion in small group sessions related to finding the best way of organizing the Program and improving the operation of the Program during the current year. The subcommittee further identified the concern for role, responsibility, and purpose as the basis for the problems being experienced at this time by the Michigan Cooperative Curriculum Program. In the introductory remarks at this meeting a change in the focus of the evaluation of the Program during the previous year was noted. Early last year the question was "'How can we do better.'" At the spring meeting. . . , this changed to 'Is what we are doing what we ought to be doing?'"²

The State Superintendent of Public Instruction addressed the meeting, raising questions about establishing

¹Letter from Ira Polley, Superintendent of Public Instruction, to Dr. Charles Blackman, chairman, Curriculum Planning Committee, September 8, 1966.

²Minutes of the Curriculum Planning Committee and Chairmen and Secretaries, October 4, 1966.

desirable priorities for the curriculum committees, designing programs and services for the education of the children in the ghetto, and developing educational experiences for preschool children. Another problem identified was the need to develop programs that would give pupils an adequate ability to read. Further clarification was given on the charge to study the Program and all committees were asked to complete all studies underway this year and to have no other unfinished business at the close of the year.¹ The meeting closed with a panel discussion in which the chairman of the panel opened the discussion by noting that "Those who work in curriculum in this state are committed to the idea that all persons who work in curriculum should have a chance to work together."² And further,

that it was unique in Michigan education that it was designed with the dream that the State Superintendent and his staff would listen to the local districts. In almost every other state, all the lines of communication go from the superintendent to the local district. Much of our concern today has been in the ways in which we haven't succeeded in keeping the lines of communication open.²

Suggestions were made for committee operation and study during the coming year. Hope was expressed that State Department of Education support for the Program in terms of both staff and funds would be increased. The panel ended by recognizing that

¹Ibid.

²Ibid.

³Ibid.

there is a real challenge to all of us to look at the crucial and critical problems which relate to the particular committees on which we are working and to define them, not in terms of our own vested interest, but in terms of the needs of children and teachers and better education generally in the state of Michigan. This could be the beginning of one of the most exciting years we have experienced in a long time.¹

The State Superintendent agreed to meet regularly with the leadership of the Michigan Cooperative Curriculum Program during the year to assess progress being made in the evaluation of the program and to discuss other mutual concerns.

The Curriculum Planning Committee devoted a major portion of its time in 1966-67 to discussions on how to provide leadership in the extensive reappraisal of the total Program. One source of input for determining the priority concerns about education was identified as the survey conducted by the Michigan-Ohio Regional Educational Laboratory. Interviewers found

that the major concern was related to pupil need: How can schools improve learning? How can we get kids to learn and to want to learn? How do we deal with deviate behavior in the classroom setting? . . .

The second major concern was related to teacher needs: Teacher education, both preservice and inservice. How do we help teachers get new skills? There was much concern about teacher-pupil relationships and how to improve them. The third highest mentioned item was drop-outs. There was concern about how to reach the culturally deprived, and there were concerns related to needs of school systems--getting

¹Ibid.

qualified staff, how to retrain staff for changing tasks.¹

A task force committee of the Curriculum Planning Committee developed a list of significant problems in education which was to be used to screen the activities of the curriculum committees to determine if the Program was in fact "tackling the significant problems within the program."² Beginning with three questions, 15 problems were identified:

Who ought to work on these?

What's the unique role of the State Department?

What procedures should we use to get out problems?

1. What to do with the junior high school?
2. Alternatives to departmental structure within high school (to facilitate curriculum development)
3. Individualization of instruction (difficult because of materials available).
4. Teacher preparation for the center city.
5. Needs of youngsters in small school districts.
6. Ways to look at problems of "the large city," "the small town" (interdisciplinary).
7. Psychological problems in learning--self-concept.
8. More effective in-service education for teachers.
9. What shall be taught? When? (How challenge what is?)
10. A look at change in education-function-roles.
 Implications for Department of Education
 Mechanisms needed
 Role of professional teacher organizations
11. Who shall be involved in the teaching process.
12. Need to look at relations between professional organizations' work and MCCP.
13. Evaluation of school programs.
14. How do we disseminate ideas adequately?
15. Coordination of research efforts.³

¹Minutes of the Curriculum Planning Committee, October 4, 1966.

²Minutes of the Curriculum Planning Committee, December 1, 1966.

³Ibid.

Each committee was asked to review the list for reaction and to make suggestions for possible additions.

In an attempt to open communications between the various curriculum committees and the Curriculum Planning Committee, each member of the Curriculum Planning Committee agreed to attend the meetings of specific curriculum committees and to give special attention to the minutes of these committees.¹ It was hoped that this would increase the awareness of the Curriculum Planning Committee of the problems being faced by the curriculum committees. In addition, a master calendar of all committee meetings scheduled for the year was prepared and distributed to facilitate communication and cooperation among the committees.

In another attempt to increase communication among the several curriculum committees and between the Curriculum Planning Committee and the State Department of Education was the meeting of committee secretaries held in January, 1967. Chaired jointly by the chairman and secretary of the Curriculum Planning Committee, the meeting consisted of a program report on the evaluation of the Michigan Cooperative Curriculum Program, a discussion of the next steps for the Curriculum Planning Committee as well as for each curriculum committee, a report on the status of publications and manuscripts, and a discussion of extending efforts to

¹Ibid.

develop cooperative efforts with other professional groups and agencies.¹

From the discussions of the Curriculum Planning Committee it became apparent that there needed to be consensus on the goals of the total program if there was to be a meaningful evaluation. Three goals were identified and widely distributed for discussion and reaction:

1. To provide, as requested by the State Superintendent and his staff, advice and recommendations on current instructional issues and long-range curriculum needs. . . .
2. To take initiative in assessing state and national trends, educational needs, curriculum practices, innovations and proposals, and to recommend appropriate action to the State Superintendent. . . .
3. To aid the State Department of Education in providing human resources needed to stimulate and give leadership to curriculum improvement at all levels of education in the state. . . .

This statement received general acceptance and became the basis for the evaluation of committee activities.

In January, 1967, the Curriculum Planning Committee considered a six-step procedure for evaluating and developing a new structure for the Program: (1) Identify and clarify goals; (2) Accept list of goals; (3) Assess present Program in terms of goals; (4) Task force of personnel from Michigan Cooperative Curriculum Program, State Department of Education, Curriculum Planning Committee, and outside expertise

¹Meeting of the Curriculum Committee Secretaries, January 5, 1967.

²Ibid.

to consider what type of structure would most effectively meet the goals of the Program; (5) Total membership of the Program meet to hear the report of the task force and the Curriculum Planning Committee recommends new structure to the State Superintendent of Public Instruction; and (6) New structure implemented.¹ This proposal became the model for the evaluation activities undertaken during the remainder of the year.

With limited financial support from the State Department of Education the Evaluation Workshop planned by the Curriculum Planning Committee convened in May, 1967. Task Force personnel invited to attend the Evaluation Workshop consisted of selected Michigan Cooperative Curriculum Program members and committee chairmen, selected Curriculum Planning Committee members, selected State Department of Education staff members, and special resource persons representing former Program participants and educational planners from Michigan and outside the state. A total of 37 persons were invited to be part of the Task Force to attend the Evaluation Workshop.

Workshop participants were provided with all materials prepared to assist in the evaluation prior to the opening session. These background documents and survey responses

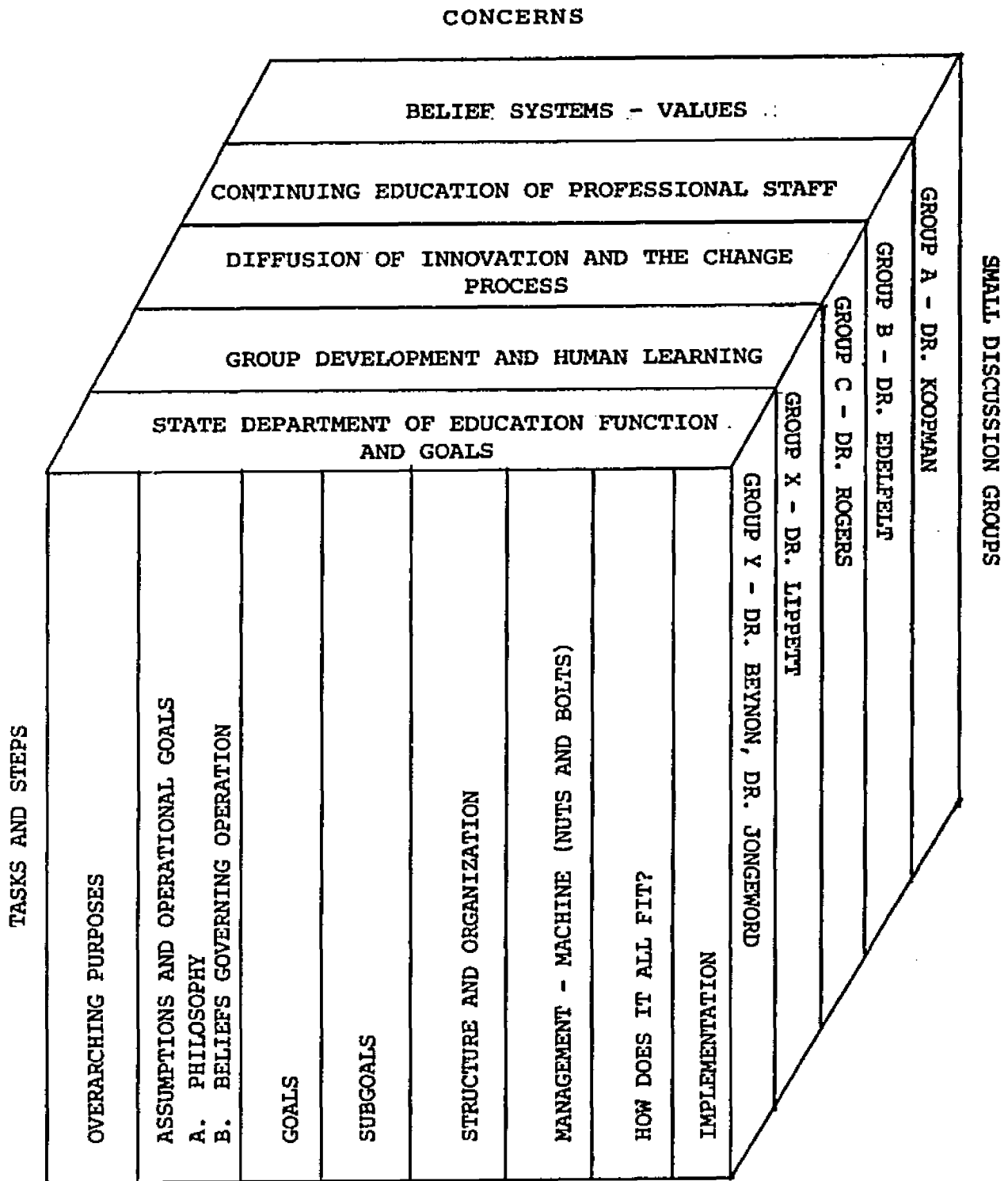
¹Minutes of the Curriculum Planning Committee, January 24, 1967.

were to serve as resource materials during the deliberations of the Task Force.

The Evaluation Workshop opened with a brief overview of the task to be accomplished by the Task Force and a message from State Superintendent of Public Instruction Ira Polley. The participants in the Workshop were divided into five discussion groups to evaluate the structure and activities of the Michigan Cooperative Curriculum Program. To assist the discussion groups, a framework was developed for considering concerns and applying these concerns against tasks and steps to be taken in organizing a curriculum program (see Figure 1).

At the final session of the Evaluation Workshop a report was drafted for submission to the meeting of the Curriculum Planning Committee, Committee Chairmen and Secretaries, and three additional members of each committee scheduled for May 19, 1967. Following much discussion the Task Force developed 18 significant elements for assessing the structure and organization of a state-wide program for curriculum improvement:

1. Attacks significant social and educational problems and issues (both self-generated and identified by the State Superintendent of Public Instruction)
2. Responds rapidly to problems and issues of the moment
3. Examines educational problems in the context of the total school program
4. Recognizes needs of local school districts without adequate curriculum leadership, as well as those having persons designated to give leadership to curriculum development.



Source: Agenda for the Evaluation Workshop, Michigan Cooperative Curriculum Program, May 14-16, 1967.

Figure 1. Discussion framework for organizing a curriculum program

5. Contributes to both continued professional education (especially leadership development) for persons involved and to change in the educational setting
6. Involves many participants from all levels of education, as well as providing for broad lay representation
7. Includes both a contribution by the local district and a commitment to make appropriate use of the results of the program
8. Distinguishes between the role and function of other educational groups and institutions, yet coordinates and supports the total efforts of these groups and institutions
9. Bases action on the results of research
10. Increases the impact of the State Department of Education in bringing about educational change
11. Assures balance in the total program of the State Department of Education's efforts toward educational improvement
12. Provides feed-back from the field to the State Department of Education
13. Disseminates widely the ideas generated by the program utilizing a wide range of methods and techniques, including demonstration projects
14. Opens communication channels:
 - a. between all levels in the structure of the program,
 - b. among committees in the program,
 - c. to other professional and lay groups,
 - d. to all parts of the State Department of Education, and
 - e. by publicizing the program to the general public
15. Continuously evaluates both the structure and outcomes of the program
16. Utilizes the results of evaluation to provide continuity and flexibility in program, procedures or organization
17. Operates from clearly stated purposes, both long and short range, with definite tasks and time limitations
18. Operates from an adequate budget for underwriting the cost of the activities, for releasing personnel, and for other appropriate supporting services and resource materials.¹

¹"Planning Conference for Evaluation of the Michigan Cooperative Curriculum Program," Progress Report of the Michigan Cooperative Curriculum Program Evaluation Workshop, East Lansing, May 19, 1967. (Mimeographed.)

And as alternate organizational proposals were evaluated the following questions were developed as a method of examining the structure: .

1. Scope--How broad? What should be the channels? Should they be strictly curriculum or have a broader educational implication?
2. Size--What degree of participation? How many people do we want to involve?
3. Make-up of Committees--What degree of state department involvement?
4. The connection with the State Department--What kind of connection with what part of the State Department? All plans include a coordinating council and have as direct a relationship as possible with the State Superintendent.
5. Ad hoc or not? They should be the collapsible plastic bags, except the Coordinating Council.
6. What should be the unit for organizing of committees? Organized around issues or innovations? Or another focus?
7. The role of the movement--is it advice or action? It is mainly advice but it ought to be advice that leads to action. The action might not be that of the committees. Get committee advice on action, but not do much action themselves. Advice vs. action.
8. Money--funds,dollars--If we want to do all these other things--wider participation, ad hoc committees--all takes money, and the idea of released time. How funds are administered would make all the other answers possible.
9. Local school districts--To what degree do we want to involve the local school district? To what degree are we able to?¹

The Evaluation Workshop recommended a new title for the curriculum program--Michigan Cooperative Program for Educational Improvement--and a restructuring of committees in the program. The major unit would be a Coordinating Council, replacing the Curriculum Planning Committee.

¹Ibid.

Reporting directly to the State Superintendent of Public Instruction, the proposed functions for the Coordinating Council reflect this relationship:

- Coordinates activities of the Michigan Cooperative Programs for Educational Improvement and the Department of Education
- Receives charges from Superintendent
- Expresses concerns to Superintendent from the committee program
- Recommends creation of committees, suggests appointments
- Devises strategy for handling particular problems
- Articulates results of action by committees to Superintendent
- Articulates charges for action from the Superintendent
- Articulates charges for policy development from the Superintendent
- Helps Superintendent decide role of committee and/or Department¹

The Coordinating Council would be composed of the chairmen of the other committees in the Program, State Superintendent of Public Instruction, other Curriculum Planning Committee members and from the State Department of Education, the "Chief of Bureau, Director of Curriculum Division and other Bureau Chiefs and Division Directors when appropriate."²

In addition to the Coordinating Council, four levels of committees were proposed: state-wide, regional, area, and finally school district committees. The state-wide committees would be Committees on Curriculum Design; these were proposed as small facilitating groups with the functions of:

¹Ibid.

²Ibid.

1. Agenda-making for other three levels of committees
2. Coordinating, processing and forwarding work of groups when needed
3. Hearing new proposals and referring to appropriate groups
4. Initiating new curriculum studies
5. Initiating evaluative activities of the program¹

The Committees on Curriculum Design would be organized around broad areas of concern and would examine all levels of the school program. The committees would be organized around such areas as instructional materials, humanities, arts, communications, and would be composed of members representing a wide range of interest areas and skills. The functions of these Committees on Curriculum Design would include providing continuity and balance in the total program as well as considering the total scope and depth in the program. These committees were to be a permanent part of the Program.

Also proposed as a state-wide group were Committees for Policy and Curriculum Studies. These committees were described as ad hoc committees with specific assignments to research and develop proposals for other elements of the Program and also to research and refine concerns identified for the Coordinating Council and other committees in the Program.

The final group of state-wide committees proposed were Action Committees. Again, these were to be ad hoc committees appointed to:

¹Ibid.

- direct funded research projects
- conduct conferences
- conduct workshops
- plan and prepare publications and other materials
- serve as task forces
- serve as a source of consultants
- conduct demonstration projects
- conduct action and survey research¹

The regional and area committees were less well defined. These committees were to translate the functions of state-wide committees as related to a particular region or area of the state. The widest possible representation was proposed for the memberships of the committees.

The report of the Evaluation Workshop was presented to a Planning Conference for Evaluation of the Michigan Cooperative Curriculum Program. Participants included the Curriculum Planning Committee, chairmen and secretaries of the curriculum committees, and three additional members from each of the 27 curriculum committees. This conference again utilized the criteria developed for assessing a state-wide curriculum program and the questions for examining the structure of a program. Five discussion groups reacted to the proposal developed by the Evaluation Workshop. Many questions and concerns were raised by the participants reviewing the proposal for a new state-wide curriculum program in Michigan. The groups questioned whether the advisory and action roles could be separated, whether the new scheme would stimulate innovation, and whether the concerns

¹Ibid.

identified would assist those working at the local level to develop a relevant curriculum. In addition, the five groups also made several recommendations including the retention of some of the present committees, the provision for the chairman of the Coordinating Council to devote full time to that responsibility, and the development of role definitions for all participants in the program. There also were several reservations about the proposal. There was the fear that the new proposal would not increase impact at the local level or increase the participation of classroom teachers. Participants also criticized the proposal for an apparent lack of a grass roots approach since the function of initiating action rested largely with the Coordinating Council.¹

The Curriculum Planning Committee was now faced with the task of developing the final recommendations to the State Superintendent of Public Instruction. The proposal developed by the Evaluation Workshop and the reactions of the groups at the subsequent Planning Conference were reviewed by the Curriculum Planning Committee. Using this information the Committee modified the structure of the proposed committees under the Coordinating Council and finalized their recommendations in the Program.²

¹Minutes of the Curriculum Planning Committee and Charimen and Secretaries, May 19, 1967.

²Minutes of the Curriculum Planning Committee, May 25, 1967.

In June, 1967, the completed report was delivered to the State Superintendent of Public Instruction. The report, divided into two parts, provided a brief historical background, a description of the present activities of the Program, a review of concerns, and concluded with a proposal for restructured state-wide curriculum program in Michigan for consideration by the State Superintendent of Public Instruction.¹

The report identified "major concerns or weaknesses in the present program":

1. Lack of adequate coordination between the Program and the on-going activities of the Department of Education
2. Lack of adequate financial support
3. Lack of committed staff time to properly implement committee efforts
4. The need for understood and well managed procedures to respond to committee proposals
5. Need for greater direction from the Superintendent and his staff
6. Lack of adequate communication between/among committees and between given committees, other agencies and the Department of Education
7. Unnecessary overlapping of some committee efforts.²

Four other factors were enumerated illustrating inadequacies of the present program:

1. The increased contribution (through active participation) of those operating in the political realm, which necessitates closer working relationships and more effective communication between the professional educator and elected officials

¹Michigan Curriculum Planning Committee, "A Report to the State Superintendent of Public Instruction on the Evaluation of the Michigan Cooperative Curriculum Program," Lansing, June 7, 1967. (Mimeographed.)

²Ibid., p. 27.

2. The need to speak more quickly to more--and more significant--social and educational problems/issues
3. A built-in device to help terminate a group or committee when its major task is completed
4. The need for systematic and regular evaluation as a means to respond to new demands and to respond more effectively to continuing concerns.¹

Further, the report lists six goals for the proposed Michigan Curriculum Program for Educational Improvement which consider educational and societal concerns:

1. The MCPEI is a means for assisting the State Education Authority in achieving educational improvement as measured by social consequential ends.
2. It is also a means in assisting the State Education Authority in effectuating individual development of teachers and students as they live in the social setting.
3. The MCPEI is a means of assisting the State Education Authority to activate a political, social and educational dialogue as appropriate representatives are oriented to a specific task, issue or innovation.
4. The MCPEI can assist the State Education Authority in communicating, in disseminating and in diffusing educational changes suggested by new and promising programs to local educational agencies specifically and to society in general.
5. The MCPEI is a means for assisting the State Education Authority in confronting the political, social and educational establishments with the assumptions listed and assisting these groups in accepting them.
6. The MCPEI is a means for facilitating the State Education Authority's leadership for assisting local educational units to modify their structures which will make them more able to activate change and innovation leading to quality education for all children, youth, and adults.²

The proposal for the new curriculum program was designed "to add support to the strengths and to reduce the

¹Ibid., p. 28.

²Ibid., p. 34.

weaknesses or limitations"¹ of the Michigan Cooperative Curriculum Program.

Major elements in the final proposal consisted of a coordinating council and six standing committees with provisions for appointing ad hoc committees and task groups to complete specific assignments. Regional and area committees were dropped from the final recommendations. Local impact teams were proposed which would "relate the Program back to the field and to individual teachers."²

Suggested charges for the six standing committees were outlined as:

1. Man in Society
 - a. What are man's problems in and responsibilities to our present and emerging society--to other societal relationships? . . .
 - b. Identify man's problems and responsibilities specifically
 - c. Develop a broad framework in which education programs must be developed for developing both teachers and students. . .
2. Continuing Teacher Education
Identify problems, develop criteria guidelines for program development and develop suggested program models for teacher improvement. . .
3. Educational Design
 - a. Design models for system modifications and relate with teacher education programs
 - b. Design models for system modification to handle role redefinition changes
 - c. Design models for making local systems more responsive to societal needs and expectations
 - d. Develop strategy for implementing models. . .
4. Evaluation
 - a. To evaluate the effectiveness of the MCEIP
 - b. Scan field for perceived problems by local schools. . .

