Summary

The purpose of this chapter was to present the analysis and results of processing the data gathered from subjects included in the population.

The results of the study indicated that, on the average, 9.7 of the thirty-three innovations had been adopted by responding schools while 0.76 had been abandoned. This compares with 6.1 and 1.7, respectively, in Cawelti's study of twenty-seven innovations.

Innovations showing a rather high degree of abandonment were: team teaching, PSSC Physics, humanities courses, flexible scheduling, and programmed instruction. Innovations both rather widely adopted and abandoned by relatively few schools were: early leaving-plan, action learning, career education, and simulation and gaming which was the most durable innovation in the study.

In general, innovations most often abandoned tended to be rather complex, expensive, and relatively difficult to administer, while more durable innovations tended to be simpler, less expensive, and easier to staff and administer.

Curricular innovations were found to have been adopted by more schools than innovations in technology or organization. Just as in adoption, these innovations ranked first in abandonment followed by organizational innovations with technological changes ranking third.

Innovations tended to be found in greater numbers in

larger schools with higher per-pupil expenditures for in-
structional purposes. This agrees with Cawelti's findings
and with some of the early studies of Mort.

Government schools accredited by the North Central
Association ranked first in adoption while public schools
ranked last.

Unlike Cawelti's findings schools in large cities tended
to rank slightly higher in adoption of innovations than did
those in suburban communities, although suburban schools
exceeded those in smaller cities. Schools in rural areas
ranked last.

Abandonment of innovations was found to a greater degree
in schools with enrollments of over 2,500 and with the high-
est per-pupil expenditures.

Private schools, not religious affiliated reported
higher abandonment than did parochial, private, religious
affiliated, or government schools. Public schools reported
the lowest abandonment. As with adoption, schools in urban
areas reported highest abandonments. Schools in small towns
and rural areas reported lowest abandonment.

The majority of adoptions of innovations by North Cen-
tral Association schools in this study took place after 1970.
However, the larger the enrollment and the higher the per-
pupil expenditure reported, the earlier adoption occurred.
Innovations reported abandoned had been implemented in the
majority of cases between 1965 and 1969.

Most of the impetus for the adoption of innovations,

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later abandoned, came from administrators. Teacher, students, and parents as a group ranked second, although student and parent involvement was rather limited. Overall, in the vast majority of cases the adoption of these innovations was influenced by persons within the school. Relatively little impact was reported from boards of education, government agencies, state departments of education, the North Central Association, publishing or media companies or the results of educational research.

Administrators tended to influence the adoption of organization innovations most. Teachers, students and parents as a group, regulatory agencies, publishing and media companies, and the results of educational research had their greatest impact upon the adoption of curricular innovations later abandoned. Boards of education influenced technological and organizational innovations more than curricular change.

Reasons related to personnel were most often reported for abandonment of innovations, with lack of support by teachers being the single most often reported individual reason. Problems with pupil outcomes made up the second largest category of reasons for abandonment. Administrative problems ranked third in reported reasons. Financial reasons and reasons related to acceptance by school patrons had relatively little effect upon abandonment. In all, 60.4 per cent of the reasons reported were related to these factors within the school.

The majority of innovations adopted were designed for the general student body. Those developed to serve students selected on the basis of academic achievement accounted for 24.7 per cent of all responses concerning student population, while innovations provided students on the basis of career choices accounted for only 10.8 per cent.

In the main, innovations which had been fully implemented were being offered on an electiv asis available to the general student body. The second most often reported use of the innovations in the study was that of limiting programs to a specialized group of students. Only 16.5 per cent were reported as required programs. By contrast, programs being tried on a limited basis were most often offered to selected students or were being tried on a pilot basis.

Over half of all programs abandoned had been in use from one to three years. Only 5.8 per cent of abandoned innovations had been in use less than one year and only 7.1 per cent had been abandoned if in use for more than five years.

The majority of innovations abandoned had been developed locally, accounting for 55.1 per cent of abandoned innovations. Commercially developed programs accounted for 25.9 per cent of abandoned innovations while a combination of locally developed and commercially produced programs

accounted fcr 18.9 per cent.

In most cases, responding schools reported no modifi-
cation of innovations. In the instances were modifications
were made, they generally consisted of combining some of
the features of one program with another.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND

RECOMMENDATIONS FOR FURTHER STUDY

Summary of the Study

The purposes of this chapter are to summarize the data and to draw conclusions and implications based on the findings.

The primary questions of this study were: which of thirty-three selected innovations in the areas of curriculum, organization, and technology had been abandoned after trial by schools in the survey population; what were the stated reasons for abandonment; what are the implications for planning educational change; and what guidelines might be developed to determine the conditions necessary for probable success of prospective innovations?

In addition to the primary questions, answers were sought to the following specific questions:

1. Is school enrollment a factor in the adoption or abandonment of innovations?

2. Is the annual per-pupil expenditure for instructional purposes a factor in the adoption or abandonment of innovations?

3. Are the size and type of community in which the

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school is located factors in the adoption or abandonment of innovations?

4. Is the type of school (public, private, parochial, government) a factor in the adoption or abandonment of innovations?

5. Which of the general classifications of innovations of curriculum, organization, and technology were more commonly found in the schools of the survey population?

6. Which of the general classifications of innovations of curriculum, organization, and technology were abandoned most frequently?

7. To what extent are finance, personnel, administration, pupil outcomes, or patron acceptance factors in the durability of an innovation?

8. Is the original impetus for the adoption of innovations a factor in abandonment?

The initial step in the investigation of these problems involved a review of the related literature. Cawelti's study of the adoption of innovations by accredited high schools was especially helpful.

To obtain answers to the above questions, a questionnaire survey was conducted of the total population of 3,711 member secondary schools of the North Central Association. The instrument was first field tested among schools in the Southern Association of Colleges and Secondary Schools and, in part, followed the general format of the instrument used by Cawelti in his National Inventory of Secondary School Innova-

tions. Returns were received from 3,476 schools for a total of 94.7 per cent. Of these, 3,271 were usable returns from which the data included in the study were derived.

A second questionnaire was mailed to the 3,035 schools which reported adoption of at least one of the thirty-three innovations.

The second survey instrument was designed to determine:

1. The student population for which the innovation was designed.

2. The degree of implementation of innovations adopted by responding schools.

3. The length of time each discontinued innovation was in use before being abandoned.

4. The source from which the innovation was developed.

5. What modifications of the innovation, if any, had been made by the adopting school.

A total of 2,647 questionnaires were returned of which 2,469 were usable.

Findings

Description of Responding Schools

The schools included in this study reported relatively large enrollments with 69.5 per cent having enrollments of 500 and above. Expenditures per-pupil in the majority of schools was $800 or more, with the most commonly reported

interval being $800 to $1,500. Over 90 per cent of respond-
ing schools were public institutions and most were located
in large communities with 64.4 per cent reported in suburban
areas of communities 5,000 to over 400,000 residents. Thus,
responding schools tended to be larger, moderate to well
financed, public schools located mainly in communities other
than small towns or rural areas.

Status of Innovations in Responding Schools

Responding schools reported higher adoption and lower
abandonment than the schools in Cawelti's 1966 nationwide
study. Schools included in this study reported adoption of
an average of 9.7 of the thirty-three innovations while a-
bandonment averaged 0.76. This compares with an average a-
doption of 6.1 and an average abandonment of 1.7 in Cawelti's
study.

In general, innovations experiencing high abandonment
were those which tended to be complex, expensive, and dif-
ficult to administer. Examples of this included PSSC Physics,
flexible scheduling, programmed instruction, television in-
struction, humanities courses, data processing equipment,
and team teaching. Conversely, innovations which tended to
be more durable were simpler, less expensive, and relatively
easier to administer. Examples of these were simulation or
gaming, early leaving plan, action learning, learning pack-
ages, independent study programs, optional class attendance,
and the ethnic studies. It will be noted that many of the
more durable innovations were those which may be developed by

individual teachers and which often may be implemented with-
out affecting ongoing programs. This finding tends to agree
wit Brickel's findings that schools generally adopt innova-
tions that do not require changes in the existing structural
framework. With the exception of PSSC Physics and IPS
Physical Science, packaged, commercially produced programs
providing convenient access to most materials needed to
implement the program were abandoned by relatively few
schools.

When abandonment did occur, it came primarily as a
result of reasons within the school related to personnel
and pupil outcomes. Difficulties encountered in administer-
ing the innovations played a smaller role in abandonment
while problems with patron acceptance or finance influenced
abandonment only slightly.

Findings Relative to Research Questions

Within the limitations of the study the analysis of the
data seems to justify the following answers to the questions
of the study:

1. Is school enrollment a factor in the adoption or
abandonment of innovations?

The data from the study indicate progressively greater
adoption of innovations with increased enrollment. Respond-
ing schools with enrollments of fewer than 200 students re-
ported an average of 7.8 innovations adopted per school.
Schools with enrollments of 200-499 reported an average of

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8.1 while those with enrollments of 500-1,499 averaged 10.2.
In the two largest categories, schools with enrollments of
1,500-2,499 reported average adoptions of 13.9 while those
with over 2,500 students had an average of 14.6 per school.