¹Ibid., p. 37.

²Ibid.

5. Dialogue
To bring together political, social and educational representatives to participate in a continuous dialogue for increased understanding of each other and develop a common language.
6. Finance
 - a. Assess financial needs in the state
 - b. Assess financial resources for education in the state
 - c. Recommend priority of resources for educational needs. . .¹

The final proposal also suggested that the new Michigan Cooperative Program for Educational Improvement have a closer relationship with the State Department of Education by being made a part of Curriculum Services Division of the Bureau of Educational Services. This relationship would tend "to centralize the functions of the committees and . . . make their work and their services more integral to the work of the curriculum consultants in the Department."² The Director of the Curriculum Services Division was viewed as having a key role in the new program.

A membership of 15 persons was proposed for the new Educational Improvement Coordinating Council. The chairman was to be the head of the Educational Services Bureau of the State Department of Education with a co-chairman appointed from representatives at large in the Council. The secretary would be the Director of the Curriculum Services Division. Other members of the Council would be "representatives of the other four Bureau heads, the chairmen of the six standing

¹Ibid., pp. 40-42.

²Ibid., p. 37.

committees and three representatives at large, appointed by the Superintendent of Public Instruction."¹

The Task Groups and Ad Hoc Committees would also be appointed by the State Superintendent of Public Instruction. Many of the subcommittees of the Curriculum Planning Committee would become ad hoc committees or task groups.

The report to the State Superintendent of Public Instruction concluded with some transition steps, continuing problems, and "factors to be considered in committee appointments":

1. Increase percentage of teacher representation, to at least 35 per cent.
2. Assure wide geographic representation.
3. Continue spread of representation from all professional groups.
4. Increase representation from business and industry.
5. Increase representation from lay public.
6. Increase representation from nonpublic schools.²

The State Superintendent of Public Instruction met with the total Curriculum Planning Committee later in June to continue the dialogue about the evaluation of the Michigan Cooperative Curriculum Program. "He read a list of 12 questions he compiled after reviewing the report":

1. What is the purpose of the Michigan Cooperative Planning Program? [sic]
2. If the purpose is, or if the principle purpose is, to assist in improving curriculum programs, how is this purpose to be achieved most effectively?
3. If the purpose is to offer assistance in improving curriculum programs, what organizational relationship should the curriculum committees have to the Division of Curriculum in the Bureau of Educational Services?

¹Ibid., p. 39.

²Ibid., p. 45.

4. If the purpose is to offer assistance in improving curriculum programs, what are the best ways of offering this assistance to the teachers, to the curriculum specialists, and the administrators in the local districts?
5. In an age of very great specialization, how can the Division of Curriculum and the curriculum committees concentrate on the larger issues and perform a kind of integrating function? . . .
6. Would committees of this kind provide assistance in achieving these two purposes: (a) promote articulation and communication, for example, among elementary teachers, junior high teachers, senior high and college teachers in the area (b) assist in winning acceptance of new proposals as well as assuring their workability?
7. How can we keep the committee structure and the sets of relationships that the committees have, for example, within the Department, reasonably simple and clear so that initiative, description of purpose and responsibility will be readily understood?
8. How can we decide what area, topics, or issues have the greatest urgency and significance at the moment?
9. How can we identify early in the process publications, kits, film strips, that should be prepared?
10. How can we assign these tasks of preparation to those individuals who have the time, the talent, and interest to develop initial drafts or preliminary reports?
11. If there is to be a central planning and coordinating committee, how can we structure it so that we can achieve the most effective communication and understanding between that committee and the specialist committees and among the several specialist committees?
12. Should we develop some policies and procedures that will assist in bringing ever greater imagination, dedication, idealism and realism to all of the committees?¹

Discussion which followed noted that "there is no constant answer to a great many of these; the answers are only temporary."² Further, these questions generally had

¹Minutes of the Curriculum Planning Committee, June 16, 1967.

²Ibid.

been the concerns of the Curriculum Planning Committee, particularly during this year of self-study. In relation to the transition, disbanding of committees and planning for the new organization, it became apparent that it would take longer than proposed in the report to the State Superintendent of Public Instruction and further dialogue would be necessary with that office to effect the desired changes in the Program.

While the self-evaluation activities were a major project for the year, this fact did not inhibit the other activities of the various curriculum committees. The Annual Report for 1966-67 provides a brief summary of the year:

If the results of the deliberations and activities of the curriculum committees are to have an impact on educational practices and planning, information must be disseminated to teachers and administrators in local school districts. An indication that the Michigan Cooperative Curriculum Program is having an impact on education is that various committees were responsible for numerous conferences, workshops and publications.

Specifically, committees were responsible for the following:

- . Twenty-five conferences were conducted
- . Eleven workshops were sponsored by committees
- . Twelve publications were completed and distributed
- . Work was begun on twenty-six publications to be completed in 1967-68
- . Seven surveys were conducted
- . Three project proposals were created
- . Ten recommendations were made to the State Board of Education, the Superintendent of Public Instruction and the State Department of Education

- . Four slide tape presentations were completed and submitted for production
- . Two kits were developed¹

The final official act for the Curriculum Coordinating Council was the submission of a report of activities for 1967-68 and recommendations for 1968-69 to the State Superintendent of Public Instruction. Certain basic assumptions about the operation of the Michigan Cooperative Curriculum Program were identified as a basis for the recommended structural and organizational changes in the Program. Among these were:

The imposition, by arbitrary and coercive measures, of any given curriculum pattern upon the public schools of the state would meet with stiff and effective resistance, not only by the local boards of education and administrators, but by the teachers themselves. In Michigan, local control of education including that of the school curriculum is a strong tradition. . . .

Curriculum improvements suggested by agencies external to a local school district can receive the acceptance of local school practitioners; but the degree of acceptance depends upon the sympathetic and understanding relationships between this external agency and boards of education, teachers, supervisors, administrators, and parents.

There is a need for some agency, logically ascribed by the Constitution and legislative statutes in Michigan as the Michigan Department of Education, to give coherence to the total pattern, to stimulate the exercise of local initiative and the release of local energy; to provide channels for the free exchange of experiences from school to school; to assist in the clarification of the goals of public education and means of reaching

¹Michigan Department of Education, Michigan Cooperative Curriculum Program: Annual Report 1966-67, iv.

them; and to help sharpen a public awareness of what a school ought to be doing.¹

The report continued with 12 specific recommendations for the operation of the Michigan Cooperative Curriculum Program for 1968-69. None of these represented a radical change for the current operation of the Program, but rather were refinements to increase the effectiveness of the Program. For example, a modification of the cluster groupings of committees was suggested using the following general topics: Humanizing Learning, Occupational Competence, Strategy for Improving the Education of the Poor, Early Learning, and Service. Further recommendations included the continuation of the close association of the committees with the Bureau of Educational Services, that the present committees continue to function, that all action recommendations be screened by the staff of the Bureau of Educational Services and assigned to committees as part of their charge for the year, and that the structure of the Curriculum Coordinating Council remain basically the same with minor modifications to accommodate a rotating attendance plan for committee secretaries. Also included in the report were the recommendations for expanding the membership of each committee to:

¹Charles A. Blackman and Leon S. Waskin, "Some Observations Concerning the Michigan Cooperative Curriculum Program of the Michigan Department of Education," Report of the Curriculum Planning Committee to the State Superintendent of Public Instruction, Part I, July 15, 1968. (Typewritten.)

- a. Include more people knowledgeable about the education of the poor.
- b. Provide better geographical distribution.
- c. Obtain involvement at all educational levels.
- d. Secure better racial balance.
- e. Involve representatives of other state departments.
- f. Obtain more lay representatives.¹

In reference to operating procedures, the report suggested there was a need to

develop ground rules for committee operation and make these available to all members. . . . An especially important part of such a publication would be a clarification of the meaning of the term "advisory" so that this concept does not strip committees of all opportunity to provide service to schools in conjunction with department representatives.²

During the summer and early fall these reports and additional recommendations by the staff members of the State Department of Education were considered by the State Superintendent of Public Instruction. In September, 1968, the Michigan Cooperative Curriculum Program was discontinued and the committees were discharged. The final meeting attributed to the Program was held on September 20, 1968. At that time the committee chairmen and secretaries were invited

to discuss the reasons that led to the dissolution of last year's committees and to consider possible steps that may be taken to continue the cooperative

¹Curriculum Planning Committee, "Recommendations for Structure and Operation of the Michigan Cooperative Curriculum Program for 1968-69," Report of the Curriculum Planning Committee to the State Superintendent of Public Instruction, Part II, July 15, 1968, p. 4. (Typewritten.)

²Ibid., p. 5.

relationships between Department staff and representatives of local communities, school districts, colleges and universities, and other lay and governmental agencies.¹

Participants learned about plans for the new committees to replace the Michigan Cooperative Curriculum Program.

Successor Established

The Michigan Cooperative Curriculum Program was replaced with a new series of curriculum committees beginning with the period 1968-69.

The Michigan Curriculum Coordinating Council and its predecessor, the Michigan Curriculum Planning Committee, were replaced with a coordinating group having a radically different composition and function. While retaining the same name, Michigan Curriculum Coordinating Council, the Council was composed of 13 professional educators. The role of the Michigan Curriculum Coordinating Council differed from the former Michigan Curriculum Planning Committee in the following ways:

1. The membership from outside the staff of the Michigan Department of Education has been modified to include eight responsible educational leaders representing school superintendents, secondary school administrators, elementary school curriculum supervisors, intermediate school district personnel, and teacher education authorities of Michigan universities. Two members of the former Curriculum Planning Committee have been appointed to assure some continuity in the 1967-68 programs of that Committee.

¹Memorandum from Leon S. Waskin, Deputy Associate Superintendent, to Curriculum Committee Secretaries and Chairmen, September 9, 1968.

2. The membership from the Michigan Department of Education has been modified to include five staff members principally responsible for implementing policies of the Department concerning curriculum programs in the schools of Michigan.

3. The recommendations from the Council for policy adoptions are expected to flow through the normal channels of the Department to the Superintendent of Public Instruction and through him to the State Board of Education in those instances requiring action by the latter.¹

The fact that no lay representation or classroom teachers were included in the membership of the Council also represented a change from the philosophy of the former Curriculum Planning Committee.

The chairman of the Michigan Curriculum Coordinating Council was a member of the State Department of Education, signaling the first time that major curriculum committees, as part of the State Department of Education curriculum activities, were chaired by a person from the staff of the Department.² Chairmen of all curriculum advisory committees were also members of the State Department of Education.

The initial meeting of the Michigan Curriculum Coordinating Council in February, 1969, convened

to establish the parameters for the Council activities for 1968-69, the organizational structure of the

¹Minutes of the Michigan Curriculum Coordinating Council, February 7, 1969.

²Dr. Ferris N. Crawford, Associate Superintendent for Educational Services, Bureau of Educational Services, Michigan Department of Education served as chairman during 1968-69.

Council, to describe changes made in what has been known as the Michigan Cooperative Curriculum Program, and to provide information about the assignments and subsequent activities of the committees now in operation.¹

Three main functions of the Michigan Curriculum Coordinating Council were outlined by State Superintendent Polley in his welcoming remarks to the Council:

1. the identification of significant curriculum issues and problems facing the schools in Michigan;
2. the development of recommendations for the organization of curriculum committees and their assigned tasks; and
3. the critical review of the findings of the numerous curriculum committees which have been appointed.²

Modifications were also made in the curriculum committees for 1968-1969. Identified as curriculum advisory committees changes were made "in the names of the committees, in the membership of the committees, and in the specific tasks assigned."³ A reduction in the membership on all committees was made in an attempt to increase the efficiency of operation. Initially a total of 14 curriculum advisory committees were appointed: four in the area of vocational education, one in the area of special education, and nine in the fields of general education and specific fields of study.

The Council and committees were to be advisory to the divisions within the State Department of Education rather than advisory groups to the State Superintendent of Public Instruction.

¹Ibid.

²Ibid.

³Ibid.

As these committees were appointed, each committee was given specific assigned functions. For example, the Science Curriculum Advisory Committee was charged with:

- a. evaluating new elementary science programs in Michigan schools;
- b. developing proposed strategies for the dissemination of information concerning the best elementary science programs throughout Michigan;
- c. studying the relative merits of the use of traditional and newer science programs with disadvantaged elementary children and the development of a proposed policy statement in this regard.¹

And the Trade and Industrial Education Advisory Committee was assigned the functions of:

- a. developing a proposal concerning the proper scope of trade, industrial, and technical education in so-called "area-vocational programs" in Michigan;
- b. describing improved ways and means to prepare greater numbers of disadvantaged youths for industrial occupations;
- c. proposing effective roles of secondary schools and community colleges in preparing youth and adults for mid-management and supervisory level jobs in industry.²

All committees were given similar specific charges. Additional committees were proposed in the initial meetings of the Council. The first two committees to be proposed were curriculum advisory committees in the areas of social sciences and pre-school education. The proposed task for the social sciences advisory committee was "to provide advice regarding the formation, content, and format of a publication to be produced by the Department of Education entitled

¹Ibid.

²Ibid.

'Multi Ethnic Studies in the Social Science Curriculum K-12.'¹ And the proposed task for the pre-school education advisory committee was

to provide advice regarding the development of a publication entitled "Program Planning Guide for Preschool Education Programs," for use by local school districts in the planning of preschool programs. The guide might include the areas of program planning, development, and evaluation relating to staff, facilities, curricular program ancillary services, etc.²

Even though the Council reached consensus that these committees should be formed, they were, however, not appointed.

In addition to the 14 curriculum advisory committees actually appointed, the State Board of Education continued to establish

a variety of advisory committees which might be construed as relating to curriculum. These are usually ad hoc committees which are assigned tasks related to issues about administrative and other educational problems. Some of these, such as Sex Education Committee and the American History Textbook Committee, deal with curriculum issues but these are not viewed as part of the system of curriculum advisory committees appointed by the Superintendent of Public Instruction. Other Committees, appointed by the Board, include advisory councils for the development of state plans for the various federal programs and the State Advisory Committee on Special Education. These are also not viewed as part of the said curriculum advisory committee structure reporting to the Coordinating Council.³

A major topic of discussion by the Curriculum Coordinating Council was the "Proposal to Initiate a Program of State Assessment of Local Education in Michigan." The impetus for state-wide assessment was described as being

¹Minutes of the Michigan Curriculum Coordinating Council, March 6, 1969.

²Ibid.

³Ibid.

the concern of the State Board of Education, the State Legislature, and the general citizenry in Michigan for information regarding the effectiveness and educational efficiency of the public school program. Stemming partly from the steady and rather massive increases in the costs of education, based partly on the great interest of parents for the welfare of their children, arising partly from the desires of statewide educational planners to use special monies wisely, and evolving partly from the motives of some to establish educational accountability, there has arisen a very significant demand for a statewide assessment of local educational programs in Michigan. The State Board of Education is seriously weighing the merits of asking the State Legislature to support a state assessment program and it has asked its staff to prepare a proposed general program for consideration.¹

Many questions and concerns were raised by members of the Council. Among the issues raised were the following concerns: Who initiated the proposal for state-wide assessment? Is assessment a local or a state responsibility? At what level is assessment best accomplished? Can comparisons be made between districts? and How difficult is state-wide assessment when school districts across the state have adopted differing purposes for education?²

In November, 1969, the chairman of the Michigan Curriculum Coordinating Council appointed four staff members of the State Department of Education to develop a proposal for the reorganization of the structure utilized during the previous year. The report suggested four curriculum advisory committees to function in the areas of curriculum, special education, vocational education, and curriculum research and

¹Ibid.

²Ibid.

evaluation. In addition, there would be a coordinating committee whose major function would be

the appointment of membership to the advisory committees, the development of an overall plan of operation for the advisory committees and the appointed task committees, and the receiving and evaluation of recommendations made by the advisory committees.¹

The proposal further suggested that the State Superintendent of Public Instruction serve as chairman of the coordinating committee since "he should be directly involved in the crucial policy formulation discussions concerning the instructional program in the schools of the state."²

No specific plans for changes were adopted and the curriculum advisory committees and the Michigan Curriculum Coordinating Council ceased to function. State Superintendent of Public Instruction Ira Polley had resigned from office in October, 1969, which again raised questions about the future of the committees. Curriculum committees were not reappointed by the Acting Superintendent of Public Instruction John Porter. Thus a long history of active work in cooperative curriculum work in the state of Michigan ended.

Analysis and Summary

The final three years of the Michigan Cooperative Curriculum Program were a period of intensive self-study and

¹Memorandum from Marvin Beekman, Phil Kearney, Bill Pierce, and Dick Barnhart to the Michigan Curriculum Coordinating Council, [January, 1970].

²Ibid.

evaluation. At the same time they were highly productive years for the various curriculum committees.

The new Constitution for the state of Michigan, which provided for an expanded State Board of Education, an appointed State Superintendent of Public Instruction and an enlarged State Department of Education, set the stage for the conditions which led to the termination of the Program.

Underlying Philosophy

The Program continued to support the philosophy of local control during this period. Federal legislation enacted during this period put strains on this philosophy as the State Department of Education was given greater regulatory functions in matters of curricula. Since the State Board of Education became the policy-making body, rather than the elected State Superintendent of Public Instruction, participants in the Program were concerned about the continuation of the Department's policy in relation to local control. Many initial signs pointed to a shift toward greater central control. There was no published statement during this period which outlined an official position in relation to local control.

Activities

The final three years of the Program were highly productive years. Committees continued to sponsor conferences, conduct workshops, and prepare publications designed to

stimulate curriculum development at the local level. While committees were highly involved with cooperative projects with local school districts, no broad-scale demonstration research projects were undertaken by the Program.

Participants

The Program continued to involve a wide range of individuals. Membership on committees included individuals from local and intermediate school districts as well as private schools, and included teachers, supervisors, and administrators. Representatives from institutions of higher education, educational associations, state governmental agencies, general organizations, and lay individuals also served on the committees.

During 1966-67 the Program reached its peak of involvement by including over 900 individuals on the various curriculum committees. One of the reasons for the continued expansion of the Program was to provide a broader representation on the committees.

Communications

Communicating about the activities and purposes of the Michigan Cooperative Curriculum Program was a major project during the final three years of the Program. Committees emphasized activities which had direct contact and impact on local school districts and increased their person-to-person contacts. Publications continued to be another

major method to communicate with the schools of Michigan as one means of stimulating local curriculum development.

The annual citizens' conference sponsored by the State Department of Education provided the forum for explaining the Program to leaders in state government and the citizens of the state.

The Curriculum Planning Committee and Curriculum Coordinating Council communicated extensively with the State Superintendents of Public Instruction during this period. Major communications concerned the evaluation of the total Program.

In an attempt to increase intra-committee communications, curriculum committees were grouped thematically during the final year of the program. This cluster arrangement led to greater committee interaction and resulted in joint proposals and recommendations.

Structure and Organization

The basic committee structure and relationships continued as developed in the previous two decades. Committees were relatively stable during this period except for the three committees which were discontinued in the final year of the Program.

One of the major changes during this period was the change in composition and title of the Curriculum Planning Committee. In the final year of the Program this committee

became known as the Curriculum Coordinating Council and was composed of committee chairmen, representatives from the State Department of Education, and a small number of representatives from the former Curriculum Planning Committee. The Curriculum Coordinating Council by its very nature became more directly involved with the activities of the various committees during the final year of the Program.

At the same time the Curriculum Coordinating Council was established there was a shift in the relationship of the Program and the State Department of Education. It was intended that committees be advisory to and work with the Bureau of Educational Service rather than advisory to the State Superintendent of Public Instruction. For purposes of evaluation the State Superintendent was highly involved in the final year of the Program.

With the discontinuation of the Upper Peninsula Educational Planning Council, regionalization of the Program was discontinued. No system of regionalization replaced this committee, and since members were not added to the curriculum committees in the final year of the Program, there was essentially no participation from that part of the state in 1967-68.

The more drastic modifications in structure and committee charges proposed by the May, 1967, Evaluation Workshop were not implemented in total but did have an influence on the changes instituted in the final year of the Program.

Purposes

Redefining and clarifying the purposes of the Michigan Cooperative Curriculum Program was a major activity of the evaluation efforts undertaken during this period. Purposes of the Program continued to support the philosophy of local control. Consistent with this philosophy, the Program sought to stimulate local curriculum development through a wide variety of techniques. Increasing lay participation in the study of educational concerns at both the local and state level continued to be a goal of the Program. The Program also provided a system of communications among curriculum workers from local school districts, state agencies, institutions of higher education, educational associations, and other organizations in the state. Another major purpose of the Program was to advise the State Department of Education and the State Superintendent of Public Instruction. The Program also provided a means of identifying educational issues which should be addressed at the state level. Participation in the Program provided an inservice experience for committee members and helped to locate and develop local leadership for curriculum development. The Program extended the capabilities of the State Department of Education to assist local school districts with curriculum development. The Program continued to encourage demonstration-research projects at the local level and provided a means of disseminating the results of research projects.

The activities and products of the Michigan Cooperative Curriculum Program continued to be consistent with the purposes of the Program.

The Michigan Cooperative Curriculum Program was not sanctioned and adopted by the newly created State Board of Education as it had been under the tenure of four elected State Superintendents of Public Instruction. At the end of an active thirty-third year the Program was discontinued. The philosophy of the Michigan Cooperative Curriculum Program and the resultant purposes were not endorsed by the State Board of Education. Under the new Constitution the State Department of Education was assuming a more centralized decision-making role and many of the activities sponsored by the Michigan Cooperative Curriculum Program were viewed as responsibilities of the Department and not cooperative endeavors. A group of advisory committees was established as a successor to the Michigan Cooperative Curriculum Program. Established to give advice to specific segments and personnel of the State Department of Education, these committees failed to become viable groups and were not continued after the second year of operation.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this historical-descriptive study was to portray in general terms the development and operation of the Michigan Cooperative Curriculum Program. For 33 years the Program served as a state-wide effort sponsored by the state education agency to improve the instructional program of the schools of Michigan. Social, economic, and educational factors were identified which led to the development of the Program. Three major elements of the Program were identified and described in detail: (1) the structure and organization of the Program, (2) the products developed by the Program, and (3) the concerns and activities of the Program.