A less direct relationship was reported between enroll-
ment and abandonment. Schools of under 200 students report-
ed an average of 0.76 innovations abandoned while those with
enrollments between 200 and 499 reported an average of 0.64.
Other enrollment categories reported a pattern of increasing
abandonment. Schools of 500-1,499 had abandoned an average
of 0.74 innovations while those with 1,500-2,499 students
had abandoned an average of 0.92. In the largest enrollment
category of over 2,500 students, highest abandonment was
reported with an average of 0.99 per school.

2. Is the annual per-pupil expenditure for instruction-
al purposes a factor in the adoption or abandonment of in-
novations?

Adoption of innovations by schools participating in
this study corresponded directly to per-pupil expenditures,
agreeing with Cawelti's findings and the earlier studies on
adoption of innovations.

In schools with expenditures of less than $500 per
pupil the average number of innovations adopted was 8.6 As
increased expenditures were reported, adoption also increased.
Expenditures of $500-799 were associated with an average
adoption of 9.2. Schools with expenditures of $800-$1,500

reported an average of 11.2 and those spending over $1,500 had adopted an average of 14.5 innovations.

It appears that those institutions which adopted the greater number of innovations also experienced a higher incidence of abandonment. Those with expenditures of less than $500 per pupil reported abandonment of 0.68 on the average. Other levels of expenditure and the average abandonment reported were: $500-$799 - 0.69; $800-$1,500 - 0.82; over $1,500 - 0.83 per school.

3. Are the size and type of community in which the school is located factors in the adoption or abandonment of innovations?

Adoption was not as directly related to the size and type of community served as was reported in relation to per-pupil expenditures. Schools in urban communities reported highest adoption with those located in cities of over 400,000 adopting an average of 13.2 innovations. Other classifications of schools and their corresponding average adoptions were: communities of 300,000 to 399,999 - 12.4; 200,000 to 299,999 - 13.3; 100,000 to 199,999 - 12.7; 5,000 to 99,999 - 10.5

Suburban schools reported an average of 12.7 innovations adopted -- equal to urban schools in cities of 100,000-199,999 and less than that reported by schools in communities of 200,000-299,999 and cities of over 400,000 residents. In his study Cawelti grouped schools in all non-suburban com-

munities from 5,000 to 399,999 residents. When combined in this manner, non-suburban schools averaged 12.4 innovations or .3 fewer than the average for suburban schools, although most larger urban schools reported higher adoption than those in suburban areas.

Small town and rural schools reported the fewest adoptions with an average of 8.1 and 7.7, respectively. They were the only schools in which fewer programs had been fully implemented than were being tried on a limited basis.

Highest abandonment was reported by schools in communities of 200,000-299,999 -- the category reporting highest adoption. Schools in cities of over 400,000 which ranked second in adoption also ranked second in abandonment with an average of 1.08. Suburban schools reported abandonment of .93 innovations per school. The fourth ranking group in abandonment was schools in communities of 300,000-399,999 with an average of 0.84. Those serving communities of 5,000-99,999 reported abandonment of an average of .76 per school while those in cities of 100,000-199,999 had abandoned an average of .71. Schools in small towns and rural areas which reported lowest adoption also reported lowest abandonment. Rural schools were last to adopt the innovations with 72.1 per cent reported adopted after 1970.

In general, adoption of innovations increased with the size of the community served, although there were exceptions in individual categories. Abandonment formed a less de-

finite pattern in relation to size and type of community served. With the exception of schools in cities of over 400,000, suburban schools reported earliest adoption with 39.5 per cent adopted prior to 1970.

4. Is the type of school (public, private, parochial, government) a factor in adoption or abandonment?

Public schools reported both the lowest adoption and lowest abandonment of schools classified by source of support, with adoption averaging 10.2 per school and abandonment 0.72. Although non-public schools made up less than 10 per cent of the schools in the study, all exceeded public schools in adoption of innovations.

Government supported schools serving American dependents reported highest average adoption, 12.9, and abandonment, 1.05. In addition, these schools also reported latest adoption with 70.1 per cent of all adoptions occurring in 1970 or later.

Parochial or diocesan schools reported adoption of an average of 12.5 innovations and abandonment of 1.07. Private religious affiliated schools averaged adoption of 11.9 and abandonment of 1.21. Private, not religious affiliated schools reported highest adoption of 12.2 innovations per school and abandonment of 1.36. This group also reported earliest adoption with 37.5 per cent of innovations adopted prior to 1970. While reporting higher adoption than public schools, non-public schools also tended to experience greater difficulty in maintaining innovations.

5. Which of the general classifications of curriculum, organization, and technology were most commonly found in the schools in the survey population?

The findings of this study agree with that of Cawelti's in that curriculum innovations exceed technological and organization innovations in adoption. Curriculum practices accounted for 41.5 per cent innovations adopted while organizational and technological innovations had been adopted by 35.7 per cent and 22.8 per cent, respectively. Curriculum innovations averaged 4.3 per school; technological innovations, 2.4; and organizational innovations, 3.7.

The twenty innovations included in this study which were also included in Cawelti's study tended to be adopted more widely and abandoned to a lesser degree than was reported by Cawelti.

6. Which of the general classifications of curriculum, organization, and technology were most frequently abandoned?

Curricular innovations were the most often abandoned innovations with 44.6 per cent of all abandonment. However, it should be noted that more curricular innovations were tried by schools than were either technological or organizational innovations. Technological innovations accounted for 21.3 per cent of abandonment and organizational practices 34.2 per cent. An average of 0.34 curricular innovations per school were abandoned while technological and organizational innovations were abandoned an average of 0.16 and 0.26 per school.

7. To what extent are finance, personnel, administration, pupil outcomes, or patron acceptance factors in the durability of an innovation?

Finance. Among the five categories of reasons for abandonment of innovations, problems of finance ranked fourth, being reported as a factor in abandonment 953 times or 12.2 per cent of all reported reasons. One individual reason related to finance - benefits which did not justify costs involved -- was the second most often reported individual reason.

Reasons related to finance were reported most often in the abandonment of technological innovations. With the exception of ⋅HSGP Geography, teacher aides or paraprofessionals, and cultural enrichment programs, financial problems did not play a particularly important role in the abandonment of curriculum or organizational innovations.

Personnel. Reasons relating to school personnel amounted to 34.4 per cent of all reasons given, were reported most often as leading to abandonment. Lack of support for the program by teachers was the single most often reported individual reason in the study.

Reasons related to personnel were most often reported as the cause for abandonment of curricular innovations and figured prominently in all abandonment in this category with the exception of ethnic studies. Further, personnel problems were reported as the largest source of reasons for

abandonment of television instruction, teaching machines,
telephone amplification, simulation and gaming, team teach-
ing, differentiated staffing, action learning.

Administration. Reasons related to administration
ranked third among the five categories of abandonment re-
ported accounting for 19.9 per cent of all reported reasons.
Administrative reasons were among the leading causes of a-
bandonment of organizational innovations including school-
within-a-school plans, cultural enrichment programs, non-
graded programs, and team teaching.

The most commonly reported individual reasons related
to administration were unsuitable physical facilities, in-
adequate preliminary planning, and lack of clearly stated
objectives.

Pupil Outcomes. Reasons related to pupil outcomes ac-
counted for 26 per cent of all reported reasons for abandon-
ment and ranked second among the five categories. Pupil
outcome problems were the major reason for abandonment of
PSSC Physics, ethnic studies, flexible scheduling, college
credit courses, non-graded programs, optional class attend-
ance and early leaving plans. It will be noted that with
the exception of the curricular innovations of PSSC Physics
and ethnic studies, pupil outcome problems figured most pro-
minently in the abandonment of organizational innovations.

The most often reported individual pupil outcome rea-
sons were: lack of student acceptance which ranked third
among all reasons; scheduling complications created by the

program; pupil achievement problems; problems with pupil

control; other varied pupil outcome reasons.

Patron Acceptance. Reasons related to patron accept-

ance accounted for only 7.5 per cent of all reasons for

abandonment, and were not the major factor in abandonment of

any of the thirty-three innovations. Schools reported little

opposition from patrons except in the case of early leaving

plans and the extended school year. Therefore, little or no

opposition from outside sources was evident in abandonment.

8. Is the original impetus for the adoption of innova-

tions a factor in abandonment?

Curricular innovations, which were both adopted and

abandoned to the greatest extent, received their greatest

impetus for adoption from teachers, students, and parents

as a group. It should be noted, however, that teachers

exerted a degree of influence far in excess of students and

patrons. Organizational and technological innovations rank-

ed second and third, respectively.

Administrators tended to influence the adoption or-

ganizational innovations most with curricular and techno-

logical innovations following. They were credited with

influencing the adoption of 40 per cent of the curricular

innovations, later abandoned, compared with 49.4 per cent

influenced by teachers, students, and parents.

Relatively little impetus for adoption of innovations,

later abandoned, was registered by boards of education,

state departments of education, the North Central Associa-

tion, federal government agencies, or publishing and media companies, the results of educational research or other varied sources. Boards of education most often influenced the adoption of technological, and organizational innovations. State departments of education, the North Central Association, federal government agencies, publishing and media companies and the results of educational research influenced curricular innovations more than technological or organizational practices.

Administrators as a group were reported as influencing 48.6 per cent of all categories of adoptions. Impetus from teachers, students, and parents amounted to 40.2 per cent, while outside agencies, boards of education, publishing and media companies, educational research results and other varied sources accounted for the remaining 11.2 per cent.

It should be noted that some of the innovations included in this study are newer than others. Such innovations as PSSC Physics, television instruction, data processing equipment, flexible scheduling, team teaching, teacher aides or paraprofessionals, etc. have been in use longer, and the opportunity for abandonment is greater than that for such practices as career education, mini-courses, HSGP Geography, differentiated staffing, action learning, etc.

Findings From Second Questionnaire

The majority of innovations adopted were designed for the general student body. Those developed to serve students selected on the basis of academic achievement accounted for

24.7 per cent of all responses concerning student popula-
tion, while innovations provided students on the basis of
career choices accounted for only 10.8 per cent.

In the main, innovations which had been fully imple-
mented were being offered on an elective basis available
to the general student body. The second most often re-
ported use of the innovations in the study was that of
limiting programs to a specialized group of students. Only
16.5 per cent were reported as required programs. By con-
trast, programs being tried on a limited basis were most·
often offered to selected students or were being tried on
a pilot basis.

Over half of all programs abandoned had been in use
from one to three years. Only 5.8 per cent of abandoned
innovations had been in use less than one year and only 7.1
per cent had been abandoned if in use for more than five
years.

The majority of innovations abandoned had been developed
locally accounting for 55.1 per cent of abandoned innova-
tions. Commercially developed programs accounted for 25.9
per cent of abandoned innovations while a combination of
locally developed and commercially produced programs ac-
counted for 18.9 per cent.

In most cases, responding schools reported no modifica-
tion of innovations. In the instances where modifications
were made, they generally consisted of combining some of the
features of one program with another.

Conclusions

A critical examination of the data appears to warrant the following conclusions:

1. Rationale: Adoption of innovations in North Central Association schools was 9.7 or 29.4 per cent of the thirty-three included in the study. Cawelti had reported adoption of 6.1 or 22.6 per cent of the twenty-seven included in his study. Abandonment amounted to 0.76 or 2.3 per cent as compared with 1.7 or 6.3 per cent reported by Cawelti.

Conclusion: The increased extent of adoption of innovations in North Central Association schools and the decrease in abandonment indicate that the innovations in this study enjoy a greater degree of durability than those in schools in the Cawelti study.

2. Rationale: The most frequently abandoned innovations included PSSC Physics, flexible scheduling, programmed instruction, humanities courses, data processing equipment, television instruction, team teaching, teacher aides or paraprofessionals, IPS Physical Science, mini-courses and independent study programs. The least frequently abandoned innovations included simulation and gaming, action learning, learning packages, individual prescription of learning, telephone amplification, optional class attendance, college credit courses, computer assisted instruction, ethnic studies, early leaving plans, non-graded programs,

career education, teaching machines, cultural enrichment programs, and other project science and social studies programs.

Conclusion: In general, innovations suffering high abandonment are those which tend to be complex, expensive, and difficult to administer. Innovations tending to be more durable are generally simpler, less expensive, easier to administer, and in some cases, can be developed and implemented by individual teachers without affecting other ongoing programs of the school or the existing structural framework.

3. Rationale: Seventeen of the thirty-three innovations in the study had been adopted by more than 25 per cent of the responding schools. This is the arbitrary point selected by Cawelti to distinguish between practices considered innovative and those in such wide use as to no longer be considered innovations. Three of the seventeen innovations had been adopted, by a majority of schools making adoption, by 1969. The remaining fourteen innovations had been adopted by a majority of schools by 1974.

Only 5.2 per cent of the thirty-three innovations adopted by schools in this study had been implemented prior to 1965. The remaining innovations were adopted after 1965, and 64.8 per cent of all adoptions occurred between 1970 and 1974. Therefore, 94.8 per cent of all adoptions of innovations in the study had taken place within the past ten years, with 87.5 per cent of the seventeen most widely adopted practices implemented within this time period. Of

the nine practices found in a majority of schools, 95.2 per cent had been adopted since 1965.

Conclusion: The amount of time required for the diffusion and adoption by North Central schools of a majority of the innovations in this study is significantly less than that reported necessary in previous studies of adoption.

4. Rationale: The adoption of innovations, in general, increased with increases in enrollment. Schools in large cities and suburban communities reported greater adoption of innovations than those located in smaller communities or rural areas. Schools in the largest urban communities exceeded suburban schools in adoption -- a departure from Cawelti's study. Though non-public schools reported greater adoption of innovations, these schools amounted to only 9.6 per cent of all schools in the study.

Conclusion: Innovations tend to be found in greater numbers in large public urban and suburban North Central schools.

5. Rationale: Adoption of innovations increased with larger per-pupil expenditures for instructional purposes. Schools with expenditures of over $1,500 per pupil reported the highest average number of adoptions of 14.5 per school.

Conclusion: There is a linear relationship between per-pupil expenditure and the average number of innovations adopted in North Central schools, tending to substantiate the findings of Mort.

6. Rationale: As the adoption of innovations increased in schools classified by enrollment and per-pupil expenditure, abandonment also tended to increase. With minor exception, the same relationship between adoption and abandonment existed in schools according to source of support, and size and type of community served. Though nonpublic schools led public schools in adoption, they tended to experience greater difficulty in maintaining innovations.

Conclusion: There is, in general, a direct relationship between the number of innovations adopted and the number abandoned.

7. Rationale: Curricular innovations accounted for 41.5 per cent of all adoptions; organizational innovations, 35.7 per cent; and technological innovations, 22.8 per cent. Abandonment was reported for curriculum, 44.6 per cent; organization, 34.2 per cent; and technology, 21.3 per cent.

Conclusion: There is a direct relationship between adoption of innovations by categories and abandonment.

8. Rationale: With the exception of PSSC Physics and to an extent, IPS Physical Science, packaged, commercially produced programs, including Harvard Physics, ESCP Physical Science, SSSP Physical Science, HSGP Geography, and SRSS Sociology, were abandoned by relatively few of the responding schools.

Conclusion: Innovations which are packaged and provide the teacher easy access to the needed materials appear to be rather durable.

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9. Rationale: The reasons reported most often for a-
bandonment were related to staff personnel. Lack of accept-
ance by teachers was the leading individual reason for aban-
donment. Problems related to pupil outcomes ranked second
among the categories of reasons for abandonment. The two
categories accounted for a total of 60.4 per cent of all
stated reasons.

Conclusion: Abandonment of innovations in North
Central schools is most often a result of staff personnel
reasons and problems related to students.

10. Rationale: Reasons related to finance amounted to
12.2 per cent of all reported reasons for abandonment. Ad-
ministrative reasons totaled 19.9 per cent, and reasons re-
lated to patron acceptance accounted for 7.5 per cent of all
reported reasons.

Conclusion: Management difficulties, finance prob-
lems, and pressure from groups outside the school have rela-
tively minor influence upon abandonment of innovations by
North Central schools.

11. Rationale: Schools with enrollments of under 200
reported 72.7 per cent of adoptions of innovations occurring
in 1970 or later. Other intervals and corresponding per-
centages were: 200-499, 70.7; 500-1,499, 66.0; 1,500-2,499,
59.2; and over 2,500, 54.2

Schools with per-pupil expenditures for instruc-
tional purposes of under $500 reported 69.2 per cent of a-
doptions occurring in 1970 or later. Other intervals and

their corresponding percentages were: $500-799, 68.1;
$800-1,500, 63.3; over $1,500, 56.8

Conclusion: There is a linear relationship between
size of enrollment and per-pupil expenditure, and the date
of adoption of innovations. The larger the enrollment and
the higher the per-pupil expenditure, the earlier North
Central Association schools adopted innovations.

12. Rationale: A total of 54 per cent of innovations
adopted were designed for the general student population
with 24.7 per cent developed to serve the academically
talented and 10.8 per cent designed for students on the
basis of their career choices.

Conclusion: Innovations adopted by North Central
schools tend to be designed for the general student popula-
tion rather than the special interests of selected students.

13. Rationale: The majority of innovations abandoned
had been in use from one to three years. Only 24.1 per cent
of those abandoned had been in use for one year or less and
only 25.7 per cent had been abandoned after three years.