The Michigan Cooperative Curriculum Program has been recognized nationally as a program with high involvement of professional educators and interested lay persons working cooperatively to improve education in the state. Since this type of involvement is acknowledged to be a good approach to cooperative curriculum development, this study has significance beyond the state of Michigan. Further, it was intended that by extending information and knowledge about the Michigan Cooperative Curriculum Program it would

be possible to draw inferences from these past experiences which might prove fruitful in solving present problems facing education in Michigan.

The method employed in this study was historical research. The growth and activities of the Program were traced over a 33-year period. Primary sources examined were the minutes and records of the Michigan Cooperative Curriculum Program, publications of the various curriculum committees, correspondence, and unpublished materials relating to the Program. Secondary sources used were journal articles, news articles, publications of sponsored demonstration-research projects, and reports of the state education agency.

Inception

The Michigan Cooperative Curriculum Program grew out of attempts to solve the educational problems facing the state of Michigan in the mid 1930's. Citizens were struggling to address the social, economic, political, and educational problems as the state began to recover from the depression years. As a basis for refinancing education, the Michigan Educational Planning Commission adopted a set of Goals for Public Education in Michigan, which received general acceptance across the state. The next step was to plan for the implementation of the Goals. The State Department of Public Instruction appointed advisory committees to

assist in curriculum development. In the fall of 1935 an advisory group, the Curriculum Steering Committee, was appointed by the State Superintendent of Public Instruction to prepare a required course of study and to make recommendations for a long-range plan of curriculum revision. Thus the Michigan Curriculum Program was created, not as a static program but, rather, as an advisory group created to assist in solving current educational problems.

Structure and Organization

The Michigan Cooperative Curriculum Program began as a single committee of six educators who worked with staff members of the State Department of Education to improve the programs offered by the schools of the state. As concerns and resultant tasks were identified, ad hoc groups were formed to accomplish these specific tasks and then discharged. After approximately five years several subcommittees were working on long-range problems. These subcommittees became an integral part of the Program. During the early years the Michigan Curriculum Program was identified as all the efforts of the State Department of Public Instruction aimed at improving instruction, as well as the specific activities of the volunteer committees. As the scope of the Program expanded so did the participation and the number of committees associated with the Program. The Curriculum Steering Committee, and subsequently the Curriculum Planning Committee, became a coordinating group for the

Program, with several additional curriculum committees appointed to explore specific areas of the school program. This general structure was maintained throughout the remainder of the Program. The curriculum committees were created and discharged as concerns changed over the years. In this respect the structure remained flexible and responsive to emergent needs.

The Program was initially created by an elected State Superintendent of Public Instruction as a means of securing the services and advice of educators from across the state. Over a 30-year period the Program was maintained by four elected State Superintendents of Public Instruction. After the adoption of the new Constitution for the state of Michigan the Program was maintained for three years by the appointed State Superintendents of Public Instruction.

Participants in the program were invited to be committee members by the State Superintendent of Public Instruction. Committee secretaries were members of the staff of the state education agency while committee chairmen were selected from other members of the committee.

Products Developed

The Program was task oriented from its inception. The first task undertaken was the preparation of an elementary state course of study. This publication was a radical departure from the traditional prescriptive state

course of study. It reflected the newer philosophy of stimulating local curriculum development and was designed to serve as a guide for studying local problems. Publications remained an important activity of the Program during its entire history and were consistently supportive of the service concept of state leadership. Publications were often the outgrowth of some other committee activity and were developed in an attempt to reach as large an audience as possible.

Demonstration-research projects were sponsored by the Program as a means of extending the philosophy of local curriculum development. Cooperative demonstration-research projects exemplified the belief in providing service and assistance to local school districts as they worked to solve their own problems.

Conferences and workshops sponsored by the Program grew out of the goal of providing inservice education for local education workers. In addition, conferences and workshops provided the opportunity for involving as representative a group as possible in seeking solutions to educational problems. Conferences and workshops also provided an opportunity to share common concerns and practice democratic problem-solving skills which could be used in studying local concerns. As an important vehicle for extending cooperative curriculum development, conferences and workshops provided

an opportunity for putting ideas developed by the committee into action.

Committees formulated position statements and assisted with policy development. Two philosophical statements undergirded the work of the Program: Basic Instructional Policy for the Michigan Curriculum Program and A Statement of Basic Philosophy Regarding Public Education in Michigan.

Concerns and Activities

The Michigan Cooperative Curriculum Program supported and helped to implement the State Department of Public Instruction philosophy of local control coupled with a service concept of educational leadership at the state level. As committees planned activities and developed specific products, they cooperated with a wide variety of professional and other groups in the state on projects of mutual interest.

The Program sought ways to upgrade teacher education in the state and to increase teachers' skills in participating in curriculum development. The cooperative approach at both the local and state level was emphasized throughout the Program. Lay participation became an important part of the Program and supported the community school concept.

Research was emphasized as one element in curriculum planning. Local school districts were encouraged to develop research projects as a basis for making decisions.

The four criteria developed by Alexander¹ provide a framework for looking at the Michigan Cooperative Curriculum Program for consistency and for identifying the major characteristics of the Program.

- I. Local educational workers should have ultimate responsibility for selecting the procedures they will follow in local programs to improve instruction.²

Throughout the entire 33-year history of the Program there was adherence to this criterion. However, this did not mean that the Program supported an isolationist point of view for local school districts. Quite the opposite was true since the Program provided for the involvement of the widest possible group in studying the developing local curriculum programs. The Program sought to provide stimulation and assistance to local school districts so that the best possible decisions were made at the local level.

- II. Each program directed towards improving instruction in a particular division or divisions of the school system should provide means of facilitating local study, experimentation, and appraisal.³

The Michigan Cooperative Curriculum Program, from its inception and throughout its history, sought to stimulate

¹Alexander, State Leadership.

²Ibid., p. 33.

³Ibid.

local curriculum development. The first bulletin prepared by the Program signaled the change from a mandated state course of study to a guide for local decision making. All projects of the Program were directed at strengthening local curriculum development. All levels of education and interested groups worked on common concerns. The major demonstration-research projects were directed at increasing citizen involvement in studying community and educational problems, increasing the competencies of those working at the local level, providing in-service experiences for teachers to increase their skills, and assisting schools to make their programs responsive to the needs of the clients they serve. The Program had a strong commitment to research and continual appraisal of instructional programs as well as evaluation of the Program itself.

III. The improvement of instruction should be regarded as a common problem of all groups of educational workers, and provision should be made for securing and coordinating each group's contribution towards solving the problem.¹

The Michigan Cooperative Curriculum Program provided a vehicle for professional educators from all levels of education to work on common concerns. The Program began as six educators were asked to assist the State Department of Public Instruction to meet its responsibility for improving instruction in the schools of the state. Near the end of

¹Ibid., p. 37.

the Program over 900 individuals were working cooperatively within the Program. Educational groups cooperated with the Michigan Cooperative Curriculum Program on many joint projects.

The Michigan Cooperative Curriculum Program went beyond the provisions of this criterion. Not only did professional educators work cooperatively within the Program, but representatives from educational associations, state agencies, interested organizations, and lay individuals joined them in seeking solutions to common problems.

IV. Provision should be made for securing evidence concerning the type of service needed by the localities, and for modifying state department activity according to such evidence.¹

The Michigan Cooperative Curriculum Program sought to be responsive to the needs of schools of the state. The Program responded by adding new elements to the structure of the Program, changing Program emphases, and providing new needs assessment for the state education agency.

In the final years of its operation the Program sought to influence the State Department of Education regarding the type of service needed by local schools.

When viewed against these four criteria the Michigan Cooperative Curriculum Program appeared to be consistent with the philosophy of providing service to local school

¹Ibid., p. 39.

districts and had the essential characteristics of a cooperative program.

Findings

Several inferences may be drawn from this study of the Michigan Cooperative Curriculum Program as a state-wide effort to stimulate local curriculum development. This study also serves to verify some of the common assumptions about the Program. The major findings are generated from the questions raised in the initial chapter of this study.

1. Inception. The Michigan Cooperative Curriculum Program was instituted as one way for a state education agency to improve the quality of education in the state. It developed in the tradition of rebuilding which followed the depression of the 1930's. It began as an attempt to unite the citizens of the state behind education and to improve the quality of instruction in the schools. The Program heralded the beginning of a cooperative approach to solving curricular problems as the assistance of educators from across the state was sought to work on common problems.

2. Responsiveness to Current Issues. The Michigan Cooperative Curriculum Program grew out of a concern for current problems and issues and remained responsive to current issues throughout its history. Program foci changed as the Program continued to remain responsive to current educational and social issues. Committee structure and the charges to the committees remained fluid throughout the

life of the Program and reflected current issues. During the entire history of the Program there was no attempt to become a static bureaucratic institution. Self-evaluation and appraisal efforts undertaken by the Program were deliberate attempts not to be self-perpetuating. By stimulating local curriculum study and development which considered local problems and conditions, the Program encouraged all levels of curriculum planning to be responsive to current issues.

3. Mode of Involvement. The Michigan Cooperative Curriculum Program was an effective vehicle for involving a wide range of individuals in the solution of common problems. Participants in the Program came ultimately from all levels of education, professional associations, state agencies, organizations, and interested individuals. The committee structure and membership composition of the committees transcended traditional institutional and role boundaries. The Program provided the opportunity to coordinate the efforts of groups and organizations having common concerns about education. The wide involvement practiced by the Program also provided an informal vehicle for professional exchange of ideas and a communications network to disseminate information about emerging issues and promising new practices in education. Lay participation was encouraged in studying educational problems at the local level from the very beginning of the Program. As the Program developed,

representatives from both the community at large and interested groups were added to the various committees, thus providing the opportunity for lay individuals to have input at the state level on curriculum development.

4. Nature of Activities. The Program, from its inception, was task oriented. The Program utilized a wide variety of techniques and methods to achieve its purposes. Committees were encouraged to be resourceful in selecting the most appropriate method for having an impact at the local level. For example, depending on the desired outcomes, committees conducted conferences, sponsored workshops, prepared publications, sponsored and encouraged demonstration-research projects, conducted surveys, consulted with individuals and groups, issued position statements, and participated in evaluation projects.

5. Philosophy. The Michigan Cooperative Curriculum Program supported the concept of local control as a sound basis for bringing about desired changes in the programs of the schools of the state. The Program served as an extension of the state education agency as they worked to provide the appropriate leadership to support this concept. The Department of Public Instruction was service oriented rather than prescription oriented. The Program provided a basis for dealing with common concerns at both the state and local levels.

6. Leadership and Inservice. Participation in the Program provided a vehicle for identifying and developing local leadership. The experiences provided in committee meetings, planning sessions for conferences and workshops, preparing publications, and other committee activities provided an inservice education activity for the individuals serving in the Program.

7. Evaluation. The Michigan Cooperative Curriculum Program was created on an emphasis of evaluation which remained a strong element in the Program throughout its history. Demonstration-research projects were an important element of the Program as a means of stimulating local curriculum development. Local school districts were continually encouraged to undertake research projects as an important component of local curriculum development.

From its beginning the Program used a variety of evaluation techniques to improve the operation of the Program and made modifications based on the findings resulting from the use of these techniques.

8. Needs Assessment. The Michigan Cooperative Curriculum Program provided an on-going needs assessment in the state. Guidance was provided by the Program for basing local curriculum development on the needs of the learner, the community, and understandings drawn from the profession at large. The Program provided an opportunity for state-level government to be made aware of the needs and concerns

at the local level. At the same time, the Program provided individuals with a wide background from across the state a vehicle for having input into state-level policies.

9. Department Relationships. The Michigan Cooperative Curriculum Program was created by an elected State Superintendent of Public Instruction as a means of assisting the state education agency to carry out its responsibilities to the schools of the state. Participants served at the pleasure of the State Superintendent of Public Instruction. The Program was both advisory to the State Superintendent of Public Instruction and action oriented as programs were developed.

10. Areas of Emphasis. The Michigan Cooperative Curriculum Program maintained at least three emphases throughout its existence: (1) citizenship education, (2) the community school concept, and (3) inservice education.

Citizenship education was a major thrust of the Program. Wide involvement at the local level in the process of education was viewed as a means of maintaining support for education. Thus an informed and broadly educated citizenry was necessary.

The community school concept was another major emphasis of the Program. Since the schools belong to the people, it is appropriate that the schools serve all levels of need and involve the community in making decisions about

the programs offered by the schools. The schools should be a center of community activities serving the needs of its clients.

Inservice education was one of the first concerns identified and continued to be a major thrust of the Program throughout its history. Based on the belief that teachers should be an integral part of curriculum development at the local level, the Program sought ways to upgrade and improve their skills.

These three major emphases were consistent with the concept of locally based curriculum development and were attempts to provide assistance and service to local communities as they worked to strengthen their own schools. While the Program began originally to help solve a specific set of problems faced by the state, the Program remained sensitive to the needs of the citizens of the state and continued to be a vehicle for meeting changing needs.

11. Discontinuance. Just as the Michigan Cooperative Curriculum Program was created in response to many stimuli, the discontinuation of the Program may be attributed to more than one factor. The Program failed to make the transition from being the creation of an elected State Superintendent of Public Instruction to a program of the State Board of Education. Under the new Constitution the State Board of Education was the policy-making group and

the Program did not make the transition to that group. At the same time, the State Board of Education and the State Superintendent of Public Instruction appointed by the Board did not appear to have the same commitment to the concept of local control as had the State Superintendents of Public Instruction since the beginning of the Program. With the enlarged State Department of Education under the State Board of Education came a philosophy of greater centralized decision making and an apparent belief that many of the Department responsibilities could not be delegated or shared. The committees of the Michigan Cooperative Curriculum Program came to be viewed largely as advisors to the professional staff of the State Department of Education and the activities carried out by the committees were seen more properly as the responsibility of the professional staff of the Department. Within the Department of Education there was a lack of time allocation to the activities of the Program and the goals of the Program were difficult to measure in terms of the emerging demands for accountability. Thus the philosophy of the State Department of Education could not accommodate a large cooperative program which engaged in a wide variety of activities without restrictive administrative controls.

Recommendations

Out of this study come several recommendations for the improvement and stimulation of curriculum development in Michigan.

1. State-Wide Program. The State Department of Education should re-institute a broadly based cooperative curriculum program for the state of Michigan. There exists a need for a state-wide forum where educational groups, institutions, and interested citizens may work cooperatively on educational problems facing both the state and local communities. There is a need for re-establishing the cooperative approach to curriculum development at the state level which the Michigan Cooperative Curriculum Program sought to implement.

2. Records. The existing records of the Michigan Cooperative Curriculum Program should be deposited in the Archives of the state of Michigan and systematic use of the Archives should be instituted by the State Department of Education so that appropriate records are preserved. It is appropriate that records be maintained and available to assist in the study of education efforts at the state level.

3. Philosophy. The State Board of Education should state clearly and concisely a philosophy of education for the state which defines most appropriate roles for the state and local school districts. Such a statement should stress the cooperative aspects of this relationship and

maximize the extent of local control and decision making. A strong central agency and maximum local control may not be incompatible; strong central leadership based on providing service and assistance is necessary in order to fully realize the benefits of local control and involvement.

Suggestions for Further Research

This study has been a descriptive history tracing the major components of the Michigan Cooperative Curriculum Program through its 33 years of operating as a state-wide program of curriculum improvement. Since it was not the intention to consider in detail all of the aspects of the Program, several specific areas should be given attention by further in-depth study:

1. Leadership. To what extent has the Michigan Cooperative Curriculum Program been a vehicle to generate leadership at the local, state, and national level? Further study is needed to identify those individuals who were associated with the Program and have assumed prominent leadership positions both in the state of Michigan and across the nation, and to determine the extent to which participation in the Program has influenced the development of this leadership.

2. Publications. To what extent were the publications of the Michigan Cooperative Curriculum Program useful at various educational levels to stimulate local curriculum development? Further research is needed to determine

if specific publications met the needs for which they were designed.

3. Activities. To what extent were specific activities sponsored by the Michigan Cooperative Curriculum Program effective in bringing about the desired planning and changes at the local school district level? Further study is needed to ascertain the degree to which committee activities made an impact on curriculum development at the local level.

4. Committee Influence. To what extent were the activities of a single committee influential at the local level in bringing attention to specific identified concerns and in making an impact on local planning and programs? It would be appropriate to study the work of specific committees over a period of time to determine the most effective methods of stimulating local curriculum development and to study in greater depth the activities a specific committee undertook in meeting the purposes of the Program.

5. Involvement. To what extent did the wide involvement of individuals from across the state influence the development of specific attitudes and concepts in education across the state? Further studies are needed to determine the value of having a large number of individuals participate in a cooperative program and to determine the extent of their influence at the local level.

6. State Agency. To what extent were the activities of the State Department of Public Instruction and subsequently the State Department of Education not related to the Michigan Cooperative Curriculum Program effective in bringing about the desired planning and changes at the local school district level? Further study is needed to determine if Department activities, policies, and regulations were consistent with the Michigan Cooperative Curriculum Program.

The general findings of this study suggest several additional areas for further investigation:

1. Other State Department of Education Committees.

Further study of committees established by the State Department of Education and not associated with the Michigan Cooperative Curriculum Program should be studied to determine their influence on the State Department of Education and from their contribution to the education of Michigan's youth and adults. The underlying philosophy and purposes of these committees should be identified and analyzed for consistency with the Michigan Cooperative Curriculum Program.

2. Records. Further study is needed to determine the types of records that should be maintained in state-wide curriculum improvement programs. For maximum benefits to be realized, records of the programs must be available and adequate for reference and study by curriculum workers from all levels of education.

3. Local Curriculum Development. Further investigation is suggested to determine the most effective state-wide approaches to stimulating local curriculum development. A comparative study contrasting state-wide philosophies for encouraging local curriculum development would help to determine which approaches foster the greater degree of local initiative.

APPENDICES

APPENDIX A

**FOUR DEPARTMENT OF PUBLIC
INSTRUCTION POLICIES**

APPENDIX A

FOUR DEPARTMENT OF PUBLIC INSTRUCTION POLICIES

Inclusive Concepts Basic to General and Vocational Education¹

The recent stress upon the development of comprehensive programs of community education has emphasized the fact that the ultimate objective of vocational and general education is the same. The ultimate objective is properly conceived as the equipment of individuals with such social skills and attitudes as are needed by individuals who must function in our democratic social life. There is evidence of general agreement that any activity in which the student engages and the eventuating skills are properly interpreted in terms of their contribution to the development of social personality and social efficiency. Economic efficiency is properly included in the equipment of an individual for social life.

The Department of Public Instruction with the State Board of Control for Vocational Education is charged with educational leadership in a wide range of educational situations. Coordination and common direction are directly affected by the basic assumptions underlying supervision and other leadership activities. In order that agents of the Department of Public Instruction may employ a common set of assumptions and a common philosophy, a study has been made of the relation of general education to vocational education. This study revealed the fact that there was a very common agreement upon fundamental issues in this area. In the first place, everyone agreed upon the student as a focal point in evaluating the effectiveness of education. In the second place, it was discovered that there was common agreement that a natural dependency existed between general education and vocational education. This dependency and the implications for administration and supervision which follow upon it are covered in seventeen generalized statements of import to all educators. The significance of these statements is magnified by the fact that they represent the effectual basis of supervision as it will be carried out by various agents representing the Department of Public Instruction.

These statements were developed in various conferences and were finally submitted to a representative group of professors in teacher educating institutions, of school people

¹Michigan, Department of Public Instruction, The Michigan Curriculum Program: Third Report of Progress, Bulletin No. 311 (Lansing: Department of Public Instruction, 1939).

working in community situations, and of members of the Department. It is hoped that these statements will become the subject of considerable study and discussion by faculty groups.

1. The basic social objectives of general education are also basic to all parts of the secondary program.
2. The values of general education should be conceived as basic to vocational education.
3. Local school administration should be unprejudiced in regard to either general or vocational education.
4. Educational supervision should be provided for all young people through the fourteenth grade. Some form of educational supervision should be provided for many adults.
5. The relationship of the Department to local agencies should be first to the entire school district, and only secondarily to some specific class or program which is to be rewarded.
6. A vocational name is misleading when applied to an entire school, for example, Rural Agricultural or Smith-Hughes, that is not predominantly vocational. In general, there should be less stress on state and federal control of education except as to certain fiscal and legislative matters.
7. The local school administrator should be seen as having the same relationship to all aided classes as to all other classes.
8. No restrictive influences should be introduced into the rewarding of programs such as restrictions on the nature of projects or narrowly prescribed courses of study.
9. Vocational emphasis should in all cases be placed upon the last few semesters of the period of general education of the individual.
10. The community complex should be considered the matrix for all curriculum planning.
11. Responsibility for the quality of instruction and the nature of curriculum offerings should be delegated to local professional administrators.
12. Professional aid from the Department should be on the service basis rather than on any basis of direct control.
13. Teachers should receive both a broad social education and an efficient, specializing type of education.
14. It is obvious that educational needs are being properly serviced in cases where curriculum offerings are based upon a direct analysis of social situations and personal needs because of the proximity of the time when an individual is to leave school.

15. Grants of aid should be awarded in terms of educational needs of groups of individuals in communities. In order to further emphasize this principle schools should be allowed to qualify progressively and should receive financial assistance in terms of a projected program which has been carefully and cooperatively planned.
16. Aided courses should be introduced and administered in such a way as to enrich the total offering of the educational institution.
17. The mechanic-designer concept of education should be supplanted by a concept of creative agents.

Principles Governing Administrative Procedure
for the State Curriculum Program¹

I. Legal and Constitutional basis for curriculum development in Michigan. Education in Michigan is a function of the state. The State Constitution says: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." The State Constitution directs the Legislature to "continue a system of primary schools, whereby every school district in the state shall provide for the education of its pupils without charge for tuition." With respect to oversight of the schools, the Constitution provides for a superintendent of public instruction who "shall have general supervision of public instruction in the state." The authority to determine the courses of study in non-city districts has been conferred on the superintendent of public instruction by the Legislature in these terms: "In primary, graded, rural agricultural, and township districts the courses of study shall be prepared by the superintendent of public instruction except when said districts are located wholly or partially within a city." The Michigan Supreme Court has held that when a teacher followed the course so prescribed, even though she neglected to perform the letter of another law where failure to perform was punishable by cancellation of contract, "it cannot be held that, in doing so, she breached the contract as a matter of law." Thus the superintendent is sustained by Constitution, Legislature, and Supreme Court in his authority to have supervision of the public schools, and is required to exercise this authority, among other ways, by determining the course of study in all school districts except those lying wholly or partially in cities.

¹ Ibid.

II. Interpretation of state responsibility. The school district is a state agency, of legislative creation; and the educational affairs confided to it must be managed for the general good. Such has been the legislative intent. Obviously, therefore, public education is a cooperative enterprise between state and district. The teachers who have personal contact with the community are best able to judge the educational needs of those who live in it, and it therefore follows that the executive responsibility for the curriculum should be in the school district. The "general supervision" of the superintendent of public instruction, required by the Constitution, is exercised in appraisal and planning. The Department of Public Instruction views its primary objectives as the development of a general awareness to the nature of the task of the school, and the development of leadership within school districts by means of which the aims of the school may be realized to the fullest. It offers guidance to school districts in the improvement of their own curricula. It judges the worth of the state school system by means of reports, conferences, visits, and correspondence. Recommendations are made by the Department to school districts on matters of local concern, and to the Legislature on educational issues that affect the entire state.

III. Function of the State in curriculum development. The state has delegated executive authority for carrying out the educational program, within certain prescribed limits, to the local school unit. The function of the Department of Public Instruction with respect to curriculum is therefore primarily developmental rather than executive in character.

The purpose of the Michigan program of curriculum development is that of helping all those who are engaged in education to study the task of the school today and to plan the experiences and activities through which the aims of the school may be realized more completely.

IV. Scope of the curriculum program. The state curriculum program embraces the educative process in all its relationships involving public education.

V. Administrative methods to be used in the state program. The Department should:

1. Assist schools in the continuous validation of objectives in terms of social and individual needs.
2. Assist schools in acquiring greater proficiency in the selection of appropriate learning activities.
3. Assist schools in perfecting evaluation procedures.
4. Orient and assist local curriculum studies.
5. Assist schools in the use and interpretation of locally-obtained data.
6. Make valuable curriculum materials available to local groups.

7. Encourage the establishment and proper use of demonstration centers.
8. Seek to coordinate the efforts of all organizations having curriculum interests.
9. Aid in bringing together the findings of existing educational research and in encouraging teachers to modify their teaching practices in the light of these findings.
10. Engage in exploratory activities to discover areas in which research should be undertaken, and carry on or encourage research in those areas.
11. Take responsibility for promoting the exchange of ideas among schools.
12. Participate in regional curriculum studies.
13. Aid the schools in the social interpretation of education.

Policy Dealing with Curriculum Activities
of Professional Interest Groups¹

The Curriculum Steering Committee recognizing the importance of special professional groups proposes the following policy statements as a basis for coordination and cooperation:

- I. Recommendation to all such groups

Professional organizations might well engage their memberships in studies of the implications for teaching in their particular fields of developments in the following areas:

 - a. child nature and child needs
 - b. contemporary social and economic trends
 - c. superior teaching practices
 - d. research and experimentation
 - e. general education and the unified curriculum
- II. Policies governing the development of curriculum materials
 - a. Professional groups interested in recommending materials for inclusion in courses of study should be encouraged to develop such materials in close cooperation with the State Department and in accordance with the instructional policy basic to the state curriculum program.
 - b. For purposes of general integration it is desirable that the Curriculum Steering Committee be informed of the progress of studies and that a request be made for the assignment of a

¹ Ibid.

representative to advise with committees responsible for such studies.

- c. All prospective curriculum bulletins should be submitted to the Curriculum Steering Committee for approval before publication.
- d. All curriculum bulletins that affect more than one subject field should be reviewed in tentative form by representatives of all special groups concerned.

Department Policy Fundamental to
Relationships with Local Schools¹

1. The relationships of the Department with local schools are based upon the service concept of educational leadership. This concept is inclusive and democratic and should take precedence over such concepts as inspection, supervision, direction, the dissemination of "rulings" or direct evaluation of local programs by outside agencies.
2. It is appropriate that the Department deal at all times with total educational needs of a given school system. This implies that departments or courses will not be treated as units but as parts of a total educational offering of a given school. This in turn means that the Department is concerned with unmet educational needs as well as the effectiveness of the present program.
3. The local community is responsible for planning, executing, and appraising its educational organization and curriculum. The Department functions by supplementing local guidance and leadership in the planning and appraising activities.
4. Criteria for the planning, improving and appraising of educational programs should be derived from the community. This implies that the community is the basic social institution and the source of social values. Educational recommendations should be developed and tested by such community values.
5. The Department is primarily concerned with constant improvement in the use of facilities and personnel rather than in meeting of relatively static standards.

¹Ibid.

6. Evaluation of local programs shall be made in terms of local objectives.
7. The program of consultation of the Department comprehends practically the entire professional membership of the Department and operates as a unit so far as the local school is concerned. The determination of the needs to be met and the general arrangements for consultation are considered to be the responsibility of the local school executive acting as a representative of his constituent groups--the board of education, the faculty, and the community as a whole.
8. The Department will encourage educational institutions outside of the community such as institutions of higher education and vocational institutes to deal directly with individual applicants rather than with the community educational institution, provided that the educational institution should afford services for individuals and outside educational institutions.

APPENDIX B

**BASIC INSTRUCTIONAL POLICY FOR THE
MICHIGAN CURRICULUM PROGRAM**

APPENDIX B

BASIC INSTRUCTIONAL POLICY FOR THE MICHIGAN CURRICULUM PROGRAM¹

FOREWORD

The teaching profession is based on psychology in no small degree, hence confusion in interpreting research in the field of psychology naturally results in a confused set of teaching practices.

For the past several years there has been a growing consensus in Michigan in regard to purposes and methods of education. While this area is one in which official rulings should be avoided, it is one in which cooperative action should be encouraged.

The Curriculum Steering Committee after three years of operation decided to release its interpretation of instructional methods. This Committee feels that the statement is tentative in the sense that new data are continuously being made available. It is designed as a guide for those engaged in curriculum planning. I am sure all teachers will appreciate this attempt to answer the questions asked by so many of us as we attempt to develop improved practices.

Sincerely yours,
Eugene B. Elliott,
Superintendent of Public Instruction

¹Michigan, Department of Public Instruction, Basic Instructional Policy for the Michigan Curriculum Program, Bulletin No. 314 (Lansing: Department of Public Instruction, 1941).

BASIC INSTRUCTIONAL POLICY FOR THE MICHIGAN CURRICULUM PROGRAM

The purpose of the Michigan program of instructional improvement is that of helping all those who are concerned with education to review the task of the school today and to plan the experiences and activities through which desirable purposes of public education may be realized more completely. The state curriculum program proposes to indicate desirable trends and emphases in the planning of the curriculum for local units by these units rather than to develop specific state courses of study for use in all schools. The following statement presents the point of view of the program with respect to the purposes, procedures, and organization of instruction.

I. What is education for?

Education is a major social process. As such, it is concerned with maintaining and improving social living, by which is meant all activities of individuals as individuals and as members of groups. Since social living is becoming increasingly complex and is changing with increasing rapidity, education assumes a distinctive and highly significant role among the social processes.

The school is society's agency for organized education. It is designed to give each individual the opportunities and guidance for growth that are appropriate to his stage of development. This means that the school's relation to the learner should change with his maturity so that increasingly the learner is freed from direction by others and learns to direct intelligently his own continuing self-education. The school should concentrate on the preservation and improvement of the individual, and through him of society.

The individual member of society, young or old, should be the focal point of educational effort. The preservation and development of both the individual and society demand that every normal individual develop the abilities and characteristics essential to effective social living in a democracy. These abilities and characteristics translated into aims may be stated as:¹

1. The Objectives of Self-Realization
2. The Objectives of Human Relationship
3. The Objectives of Economic Efficiency
4. The Objectives of Civic Responsibility

These purposes of education are accepted because they express and implement the ideals of American democracy.

II. How shall the decisions be made as to what experiences should be provided for the learner?

The broad purposes of education may be achieved by a wide variety of school activities. The curriculum is the pupil experiences that are

¹See *The Purposes of Education in American Democracy*, prepared by the Educational Policies Commission, Washington, D. C. 1938.

believed to be most likely to achieve the desired purposes. The learning experiences chosen to constitute the curriculum from among the many possible activities should:

1. Sample all major areas of living
2. Be suited to the purposes, needs, abilities, and special limitations of the individual learner
3. Take account of the characteristics of the local community
4. Be selected cooperatively by all persons involved in the educational situation
5. Be chosen in the light of such objective evidence as may be obtainable regarding the effectiveness of different types of experiences in attaining the aims of education

State and community planning should provide for continuing study of the problems involved in making such decisions and should lead to the establishment of policies in accordance with which classroom planning may be carried on. These policies should include the decision (a) as to the relative emphasis on experiences in the different areas of living in terms of their probable contribution to educational objectives, and (b) as to the degree and type of participation of agents concerned.

Classroom planning should provide for careful selection of the particular experiences appropriate to the groups and individuals concerned through which they may achieve the purposes of education. The teacher and the pupils should select with the assistance of parents and school officials the learning activities for their group in the light of the five general criteria proposed.

III. What types of experiences and what organization of these experiences bring about the most effective learning?

Experience and its interpretation is the basis of learning. To bring about a well-balanced development in the learner, the curriculum needs to include sufficient learning activities of varied types in every major life area. These experiences should be adapted to differences among individuals in every characteristic, including capacity, needs, interests, purposes, and stage of maturation; and also to differences within each individual with respect to his status in different characteristics.

Effective learning may be expected in situations where the learning experience is relatively complete and the learner acquires guides for future action. Further, the learning that takes place through a particular experience depends largely on the degree to which the experience promotes the attainment of the current purposes of the learner. Both organization and motivation for learning grow out of these current purposes. These pupil purposes, however, serve as potent aids to learning rather than as basic determiners of the experiences to be provided.

Learning activities need to be both individual and group, because both of these situations are common in life and each has a distinctive contribution to make to growth. Likewise, both direct and vicarious

experiences need to be provided. Direct experience is essential to the development of basic understandings and controls; it serves as a point of reference for other and related experiences. Vicarious experience is useful in extending understandings far more widely and quickly than would be possible through direct experience alone.

The organization of experiences in the school is secondary in importance to the nature of the experiences themselves. Nevertheless, effective learning is promoted by such organization of experience as utilizes and clarifies relationships. In general, the curriculum should move toward unification, and away from compartmentalized experiences as emphasized by separate subjects. Increasingly the curriculum should be built around major areas and aspects of social living and should consist of large units of experience organized around pupil purposes but designed to achieve the broad objectives of education. Further, the curriculum should provide for continuity of experience that guarantees a sequence meaningful and satisfying to the individual learner. Grade placement and sequence of experiences should be cooperatively planned on two bases: primarily, the appropriateness to pupil maturity level in interest, need, and ability; and secondarily, the necessity of developing abilities and attitudes prerequisite to subsequent activities.

Evaluation is an essential part of learning; it consists of the continuing process of comparing achievement with objectives through observation or measurement; its purpose is to redirect the educational effort of the learner, the teacher, or the school.

IV. What is the role of the teacher in the instructional program?

Leadership and guidance by the teacher are imperative. Maturity, preparation, and broad life experience are essential to the leadership necessary in the classroom. The leadership role demands that the teacher have knowledge and understanding of pupil capacities, needs, and interests. A further requirement is acquaintance with the various fields of knowledge and culture, including social processes of the community, together with an understanding of methods of organization and presentation. A teacher so qualified is in a position to take large responsibility for providing a stimulating learning environment.

The teacher should guide pupils in their purposing, planning, executing, and evaluating of learning activities. As children manifest interests and purposes of merit, it is the teacher's place to assist them in discovery of related purposes, and in planning that leads to successful accomplishment. This is a cooperative task for teacher and pupils, each supplying his part to insure the highest possible learning experiences for every child in the group. In much the same way the teacher is at hand to aid, to suggest, to stimulate action by pupils in the execution of the plans. Sympathetic encouragement, direct or indirect suggestions of possible ways of accomplishing this or that immediate task, resourcefulness in pointing to possible references and to other sources of help, assistance in meeting failures—these are some of the ways by which the teacher may lead pupils to grow through carrying out their plans. Evaluation accompanies planning and execution at every stage. As pupils and teacher think and talk

together about their accomplishments and failures, better plans and programs of work tend to evolve. This is the normal process of growth.

V. How can individual parents help to improve instruction?

The parent is recognized as the person who has the greatest personal interest in the proper education of the child. The parent can contribute to the improvement of learning in three strategic ways, namely, (a) by helping his child secure school experiences adjusted to his needs and by reinforcing school learning in the home, (b) by supporting all worthy movements designed to improve the local educational program, and (c) by enriching the home environment and by planning family activities so that the family situation encourages a variety of worthwhile learning activities.

The parent can aid in fitting the school to the child by continually studying his interests and abilities. Upon an understanding of such factors can be based curricular selections and occupational choices. To serve the child best the home and school should aim at the same goals and should maintain a two-way system of reporting and conferring concerning the growth of the child. If the teaching of the school is to be effective in fields like language, diet, and health habits, the home must aid the child to practice what he learns.

The interested parent can and should give active support to teachers, administrators, and lay groups who are seeking local adoption of the best practices known to the profession. Good teachers, good instructional procedures, appropriate school housing, adequate supplies of good instructional materials—all are essential to a good program.

The parent has a unique responsibility to guarantee for his child a sense of fundamental security. Further, the parent, and the family as a unit, can make a direct contribution by surrounding the child with many learning experiences in the home and neighborhood and by providing for family excursions to more remote regions. As important as the nature and number of experiences is the general tenor of the home which should foster the growth of objectivity, creativity, and curiosity in the child. The child should be encouraged to work and think independently. Observation and individual inquiry are basic to intellectual growth. The search for truths which lie just beyond the child's horizon should be encouraged. Parents should feel free to suggest worthwhile learning activities to the school and to volunteer services to aid the school in carrying out certain activities which require assistance by parents.

VI. How can community agencies help improve instruction?

Educational planning must take into account both the limitations and the potentialities of the culture in which individuals find themselves. Educational planning must be, therefore, coextensive with community planning. This implies that all community agencies, including organized special interest groups and community governmental departments, should be aware of the educational implications of community functions and the need for cooperative planning for education. Continuous evaluation of the results of educational effort

is a necessary community process. Adequate community organization for education should include:

1. Continuous study of the needs of individuals in the community and of the programs and facilities for meeting these needs
2. Provision for making available for school use a wide variety of community resources: museums, industrial processes, bulletins, source materials about the community, libraries, recreational facilities, clinics, and employment agencies
3. Provision of opportunities for young people increasingly to share in the planning and administrative activities of the community by participating in the more serious and important functions of community life
4. Encouragement of teachers to take an active part in community organizations and activities
5. Coordination of all organized agencies that seek directly to influence the educational program either within the school or without, and the conscious planning for representation of all important interests on such organized agencies
6. Plans for dealing in a constructive fashion with basic limiting factors in the environment which retard wholesome growth and development, such as unemployment, seasonal employment, bad housing, ill health, delinquency, and crime

"The democratic problem in education is not primarily a problem of training children; it is a problem of making a community in which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so."—Joseph K. Hart.

Suggested Uses of this Statement of Policy

This statement has been prepared and is being presented to meet the frequently expressed request for some organized formulation of the basic point of view on instruction of the Michigan curriculum program. From its inception this program has been conceived as being a cooperative enterprise in which numerous organizations and agencies concerned with the improvement of education in Michigan may work together. Because of the varied approaches being used, some statement of general direction and emphasis is essential in order to insure unified movement toward accepted goals through activities that appear to possess merit. It is recognized that any such statement of policy must be subject to modification as conditions change and as professional workers see their task more fully. Nevertheless, this policy should form a point of reference for the curriculum activities of the immediate future.

This instructional policy may be used in a wide variety of ways. Among them may be mentioned the following:

- 1. Serve as a point of departure for local school systems engaged in the formulation of their basic beliefs and judgments with respect to the improvement of their instructional program**
- 2. Provide a common background for the work of the various subcommittees of the program concerned with particular aspects of curriculum development**
- 3. Present to parents and to lay persons generally a systematic statement of the point of view in the Michigan curriculum program in terms of which these groups may plan their own activities of implementation and assistance**
- 4. Provide for professional organizations of teachers at various levels and in various subject fields a point of reference in relation to which their own programs may be fitted**
- 5. Offer to thoughtful teachers a statement of basic educational values against which they may check their own educational beliefs and practices**
- 6. Provide for teacher training institutions a pattern of educational values which may aid in planning the experiences provided for the training of teachers**
- 7. Present the basic instructional ideas of the curriculum program to lay organizations interested in education, such as the Michigan Council of Parents and Teachers, the American Association of University Women, and the American Legion**
- 8. Provide lecturers, editors, public officials, and other state agencies with a precise statement of educational trends and values as interpreted by the Michigan program**
- 9. Provide a guide to the evaluation of the purposes and procedures of an instructional program**
- 10. Serve the Steering Committee as a record of agreement on basic values**

APPENDIX C

**A STATEMENT OF BASIC PHILOSOPHY REGARDING
PUBLIC EDUCATION IN MICHIGAN**

APPENDIX C

A STATEMENT OF BASIC PHILOSOPHY REGARDING PUBLIC EDUCATION IN MICHIGAN¹

FOREWORD

The people of the State of Michigan, by Constitution and through their Legislature, have traditionally and historically declared strong faith in education. Few states or countries have worked more diligently to create an adequate and satisfactory system of public education designed to meet the many and varied needs of the people.

The State Superintendent of Public Instruction is by Constitution and by statute charged with giving leadership to education in all of its aspects.

There are essentially two methods by which state leadership may express itself. First, the staff of the Department of Public Instruction must carry out its leadership responsibilities as effectively as possible, recognizing that it has certain limitations placed upon it with respect to functions and resources, and secondly, strong leadership must be given by involving all concerned in a continuous, cooperative and vigorous effort to keep the curriculum up to date and to improve the quality of instruction.

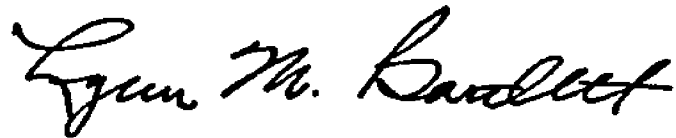
There is a fundamental desire on the part of citizens and educators alike to seek new ways and means by which there can be improvement in instruction and in curriculum. One means of encouraging this is a statewide program, the Michigan Curriculum Program. It was initiated and created to supplement the work the Department was already doing in this area, and to bring people together—parents, lay citizens, educators, representatives from business, industry and labor—to improve and evaluate the program of instruction in Michigan schools.

This brochure expresses a basic philosophy regarding public education in Michigan, and it attempts to interpret its meanings and its workings. We wish to express our sincere appreciation to members of the Curriculum Planning Committee and of the staff of the Department who were involved in the preparation of the manuscript.

¹Michigan, Department of Public Instruction, A Statement of Basic Philosophy Regarding Public Education in Michigan, Bulletin No. 364 (Lansing: Department of Public Instruction, 1960).

We believe this publication can be especially useful to teachers who may wish to review their own philosophy and objectives; to superintendents and principals who are responsible for the operation of our schools; to citizens who serve on boards of education; to educational committees of lay organizations; and to all who look beyond the immediate horizon and desire the best possible educational program for our children, youth and adults.

We hope the use of this brochure will help to bring about a unifying and revitalizing effect on the thinking of Michigan citizens in regard to education. We hope, too, it will be responsible for the initiation of realistic and vigorous curriculum studies which will result in needed curriculum change and in qualitative improvements in education.

A handwritten signature in cursive script, reading "L. M. Randall". The signature is written in dark ink and is positioned above the printed name.

State Superintendent of Public Instruction

A STATEMENT OF BASIC PHILOSOPHY

The ideas and thoughts expressed here are not new. What is new, however, is the effort to restate and reaffirm the basic philosophy under which the Department of Public Instruction functions.

Cornerstone

Our society is concerned with the dignity of the individual and is committed to making available the opportunities which will permit each person to realize his fullest potential. The reasons for valuing education are obvious. Our goals as a free, democratic society cannot be achieved without an adequate and comprehensive program of universal education.

Michigan is a vast state with many different kinds of communities. Its history began with fur trading, lumbering and farming. It then turned to mining and industry and became a giant among the states. Today, Michigan stands with the leaders in many of these fields—thus demonstrating strength through diversity.

It is difficult, therefore, to believe that any single person, however experienced and wise, could devise an educational program that would be effective in every one of the many diverse situations that we find in our state. Acknowledging this, one outstanding feature of the Michigan philosophy is so basic to all the rest that we state it now:

Though we strive for common objectives and are united and dedicated to the purpose of educating free men for a dynamic, democratic society, we believe that the program of any school can best be determined by the people living in that school community with the help of competent, experienced educators and technical personnel having a broad, comprehensive knowledge of educational needs at the local, state and national levels.

There are those who would use prescribed courses of

study for all school districts. There are also those who contend that all educational programs should be determined by some central authority either at the state or federal level. We regard such attempts at standardization as unwise and incompatible with the democratic ideal.

We recognize great diversity, and yet we are mindful of many things held in common. We have a common language, a common number system, a common national history and a common humanity as expressed in art, music and philosophy. Because of these things we hold in common and the implications they have for any educational program, we believe there must always be many similarities in the various curriculums of the state.

The Importance of the Community to Education

For too long a time it was thought by some that a good school could be operated more or less apart from the community. Regrettably, there are those who still believe this to be possible. We do not think so. We believe that a good school cannot thrive and grow without the active support and constructive interest of the people in the school community.