Conclusion: A range of one to three years is the
critical period in the existence of an innovation. Should
the practice be in use beyond three years, the chances of it
being retained are measurably improved.

Implications

The following implications are presented as a result of
the conclusions of the study.

1. The greater durability of innovations in North
Central schools when compared to the schools in the Cawelti
study implies that, while a great deal of publicity is often
attendant to the introduction of new practices, a reasonable
amount of time is needed for stability to develc and the
true impact of innovations to be assessed.

An additional implication is that some schools may
tend to be somewhat cautious about early adoption preferring
instead to allow others to initiate new practices and then
following if the practices continue to show promise.

2. The relatively higher abandonment of more complex
or expensive innovations implies that there is a need for
a definite strategy for change, especially when alterations
in the existing structure are anticipated.

The relatively lower abandonment of simpler teach-
er-initiated innovations implies that one of the conditions
for durable change may be to develop strategies encouraging
decentralized, less sophisticated practices which can be
directed by the teacher, rather than requiring an inordinate
amount of administrative attention.

3. The greater adoption of innovations by larger, bet-
ter financed schools implies that new practices require
adequate personnel and financing to implement and that these
conditions should be carefully considered when attempting
adoption.

4. The conclusion that reasons related to staff and
student personnel are most often the cause of abandonment of

innovations implies the need for emphasis in schools of
educational administration on the training of administrators
in areas of interpersonal relationships and leadership.

5. The limited influence of boards of education,
regulatory agencies and patrons on abandonment implies that
while such groups must not be ignored, their attitudes to-
ward innovations are generally favorable and supportive.

6. The limited impact of educational research upon
adoption of innovations underscores the need for better ways
to communicate the results of research to the practitioner.

7. The relative success of packaged, commercially pro-
duced programs which provide easily accessible materials
and equipment implies that simplifying the mechanics of an
innovation may be important to its success.

8. The influence of administrators upon adoption of
innovations later abandoned implies the need for ever in-
creased emphasis upon extensive training and performance in
instructional leadership -- an area of administrative
responsibility often neglected.

Recommendations for Further Study

As a result of questions beyond the scope of this study,
the following studies are recommended:

1. An investigation of the invention phase of the
innovative process should be undertaken. From the early
studies by Mort to the present, little or no effort has been

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made to determine the more effective approaches to the
initial development of an innovation. Practically all
studies have dealt with the introduction and diffusion of
new practices.

2. An investigation of the change strategies employed
by administrators of highly innovative schools is recommend-
ed. While the object should not be to develop a taxonomy
of tasks, some answers to, as Cawelti states, the present
"haphazard way" changes are introduced in schools should be
sought. There must be some alternative to that which Mort
described as "fits and starts" and the constant "reinventing
of the wheel" now present, which reduces curriculum and
instructional development to the status of a cottage in-
dustry. The quality of teaching practice might improve if
judgments about curriculum and instruction were based on
extensive research and development rather than destined to
be made again and again in isolation by individual teachers
or administrators.

3. This study dealt only with reasons for abandonment
of innovations after trial. A further investigation of
reasons for adoption of innovations is recommended.

4. An investigation conducted through in-depth case
studies of schools with conspicuous records of success in
adoption and retention of innovations, in addition to schools
which experienced a high degree of difficulty in maintaining
innovative practices after adoption, could be of considerable
value.

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APPENDIX A

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STATUS OF INNOVATIVE PRACTICES IN NORTH CENTRAL ASSOCIATION
SECONDARY SCHOOLS

INSTRUCTIONS:

Please complete the information requested describing your school under
Part A of the questionnaire. Then read carefully the definitions pro-
vided for the various innovations or practices on which we are seeking
information. After reading the definitions please complete Parts B and
C.

EXAMPLE: Part B

Innovation or Practice	Have tried but abandoned	No, Practice was never used	If ever used, check year begun:			Yes, presently in use	
			Before 1965	65-69	70-74	Fully implemented and operating	Being tried on limited basis

23. Team Teaching

A course under the direction of two or more faculty members, all
of whom participate directly in planning and meeting the class
sessions.

If practice has been abandoned, as is the example, you would then turn
to Part C and mark the reason(s) for abandonment of the innovation as
follows:

EXAMPLE: Part C

Reasons for abandoning the innovative _____
program are checked below: NAME OF PROGRAM CHECKED IN PART B

I. Reasons Related to Financing the Program
    ___ Federal funds could not be secured.
    ✓ Benefits of the Program did not justify the costs.

II. Reasons Related to Personnel
    ✓ Necessary leadership was not available.
    ___ Leadership personnel changed.

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PART A - PLACE AN "X" IN THE BOX OPPOSITE THE CATEGORY BEST DESCRIBING
YOUR SCHOOL:

1. What is your current enrollment:
    ___Fewer than 200
    ___200-499
    ___500-1499
    ___1500-2499
    ___Over 2500

2. What is the average annual per-
    pupil expenditure for instruct-
    ional purposes:
    ___Less than $500
    ___500-799
    ___800-1500
    ___Over 1500

3. Which of the following best
    describes the kind of school
    this is:
    ___Public
    ___Parochial or diocesan
    ___Private, not religious
      . affiliated
    ___Government, other

4. A majority of your students
    live in which kind of area:
    ___City of over 400,000
        residents
    ___Community of 300,000-
        399,999 (not suburban)
    ___Community of 200,000-
        299,999 (not suburban)
    ___Community of 100,000-
        199,999 (not suburban)
    ___Community of 5,000-99,999
        (not suburban)
    ___Suburban within urban fringe
        of central city
    ___Small town of under 5,000
    ___Rural area

PART B - PLEASE READ DEFINITIONS FOLLOWING EACH INNOVATION LISTED BELOW:

1. Please remember that if the practice has been tried and ABANDONED an
    X should be placed in the first box. The REASON(S) for abandoning
    the innovation are to be checked by turning to PART C.

2. If the innovation has NEVER been adopted by your school please place
    an X in the second box.

3. If the innovation has ever been used, either presently or at some
    time in the past, in your school, please place an X in the box which
    to the best of your recollection, indicates WHEN it was adopted.

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4. If the innovation is PRESENTLY in use please indicate by checking the appropriate box whether it is being FULLY IMPLEMENTED or being tried on a LIMITED BASIS.

Innovation or Practice	Have tried but abandoned	No, practice was never used	If ever used, check year begun:			Yes, presently in use	
			Before 1965	65-69	70-74	Fully implemented and operating	Being tried on limited basis

CURRICULUM

1. PSSC
   Physics-----O----------O---------O-----O----O-------O---------O-----

   Physical Science Study Committee materials.

2. Harvard
   Physics-----O----------O---------O-----O----O-------O---------O-----

   Harvard University Physics Project materials.

3. ESCP
   Physical SciO----------O---------O-----O----O-----O---------O-----

   Earth Science Curriculum Project materials.

4. SSSP
   Physical SciO----------O---------O-----O----O-----O---------O-----

   Secondary School Science Project (Princeton) physical science course using Time, Space, Matter.

5. IPS
   Physical SciO----------O---------O-----O-----O-----O---------O-----

   Introductory Physical Science materials.

6. Humanities
   Course------O----------O---------O-----O----O-----O---------O-----

   Elective or required course given for at least a semester's credit which combines instruction in art, music, literature, and philosophy.

7. Career
   Education---O----------O---------O-----O----O-----O---------O-----

   An overall plan unifying all phases of the curriculum in occupation awareness or preparation.

8. Independent
   Study
   Programs----O----------O---------O-----O----O-----O---------O-----

   Programs allowing students a segment of the school day free from regular classes to pursue in-depth study of a subject of the students own choosing.

*If abandoned, please check reasons in PART C.

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Innovation or Practice	Have tried but abandoned	No, practice was never used	If ever used, check year begun:			Yes, presently in use	
			Before 1965	65-69	70-74	Fully implemented and operating	Being tried on limited basis

9. Mini-
   Courses------O----------O---------O-----O----O-------O---------O-----

   An elective course taught and completed in 60 class hours or less.

10. Learning
    Packages-----O----------O---------O-----O----O-------O---------O-----

    Individualization of the pace of learning by allowing students
    to work through packaged short units of instruction at their
    own rate.

11. HSGP
    Geography----O----------O---------O-----O----O-------O---------O-----

    High School Geography Project materials.

12. IPI---------O----------O---------O-----O----O-------O---------O-----

    Individually Prescribed Instruction, either commercially produced
    programs or programs developed by the school district or some
    related educational institution.

13. SRSS
    Sociology----O----------O---------O-----O----O-------O---------O-----

    Sociological Resources for the Social Studies materials.

14. Ethnic
    Studies------O----------O---------O-----O----O-------O---------O-----

    An individual course or broad program of study of the history,
    heritage and culture of one or more ethnic groups.