We further believe that the continued improvement of school programs occurs as people who carry on these programs grow in their understanding of the purposes of education and the ways these can be achieved. Local planning, with its accompanying involvement of people helps to promote such growth. Varied points of view can contribute to the development of more creative and stronger educational programs.

Joseph K. Hart, American educator and philosopher, once stated:

"The democratic problem in education is not primarily a problem of training children; it is a problem of making a community in which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, eager to share in the tasks of the age.

A school cannot produce this result; nothing but a community can do so."

So important and necessary is this relationship between the community and the school that we support what has come to be known as the community school concept. The school, under this concept, is built through the active participation of the citizens. It is built not just for the young, but to be the center of the community for the use of all. Through the development of the community school, education is seen as a continuing factor in the lives of the people as long as they live. This we feel certain will replace the obsolete notion that when one graduates from or leaves the school, his education comes to an end.

Although the school serves primarily those who live in the immediate community, the kaleidoscopic times in which we live make it necessary that we expand our ideas with respect to what really constitutes our community. Today our schools are confronted by problems and situations worldwide in scope and import. We can no longer think of the community in a narrow, local sense, but rather, we must consider the community as a vital part of the global whole. We must even face the fact that in the relatively near future our children may well be interplanetary citizens.

The outstanding characteristic of the 20th Century has been that of change. Each succeeding generation finds itself living in a different kind of world. So dynamic, swift, and all-inclusive have been these changes that every aspect of our lives has been affected. These facts must be considered as school programs are planned.

What is the Function of the Schools?

The school, an institution developed and supported by the people, has proven itself the most practical and democratic vehicle for providing varied experiences for constructive learning for children, youth and adults.

Growth is a fundamental force of life and will go on whether or not there are schools. But growth alone and by itself is not enough. Along with growth there must

be incorporated adequate educational experiences in order that each individual can become a part of and contribute to a democratic society.

We have come to believe that the ultimate point of reference of free men is the dignity and fulfillment of the individual. We further believe that society is made for man and not man for society. We believe that every youngster should have the opportunity to fulfill his potentialities. Such beliefs as these can exist only in a society which is designed to respect and honor the individual, which has the strength to protect the individual, the richness and diversity to stimulate and develop the individual, and the framework of strong basic moral values within which the individual can find himself as a person.

Such a society as this must be truly democratic, and in such a society the school is the great democratizing agent. In fact, popular government as we know it is made possible only through universal education. A democracy cannot be operated successfully by an uneducated populace. An articulate, informed and literate electorate is as necessary to a democracy as breath is to life.

For this reason we have compulsory education. The public school is the only major institution in our society where all kinds of people, every race, every nationality, every occupation, every creed, those with and those without handicaps, can live, learn, and work together. It is only by living, learning and working with people, all kinds of people, that an understanding and appreciation of others can be achieved. It is only in such a setting that our common heritage can be shared and common goals and ideas can be forged anew.

This uniquely American concept of education for all is probably the most exciting and the most promising social experiment in the history of mankind.

The Implications of Education For All

It is important that the citizens of our state know and understand what it has meant for our schools to undertake

the responsibility for free education for all through the twelfth grade. Many of our problems, issues, and criticisms arise from this fact. The presence of all our youth, rather than a selected few, has done more to modify our program than any person or philosophy. And along with this knowledge and understanding there must also be an appreciation of the fact that perhaps the moment has arrived when our children must be assured of more than just a twelfth grade education. The dynamic times in which we live, and the critical demands of the immediate future have clearly indicated the need for our citizens to consider the extension of free public education beyond the high school.

Our high schools, during the early part of our history, and up until the turn of the 19th Century, were small and selective. For the most part, only those who were interested in and able to profit from the traditional academic curriculum attended school. In many instances, economic status was the only criterion. Since the beginning of the 20th Century, the American culture has changed from a society where education was still for the comparatively few, to education for the many; from a society based on common laborers and farmers, supplemented by a few craftsmen and professional people to one based on many thousands of skills and vocations; from a culture isolated by geography and doctrine to one imbedded in world culture; and from a culture based primarily on the authority of tradition to one recognizing a complex of many factors that influence, control and guide.

Because of the many dynamic social and economic changes that have taken place, and because of the presence in our schools of nearly all youth of school age, we find courses and programs in our high schools which may look strange to those who attended school but a short time ago. Today we have many young people in school who are able to take advantage of these courses and programs. In the "good old days" their counterparts were not in any school.

As social changes take place, and as the nature of those who come to school changes, the curriculum must change.

Educational programs cannot remain static. They must be flexible and they must be constantly reviewed. In this sense, the curriculum is experimental and should always be so.

We Hold These Values

When a person is free to choose a course of action, he does so in keeping with the values he holds. And so it should be in the organization and operation of our schools. We believe the following values are held by the citizens of the state of Michigan. Therefore our schools should reflect these values:

1. We believe that every person is important, has worth, and is endowed with human dignity. The American commitment to this belief is clear and concise: the individual is not primarily a resource of the state, but the state is a means for assuring the full development of the individual. This concept is the fundamental tenet of democracy.

2. We accept the fact that everyone is unique. Each person has his own individual needs and abilities, and can make his own special contribution.

3. We accept the fact that children are citizens. The Constitution of the United States gives citizenship, with all its rights, privileges, and responsibilities, to all who are born in our country, or who are naturalized. In addition, we accept the idea that the democratic rights, privileges and responsibilities so guaranteed by the Constitution must be nurtured, and strongly supported and defended by each generation. The operation of our schools and the conditions in our schools should be in keeping with the inalienable rights of the citizen.

4. We believe that American citizens are born free and equal. We are not, of course, equally endowed, because we are unique. We are equal, in that we are entitled to equal political rights and to equal educational opportunities. Our ideal is to provide a comprehensive, contemporary educational program for every individual, regardless of the school district in which he might live.

5. We believe every person has a right to the opportunity to reach his potential. The educational need of a person grows out of both his abilities and his disabilities. Society's obligation is to help him to reach his potential. This potential not only includes growth in terms of cultural and vocational objectives, with such skills as he may attain, but also an understanding of himself and others. A person is entitled to an opportunity to grow in self-esteem. People who understand and respect themselves are well on the road to reaching their maximum potential.

6. We believe that close cooperation between home and school is essential. Parents have a unique interest, obligation and responsibility in the education of their children. To best serve the child, the home and school must aim at the same goals and should maintain a two-way system of reporting and conferring regarding the growth and development of the child. In addition, parents have the obligation and responsibility to understand the basic educational values of their school and to help determine these values.

7. We believe that the school must promote the democratic ideal. As an important part of the democratic community, the school can and must be a vital means of strengthening democracy. The school must provide experiences in all forms of democratic living. The democratic ideal cannot be promoted by authoritarian methods.

8. We believe in the use of all available information and resources to help in determining what the education of each child should be. This requires that we look to each child before determining what kinds of experience will have value for him. Education must continually depend upon scientific inquiry to judge the appropriateness of a curriculum to the individual and the effectiveness of methods and materials employed.

9. We believe in the freedoms essential to the perpetuation of a democratic society. Foremost of these freedoms, we believe, must be freedom of mind. The most vicious aspect of totalitarianism is the stifling and suppression of the freedom to think, and it follows, the doing away with the freedom to speak. In a democracy, the very term

"freedom" implies self-discipline, respect and consideration for those with whom we associate.

10. We believe in education for imaginative, logical and critical thinking. We do not believe that one learns to think by being told to do so, but only by actually thinking. One must be given the opportunity to solve problems—social, academic, economic, personal—that demand creative and critical thought.

11. We believe that the school, in addition to the family and community—each in its own area—is responsible for the moral and spiritual concepts so necessary to a democracy and a free people. The greatness of a free nation and people is not to be found in material wealth or manufactured products, but rather in the ideals, goals and hopes founded on the moral and spiritual strength of the people.

Our Function at the State Level

Historically, the Michigan Legislature has imposed few prescriptions upon the curriculum of the local schools. Responsibility for educational planning has been delegated to local boards of education. Similarly, the State Superintendent of Public Instruction has not attempted to mandate the curriculum through state-level regulations.

The Department of Public Instruction does have many legal and specialized functions. A primary and most important purpose is to help develop good educational programs in all communities. This responsibility is placed upon state leadership by constitutional provision and statute. Thus, state leadership provides stimulation, guidance, technical assistance, and the marshalling of resources outside the community to make local curriculum programs more comprehensive and effective.

One means used by the Department of Public Instruction to bring about improvements in curriculums is the Michigan Curriculum Program. It was developed as a co-operative effort to improve instruction in schools throughout the state. In the program, a committee of lay and professional people, the Curriculum Planning Committee,

is appointed by the State Superintendent. This committee is aided by other committees which work in specific areas of curriculum improvement.

More than seven hundred people from all over the state take part in this work. They, in turn, cooperate with thousands of others in local communities. Membership on these committees rotates from year to year, thereby assuring the involvement of a great many individuals concerned with the improvement of school programs.

Thus, there are provided opportunities for leaders from local school systems throughout the state to look at common curriculum problems and share new ideas through participation in committees and in state and regional workshops. Curriculum resource materials are developed and published. Local districts are stimulated to review their programs, try new approaches, and develop appropriate curriculum guides. Through this process the growth of teachers and school personnel is promoted and through them the quality of their school programs is continually improved.

Local and State Resources for Curriculum Improvement

We have indicated the importance of building the curriculum and school program around the individual requirements of children, around local needs, requirements and conditions. Not only should local resources be used for this purpose, but also resources outside the immediate community should be fully utilized. Such outside resources that are available and that are used can broaden the thinking of citizens, express research findings, and also present national and international values and view points.

The following sources can be contacted for help in planning, evaluating and carrying out local programs of curriculum development:

1. The Department of Public Instruction has a staff of experienced, professional personnel who are available to help in local curriculum development.

2. The office of the county school superintendent may provide resource people, the amount of service varying according to the size of staff. County teacher institutes are one means through which county and state leadership are expressed.

3. Excellent sources of help are the state teachers' institutes held on a regional basis and the many educational workshops held on an area, regional or state basis.

4. Most colleges and universities have special service bureaus and all have faculty members who are specialists in various fields.

5. The Michigan Secondary School-College Agreement Committee and its five regional associations can offer much help in inservice education of teachers.

6. The various state departments of government have special service programs that are available to communities: e.g., Department of Conservation, Department of Health, Department of Mental Health, Department of Social Welfare, Michigan State Library, Michigan Historical Commission, Office of Civil Defense, the State Board of Alcoholism.

7. Many members of state curriculum committees are qualified to help in special fields. The Upper Peninsula Educational Planning Council offers help to schools in the Upper Peninsula.

8. More than 100 voluntary professional organizations and as many social-economic agencies will help if called upon.

9. There are many excellent resource people on the staffs of local school districts who may be called upon as consultants.

10. And, of course, there are many highly capable citizens all over the state, who, as resource people, could make an effective contribution to curriculum study and curriculum improvement activities.

United, Cooperative Action for Education

No one person, agency, organization, institution or level of government could expect to cope successfully with the tremendous challenges facing education. What must be done can only be done through the concerted efforts of the entire nation—a partnership action between the professional educator and the layman at the local community, state, and federal levels.

We have stated our basic philosophy regarding public education. We know the children entering our schools today will be the citizens responsible for this nation, this democracy, in the 21st Century. In light of the critical social, economic and technological changes now taking place and that are already giving us reason for great concern, it is realistic to assume that the problems and issues confronting us will, in the years ahead, increase in number and become even more acute.

If we are to prepare our boys and girls to meet the demands that will be made of them, a "fairly good" school system or a school system that was "good enough for you and me" is not now and cannot be in the future, good enough for them. We must realize that the kind and quality of American education, not merely its quantity, must be equal to the challenge.

No longer is it a question of whether or not we can afford a system of education that can be termed "excellent". We cannot afford not to. There is every reason to believe that the United States has and will continue to have ample economic and fiscal capacity to finance adequately whatever level of investment in education is needed in order that the dynamic requirements of economic and industrial expansion, changing military demands, and human fulfillment can be met.

Excellence in education is expensive, and yet, only by striving for the best in education can we hope to prepare ourselves and our children for the future.

APPENDIX D

ROLE OF THE MICHIGAN DEPARTMENT OF EDUCATION
IN CURRICULUM DEVELOPMENT IN THE SCHOOLS OF
MICHIGAN--Some Viewpoints in Perspective

APPENDIX D

ROLE OF THE MICHIGAN DEPARTMENT OF EDUCATION IN CURRICULUM DEVELOPMENT IN THE SCHOOLS OF MICHIGAN--

Some Viewpoints in Perspective

By

Ferris N. Crawford

(As presented to the staffs of the Curriculum Services
Division and the Special Education Division of the
Bureau of Educational Services)

May 4, 1970

During the past several years, this observer has noted the final closing of an educational cycle which has taken approximately fifty years to complete. For instance, during the past year there has been ever increasing talk, by many authorities of the partisan political type as well as the non-partisan leader, of a concept touted as "educational accountability". At the federal level, actual as well as threatened cuts in categorical aids have taken place because of the seeming lack of empirical evidence that children have shown significant growth in the use of cognitive skills. This is being accompanied with rumors of a nationally prescribed curriculum for grades K-12, presumably prescribed and enforced by the U.S. Office of Education.

In Michigan, legislators and some educational leaders are reflecting the sentiments of some citizens and insisting that an accounting be made of the educational returns for

the educational dollar. The educational returns are being defined as cognitive skills. In addition, many are challenging the whole concept of local control for the curriculum determination for grades K-12. Empirical evidence for growth in the use of the basic cognitive skills is not only being sought, but it is being demanded in some quarters as a condition for continuing categorical as well as general state school aid. Some state level enforcing agent is being recommended; and because of the constitutional provisions of 1963, this agent is being identified as the Michigan Department of Education.

If this latter thought prevails, Michigan will have completed a fifty-year cycle in the perceived role of the Michigan Department of Education in respect to the curriculum for grades K-12 in the schools of Michigan.

In describing this cycle, it seems appropriate to refer to four rather specific stages into which it may be divided. These stages represent spans of years.

The First Stage of the 50 Year Cycle (1920-1935)

During the period from 1920 through 1935, according to the annals of the Superintendents of Public Instruction, and other sources, the Superintendent and his staff (then collectively known as the Department of Public Instruction) prescribed in detail courses of study for all grades and all subjects taught by the local school districts in Michigan.

Although state support for the school was minimal as compared to the present rate, there was, in addition, a type of educational accountability exacted from the rural school, of which there were more than 10,000. This accountability was implemented through 7th grade and 8th grade tests prescribed by the Department of Public Instruction, the passing of which was required before students in these grades might be enrolled in the succeeding grades. Scholastic Realism, as a philosophical system of thought for education, was at its height. Education was the knowing and recalling of prescribed bodies of knowledge and the terminal examination was to the child, during this period, what the college entrance tests are to the high school graduates of today--a condition of admissibility. Teachers were blamed or credited, depending on the performance of the students on the tests.

To divorce the educational practice of that period from the partisan political arena in Michigan at that time would be a false conclusion. For in those years as of now, the attitudes of the dominate political party was [sic] influenced by its supporting constituency; and the supporting constituency, during this period, believed that the education of the young, as provided by the school, must be subject-oriented and it should be measured by fixed standards of student performance on tests. The political constituency of prevailing influence was primarily constituted

of rural persons, engaged in farming and other activities. Their forebearers came principally from Europe, some very recently, and the Prussian system of educational thought and practice was widely copied.

During this period, the Department of Public Instruction was perceived almost solely as an enforcing, inspecting, and otherwise regulating body within the limitations of its travel and financial resources. Bulletins and other written mandates were the principal means of communication.

The Second Stage of the
50 Year Cycle (1935-1955)

The second stage of the 50-year cycle occurred roughly from 1935 to 1955. The early part of this period was influenced by what is often referred to as the Great American Depression. State-wide property taxes were viewed as impossible burdens, even to support education. The autonomy of the local school districts, in most matters pertaining to local school curriculums, was promoted as a most desirable feature in Michigan education. In writing enabling legislation for the various classes of school districts, the legislatures reflected the attitudes of their constituencies and delegated curriculum determination as well as grade placement entirely to the local school authorities. Thoughts concerning the community school concept of education became prevalent everywhere.

Educators, especially superintendents of schools, became rather potent forces in Michigan politics. Influenced greatly in schools of education by the writings of John Dewey and Kilpatrick, they rejected the role of the state government for setting educational standards and prescribing the nature of the local curriculum. Experimentalism and so-called progressive education became the prevailing philosophical system for education. Individual differences in children were not only beginning to be recognized and accommodated, they were revered as a desirable part of the population fabric which, it was said, was made all the more beautiful by the variety in skills, aptitudes, and interests of its members. Local control of education including that of the school curriculum was promoted not only as a tradition, it was institutionalized.

Recognizing this attitude, the Superintendent of Public Instruction and his staff, in about 1935, invented a method of providing leadership to local public schools, public and private colleges and universities, and educational organizations which method remained unique among all other states over a period of over 35 years. This was a series of state-wide committees, with total aggregate membership reaching as high as 900 in some years, with working relationships reaching every geographical section of the State. This institution became known as the Michigan Cooperative

Curriculum Program. This Program was rationalized by its supporters by the following steps in deductive logic.

1. While the State constitution of 1909 and the resulting statutes, gives the Superintendent of Public Instruction and his staff the responsibility for general supervision over all public schools, the Department of Public Instruction will remain small, continue to be rather poorly financed, and will continue to be limited in its power by the Legislature.
2. The desire for exclusive local control of the curriculum is extremely great. The imposition by arbitrary or coercive measures of a state governmental agency of any given curriculum pattern upon the public schools, as a matter of principle would now, as contrasted to earlier periods, be met with stiff and effective resistance by local boards, teachers, and administrators. The state as well as the federal government is to be mistrusted in matters of education. Education should be non-political as far as its being controlled.
3. Ideas for curriculum improvement as suggested by a state agency can receive the acceptance of local school practitioners; but the degree of acceptance depends upon sympathetic and understanding personal relationships between the state agency and boards of education, teachers, supervisors, administrators, and parents.

4. The State Department of Public Instruction can exert a form of leadership for local curriculum development by stimulating the release of local energy and initiative, by providing channels for the free exchange of experiences from school to school; by giving assistance in the clarification of the goals of education and the means of reaching them; and by sharpening public awareness of what a school ought to be doing.
5. A system of committees, appointed from the state at large by the State Superintendent of Public Instruction, can not only add to the constituency of his political support, but this system can contribute to the development of strong leadership in local districts; and strong local leadership will contribute more surely to local educational improvements than strong state leadership.

This system of committees developed proposed policies in most critical (significant might be a better word) areas of curriculum. Committees also assisted Department personnel in conducting inservice education activities for teachers, administrators, and college personnel. The chief "input" for committee decisions came from educators of all types and from all levels. The Superintendent of Public Instruction was the legitimatizer of the policies proposed by the committees. In some instances, the Superintendent suggested policies through his staff representative who served as the administrative secretary of the respective committees.

The Third Stage of the
50 Year Cycle (1955-1965)

The third stage of the fifty year cycle seemed to have gained its initial impetus from the provision of relatively large amounts of state appropriations for certain types of education. These included categorical aid for special education and vocational education. The state legislature in making such appropriations, which were to become commonly known as "specials", insisted on a fairly high degree of state control in such matters as teacher qualifications, program content, size of classes, use of instructional aids and length of class sessions. These were expected to be mandated by the Department of Public Instruction through rules and regulations.

In addition, the political constituency of the party in power began to change. This constituency, made up of loosely federated minority groups, seemed to be disenchanted with local control of education. As individual minority groups at the local level, these groups were finding difficulty in getting their wants accommodated by the local power structure. At least, they were finding more success in lobbying collectively with legislators and state wide governmental authorities. These minority groups naturally began striving for more state control as well as federal control of education.

Reacting to these forces, the Superintendent of Public Instruction, in the early 1960's, became somewhat

uncertain about his cooperative curriculum program. He was faced on one hand by a strongly expressed desire for continuing local control, with close cooperation between all educational forces including his own Department, on the part of local boards of education and school administrators. On the other hand, he was subject to equally strong pressure from a coalition of minority groups to dump his cooperative curriculum structure in favor of more highly directive relationships with local districts. Adding to this latter weight was the passage of the NDEA of 1958 and a series of subsequent acts (i.e. ESEA of 1965) appropriating monies on the basis of federal and state regulations. Political pressure on the state level seemed to mount, in ever increasing waves, for the Department to make and enforce rules in significant local curriculum areas.

And then, in 1963, the State Constitution was revised calling for the election of an eight-member state board of education to head up the Michigan Department of Education. Elected on a partisan basis, this board was formed in 1964 from a single political party. Generally speaking, when this first board was elected, the winning political party seemed to lean rather heavily in favor of state and federal rather than local control of education. Naturally, it also leaned in the interest of consistency in the direction of having its policies in the curriculum areas in K-12 education developed by committee members of its choosing. Also,

curriculum committee members were more narrowly confined to definite charges concerning areas for consideration.

The Fourth and Final Stage of
the 50-Year Cycle (1965-1970)

Some referred to the period beginning with 1965 up until 1970 as the "era of the state plan". Others refer to it as the "programmed budget era". Still others refer to it as the era of accountability, whatever that word means. Regardless of the references, it ushered in some new attitudes concerning the role of the Michigan Department of Education in matters pertaining to local school curriculum. The attitudes of the newly elected State Board of Education, of a newly appointed state superintendent of public instruction, of an ever-increasing bloc of minority group members in the State Legislature, of an increasing group of persons concerned with equalizing educational opportunities and benefits throughout school districts as well as the state, all contributed toward the trend of insisting that the Department carry a heavy "clout" in respect to local school curriculum content and emphasis, and instructional methodology.

In addition, the State Legislature as well as the State Budget Department began to question the traditional role of the curriculum consultants in the Department. They asked such questions as:

"What does a consultant do that one may prove as improving local education?"

"What does a consultant promote and who determines his or her educational promotional platform?"

"How does a curriculum consultant deal with locally expressed needs while at the same time insisting on following the policy of the State Board of Education?"