TECHNOLOGY
15. Television
    Instruction--O----------O---------O-----O----O-------O---------O-----

    The regular use of open or closed circuit television as a means
    of teaching courses for credit. (Includes cable television)

16. Programmed
    Instruction--O----------O---------O-----O----O-------O---------O-----

    A course designed for independent use in which students regularly
    use programmed materials (without a machine) so organized as to
    proceed in small steps, respond to information, and be informed
    immediately whether or not the response is correct.

*If abandoned, please check reasons in PART C.

Innovation or Practice	Have tried but abandoned	No, practice was never used·	If ever used, check year begun:			Yes, presently in use	
			Before 1965	65-69	70-74	Fully im-plemented and opera-ting	Being tried on limited basis

17. Teaching
Machines-----0-----------0---------0-----0----0-------0---------0-----

Mechanical devices which present educational programs designed to teach a student through controlled communication--used regularly in the classroom instruction.

18. Telephone
Amplifica-
tion---------0-----------0---------0-----0----0-------0---------0-----

One or more classes periodically arranges to amplify telephone conversations dealing with information being studied in class.

19. Simulation
or Gaming----0-----------0---------0-----0----0-------0---------0-----

The use of a device to create realistic political, social, or economic situations in class for helping students to become involved in decision-making.

20. Data
Processing
Equipment----0-----------0---------0-----0----0-------0---------0-----

Electronic accounting machines and computers are used for class scheduling, reporting marks, attendance accounting, etc.

21. Computer
Assisted
Instruction--0-----------0---------0-----0----0-------0---------0-----

One or more classes regularly uses a computer or computer terminal as an integral part of instruction.

ORGANIZATION
22. Flexible
Scheduling---0-----------0---------0-----0----0-------0---------0-----

The school operates on a variable schedule which starts with modules of less than 40 minutes in length and organizes the day into various combinations of these modules according to the different learning environments required.

23. Team
Teaching-----0-----------0---------0-----0----0-------0---------0-----

A course under the direction of two or more faculty members, all of whom participate directly in planning and meeting the class sessions.

*If abandoned, please check reasons in PART C.

Innovation or Practice	Have tried but abandoned	No, practice was never used	If ever used, check year begun:			Yes, presently in use	
			Before 1965	65- 69	70- 74	Fully im- plemented and opera- ting	Being tried on limited basis

24. College
    Credit
    Courses------O----------O----------O-----O----O-------O----------O-----

   High school students take Advance Placement courses and examina-
   tions, or a similar kind of arrangement, whereby credit is given
   for college level courses.

25. Non-Graded
    Programs-----O----------O----------O-----O----O-------O-------O-----

   Student may pursue any course in which he is interested, and has
   the ability to achieve, without regard to grade level or sequence;
   subjects are not divided into semesters and students progress on
   individual basis.

26. Teacher Aides
    Paraprofes-
    sionals------O----------O----------O-----O----O-------O----------O-----

   The use of degree or non-degree persons for assisting teachers in
   essentially non-teaching duties such as evaluating student
   compositions, supervising halls, or checking papers.

27. Differen-
    tiated
    Staffing-----O----------O----------O-----O----O-------O----------O-----

   Assigning teachers to differing levels of responsibility and
   classification utilizing special abilities and allowing for dif-
   ferences in compensation.

28. School-
    Within-
    A-School-----O----------O----------O-----O----O-------O----------O-----

   An organizational design whereby a large secondary school is
   divided into smaller schools each having its own administration,
   guidance staff, building space, and students.

29. Cultural
    Enrichment
    Program------O----------O----------O-----O----O-------O----------O-----

   A regular program attempting to expose students to elements of
   society outside the school such as concerts, lectures, museums.
   This is intended as a regular program for given students, not
   just occasional field trips.

*If abandoned, please check reasons in PART C.

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Innovation or Practice	Have tried but abandoned	No, practice was never used	If ever used, check year begun:			Yes, presently in use.	
			Before 1965	65-69	70-74	Fully implemented and operating	Being tried on limited basis

30. Optional Class At-
tendance-----O----------O---------O-----O----O------O---------O-----

An attempt to encourage independent study by permitting students to have a choice as to whether or not they will attend class regularly.

31. Extended School
Year---------O----------O---------O-----O----O------O---------O-----

The total number of days in the school year (exclusive of summer sessions) is in the area of 200 days or more, or at least approximately two weeks in excess of what may be legally required.

32. Action
Learning-----O----------O---------O-----O----O------O---------O-----

Provision for placing students in the real world with adults on a paid or nonpaid basis in social service agencies, business, or industry.

33. Early Leaving
Plan---------O----------O---------O-----O----O------O---------O-----

Provision for students to complete graduation requirements and leave school in less than thirty-six months of attendance between grades 9 and 12.

*FOR ALL INNOVATIONS OR PRACTICES REPORTED ABANDONED,
PLEASE TURN TO PART C AND MARK REASONS FOR ABANDONMENT

PART C   REASONS FOR ABANDONMENT OF INNOVATION

Reasons for abandoning the innovative_____
program checked (√) below: NAME OF PROGRAM CHECKED IN PART B

I.   Reasons Related to Financing the Program
     1. ___Benefits of the program did not justify the costs.
     2. ___Federal funds could not be secured.
     3. ___Federal funds were discontinued.
     4. ___Local funding was discontinued.
     5. ___Other FINANCIAL reasons:_____

II. Reasons Related to Personnel
     1. ___Necessary leadership was not available.
     2. ___Leadership personnel responsible for the innovation changed.
     3. ___Central office support for the innovation was not forth-
            coming.
     4. ___Building administrators did not support the innovation.
     5. ___Competent specialists and support personnel were not
            available.
     6. ___Teachers did not support the program.
     7. ___Teachers' organizations opposed the change.
     8. ___Teachers were not adequately trained.
     9. ___In-service training was not provided or was inadequate.
    10. ___Other PERSONNEL reasons:_____

III. Reasons Related to Administration
     1. ___Preliminary planning was not adequate.
     2. ___Objectives were not clearly stated.
     3. ___Administrative detail required was too cumbersome to be
            justified.
     4. ___Public relations activities were not adequate.
     5. ___Administrator/Staff relationships were not satisfactory.
     6. ___Physical facilities were not suitable.
     7. ___Adequate materials and equipment were not provided.
     8. ___Project practices were discouraged by State Department of
            Education.
     9. ___Project practices violated regulations of accrediting
            agencies.
    10. ___Adequate support services (computer, statistical, etc.) were
            not available.
    11. ___Other ADMINISTRATIVE reasons:_____

IV. Reasons Related to Pupil Outcomes
     1. ___Students did not accept the new program.
     2. ___Program was detrimental to pupil achievement.
     3. ___Program created scheduling complications.
     4. ___Program adversely affected pupil control.
     5. ___Program adversely affected pupil morale.
     6. ___Program was detrimental to other ongoing programs.
     7. ___Program complicated high school/college transition for pupils.
     8. ___Other PUPIL reasons:_____

V. Reasons Related to Acceptance by Patrons
    1. ___The board of education did not support the program.
    2. ___Program was not accepted by parents.
    3. ___Program was misunderstood by patrons.
    4. ___Program became controversial.
    5. ___Community opposed program expenditures.
    6. ___Other PATRON ACCEPTANCE reasons: _____

VI. The original impetus for the ADOPTION of this program came from:
     (check (✓) as many as needed)
     1. ___Building Principal
     2. ___Other Building Administrators
     3. ___Superintendent
     4. ___Director of Curriculum and/or Instruction
     5. ___Teachers
     6. ___Students
     7. ___Parents
     8. ___Board of Education
     9. ___State Department of Education
     10. ___Regional Accrediting Association
     11. ___Federal Government Agencies
     12. ___Publishing and Media companies
     13. ___Results of Educational Research
     14. ___Other _____

APPENDIX B

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_____ School Number

Part A

STATUS OF INNOVATIVE PRACTICES IN
NORTH CENTRAL ASSOCIATION SECONDARY SCHOOLS

The following innovative practices were indicated as being IN USE in your
school. Would you please provide the requested information about each innova-
tion ly placing a check (✓) in the blank which best answers the questions in
the boxes below about each innovation.

Which of the following best describes the student population for which the innovation was designed?	If fully implemented which of the follow- ing best describes the degree of imple- mentation?	If being tried on a limited basis which of the following best describes the degree of imple- mentation?

1. _____ __1. A few students se-
lected on the basis
of academic achieve-
ment

__2. The general student
body

__3. A few students se-
lected on the basis
of career choices

__4. Other: _____
_____

__1. Serves a special-
ized group of
students

__2. Used in an elec-
tive course

__3. Used in program
required of all
students

__4. Offered each year

__5. Offered on al-
ternate years

__6. Other: _____
_____

__1. Tried on a pilot
basis of one or
two sections

__2. Enrollment is of-
fered to only a
few selected
students

__3. Being offered on
a temporary basis

__4. Other: _____
_____

2. _____ __1. A few students se-
lected on the basis
of academic achieve-
ment

__2. The general student
body

__3. A few students se-
lected on the basis
of career choices

__4. Other: _____
_____

__1. Serves a special-
ized group of
students

__2. Used on an elec-
tive course

__3. Used in program
required of all
students

__4. Offered each year

__5. Offered on al-
ternate years

__6. Other: _____
_____

__1. Tried on a pilot
basis of one or
two sections

__2. Enrollment is of-
fered to only a
few selected
students

__3. Being offered on
a temporary basis

__4. Other: _____
_____

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Part B

The following innovations were reported as having been tried and ABAN-DONED by your school. Would you please provide the requested information about each innovation listed by placing a check (✓) in the blank before the choice which best answers the questions about each innovation.

	How long was the innovation in use before being abandoned?	From what source was the innovation developed?	What, if any, modifications of the innovation were made by your school?
1.____ ____	__1. Less than one year __2. One year __3. 1-3 years __4. 3-5 years __5. More than 5 years	__1. Locally developed __2. Commerically produced __3. Combination of #1 and #2 above	__None __The following mod-ifications were made (describe): _____ _____
2.____ ____	__1. Less than one year __2. One year __3. 1-3 years __4. 3-5 years __5. More than 5 years	__1. Locally developed __2. Commerically produced __3. Combination of #1 and #2 above	__ None✓ __ The following mod-ifications were made (describe): _____ _____ _____
3.____ ____	__1. Less than one year __2. One year __3. 1-3 years __4. 3-5 years __5. More than 5 years	__1. Locally developed __2. Commerically produced __3. Combination of #1 and #2 above	__ None __ The following mod-ifications were made (describe): _____ _____ _____
4.____ ____	__1. Less than one year __2. One year __3. 1-3 years __4. 3-5 years __5. More than 5 years	__1. Locally developed __2. Commerically produced __3. Combination of #1 and #2 above	__ None __ The following mod-ifications were made (describe): _____ _____ _____
5.____ ____	__1. Less than one year __2. One year __3. 1-3 years __4. 3-5 years __5. More than 5 years	__1. Locally developed __2. Commerically produced __3. Combination of #1 and #2 above	__ None __ The following mod-ifications were made (describe): _____ _____ _____

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APPENDIX C

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TABLE XCIII

AVERAGE NUMBER OF THIRTY-THREE INNOVATIONS ADOPTED
AND/OR ABANDONED BY RESPONDING SCHOOLS BY STATE

State	N	Adopted	Abandoned
Unidentified	13	9.3	0.9
Arizona	89	10.7	0.9
Arkansas	118	6.1	0.4
Colorado	126	11.5	0.7
Illinois	482	10.5	0.8
Indiana	254	8.1	0.7
Iowa	172	10.4	0.6
Kansas	155	8.6	0.6
Michigan	304	10.5	0.9
Minnesota	128	12.9	0.8
Missouri	164	10.2	1.0
Nebraska	127	8.8	0.6
New Mexico	51	10.9	0.9
North Dakota	36	9.3	0.7
Ohio	446	9.4	0.8
Oklahoma	141	6.5	0.6
South Dakota	59	8.4	0.8
West Virginia	104	8.2	0.6
Wisconsin	230	11.6	0.8
Wyoming	28	10.5	0.8
Overseas Dependents Schools	44	12.9	1.1
Total	3,271		
Mean		9.7	0.76

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TABLE XCIV

NUMBER AND PERCENTAGE OF SCHOOLS BY STATE REPORTING
ADOPTION OF THIRTY-THREE INNOVATIONS

State	n	PSSC Physics		Harvard Physics		ESCP Physical Science	
		f	%	f	%	f	%
Unidentified	13	3	27.3	2	18.2	3	27.3
Arizona	89	24	27.0	22	24.7	27	30.3
Arkansas	119	11	9.3	9	7.6	9	7.6
Colorado	126	65	51.6	27	21.4	39	31.0
Illinois	483	197	40.9	67	13.9	97	20.1
Indiana	245	59	23.2	34	13.4	28	11.0
Iowa	173	70	40.7	67	39.0	37	21.5
Kansas	156	52	33.5	21	13.5	28	18.1
Michigan	305	121	39.8	70	23.0	49	16.1
Minnesota	129	74	57.8	57	44.5	23	18.0
Missouri	164	79	48.2	37	22.6	26	15.9
Nebraska	127	38	29.9	21	16.5	23	18.1
New Mexico	51	22	43.1	3	5.9	8	15.7
North Dakota	36	12	33.3	7	19.4	8	22.2
Ohio	448	158	35.4	66	14.8	60	13.5
Oklahoma	141	29	20.6	11	7.8	16	11.3
South Dakota	59	27	45.8	8	13.6	6	10.2
West Virginia	104	25	24.0	11	10.6	12	11.5
Wisconsin	231	115	50.0	67	29.1	34	14.8
Wyoming	28	10	35.7	5	17.9	6	21.4
Dependent's Schools	44	37	80.4	11	23.9	4	8.7
Total	3271	1228	37.5	623	19.0	543	16.6

TABLE XCIV
(CONTINUED)

SSSP Physical Science		IPS Physical Science		Humanities Courses		Career Education	
f	%	f	%	f	%	f	%
0	0.0	4	36.4	5	45.5	6	54.5
2	2.2	25	28.1	36	40.4	74	83.1
6	5.1	26	22.0	37	31.4	62	52.5
3	2.4	54	42.9	52	41.3	67	53.2
30	6.2	189	39.2	222	46.1	276	57.3
7	2.8	55	21.7	60	23.6	94	37.0
10	5.8	50	29.1	71	41.3	104	60.5
7	4.5	28	18.1	52	33.5	85	54.8
11	3.6	111	36.5	147	48.4	189	62.2
8	6.3	52	40.6	72	56.3	72	56.3
10	6.1	57	34.8	83	50.6	65	39.6
5	3.9	48	37.8	29	22.8	61	48.0
2	3.9	12	23.5	33	64.7	42	82.4
3	8.3	6	16.7	8	22.2	27	75.0
17	3.8	103	23.1	170	38.1	164	36.8
7	5.0	30	21.3	46	32.6	61	43.3
2	3.4	18	30.5	17	28.8	23	39.0
6	5.8	22	21.2	31	29.8	52	50.0
6	2.6	103	44.8	88	38.3	116	50.4
1	3.6	10	35.7	11	39.3	20	71.4
1	2.2	42	91.3	29	63.0	36	78.3
144	4.4	1045	31.9	1299	39.7	1696	51.8

TABLE XCIV
(CONTINUED)

Independent Study Programs		Mini-Courses		Learning Packages		HSGP Geography	
f	%	f	%	f	%	f	%
8	72.7	4	36.4	3	27.3	2	18.2
53	59.6	34	38.2	43	48.3	6	6.7
27	22.9	23	19.5	25	21.2	9	7.6
100	79.4	78	61.9	72	57.1	20	15.9
328	68.0	224	46.5	229	47.5	104	21.6
146	57.5	128	50.4	94	37.0	40	15.7
118	68.6	95	55.2	118	68.6	45	26.2
124	80.0	112	72.3	57	36.8	19	12.3
235	77.3	142	46.7	110	36.2	32	10.5
110	85.9	65	50.8	70	54.7	33	25.8
96	58.5	81	49.4	81	49.4	25	15.2
54	42.5	74	58.3	88	69.3	26	20.5
30	58.8	32	62.7	18	35.3	10	19.6
17	47.2	26	72.2	12	33.3	10	27.8
273	61.2	294	65.9	149	33.4	108	24.2
47	33.3	41	29.1	35	24.8	10	7.1
32	54.2	29	49.2	33	55.9	15	25.4
44	42.3	46	44.2	30	28.8	11	10.6
172	74.8	110	47.8	139	60.4	66	28.7
21	75.0	10	35.7	15	53.6	4	14.3
43	93.5	31	67.4	19	41.3	5	10.9
2078	63.5	1679	51.3	1440	44.0	600	18.3

TABLE XCIV
(CONTINUED)

IPI		SRSS Sociology		Ethnic Studies		Television Instruction	
f	%	f	%	f	%	f	%
7	63.6	2	18.2	0	0.0	7	63.6
69	77.5	40	44.9	12	13.5	73	82.0
42	35.6	24	20.3	11	9.3	66	55.9
100	79.4	53	42.1	34	27.0	95	75.4
339	70.3	272	56.4	63	13.1	278	57.7
173	68.1	68	26.8	45	17.7	162	63.8
120	69.8	57	33.1	29	16.9	110	64.0
82	52.9	53	34.2	26	16.8	80	51.6
201	66.1	158	52.0	75	24.7	176	57.9
95	74.2	61	47.7	38	29.7	97	75.8
108	65.9	75	45.7	27	16.5	83	50.6
63	49.6	49	38.6	24	18.9	89	70.1
35	68.6	28	54.9	9	17.6	32	62.7
16	44.4	12	33.3	7	19.4	20	55.6
284	63.7	206	46.2	94	21.1	250	56.1
63	44.7	22	15.6	19	13.5	91	64.5
36	61.0	9	15.3	15	25.4	42	71.2
50	48.1	53	51.0	22	21.2	60	57.7
183	79.6	110	47.8	42	18.3	159	69.1
19	67.9	17	60.7	9	32.1	22	78.6
27	58.7	19	41.3	20	43.5	27	58.7
2112	64.6	1388	42.4	621	79.0	2019	61.7