In addition, as if to demonstrate what it believed the role of the consultants should be, the legislature mandated that the Department develop guidelines for local school districts to follow in certain subject matter areas (e.g. sex education, family life education, critical health areas including drugs). This action came very near to the prescribed course of studies as set forth by the Department in the 1920's. But to bring final closure to the 50-year cycle, the Department is once again administering state wide tests to children in certain grades. Once again, the prevailing philosophical system of thought seems to be scholastic realism. Once again the Department's role is being viewed strictly as a regulatory role.

This historical summary, admittedly sparse in detail and possibly biased in reference to "cause and effect relationships," is provided as a general backdrop for some observations which will follow in regard to the immediate future role of the Department in reference to the curriculum of

the local school districts. It is intended to show that such role seems to be always in a state of becoming--not static but dynamic. They are always in a state of flux, for better or worse, for effectiveness or non-effectiveness, for popularity or non-popularity, the Department seems to reflect the political as well as the other forces of the day. Thus all actions of the Department must be consistent with policies as set forth by the State Board of Education. Department members are not free, if they ever were free, to follow their own convictions concerning curriculum emphasis and instructional methodology.

This fact as well as some other considerations which I have mentioned, leads me to several most important conclusions.

Purpose of Service Which You Represent

The first conclusion is that we, as professional colleagues in the Bureau of Educational Services, must accept the fact that we must define, for the consideration and eventual sanction of the State Board of Education, the general purposes of the services which we collectively expect to provide to the educational field of the State.

Second, we must develop and state clearly the specific goals, expressed in behavioral terms, which each sub-program is expecting to pursue over the long period of time.

Third, we must identify, in quantitative as well as qualitative terms the portion of these long term goals which we are expected to perform between July 1, 1970 and June 30, 1971.

Fourth, and last, you must be prepared to report, by June 30, 1971, the extent to which the anticipated goals were reached for that year. This is accountability. And the degree to which the public will find such accomplishments to its liking will constitute the evaluation.

Now then, for your initial consideration at the workshop today, I offer you the following general purposes for the three major component services included in what is now known officially as the Bureau of Education Services.

1. Purposes of General Curriculum Services

To provide consultative services to school districts in terms of (1) emerging social issues, (2) exemplary programs, (3) techniques for improving the learning process of children and youth, and (4) the administration of specified state and federal programs in specialized areas of general education.

2. Purposes of Special Education Services

To provide consultative services to encourage the development of quality special education programs for Michigan's 250,000 handicapped children through optimal use of staff and material

resources; to participate in the evaluation of such programs; and to administer the distribution of state and federal funds for the support of such programs.

3. Purposes of Compensatory Education Services

To administer a program of services for approximately 250,000 culturally deprived and economically and educationally disadvantaged children and youth in such a manner as to assist schools to develop programs to enable such children to function in regular classrooms, that is, to learn and develop at a rate expected of the general population of school children.

Concluding Remarks

In conclusion, there are some personally held convictions which I would like to express regarding the particular business in which you and I are now engaged.

1. I believe that no state or federal government can expect to lead or to influence other levels of government unless mutual respect exists between the groups manning these levels.

2. I believe that no group can respect another group unless it first gains and retains respect for itself.

3. I believe that the group comprising the Curriculum Division and the group comprising the Special Education Division has every reason to respect themselves.

4. I therefore believe that each of these groups can accomplish anything with any other groups that it sets out to do.

APPENDIX E

**MICHIGAN CURRICULUM PROJECT FOR ENCOURAGING
AND ASSISTING LOCAL CURRICULUM DEVELOPMENT**

APPENDIX E

MICHIGAN CURRICULUM PROJECT FOR ENCOURAGING AND ASSISTING LOCAL CURRICULUM DEVELOPMENT¹

The Curriculum Planning Committee has outlined as its major activity for the school year 1952-53 the stimulation of curriculum activity at the local level. It proposes to do this through joining with other organizations in activities such as the following:

- a. The initiation of curriculum improvement activities in local schools
- b. The clinical treatment of obstacles and blocks to curriculum development
- c. Regional meetings of administrators and teachers on curriculum problems
- d. Encouragement of wider and more effective use of teacher-educating institutions as resource facilities
- e. The marshalling of the leadership potential of the many committee members and resource people identified in some way with the Michigan Curriculum Program
- f. The dissemination of methods and findings in the field of curriculum research

The Curriculum Planning Committee is gratified to find that the major educational organizations in the state that have been consulted on this matter are willing to cooperate.

This document puts together the statement of intention, policy statements, and essential data concerning the operation of curriculum improvement activities in state committees and at the local level.

I. Michigan Curriculum Program: Its Operation and Organization

Michigan's program for instructional improvement is based upon the premise that the local school is the agency with primary responsibility for curriculum planning. A major function of the state education authority is to provide leadership, stimulation, and technical assistance to local

¹Michigan Department of Public Instruction, "Michigan Curriculum Project for Encouraging and Assisting Local Curriculum Development" (Lansing: Department of Public Instruction, 1953). (Mimeographed.)

groups. In addition, the state education authority has another important role. This is the function of marshalling all available resources, agencies, and organizations in the state so that a maximum contribution can be made to the work of local groups engaged in curriculum development. These general purposes were described in Basic Instructional Policy for the Michigan Curriculum Program, Bulletin 314 (1941), as follows:

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

Organization of the Program

It is axiomatic that cooperation at both the state and local levels is essential for the achievement of the goals of this program. Since 1935 there has been a continued effort to develop a structure at the state level that would provide opportunity for the greatest possible involvement of all agencies having a stake in the improvement of our instructional programs. The present structure of state curriculum committees is one important manifestation of this cooperative activity (See Appendix).

Inter-relationships of Committees

Each of the committees in the curriculum program has the function of advising and making recommendations to the Superintendent of Public Instruction concerning the problems within the instructional areas for which the committee has been given responsibility. Because of the cooperative nature of the curriculum program, each committee welcomes and seeks suggestions and advice from other committees in the program. Whenever any major policy or action recommendations are transmitted to him, the Superintendent of Public Instruction may desire further consideration of these recommendations; and may refer them to the Curriculum Planning Committee and/or to any other committees or educational agencies that might be affected by these recommendations. Such review of major policy recommendations is necessary if the program is to achieve unity, integration, and balance.

Responsibilities of Committees

Each committee is usually given a general assignment of the area in which it is to function. It is the responsibility of each committee to display vision, imagination, and ingenuity in devising ways and means of dealing with the problems in its area. For that matter, one of the major tasks of a committee may be first to identify what are the basic problems in its area. Once this has been done, each committee has considerable freedom in deciding which problems shall be considered first, what kinds of resources it will utilize, what assistance it will seek from any other sources that it believes may be helpful, and what types of services it may with [sic] to perform.

Operational Policies Affecting Committees

In order to facilitate communication with the Superintendent of Public Instruction and to keep committees informed concerning Department policies, the secretaryship of each committee is held by a member of the staff of the Superintendent of Public Instruction. As a general rule, staff members do not serve as chairmen of committees. All members of committees, including the chairmen, are appointed by the Superintendent of Public Instruction. The bases for determining the composition [sic] of a committee are not necessarily the same for all committees. In general, however, the Superintendent of Public Instruction endeavors to involve all levels of the educational profession and also those agencies and institutions which have a special interest in the problems to be dealt with by a particular committee.

The term of appointment is from July 1 to June 30 of the following year. In order to increase the amount of participation in the curriculum program, it is the usual policy to rotate about one-third of the membership of each committee each year. As a rule, most meetings of the committee are held in or near Lansing, but any committee is free to change the place of meeting if it will facilitate the work of the committee. No fixed policy has been laid down concerning the frequency and length of meetings, but usually most committees meet about once a month. To facilitate communication among committees the minutes of each committee meeting are sent to the chairmen and secretaries of all other curriculum committees and to the members of the Curriculum Planning Committee. At the close of each year each committee is expected to review and evaluate its work and to make recommendations concerning the continuance of the committee and the further tasks that need to be performed. At the beginning of each school year the members of all the

committees are invited to a conference to discuss the work of the coming year.

Comments on the Policy

The foregoing is a broad statement of policy. This policy allows all sorts of room for individual initiative, local school initiative, committee initiative, and the initiative of the voluntary professional organizations existing within the state. In discussing this matter at the June 1952 meeting of the Curriculum Planning Committee, Dr. Thurston stated that he felt that the Curriculum Planning Committee should feel free to take any direction that it felt would accomplish over-all curriculum improvement, such as initiating studies, coordinating the activities of groups having related projects, and suggesting desirable directions of effort to any committee or organization. To quote him, he said, "I would think that the Curriculum Planning Committee in this scheme of things that has come into existence [sic] in Michigan would be a small, closely-knit agency of immense creativity to be right at the center of things--its effect would and should be felt on all sides."

Now the Curriculum Planning Committee proposes to initiate significant and specific activities designed to help local communities solve their curriculum problems.

II. The Work of the State Curriculum Committees

Committees vary in the scope of their activities. Some deal with educational experiments, some are rather closely identified with certain specific educational efforts in Michigan, and some have rather broad commissions for action such as the Committee on Guidance, the Committee on the Instructional Program of the Community School, and, of course, the Upper Peninsula Curriculum Planning Committee and the Curriculum Planning Committee. Most committees engage in the following activities:

- a. They survey the educational needs of the state.
- b. They make recommendations as to desirable educational policy.
- c. They answer specific requests for help from schools and institutions.
- d. They hold conferences.
- e. They prepare or review proposed policy statements, administrative regulations, legislation, and bulletins.

The Individual Committee Member

As important as the work of the committees as a whole, is the work of the individual committee member. Committee members usually take the initiative in relating their communities to the curriculum program. They interpret the Michigan Curriculum Program to the school systems or institutions to which they belong. They interpret the curriculum program and stress the needs for curriculum improvement when called upon by various educational organizations. They serve as resource persons on programs. They serve on planning committees and organize conferences at the local and state level. Any faculty or administrator should feel free to call on committee members for these purposes. It is for this reason that committee members are listed in News of the Week and their names are carried as an appendix to this document. This year, and probably in the future, committee members will be called upon to take still more individual initiative than in the past. This should be taken into account in making appointments and in accepting appointments to state committees.

III. Purposes and Activities of Committees

[This section contains a description of each committee in the Program.]

IV. Community Curriculum Committees

While there is never enough curriculum improvement to keep education up with the times, still it must be said that many, many Michigan Communities are carrying on excellent curriculum activities. These include some outstanding curriculum improvement and research projects. Most communities make available materials which describe their projects.

All member schools of the Michigan Secondary School-College Agreement are committed to a continuing program of curriculum improvement. Most of the school systems of the state permit and help their staff members to participate in the many conferences and workshops provided by curriculum committees and teacher educating institutions. These ways of working are effective but have not been effective enough. More participation is needed. More careful planning of curriculum activities is needed. More evaluation and follow-up of conference work and curriculum documents and curriculum plans are needed. It is in these areas that special meetings dealing with curriculum problems should be most helpful. Nor is the problem of curriculum improvement only a

professional problem. Members of boards of education, parents, and lay leaders are and must be involved. They are rightly interested and they are rightly critical of thoughtless and irresponsible attempts to build new programs of instruction. Hence the profession should use great effort and its best talent and resources in trying to build better programs for learners of all ages.

Lastly, there must be no stagnant pools of education in the state. In these times when cultural change is so rapid, only constant and strenuous efforts can keep the instructional plan and programs up to date. The Department of Public Instruction has both a legal and a professional responsibility to help Michigan schools have excellent instructional programs. The Michigan Curriculum Program affords a cooperative channel and vehicle for the expression and guidance of impulses designed to improve education in Michigan.

APPENDIX

Committees and Committee Memberships

[The appendix provides a listing of committee secretaries and an additional list of committee members by counties.]

APPENDIX F

ANALYSIS OF THE IMPACT OF THE MICHIGAN
CURRICULUM PROGRAM AS TO CERTAIN GOALS
ACCEPTED AS RESPONSIBILITIES OF ALL
COMMITTEES IN 1961-62

APPENDIX F

ANALYSIS OF THE IMPACT OF THE MICHIGAN CURRICULUM PROGRAM AS TO CERTAIN GOALS ACCEPTED AS RESPONSIBILITIES OF ALL COMMITTEES IN 1961-62¹

These specific goals were agreed upon at the May 1961 Spring Evaluation Workshop as responsibilities of each of the 1961-62 Curriculum Committees. This analysis includes the minutes from September 1961 through those which had been filed on April 30, 1962.

This analysis excludes other general activities and specific assignments to committees. This analysis includes only:

- A. Coordination and Contacts of Committees with Organizations and Universities
- B. Coordination Between Committees of the Michigan Curriculum Program and with Other State Committees
- C. Coordination with MEA and MFT Meetings and Publications
- D. Committee Participation in County Institutes and County Inservice Programs
- E. Committee Cooperation and Contacts with Local Inservice Programs and Local School Studies
- F. Publications Sponsored by Committees
- G. Conferences Sponsored by Committees
- H. Regionalization
- I. Use of News of the Week by Committees

- - - - -

A. Coordination and Contacts of Committees with Organizations and Universities

1. Organizations

Agricultural Education Committee--Article for Newsletter of Michigan Future Farmers.

Article, "Telling the Agriculture Story" for Michigan Farmer being prepared.

¹Michigan Department of Public Instruction, "Analysis of the Impact of the Michigan Curriculum Program as to Certain Goals Accepted as Responsibilities of All Committees in 1961-62" (Lansing: Department of Public Instruction, 1962). (Mimeographed.)

Developing set of colored slides on Farm Safety with MATVA, Instructional Aids Committee.

Appointed a subcommittee to prepare information from Committee minutes for MATVA Newsletter.

Planning a brochure, "Agricultural Education in the High School Curriculum" to be worked on with MASSP, MASA, MASCD.

Subcommittee on Exhibits to be used at State Counselors Conference, Career Carnival, MSU; AVA Convention, MEA Conference, State Farm Organization, FFA Convention, Fall Conference on Agricultural Education, State Fair.

Study of Michigan Area Redevelopment with Michigan Employment Service.

Aerospace Committee--Seminar, December 7, with Aerospace Education Council and Airforce Association.

Speakers Bureau for Service Clubs, PTA and Churches.

Alcohol and Education Committee--An article on the "Pontiac School Study on Alcohol Education" is being prepared for the Michigan School Board Journal.

Series of radio tapes is being prepared for statewide sponsorship by the PTA.

Coordination with the State Board of Alcohol.

Better Human Relations Committee--Meeting with PTA.

May meeting with Michigan Association of Personnel Officers on employment from minority groups.

Work with Association of the Study of Negro History and Life on "Contributions of Minority Groups to American History."

Contacts with Placement Office of U of M. and Urban League on Minority Teachers' employment.

Business Education Committee--Discussed results of Careers in Distribution Project Contest sponsored by Michigan Retailers Association.

Discussed Michigan Secondary School College Agreement proposal.

Reviewed reports from MRA Education Committee, Delta Pi Epsilon study, Area Redevelopment Act.

Citizenship Committee--Film on Con Con.

Conservation Committee--Soil Conservation Service presented.

Core and General Education Committee--Teacher preparation survey proposed--to be sent to Teacher Preparation Institutions.

Curriculum Planning Committee--Coordinate with Junior High Committee of MASSP.

Discussion of Education for Comparative Government, New Adventures Committee of MASA.

Report of January MASA meeting.

Study of proposed Michigan Association of Schools and Colleges.

Plans for TV Film on Michigan Cooperative Curriculum Program with MEA.

Discussion of Michigan Educational Research Council.

Economic Education Committee--Invited representatives of National Council for Social Studies to meet with committee.

Coordinated with Michigan Council on Economic Education, School Board Association and Michigan Association of Teacher Education and Business.

Contact with UAW-CIO.

Exceptional Children Committee--Held a meeting with reports from: Michigan Association for Emotionally Disturbed Children; Michigan Mental Health Society; Department of Mental Health; Children's Charter of the Juvenile Courts of Michigan; American Association of University Women; Michigan Association for Retarded Children.

Articles requested for CEC Newsletter.

PTA Bulletin on "Our Responsibility--Education for the Exceptional Child" received.

Guidance Committee--Requested Counselor Certification--Advisory Committee, State Board of Education.

Work with A.P.G.A. to form Chapter group.

Cooperated with NDEA Title V-A, DPI.

Cooperated with Michigan Counsellor Association and Michigan Guidance and Personnel Organization.

Discussed Michigan Educational Research Council.

Health Committee--Cooperated with Michigan School Health Association, Leadership Conference on Health.

Requested report from American School Health Association.

Home and Family Living Committee--Proposed meeting with Coordinating Council of Guidance and Personnel Organization.

Proposed articles for Journal of Secondary School Principals, May, 1962.

Meeting with PTA, April 8-10.

Cooperated with Education Committee of Michigan Medical Society.

Met with Flint Regional Committee of Michigan Council on Family Relations.

Invited to attend Parent Association Workshop.

Industrial Arts Committee--Cooperated with MIES Convention.

International Understanding Committee--Exhibit at State Homemaking Teachers Conference.

Exhibit at Michigan Rural Safety Council.

Representative to November 28 meeting of MASSP.

Contacts with PTA, Adult Education Association.

Reviewed Committee on International Understanding, MASCD.

Mathematics Committee--Article being prepared for MASSP.

Physical Education Committee--Coordination with Conservation Scholarship School.

Post-Twelfth Grade Committee--Joint meeting with Michigan Council of Community College Administrators.

Joint meeting with Michigan Community College Association.

Coordination with Commission on Community Colleges.

Safety Education Committee--Discussion of Training of Teachers in Driver Education--Review by Advisory Commission on Teacher Education.

Responsibility program, School and College Division of Michigan Safety Conference.

Joint meeting with MASSP.

Report Junior High School section of Science and Mathematics Teachers Convention, Chicago.

Secondary Council--Reviewed Michigan Association of Schools and Colleges.

Report--Michigan Council of English Teachers.

Invited to Southwestern and Southeastern College Agreement Workshops.

Report of North Central Study of External Testing.

Review of Bulletin 2124, "Michigan Needs Vocational Technical Education."

Reviewed study of Institute of Regional Studies (Non-Western Culture) to improve college and secondary teaching.

School Holding Power Committee--Ad Hoc Committee on School Drop-Outs, PTA, Michigan Youth Commission, Michigan Welfare League, National Committee on Employment of Youth,

Cooperation with Western Region College Agreement on Follow-Up Study.

Report of Detroit Youth Commission.

Research Committee--Coordination planned with Elementary and Secondary Principals Association on study of Roles and Functions in Research of School Staff.

Trade and Technical Committee--Report of Conference of Women's Bureau, Michigan Department of Labor.

Meeting with Advisory Committee for Area Vocational Education Programs.

Presentation by representatives of Consumers Power on Computers.

UPEPC--Discussion of 1962 Conservation Scholarship School in U.P.

Discussion of U.P. Commission on Area Problems.

Special Education Workshop--December, announced.

Report of activities of Michigan Council on Secondary Education.

Report of NDEA and need for evaluation of the program.

U.P. Curriculum Film with MEA.

Discussed Michigan Educational Research Council.

Discussed September and January MASA meetings.

Discussed Michigan Association of Schools and Colleges.

2. Universities

Agricultural Education Committee--Is working with Western Michigan University to provide a technical course in Agriculture Distribution. Cooperate with Michigan Employment Service and Agriculture Industries.

Citizenship Committee--Cooperated with University of Michigan High School Student Council Conference. Also sponsored by MASSP and Secondary Council.

Creativity Committee--Asked assistance with Bulletin from Michigan State University Audio-Visual Center.

Economic Education Committee--Project with Eastern Michigan University, Northern Michigan College and Western Michigan University on Economic Education.

Safety Education Committee--Discussion of University of Michigan Conference of School Bus Driver Education and Transportation Specialists.

Michigan State University Driver Education Workshop.

Science Committee--Report on Michigan State University Science and Math Teaching Center.

Secondary Council--Report of Central Michigan University Teacher Education Improvement Experiment.

Trade and Technical Committee--Report of Michigan State University Labor and Industrial Relations Center.

UPEPC--Cooperated with University School Services Committee (Extension Courses). Proposal to be submitted to Michigan Tech and Northern Michigan College that they have a line item of \$5,000 to subsidize extension classes when enrollment is less than required to hold an extension class.

B. Coordination Between Committees of the Michigan Curriculum Program and with other State Committees

1. Between Committees of the Michigan Curriculum Program

Aerospace Committee--With Science Committee in use of Spacemobile in meetings in October 1962.

Alcohol Committee--Joint project with Home and Family Living Committee proposed.

Citizenship Committee--Elementary Student Council, Elementary School Committee Brochure, library materials. Invited by Committee on International Understanding to attend meeting of committee on December 8. Reviewed Block Time Education in Michigan of Core Committee and Scope and Grade Publication of Economic Education Committee.

Conservation Committee--Future plans for joint meetings with Business Education, Instructional Materials Committees.

Curriculum Planning Committee--Coordinate with Core Committee on Junior High program. Report by representative of UPEPC. Michigan Council on Secondary Education regarding role of Language Arts Committee. Creativity Committee expt. program discussed.

Economic Education--Reviewed publication of Business Education Committee. Proposal for cooperative project with Business Education Committee on school curriculum.

Health Education Committee--Joint meeting with Physical Education Committee on physical fitness. Liaison with Safety Committee, to request other committee's cooperation with revision of Bulletin 345. Coordination with Home and Family Living Committee on on Training for Parenthood.

Home and Family Living Committee--Asked to send representative to December 8 meeting of Committee on International Understanding.

International Understanding Committee--Invited representative to Council on Secondary Education.

Reviewed minutes of committees.

Nine curriculum committees invited to December meeting.

Mathematics Committee--Invited Elementary Committee to have representative.

Physical Education Committee--Dr. Bartlett asked this committee and the Health Education Committee to meet together at St. Mary's Lake to recommend a cooperative plan of action for the "Suggested Elements of a School Centered Program" urged by the President's Council on Physical Fitness. Recommended action and persons to serve on Committee on Youth Physical Fitness Leadership.

Secondary Council--Holding Power Committee, use of Kit reviewed.

Members of Committee on International Understanding gave report of committee activity. Appointed Subcommittee on International Understanding.

Committee on Agriculture asked for reactions on bulletin on Agriculture in the Secondary School.