TABLE XCIV
(CONTINUED)

Programmed Instruction		Teaching Machines		Telephone Amplifi- cation		Simulation or Gaming	
f	%	f	%	f	%	f	%
3	27.3	1	9.1	1	9.1	0	0.0
7	7.9	4	4.5	23	25.8	4	4.5
10	8.5	2	1.7	32	27.1	3	2.5
21	16.7	11	8.7	32	25.4	12	9.5
71	14.7	32	6.6	124	25.7	45	9.3
24	9.4	10	3.9	40	15.7	22	8.7
14	8.1	7	4.1	27	15.7	20	11.6
18	11.6	6	3.9	37	23.9	14	9.0
24	7.9	23	7.6	59	19.4	22	7.2
16	12.5	14	10.9	28	21.9	10	7.8
24	14.6	14	8.5	49	29.9	11	6.7
9	7.1	4	3.1	18	14.2	8	6.3
14	27.5	1	2.0	19	37.3	5	9.8
6	16.7	3	8.3	9	25.0	1	2.8
59	13.2	25	5.6	98	22.0	31	7.0
24	17.0	3	2.1	26	18.4	5	3.5
5	8.5	2	3.4	13	22.0	4	6.8
16	15.4	4	3.8	28	26.9	4	3.8
29	12.6	10	4.3	45	19.6	28	12.2
1	3.6	1	3.6	6	21.4	2	7.1
4	8.7	0	0.0	20	43.5	9	19.6
399	12.2	177	5.4	734	22.4	260	7.9

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TABLE XCIV
(CONTINUED)

Data Processing Equipment		Computer Assisted Instruction		Flexible Scheduling		Team Teaching	
f	%	f	%	f	%	f	%
0	0.0	7	63.6	2	18.2	2	18.2
3	3.4	61	68.5	50	56.2	12	13.5
0	0.0	38	32.2	41	34.7	6	5.1
4	3.2	67	53.2	69	54.8	13	10.3
8	1.7	303	62.9	297	61.6	53	11.0
3	1.2	121	47.6	144	56.7	8	3.1
2	1.2	102	59.3	112	65.1	14	8.1
1	0.6	77	49.7	84	54.2	5	3.2
10	3.3	197	64.8	156	51.3	27	8.9
3	2.3	82	64.1	72	56.3	10	7.8
2	1.2	94	57.3	114	69.5	18	11.0
3	2.4	71	55.9	65	51.2	16	12.6
0	0.0	32	62.7	33	64.7	1	2.0
0	0.0	25	69.4	16	44.4	4	11.1
9	2.0	225	50.4	296	66.4	23	5.2
3	2.1	70	49.6	47	33.3	9	6.4
1	1.7	25	42.4	30	50.8	0	0.0
22	21.2	60	57.7	59	56.7	6	5.8
3	1.3	152	66.1	165	71.7	12	5.2
1	3.6	19	67.9	19	67.9	5	17.9
1	2.2	36	78.3	40	87.0	6	13.0
79	2.4	1864	57.0	1911	58.4	250	7.6

TABLE XCIV
(CONTINUED)

College Credit Courses		Non-Graded Programs		Teacher Aides Paraprofessionals	
f	%	f	%	f	%
3	27.3	2	18.2	2	18.2
16	18.0	3	3.4	38	42.7
21	17.8	6	5.1	23	19.5
18	14.3	15	11.9	68	54.0
81	16.8	52	10.8	229	47.5
31	12.2	18	7.1	66	26.0
22	12.8	11	6.4	70	40.7
24	15.5	14	9.0	69	44.5
49	16.1	20	6.6	159	52.3
23	18.0	14	10.9	86	67.2
25	15.2	15	9.1	75	45.7
20	15.7	6	4.7	32	25.2
6	11.8	7	13.7	33	64.7
6	16.7	4	11.1	12	33.3
44	9.9	28	6.3	158	35.4
15	10.6	18	12.8	30	21.3
5	8.5	6	10.2	23	39.0
10	9.6	12	11.5	27	26.0
48	20.9	21	9.1	115	50.0
4	14.3	5	17.9	10	35.7
6	13.0	1	2.2	34	73.9
477	14.6	278	8.5	1359	41.5

TABLE XCIV.
(CONTINUED)

Differentiated Staffing		School-Within-A-School		Cultural Enrichment Programs		Optional Class Attendance	
f	%	f	%	f	%	f	%
1	9.1	6	54.5	4	36.4	1	9.1
21	23.6	39	43.8	30	33.7	17	19.1
16	13.6	39	33.1	26	22.0	9	7.6
30	23.8	47	37.3	33	26.2	16	12.7
94	19.5	182	37.8	101	21.0	48	10.0
68	26.8	64	25.2	40	15.7	25	9.8
34	19.8	53	30.8	26	15.1	15	8.7
25	16.1	43	27.7	17	11.0	13	8.4
80	26.3	120	39.5	73	24.0	27	8.9
54	42.2	48	37.5	29	22.7	15	11.7
35	21.3	74	45.1	43	26.2	15	9.1
44	34.6	36	28.3	25	19.7	15	11.8
7	13.7	21	41.2	17	33.3	5	9.8
7	19.4	17	47.2	11	30.6	8	22.2
116	26.0	148	33.2	84	18.8	55	12.3
19	13.5	44	31.2	39	27.7	7	5.0
15	25.4	22	37.3	13	22.0	3	5.1
27	26.0	30	28.8	17	16.3	13	12.5
63	27.4	98	42.6	52	22.6	15	6.5
3	10.7	8	28.6	6	21.4	4	14.3
5	10.9	16	34.8	8	17.4	0	0.0
764	23.4	1155	35.3	694	21.2	326	10.0

TABLE XCIV
(CONTINUED)

Extended School Year		Action Learning		Early Leaving Plan	
f	%	f	%	f	%
8	72.7	6	54.5	5	45.5
57	64.0	52	58.4	34	38.2
45	38.1	16	13.6	4	3.4
88	69.8	78	61.9	47	37.3
316	65.6	278	57.7	159	35.1
159	62.6	143	56.3	52	20.5
139	80.8	93	54.1	50	29.1
95	61.3	45	29.0	28	18.1
192	63.2	217	71.4	102	33.6
106	82.8	101	78.9	90	70.3
111	67.7	96	58.5	32	19.5
80	63.0	37	29.1	26	20.5
21	41.2	26	51.0	20	39.2
22	61.1	9	25.0	9	25.0
285	63.9	302	67.7	143	32.1
50	35.5	39	27.7	26	18.4
34	57.6	20	33.9	5	8.5
51	49.0	34	32.7	27	26.0
190	82.6	156	67.8	86	41.7
23	82.1	9	32.1	7	25.0
28	60.9	15	32.6	7	15.2
2100	64.2	1772	54.2	979	29.9

TABLE XCV

NUMBER AND PERCENTAGE OF SCHOOLS BY STATE REPORTING
ABANDONMENT OF THIRTY-THREE INNOVATIONS

State	PSSC Physics		Harvard Physics		ESCP Physical Science	
	f	%	f	%	f	%
Unidentified	0	0.0	0	0.0	0	0.0
Arizona	6	6.7	2	2.2	0	0.0
Arkansas	1	0.8	1	0.8	0	0.0
Colorado	7	5.6	2	1.6	6	4.8
Illinois	48	10.0	7	1.5	10	2.1
Indiana	19	7.5	3	1.2	3	1.2
Iowa	24	14.0	0	0.0	7	4.1
Kansas	13	8.4	3	1.9	4	2.6
Michigan	37	12.2	2	0.7	3	1.0
Minnesota	17	13.3	4	3.1	3	2.3
Missouri	28	17.1	4	2.4	4	2.4
Nebraska	6	4.7	1	0.8	3	2.4
New Mexico	8	15.7	0	0.0	0	0.0
North Dakota	2	5.6	0	0.0	0	0.0
Ohio	26	5.8	3	0.7	7	1.6
Oklahoma	9	6.4	3	2.1	1	0.7
South Dakota	7	11.9	0	0.0	0	0.0
West Virginia	8	7.7	0	0.0	2	1.9
Wisconsin	34	14.8	2	0.9	4	1.7
Wyoming	1	3.6	0	0.0	0	0.0
Dependent's Schools	3	6.5	0	0.0	1	2.2
Total	304	9.3	37	1.1	58	1.8

TABLE XCV
(CONTINUED)