Request from Committee on Health Education for names of junior and senior high English and social studies teachers for Bulletin 345, Revision of Health Education in the Secondary Schools.

Report of Committee on International Understanding.

Report of Interim Committee on Foreign Students Committee of MASSP.

Report of Michigan Council of English Teachers.

Report of School Holding Power Committee.

Science Committee--Agriculture Committee asked reaction to proposed bulletin, "Agriculture in Secondary Schools" and referral to Michigan Association of Schools and Colleges.

Referred statement on International Understanding to that committee for implementation.

Trade and Technical Committee--Invitation to School Holding Power and Post-Twelfth Grade Committee to trip to Navy Technical Training Center, Memphis, Tennessee.

2. Coordination with Other State Committees

Curriculum Planning Committee--Coordination with other Educational Television Committees.
Report of Teacher Certification Code Revision.

3. Review of Other Committee Minutes

Economic Education Committee--Reviewing but also studying ways to involve other committees in economic education.

Elementary Committees--Reviewed Mathematics, Science, and Research Committee minutes.

C. Coordination with MEA and MFT Meetings and Publications

1. Meetings

Aerospace Committee--MEA Section meeting at Selfridge, October 1961 and Section meeting at Flint, October 1961. Seven regions have made contacts for 1962.

Alcohol Committee--Participation in nine MEA regions, October 1961, was evaluated.

Citizenship Committee--With Elementary Committee--Regionals planned for 1962.

Conservation Committee--1962 services offered to MEA Regionals--Region 11-12 field trip on March 30 planned.

Elementary Committee--Elementary Student Councils, Regionals, 1962.

Instructional Materials Committee--Several MEA Regions have requested program help for October 1962.

International Understanding Committee--Proposal for MEA meetings in 1962--7 regions accepted.

Mathematics Committee--Proposal for MEA regional meetings, 1962.

2. Publications

Curriculum Planning Committee--School Board Journal will accept articles from committees of the Michigan Curriculum Program.

Instructional Materials Committee--Contacted MFT and MEA about proposed articles.

Research Committee--Monthly articles on Research Studies in Michigan Education Journal.

D. Committee Participation in County Institutes and County Inservice Programs

1. County Institutes

Aerospace Committee--Kalamazoo County Institute, April 6, 1962.

Three County Institutes in Upper Peninsula.
Lenawee County, February 6, 1962.

Economic Education Committee--Tuscola County, February 15, 1962, delayed until 1962-63.

U.P. Copper Country institute workshops proposed.

Elementary Committee--Branch County (Creativity, Arts and Crafts, ungraded primary), February 14.
Macomb County, Grand Traverse County.

Instructional Materials Committee--Branch County

Mathematics Committee--Proposal to assist in county institute.

Research Committee--Branch County Institute. Secondary Section.

UPEPC--Helped to sponsor county institutes in Upper Peninsula.

Evaluation of 1960-61 county institutes discussed.

2. County Inservice Programs

Core Committee--participated in Wayne County Study of Gifted Workshop

Creativity Committee--Montcalm County requested help of committee, February 14, 1962.

Asked to attend Southeastern Curriculum Conference, Waldenwoods, on Creativity, May 18-19.

Elementary Committee--Participated in Elementary Principals meetings in Shiawassee and Berrien Counties.
Barry County study.

International Understanding Committee--Representatives of committee met with Macomb County elementary teachers on International Understanding.

E. Committee Cooperation and Contacts with Local Inservice Programs and Local School Studies

Aerospace Committee--Follow up of Aerospace Program in Montrose Township School.

Agriculture Committee--Committee will assist in evaluation of Young Farmer Education Program in Thumb Area. Reviewed the Detroit World of Work Study. Visited Battle Creek and Jackson science project on planting acreage.

Alcohol Committee--Cooperated with Teacher Inservice Training programs in Grand Rapids, Lansing, Dearborn, Macomb County, Pontiac. Detroit, Director of Home and Family Living Program met with the Committee on available materials for teachers.

Business Education Committee--Reviewed reports from Detroit Business Education Project. Reviewed Detroit World of Work Study.

Conservation Committee--Worked with Oakland County Conservation Education Project, Ann Arbor Outdoor Education Program and Kalamazoo College and Kalamazoo Nature Center program.

Core Committee--Visited Lansing and Saginaw Township programs.

Creativity Committee--Creativity study in Elmira Elementary School, St. Clair Shores School District.

Economic Education Committee--Cooperated with Wyandotte Economic Education Committee. Lakers Junior High asked help.

Elementary Committee--Participated in Grand Rapids school institute. Participated in Southwestern Michigan Elementary Principals Meeting. Participated in Jackson Prison Education Program.

Industrial Arts Committee--Invited by Mt. Clemens High School to evaluate Industrial Arts program.

Mathematics Committee--Participated in Jackson inservice mathematics program.

Safety Education--Reviewed Lansing Emergency Procedures and Lansing Driver Education Program.

Science Committee--Report of Detroit Science Program in grades 7-8-9.

Secondary Council--Reviewed Detroit World of Work Study

School Holding Power--Worked with five pilot schools, Cassopolis, Flint, Roseville, South Haven; Detroit may be the 5th.

Trade and Technical Committee--Reviewed Detroit World of Work Study

UPEPC--Sent team to Flint Community School Workshop.

F. Publications Sponsored by Committees

1. Completed

Aerospace Committee--Adventures in Air/Space, January 1962

Alcohol Committee--Radio Sound Tapes--PTA, "I've Got Ethyl on My Mind."

Core Committee--Core bulletin published.

Economic Education Committee--Scope and Sequence Charts; Syllabus for Establishing Institutes and/or Workshops.

Trade and Technical Committee--"Profile of Michigan Manpower Training Needs of the 1960's."

Research Committee--Solving Classroom Problems Through Systematic Study--A bulletin for teachers.

2. In Process

Agriculture Education Committee--"Vocational Agriculture Students Go to College" is being planned.

Better Human Relations Committee--Human Relations Bulletin #7, "Religious Differences in the Classroom" prepared.

Citizenship Committee--Bulletin 519, "Teaching Michigan History in the Elementary School."

Conservation Committee--Teachers Guide, Revision--School Site Development, planned.

Core Committee--Phase II Bulletin being planned.
Planning questionnaire on pre-service and in-service program for core teachers in preparation.

Elementary Committee--with Citizenship Committee--
Elementary Student Council Bulletin, planned.

Health Education Committee--"Suggested Policies on Emergencies and First Aid," planned.
Revision of Bulletin 345 in process.

Home and Family Living Committee--Plan to revise bulletin, "Education for Home and Family Living."

Instructional Materials Committee--Brochure is being written.

Mathematics Committee--Bulletin planned.

Physical Education Committee--Proposed, "Suggested Program for Developing and Maintaining Physical Fitness in Schools" and Guide, "Materials for Teachers, Elementary Physical Fitness Program--Evaluation Instrument."

Post-Twelfth Grade Committee--Bulletin proposed, "Purposes, Role, Function and Program of the Community College."

Research Committee--Study proposed, Steps in Modification and Evaluation of Curriculum, using Evaluation of NDEA as an example.

Science Committee--Bulletin, Proposed Survey of Science.

Trade and Technical Committee--Proposed Guide for Curriculum Development for Industrial Education.

G. Conferences Sponsored by Committees

Agriculture Committee--Conference in Traverse Area on Area Re-Development proposed.

Citizenship Committee--January 10-11, 1962, One hundred high school students and teachers.

Conservation Committee--U.P. Scholarship School, August 5-11, 1962. Request from Physical Education Committee to co-sponsor Outdoor Education Conference, May 11-12.

Core Committee--Core Conference, March 15-16-17.

Curriculum Planning Committee--Sponsored with DPI a Curriculum Leadership Conference for School Districts without Curriculum Leaders.

Exceptional Children Committee--Report of Conference on Exceptional Children sponsored by DPI and NMU.

Industrial Arts Committee--Joint Conference with Teacher Educators, 1961, and one being planned for November 1962.

International Understanding Committee--Workshop planned for November 12-13, 1962.

Physical Education Committee--Outdoor Education Conference in May; Water Safety Clinic in May; and Workshop at Proud Lake.

Check List for Evaluating Physical Education Programs.

Trade and Technical Committee--Trade and Industrial Teachers Conference, February 16-17.

Research Committee--Annual Curriculum Research Conference, February.

UPEPC--Sponsored Workshop in Conservation, Elementary and Secondary Science, Counseling and Guidance.
Plans to hold Economic Workshop Series in U.P.

H. Regionalization

UPEPC--Six Regional School Board meetings in October.

Conservation Education Committee--Proposed to study program for regionalization.

School Holding Power Committee--Four Regions--hold meetings and the total committee meets two or more times per year.

I. Use of News of the Week by Committees (Instead of a Curriculum Courier)

9/8/61 -- Notice of Michigan Cooperative Curriculum Program Workshop dates.

10/6 -- Report of Curriculum Workshop to be in the next issue (boxed item)

- 10/13 -- "Challenge of Community Leadership Emphasized at Curriculum Workshop"
 "New Committee Created on International Understanding"
 "Student Council Workshop Set for October 23-24--Sponsored by State Committee on Education for Citizenship and Committee on Elementary Education."
- 10/20 -- Community Education Workshop, Flint--Co-sponsored by DPI, members of the Michigan Curriculum Program and the Mott Program of the Flint Board of Education
- 11/3 -- Report of Flint Community Education Workshop
- 11/10 -- Agriculture Education Curriculum Committee announces Agricultural Education Exhibit
- 11/24 -- Work Plans Set by Core Committee
- 12/1 -- Annual Mathematics Conference--Co-sponsored by State Mathematics Curriculum Committee and University of Michigan School of Education and Department of Mathematics.
- 12/8 -- New NDEA Mathematics Bulletin--"Frontiers in Mathematics Education"--Prepared by the Mathematics Curriculum Committee
- 1/5/62 -- Citizenship Conference, January 10-11
- 1/12 -- Annual Curriculum Research Conference announced
- 2/2 -- School Holding Power Meetings Scheduled for February-March--Three of five regional meetings held by State Committee on School Holding Power to be held
- 2/9 -- Annual Core Conference announced
- 3/2 -- Business Education Study in Class B Schools conducted by State Curriculum Committee for Business Education; published by DPI
- 3/6 -- Curriculum Development Workshop Slated for April 9-10
- 4/13 -- Keys to Curriculum Change given at Lansing Workshop

APPENDIX G

**COMMITTEES OF THE MICHIGAN COOPERATIVE
CURRICULUM PROGRAM: 1935-36--1967-68**

APPENDIX G

COMMITTEES OF THE MICHIGAN COOPERATIVE

CURRICULUM PROGRAM: 1935-36--1967-68

1935-36

Curriculum Steering Committee
Instructional Guide for Elementary Schools
Prepare a Bulletin on Innovating Practices in Michigan
Elementary Schools
Prepare a Bulletin for Lay Groups
Research and Experimental Practice Bulletin
Secondary School Exploratory Committee
Social and Economic Trends

1936-37

Curriculum Steering Committee
Directing Committee of the Michigan Study of the Secondary
School Curriculum
Exploratory Committee on Elementary Education
Prepare a Bulletin on Innovating Practices in Michigan
Elementary Schools
Prepare a Bulletin for Lay Groups
Prepare a Bulletin on the Youth of Secondary School Age
The School as a Social Institution
Social and Economic Trends

1937-38

Curriculum Steering Committee
Administration of the Instructional Program
Community Relations of the Curriculum
Directing Committee of the Michigan Study of the Secondary School Curriculum
Education in Rural Areas
Exploratory Committee on Health Education
Exploratory Committee on Elementary Education
Instructional Organization of Pupil Personnel
The School as a Social Institution
Teaching the School in the School
Youth of Secondary School Age

1938-39

Curriculum Steering Committee
Curriculum Consultant Group
Administration of the Instructional Program
Community Relations of the Curriculum
Directing Committee of the Michigan Study of the
 Secondary School Curriculum
Education in Rural Areas
Elementary Education
Exploratory Committee on Health Education
Instructional Organization of Pupil Personnel
Teaching the School as a Social Institution
Youth of Secondary School Age

1939-40

Curriculum Steering Committee
Curriculum Consultant Group
Administration of the Instructional Program
Community Relations of the Curriculum
Continuous Surveys and Curriculum Development
Directing Committee of the Michigan Study of the
 Secondary School Curriculum
Education in Rural Areas
Elementary Education
Health Education
Instructional Organization of Pupil Personnel
Teaching the School as a Social Institution
Youth of Secondary School Age

1940-41

Curriculum Steering Committee
Curriculum Consultant Group
Aids to Learning
Community Relations of the Curriculum
Directing Committee of the Michigan Study of the
 Secondary School Curriculum
Education in Rural Areas
Elementary Education
Health Education
Instructional Organization of Pupil Personnel
Teaching the School as a Social Institution

1941-42

Curriculum Steering Committee
 Aids to Learning
 Application of Research Findings
 Conservation Education
 Directing Committee of the Michigan Study of the
 Secondary School Curriculum
 Education in Rural Areas
 Elementary Education
 Health Education
 Instructional Organization of Pupil Personnel
 Intercultural Understanding
 Occupational Information and Guidance
 Program for Reorganized School District
 Teaching the School as a Social Institution

1942-43

Curriculum Steering Committee
 Adult Education
 Application of Research Findings
 Conservation Education
 Continuous Report Cities
 Directing Committee of the Michigan Study of the
 Secondary School Curriculum
 Education in Rural Areas
 Elementary Education
 Health and Safety Education
 Intercultural Understanding
 Occupation and Guidance
 Secondary School Program

1943-44

Curriculum Planning Committee
 Adult Education
 Conservation Education
 Directing Committee of the Michigan Study of the
 Secondary School Curriculum
 Education in Rural Areas
 Elementary Education
 Guidance and Occupational Information
 Health Education
 Intercultural Understanding
 Safety Education
 Secondary School Program

1944-45

Curriculum Planning Committee
 Aviation Education
 Directing Committee of the Michigan Study of Secondary
 School Curriculum
 Education in Rural Areas
 Elementary Education
 Guidance
 Health Education
 Intercultural Understanding
 Safety Education
 Secondary School Program

1945-46

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Adult Education
 Aviation Education
 Conservation Education
 Creative Living
 Education for Citizenship
 Education in Rural Areas
 Elementary Education
 Guidance
 Health Education
 Human Growth and Development
 Intercultural Understanding
 Practical Nurse Education
 Safety Education
 Secondary Education
 Trade and Industrial Education

1946-47

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Aviation Education
 Creative Living
 Education for Citizenship
 Education in Rural Areas
 Elementary Education
 Guidance
 Health Education
 Intercultural Understanding
 Practical Nurse Education
 Safety Education
 Secondary Education
 Trade and Industrial Education

1947-48

Curriculum Planning Committee
Upper Peninsula Curriculum Planning Committee
Adult Education
Audio Visual Aids
Aviation Education
Conservation Education
Creative Living
Education for Citizenship
Education in Rural Areas
Elementary Education
Guidance
Health Education
Home and Family Life Education
Industrial Arts Education
Intercultural Understanding
Practical Nurse Education
Safety Education
School Library
Secondary Education
Special Education
Thrift Education

1948-49

Curriculum Planning Committee
Upper Peninsula Curriculum Planning Committee
Adult Education
Audio Visual Aids
Conservation and Education
Education for Citizenship
Education in Rural Areas
Elementary Education
Health Education
Home and Family Life Education
Industrial Arts Education
Occupational Training
Safety Education
School Library
Secondary Education
Special Education
Thrift Education

1949-50

Curriculum Planning Committee
Upper Peninsula Curriculum Planning Committee
Adult Education
Audio Visual Aids

1949-50 (cont'd)

Better Human Relations
 Conservation and Education
 Education for Citizenship
 Education in Rural Areas
 Elementary Education
 Guidance
 Health Education
 Home and Family Life Education
 Industrial Arts Education
 Occupational Competence
 Safety Education
 School Library
 School Lunch
 Secondary Education
 Special Education

1950-51

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Better Human Relations
 Business Education
 Community School Service Program
 Conservation and Education
 Education for Citizenship
 Education for Exceptional Children
 Education in Rural Areas
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts Education
 Instructional Program of the Community School
 Occupational Competence
 Practical Nurse Education
 Safety Education
 School Library and Audio Visual Education
 Trade and Industrial Education
 Vocational Agriculture

1951-52

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Better Human Relations
 Business Education
 Community School Service Program
 Conservation and Education

1951-52 (cont'd)

Education for Citizenship
 Education for Exceptional Children
 Education in Rural Areas
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts Education
 Instructional Materials
 Instructional Program of the Community School
 Occupational Competence
 Practical Nurse Education
 Safety Education
 Trade and Industrial Education
 Vocational Agriculture

1952-53

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Better Human Relations
 Business Education
 Community School Service Program
 Conservation and Education
 Education for Citizenship
 Education for Exceptional Children
 Education in Rural Areas
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts Education
 Instructional Materials
 Instructional Program of the Community School
 Occupational Competence
 Practical Nurse Education
 Safety Education
 Vocational Agriculture
 Trade and Industrial Education

1953-54

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Better Human Relations
 Business Education
 Conservation and Education
 Curriculum Research
 Education for Citizenship

1953-54 (cont'd)

Education of Exceptional Children
 Guidance
 Health Education
 Holding Power
 Home and Family Living
 Industrial Arts
 Instructional Materials
 Instructional Program of the Community School
 Occupational Competence
 Practical Nurse Education
 Safety Education
 Trade and Industrial Education
 Vocational Agricultural Education

1954-55

Curriculum Planning Committee
 Upper Peninsula Curriculum Planning Committee
 Adult Education and Community College
 Agricultural Education
 Better Human Relations
 Business Education
 Conservation and Education
 Curriculum Research
 Education for Citizenship
 Education for Exceptional Children
 Elementary Education
 Evaluation and Improvement of Conferences
 Guidance
 Health Education
 Holding Power
 Home and Family Living
 Industrial Arts
 Instructional Materials
 Occupational Competence
 Practical Nurse Education
 Program for Reorganized School District
 Physical Education
 Safety Education
 Secondary Education and Life Adjustment
 Trade and Industrial Education

1955-56

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Adult Education and Community College

1955-56 (cont'd)

Agricultural Education
 Better Human Relations
 Business Education
 Conference and Curriculum Planning
 Conservation and Education
 Curriculum Research
 Education for Citizenship Education
 Education for Exceptional Children
 Elementary Education
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 Living in the Air Age
 Physical Education
 Program for the Reorganized School
 Safety Education and Civil Defense
 School Holding Power
 Science and Technical Education

1956-57

Curriculum Planning Council
 Upper Peninsula Educational Planning Council
 Agricultural Education
 Better Human Relations
 Business Education
 Conference and Curriculum Planning
 Conservation and Education
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education for Exceptional Children
 Elementary Education
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 Living in the Air Age
 Physical Education
 Safety Education and Civil Defense
 School Holding Power
 Science and Technical Education
 Trade and Industrial Education

1957-58

Curriculum Planning Committee
Upper Peninsula Educational Planning Council
Agricultural Education
Alcohol and Education
Better Human Relations
Business Education
Community School Project
Conservation Education
Core and General Education
Curriculum Research
Economic Education
Education for Citizenship
Education of Exceptional Children
Elementary Education
Guidance
Health Education
Home and Family Living
Industrial Arts
Instructional Materials
Living in the Air Age
Physical Education
Safety Education and Civil Defense
School Holding Power
Science Education
Trade and Technical Education

1958-59

Curriculum Planning Committee
Upper Peninsula Educational Planning Council
Agricultural Education
Alcohol and Education
Better Human Relations
Business Education
Conservation Education
Core and General Education
Curriculum Research
Economic Education
Education for Citizenship
Education of Exceptional Children
Elementary Education
Guidance
Health Education
Home and Family Living
Industrial Arts
Instructional Materials
Living in the Air Age
Physical Education

1958-59 (cont'd)

Post-Twelfth Grade Community Education
 Safety Education and Civil Defense
 School Holding Power
 Science Education
 Trade and Technical Education

1959-60

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Agricultural Education
 Air/Space Education
 Alcohol Education
 Better Human Relations
 Business Education
 Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 Physical Education
 Post-Twelfth Grade Community Education
 Safety Education and Civil Defense
 School Holding Power
 Secondary Education
 Science and Mathematics
 Trade and Technical Education

1960-61

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Agricultural Education
 Air/Space Education
 Alcohol Education
 Better Human Relations
 Business Education
 Conservation Education
 Core and General Education

1960-61 (cont'd)

Creativity
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 International Understanding
 Physical Education
 Post-Twelfth Grade Community Education
 Safety Education and Civil Defense
 School Holding Power
 Science and Mathematics
 Secondary Education
 Trade and Technical Education

1961-62

Curriculum Planning Committee
 Upper Peninsula Educational Planning Committee
 Aerospace Education
 Agricultural Education
 Alcohol Education
 Better Human Relations
 Business Education
 Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 International Understanding
 Mathematics
 Physical Education
 Post-Twelfth Grade Community Education

1961-62 (cont'd)

Safety Education and Civil Defense
 Trade and Technical Education
 Science
 School Holding Power
 Secondary Education

1962-63

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Aerospace Education
 Agricultural Education
 Alcohol and Education
 Better Human Relations
 Business Education
 Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 International Understanding
 Language Arts
 Mathematics
 Physical Education
 Post-Twelfth Grade Community Education
 Safety Education and Civil Defense
 School Holding Power
 Science
 Secondary Education
 Trade and Technical Education

1963-64

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Aerospace Education
 Agricultural Education
 Alcohol and Education

1963-64 (cont'd)

Better Human Relations
 Business Education
 Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Health Education
 Home and Family Living
 Industrial Arts
 Instructional Materials
 International Understanding
 Language Arts
 Mathematics
 Physical Education and Recreation
 Post-Twelfth Grade Community Education
 Safety Education and Civil Defense
 School Holding Power
 Science
 Secondary Education
 Trade and Technical Education

1964-65

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Aerospace Education
 Alcohol Education
 Better Human Relations
 Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Home and Family Living
 Industrial Arts
 Instructional Materials
 International Understanding

1964-65 (cont'd)

Language Arts
 Mathematics
 Post-Twelfth Grade Community Education
 Safety Education
 School Holding Power
 Science
 Secondary Education
 Vocational-Technical Education

1965-66

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Alcohol and Education
 Better Human Relations
 Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Early Childhood Education
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Home and Family Life
 Industrial Arts
 Instructional Materials
 International Understanding
 Language Arts
 Mathematics
 Post-Twelfth Grade Community Education
 Safety Education
 School Health Education, Physical Education, Recreation
 and Outdoor Education
 School Holding Power
 Science-Aerospace Education
 Secondary Education
 Vocational-Technical Education

1966-67

Curriculum Planning Committee
 Upper Peninsula Educational Planning Council
 Alcohol Education
 Better Human Relations

1966-67 (cont'd)

Conservation Education
 Core and General Education
 Creativity
 Curriculum Research
 Early Childhood Education
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Home and Family Living
 Industrial Arts
 Instructional Materials
 International Understanding
 Language Arts
 Mathematics
 Post-Twelfth Grade Community Education
 Safety Education
 School Health Education, Physical Education and Outdoor
 Education
 School Holding Power
 Science Curriculum
 Secondary Education
 Vocational-Technical Education

1967-68

Curriculum Coordinating Council
 Alcohol and Education
 Better Human Relations
 Conservation Education
 Core and General Education
 Curriculum Research
 Creativity
 Early Childhood Education
 Economic Education
 Education for Citizenship
 Education of Exceptional Children
 Elementary Education
 Foreign Language Instruction
 Guidance
 Home and Family Living
 Industrial Arts
 Instructional Materials
 Language Arts
 Mathematics
 Post-Twelfth Grade Community Education

1967-68 (cont'd)

Safety Education

School Health Education, Physical Education, Recreation
and Outdoor Education

School Holding Power

Science Curriculum

Vocational-Technical Education

APPENDIX H

A PARTIAL LIST OF PUBLICATIONS OF
THE MICHIGAN COOPERATIVE
CURRICULUM PROGRAM

APPENDIX H

A PARTIAL LIST OF PUBLICATIONS OF THE MICHIGAN COOPERATIVE CURRICULUM PROGRAM

<u>Bulletin Number</u>	<u>Year Published</u>	<u>Title</u>
301	1936	Instructional Guide for Elementary Schools
302	1936	Alcohol and Narcotics
303	1936	Education for Safety
304	1936	Proposal for an Experimental Study of the Secondary School Program in Michigan
305	1936	Michigan Program of Curriculum Revision--Report of Progress
305A	1937	Michigan Program of Curriculum Revision--Second Report of Progress
306	1938	Instructional Practices in Elementary Schools
307	1938	Michigan Today: Its Human and Physical Resources as They Affect Education
308	1937	What Does Research Say? A Statement of the Implications of Educational Research for Teaching in the Elementary School
310		Developing a Set of Behavioral Records
311	1939	The Michigan Curriculum Program--Third Report of Progress
312	1940	Adjustment Services in Michigan for Exceptional Children
313	1941	Essential Rural School Equipment; Its Selection and Use

314	1941	Basic Instructional Policy for the Michigan Curriculum Program
315	1941	Helping the Exceptional Child in the Regular Classroom
316	1942	Temperance Education
318	1941	Should Youth Challenge the Secondary School?
319		Working with Children in One and Two Teacher Schools
320	1941	Democracy in Action; Descriptions and Recommendations Covering Student Participation in Michigan Secondary Schools
321	1941	Health Services in the Schools
322	1942	Learning to Conserve Natural Resources
323	1942	Wartime Health Education Program for Secondary Schools
324	1942	On Going to College
325	1945	Teacher Observations of Health Conditions of School Children
326	1943	The Problem-Solving Approach in Health Teaching
327	1943	Teaching Boys and Girls in Michigan; A Handbook for the Teacher in the Elementary School
328	1943	Leads to Better Community Health
329	1944	Health in Education, A Story of the School Health Project in Osceola and Sanilac Counties, Michigan 1939-42
330	1944	Organizing a Community Council
331	1944	Education for Home and Family Life
333	1945	Annual Report of the Curriculum Planning Committee 1943-1944

334		Administrators Adult Education Handbook
336	1945	Nutrition Education in High Schools; Suggestions for Improving Food Habits
337	1945	Planning and Working Together: A Guide to Curriculum Development in Michigan Secondary Schools
339		Understanding Through Discussion
340	1945	Annual Report of the Curriculum Planning Committee 1944-1945
341	1946	Air Age Education in Michigan
342	1954	State Plan for Michigan Visiting Teachers Program
344	1946	Understanding Others; A Handbook on Intercultural Education
345	1947	Health Education in Secondary Schools
346	1946	A Check List for Surveying the Secondary School Health Program
347	1946	Annual Report of the Curriculum Planning Committee 1945-1946
349	1947	Official Flight Training Curriculum for Michigan
350	1948	The Family Today--Education for Home and Family Living
351	1949	Observing Health Conditions of Boys and Girls
352	1951	They're Going to Drive
353	1951	Education for the American Way of Life
354	1953	Planning Together With Children
355	1953	Growing in Reading
356	1954	The Child in His Workaday World

358	1954	Educational Services For All Michigan Adults
359	1957	Physical Education for Michigan Communities
359	Rev. 1963	Physical Education for Michigan Communities--Revised
360	1956	Michigan Driver Education Manual
361	1959	Education and Alcohol
362	1957	Nuclear Science in the Classroom
363	1959	The Teacher's Role in Alcohol Education
364	1960	A Statement of Basic Philosophy Regarding Public Education in Michigan
366	1963	Community College Instructional Program Development
367	1963	Type B Program for the Trainable Mentally Handicapped
368	1964	The Disadvantaged Child and the Language Arts
369	1965	The Instructional Materials Center
370	1965	The High School Completion Program for Adults and Out-of-School Youth
371	1965	Notes on Alcohol Education for Teachers
402	1936	A Program for Public Education in Michigan
403		Wartime Action
404	1937	Michigan's Future Citizens
405		Approved Library List
407	1944	Michigan's System of Public Education
408		The Michigan Community Health Service Project--A Story of the Project from 1943 to 1945

409	1946	The Michigan Community Health Service Project--An Evaluation and Interpretation
410	1947	Help Yourself: The Story of the Michigan Communities, Which Through Cooperative Effort, Are Finding the Way to a Better Life
411	1948 Rev. 1961	Personnel Policy Development
412		School Plant Planning
412	Rev. 1956	Planning Together For Better School Building
413		Program for the Education of Mentally Handicapped Pupils in Michigan
414	1952	Michigan School Holding Power Study
415	1952	Pattern for Planning
417	1956	Michigan Citizens Study Their Schools
418	1956	Planning Better High School Buildings
420	1958	School Experiences in Camp, A Guide to Planning
421	1958	Leadership Guide in Conservation Education
422	1958	Planning the Instructional Materials Center for Elementary and Secondary Schools
424	1959	Important Understandings for Conservation Education
425	1960	Guide to Teaching Conservation and Resource Use in Michigan
426	1960	The Status of Block-Time Programs in Michigan Secondary Schools
428	1960	Planning for Public School Adult Education

430	1961	Michigan Secondary School-College Agreement; Analysis of 1960 Reports
432	1962	The Improvement of Block-Time Programs in Michigan Secondary Schools
433	1962	Solving Classroom Problems Through Systematic Study
502	1959	Sex Education in the Total Education Program
504	1961	Directory of Local Curriculum Programs in Michigan
507	1960	"Quickie Kit" on School Holding Power
507	1963	"Quickie Kit" on School Holding Power --Revised
508	1960	Human Relations Series--Difference Between Standards at Home and at School
508	1961	Human Relations Series--How Can Children From Various Family and Cultural Backgrounds Learn From Each Other?
508	1961	Human Relations Series--People Make Other People Important
508	1961	Human Relations Series--How Are Our Schools and School Systems Organized for Education in Intergroup Relations?
510	1960	Two Articles on the Michigan Secondary School-College Agreement
515	1961	Michigan Curriculum Program: 1960-61
516	1961	Use and Misuse of Tests
517	1961	Educational T.V. and Curriculum Policy
519	1961	Teaching of Michigan History in Elementary Grades
526	1962	Guidelines for Curriculum Development on International Understanding

528	1963	Guide to Improvement of School Holding Power
529	1963	The Treatment of Minority Groups in Textbooks
530	1963	Conservation Education in Community School Programs
531	1963	The Physical Fitness Phase of the Physical Education Program
532	1963	A Policy Statement Concerning Employment-Bound Youth
533	1963	Michigan Cooperative Curriculum Program--Annual Report 1962-1963
533	1964	Michigan Cooperative Curriculum Program--Annual Report 1963-1964
533	1965	Michigan Cooperative Curriculum Program--Annual Report 1964-1965
533	[1966]	Michigan Cooperative Curriculum Program--Annual Report 1965-1966
533	[1967]	Michigan Cooperative Curriculum Program--Annual Report 1966-1967
537	1964	Industrial Arts in the Junior High School
540	1964	Bibliography of Materials for Parents and the New Mathematics
542	1964	Guide to Mathematics for College-Bound Youth
543	1964	The Problem of the Effects of Smoking on the Health of Youth
544	1966	The Eleven Most Asked Questions on Economic Education
546	1965	Vocational-Technical Advisory Committee
547	1965	Bibliography on Negro Life and History

548	1965	Guidelines for Selection of Human Relations Content of Textbooks
549	1965	This We Believe
562	1966	Language Articulation Report
703	1965	An Improved Educational Program Through Cooperative Research Within the Michigan Department of Public Instruction
NDEA 304	1960	Modern Foreign Language in Michigan Schools
NDEA 305		Utilization of NDEA, Title III, for Health Science
NDEA 308-62	1961	School Library and NDEA in Michigan
NDEA 309	1961	Guidance for K-12 Science Program
NDEA 310	1961	Frontiers in Mathematics Education
NDEA 311	1962	Suggested Outline for Teaching Modern Foreign Language
NDEA 312	1963	Cues and Clues in the Creative Classroom
NDEA 312A	1963	Computers--Implications for School Mathematics
NDEA 313	1965	Open-Ended Laboratory-Centered Science for Grades 7-8-9
NDEA 314	1965	The Community School Site--A Laboratory for Learning
NDEA 503	1964	Physical Facilities for the Guidance Service Team

Instructional Services Series (Mimeographed)

<u>Bulletin Number</u>	<u>Year Published</u>	<u>Title</u>
3001	1937	Developing and Recording Units of Curriculum Planning
3002	1937	Functional Evaluation of the Curriculum
3003	1938	Developing Techniques for Inventorying and Utilizing Public Interest
3004 3004A	1938 Rev. 1940	Teaching the School in the School-- A Guide for the Development of Instructional Units Dealing With the School as a Social Institution
3005	1938	A Cooperative Plan for Improving Instruction in One and Two Teacher Schools in Michigan
3006	1938	A Proposed Basis for a Continuing Study of Music Education in Michigan
3007	1938	A Partial Appraisal of the Michigan Curriculum Program
3008 3008A	1938 Rev. 1939	Minimum Curriculum Bibliography Minimum Curriculum Bibliography
3009	1938	Evaluation of the Consolidated School Curriculum--Business Education
3010	1938	Viewpoints in Elementary Education
3011	1939	Evaluation of the Consolidated School Curriculum--Elementary School Curriculum
3011A	1939	The Teacher's Classroom Procedure in Improving the Curriculum
3012	1939	Basic Instructional Policy for the Michigan Curriculum Program
3013	1939	Evaluation of the Consolidated School Curriculum--The English Program

3014	1939	Basic Community Survey
3015	1939	The New Evaluation Movement--A Reading List for Teachers
3016	1939	A Statement of Policies and an Interpretation of Act 319 of the Public Acts of 1927 As Amended for Special Schools and Classes for Crippled, Deaf, Hard of Hearing, Blind, Partially Seeing and Epileptic Children in Michigan
3017	1939	Interpretation of the Basic Instructional Policy--Health Education
3018	1939	Sex Education in the Curriculum
3019	1939	The County School Commission and the Instructional Program
3020		Conservation Education in Michigan
3021		Instructional Policies of the Michigan County Normal Schools
3022		The Teaching of Geography in County Normal Schools
3023		Teachers' Professional Kit
3024	1940	Progress and Plans of the Joint Committee for Studies in Child Growth and Development
3025		The Teaching of Music in County Normal Schools
3026		Reports of Program Building Groups--Third Annual Conference on Curriculum and Guidance
3027		Third Report on the Development in the Area of the School as a Major Social Institution
3028		Bibliography on Child Development
3029		Bibliography on Temperance Education, Including Material on the Effects of Alcohol, Tobacco, and Narcotics

3030		Evaluation in the Michigan Curriculum Program
3031		Personnel Resources for Faculty Study Groups and County Institutes
3032		Annotated Bibliography of Recent Curriculum Bulletins
3033	1941	A Cooperative Program of Citizenship Education
3034		Teacher Observations of Health Conditions of School Children
3035		Material Aids to Learning
3036		The Community Council in Defense
3037		Adjusting Instructional Programs in Rural Areas to the War Effort
3038		Administrative Policies for County Institutes
3039		Air Raid Precautions in the Schools
3040		Leader Training for Group Day Care of School Age Children
3041	1942	Preparing Teachers for Nursery Schools
3042	1944	A State Program for Visiting Teachers
3043		Reading and Material Aids for Teaching Conservation
3044	1944	The Michigan Experimental Program in Adult Education
3048	1944	Current Curriculum Development--A Compilation of "Curriculum Notes"
3049	1945	In 151 Michigan Communities
3050		Wartime Action for Michigan Schools
3052	1943	Understanding and Action in Public Affairs Through Discussion

3059	1946	Discussion Syllabus for Planning and Working Together
3060		Education for Personal Growth and Community Action
3063		Adult Education Through the Community School
3064	1949	To Add to the Stature of Men's Minds
3065	1950	Opportunity Knocks Again, A Report of Adult Education in Michigan Community Schools During 1949-1950
Special		The Statement of the Meaning of Home and Family Living
Special		Community and College Experimental Adult Education Programs

Circulars

<u>Number</u>	<u>Year Published</u>	<u>Title</u>
11	1961	A Code of Ethics for School Counselors
47	1963	Questions and Answers About School Dropouts
48	1964	Organizing Educational Programs for Children with Handicaps
50	1964	The Michigan Cooperative Curriculum Program

Miscellaneous Unnumbered Publications

<u>Year Published</u>	<u>Title</u>
	Organizing the Conducting the High School Councils of Defense
[1947]	A Charter for Rural Education
1949	An Account of Eleven High School Camps in Michigan, 1948-49

1949	The Teaching of Controversial Issues in Education
1953	Michigan Curriculum Project for Encouraging and Assisting Local Curriculum Development
1954	Better Education for Michigan Children and Youth
1955	Civil Defense and Safety Manual
1955	Conservation Education in the Community School Program
1955	So . . . you're going to a Conference!
1959	So You Want to Help Your School and Community Promote Citizenship
1960	Report of Workshops for Curriculum Specialists
1964	Bibliography on Creativity
1964	Vocational Rehabilitation for School Youth: Eight Questions for Teachers
	First Annual Report on Michigan Power Survey for Public Schools
1966	Suggestions for Evaluation Under Title I for the Elementary and Secondary Education Act of 1965
1967	Planning for Sex Education
1967	What I Do--What I Say
1968	Industrial Arts Programming for Junior and Senior High Schools
1968	A Study of Special Education Programs in the State Department of Education

Vocational Bulletins

<u>Bulletin Number</u>	<u>Year Published</u>	<u>Title</u>
241	1961	The Understanding and Guidance of Children; Resource Material for Teachers

250	1950	Supervised Farming Programs in Vocational Agriculture
294	1950	Reading, Riting, Rithmetic . . . and What Else?
295	1950	Education for Home and Family Living in Michigan
296	1950	Suggestions for the Development of Rooms and Facilities for Vocational Agriculture
297	1957	The Community in Your Classroom; Cooperative Occupational Training in Michigan
299	1953	Let's Get Together
2128M	1950	Some Suggestions Concerning Guidance Services for Michigan Children and Youth
2129M	1950	An Effort to Do Things Better (Samples of Progressive Practices and Projects in Selected Michigan Schools)
2130M	1951	A Guide for Homemaking Education
2132	1952	Education for Work: A Series of Source Writing
2134	1953	Let's Look at Work Experience Programs in Michigan High Schools
2135	1959	Planning Industrial Education Facilities
2136	1956	This Is Your Program of Vocational Education in Michigan
2138	1956	Public Relations Ideas for Business Education Teachers
2139	1959	Industrial-Technical Education in Michigan
2140	1961	Adventures in Air/Space; Suggestions for Elementary Teachers

2141	1963	Education for Home and Family: A Curriculum Resource Material for Public Schools--Revised
2142	1960	Annotated Bibliography for Michigan Homemaking Education Teachers
2144	n.d.	Michigan Needs: Vocational, Technical, Educational
2145	1962	Profile of Michigan Manpower Training Needs of 1960
2146		Understanding a Basic Transistor Radio
2147	1964	Guidelines for Establishing Trade and Technical Education
2147	1965	Guidelines for Conducting Follow-Up Studies of Vocational and Technical Education Students
2148	1965	Industrial Arts Programming for the High School
2149	1965	Power
2150	1957	People Make Other People Important
2151		Guide for Preparing Courses of Instruction in Vocational Agriculture in Michigan
2153	1966	Establishing and Operating Area Vocational-Technical Education

General Series (Mimeographed)

<u>Bulletin Number</u>	<u>Year Published</u>	<u>Year</u>
1001A	1939	Educating Teachers for an Improving Curriculum
1004	1941	Citizenship Education Activities of Lay Organizations in Michigan

APPENDIX I

CHAIRMEN OF THE CURRICULUM STEERING COMMITTEE
CURRICULUM PLANNING COMMITTEE
CURRICULUM COORDINATING COUNCIL

APPENDIX I

CHAIRMEN OF THE CURRICULUM STEERING COMMITTEE CURRICULUM PLANNING COMMITTEE CURRICULUM COORDINATING COUNCIL

<u>Year</u>	<u>Chairman</u>
1935-36	Paul T. Rankin, Director, Curriculum and Research, Detroit
1936-37	Paul T. Rankin, Director, Curriculum and Research, Detroit
1937-38	Paul T. Rankin, Director, Curriculum and Research, Detroit
1938-39	Paul T. Rankin, Director, Curriculum and Research, Detroit
1939-40	Harvey L. Turner, Michigan State Normal College, Ypsilanti
1940-41	Charles B. Park, Superintendent, Mt. Pleasant
1941-42	Charles B. Park, Superintendent, Mt. Pleasant
1942-43	Charles B. Park, Superintendent, Mt. Pleasant
1943-44	David M. Trout, Central Michigan, Mt. Pleasant
1944-45	David M. Trout, Central Michigan, Mt. Pleasant
1945-46	Earl C. Kelley, Wayne University, Detroit
1946-47	Earl C. Kelley, Wayne University, Detroit
1947-48	Fred G. Walcott, University of Michigan, Ann Arbor
1948-49	Fred G. Walcott, University of Michigan, Ann Arbor
1949-50	Carl H. Gross, Michigan State College, East Lansing
1950-51	Carl H. Gross, Michigan State College, East Lansing
1951-52	Norris A. Hanks, Superintendent, Marysville
1952-53	Norris A. Hanks, Superintendent, Marysville
1953-54	Cecil E. MacDonald, Superintendent, East Lansing
1954-55	Cecil E. MacDonald, Superintendent, East Lansing
1955-56	Herschel K. Bennett, Deputy Superintendent, Dearborn
1956-57	Herschel K. Bennett, Deputy Superintendent, Dearborn
1957-58	L. Keith Cheney, County Superintendent, Hillsdale
1958-59	L. Keith Cheney, County Superintendent, Hillsdale
1959-60	Perry D. Chatterton, Assistant Superintendent, Fitzgerald Public Schools, Warren
1960-61	Theodore D. Rice, Wayne State University, Detroit
1961-62	Theodore D. Rice, Wayne State University, Detroit
1962-63	Robert C. Lusk, Director, Educational Services, Automobile Manufacturers Association, Detroit
1963-64	Robert C. Lusk, Director, Educational Services, Automobile Manufacturers Association, Detroit
1964-65	Robert C. Lusk, Director, Educational Services, Automobile Manufacturers Association, Detroit
1965-66	Robert C. Lusk, Director, Educational Services, Automobile Manufacturers Association, Detroit
1966-67	Charles A. Blackman, Michigan State University, East Lansing
1967-68	Charles A. Blackman, Michigan State University, East Lansing

APPENDIX J

SECRETARIES OF THE CURRICULUM STEERING COMMITTEE
CURRICULUM PLANNING COMMITTEE
CURRICULUM COORDINATING COUNCIL

APPENDIX J

SECRETARIES OF THE CURRICULUM STEERING COMMITTEE CURRICULUM PLANNING COMMITTEE CURRICULUM COORDINATING COUNCIL

<u>Year</u>	<u>Secretary</u>
1935-36	Lee M. Thurston
1936-37	Lee M. Thurston
1937-38	Lee M. Thurston
1938-39	G. Robert Koopman
1939-40	G. Robert Koopman
1940-41	G. Robert Koopman
1941-42	G. Robert Koopman
1942-43	G. Robert Koopman
1943-44	John S. Haitema
1944-45	Roland C. Faunce
1945-46	Roland C. Faunce
1946-47	Leon S. Waskin
1947-48	Leon S. Waskin
1948-49	Leon S. Waskin
1949-50	G. Robert Koopman
1950-51	G. Robert Koopman
1951-52	Edgar L. Grim
1952-53	G. Robert Koopman
1953-54	G. Robert Koopman
1954-55	G. Robert Koopman
1955-56	G. Robert Koopman
1956-57	G. Robert Koopman
1957-58	G. Robert Koopman
1958-59	G. Robert Koopman
1959-60	G. Robert Koopman
1960-61	Edgar L. Grim
1961-62	Nicholas P. Georgiady
1962-63	Nicholas P. Georgiady
1963-64	Nicholas P. Georgiady
1964-65	Nicholas P. Georgiady
1965-66	Nicholas P. Georgiady
1966-67	Nicholas P. Georgiady
1967-68	Leon S. Waskin

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