SSSP Physical Science		IPS Physical Science		Humanities Courses		Career Education	
f	%	f	%	f	%	f	%
0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	1	1.1	9	10.1	0	0.0
2	1.7	0	0.0	7	5.9	2	1.7
1	0.8	4	3.2	6	4.8	1	0.8
7	1.5	26	5.4	41	8.5	3	0.6
2	0.8	11	4.3	6	2.4	1	0.4
1	0.6	4	2.3	10	5.8	0	0.0
1	0.6	4	2.6	7	4.5	1	0.6
1	0.3	12	3.9	28	9.2	1	0.3
3	2.3	2	1.6	4	3.1	0	0.0
2	1.2	4	2.4	12	7.3	0	0.0
0	0.0	5	3.9	3	2.3	1	0.8
0	0.0	1	2.0	1	2.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0
1	0.2	6	1.3	34	7.6	2	0.4
0	0.0	4	2.8	11	7.8	6	4.3
0	0.0	2	3.4	2	3.4	0	0.0
0	0.0	2	1.9	2	1.9	0	0.0
2	0.9	6	2.6	18	7.8	0	0.0
0	0.0	0	0.0	2	7.1	0	0.0
1	2.2	11	23.9	8	17.4	0	0.0
24	0.7	105	3.2	211	6.5	18	0.6

TABLE XCV
(CONTINUED)

Independent Study Programs		Mini-Courses		Learning Packages		HSGP Geography	
f	%	f	%	f	%	f	%
0	0.0	0	0.0	0	0.0	0	0.0
2	2.2	3	3.4	4	4.5	2	2.2
2	1.7	1	0.8	2	1.7	0	0.0
6	4.8	2	1.6	4	3.2	0	0.0
17	3.5	11	2.3	3	0.6	2	0.4
7	2.8	10	3.9	3	1.2	0	0.0
2	1.2	2	1.2	2	1.2	2	1.2
5	3.2	1	0.6	1	0.6	0	0.0
9	3.0	13	4.3	9	3.0	1	0.3
2	1.6	5	3.9	2	1.6	2	1.6
4	2.4	6	3.7	5	3.0	0	0.0
2	1.6	3	2.4	6	4.7	1	0.8
2	3.9	1	2.0	1	2.0	0	0.0
1	2.8	1	2.8	3	8.3	1	2.8
16	3.6	18	4.0	10	2.2	1	0.2
3	2.1	4	2.8	0	0.0	1	0.7
1	1.7	2	3.4	3	5.1	0	0.0
3	2.9	1	1.0	1	1.0	0	0.0
3	1.3	10	4.3	7	3.0	1	0.4
3	10.7	0	0.0	0	0.0	0	0.0
2	4.3	5	10.9	1	2.2	0	0.0
92	2.8	99	3.0	67	2.0	14	0.4

TABLE XCV
(CONTINUED)

IPI		SRSS Sociology		Ethnic Studies		Television Instruction	
f	%	f	%	f	%	f	%
0	0.0	0	0.0	1	1.9	0	0.0
0	0.0	0	0.0	2	2.2	1	1.1
3	2.5	0	0.0	1	0.8	2	1.7
0	0.0	1	0.8	1	0.8	2	1.6
1	0.2	1	0.2	14	2.9	15	3.1
0	0.0	1	0.4	4	1.6	20	7.9
1	0.6	0	0.0	5	2.9	2	1.2
0	0.0	1	0.6	2		2	1.3
1	0.3	1	0.3	4		21	6.9
1	0.8	0	0.0	1	0.8	12	9.4
1	0.6	0	0.0	2	1.2	9	5.5
0	0.0	0	0.0	3	2.4	3	2.4
0	0.0	0	0.0	1	2.0	1	2.0
0	0.0	0	0.0	0	0.0	1	2.8
0	0.0	0	0.0	7	1.6	18	4.0
0	0.0	0	0.0	3	2.1	3	2.1
0	0.0	1	1.7	0	0.0	0	0.0
0	0.0	0	0.0	2	1.9	3	2.9
0	0.0	1	0.4	3	1.3	6	2.6
0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	4	8.7	0	0.0
8	0.2	7	0.2	60	1.8	121	3.7

TABLE XCV
(CONTINUED

Programmed Instruction		Teaching Machines		Telephone Amplification		Simulation or Gaming	
f	%	f	%	f	%	f	%
2	18.2	1	9.1	0	0.0	1	9.1
6	6.7	4	4.5	0	0.0	3	3.4
7	5.9	3	2.5	0	0.0	1	0.8
1	0.8	5	4.0	4	3.2	1	0.8
22	4.6	10	2.1	4	0.8	2	0.4
5	2.0	4	1.6	2	0.8	1	0.4
4	2.3	0	0.0	1	0.6	0	0.0
5	3.2	0	0.0	1	0.6	1	0.6
15	4.9	6	2.0	1	0.3	0	0.0
7	5.5	2	1.6	3	2.3	0	0.0
14	8.5	5	3.0	3	1.8	1	0.6
2	1.6	1	0.8	0	0.0	1	0.8
4	7.8	1	2.0	1	2.0	0	0.0
4	11.1	0	0.0	3	8.3	0	0.0
24	5.4	6	1.3	5	1.1	3	0.7
6	4.3	3	2.1	1	0.7	2	1.4
1	1.7	1	1.7	0	0.0	1	1.7
2	1.9	1	1.0	2	1.9	0	0.0
5	2.2	4	1.7	2	0.9	0	0.0
2	7.1	2	7.1	0	0.0	0	0.0
0	0.0	0.	0.0	0	0.0	0	0.0
138	4.2	59	1.8	33	1.0	18	0.6

TABLE XCV
(CONTINUED)

Data Processing Equipment		Computer Assisted Instruction		Flexible Scheduling		Team Teaching	
f	%	f	%	f	%	f	%
0	0.0	0	0.0	1	9.1	2	18.2
4	4.5	2	2.2	4	4.5	16	18.0
1	0.8	0	0.0	0	0.0	11	9.3
4	3.2	1	0.8	4	3.2	18	14.3
15	3.1	3	0.6	21	4.4	54	11.2
11	4.3	7	2.8	10	3.9	29	11.4
8	4.7	1	0.6	2	1.2	14	8.1
4	2.6	0	0.0	5	3.2	14	9.0
7	2.3	1	0.3	18	5.9	54	17.8
4	3.1	4	3.1	7	5.5	8	6.3
6	3.7	2	1.2	5	3.0	25	15.2
7	5.5	1	0.8	9	7.1	10	7.9
5	9.8	0	0.0	3	5.9	8	15.7
1	2.8	0	0.0	6	16.7	2	5.6
18	4.0	11	2.5	28	6.3	67	15.0
2	1.4	2	1.4	1	0.7	11	7.8
6	10.2	1	1.7	4	6.8	4	6.8
0	0.0	3	2.9	3	2.9	8	7.7
5	2.2	5	2.2	12	5.2	26	11.3
2	7.1	2	7.1	2	7.1	1	3.6
2	4.3	0	0.0	1	2.2	7	15.2
112	3.4	46	1.4	146	4.5	389	11.9

TABLE XCV
(CONTINUED).

College Credit Courses		Non-Graded Programs		Teacher Aides Paraprofessionals	
f	%	f	%	f	%
1	9.1	0	0.0	0	0.0
1	1.1	0	0.0	6	6.7
0	0.0	2	1.7	2	1.7
1	0.8	0	0.0	1	0.8
17	3.5	2	0.4	9	1.9
2	0.8	2	0.8	9	3.5
2	1.2	0	0.0	5	2.9
3	1.9	0	0.0	3	1.9
5	1.6	1	0.3	6	2.0
3	2.3	0	0.0	4	3.1
2	1.2	2	I.2	5	3.0
1	0.8	1	0.8	3	2.4
1	2.0	1	2.0	1	2.0
0	0.0	0	0.0	0	0.0
9	2.0	1	0.2	17	3.8
2	1.4	1	0.7	6	4.3
2	3.4	1	1.7	5	8.5
1	1.0	0	0.0	14	13.5
5	2.2	0	0.0	6	2.6
1	3.6	1	3.6	1	3.6
1	2.2	0	0.0	3	6.5
60	1.8	15	0.5	106	3.2

TABLE XCV
(CONTINUED)

Differentiated Staffing		School-Within-A-School		Cultural Enrichment Programs		Optional Class Attendance	
f	%	f	%	f	%	f	%
1	9.1	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	2	2.2	0	0.0
0	0.0	0	0.0	1	0.8	0	0.0
1	0.8	2	1.6	0	0.0	4	3.2
1	0.2	8	1.7	4	0.8	6	1.2
0	0.0	0	0.0	1	0.4	0	0.0
0	0.0	1	0.6	1	0.6	1	0.6
0	0.0	0	0.0	1	0.6	2	1.3
3	1.0	4	1.3	2	0.7	7	2.3
2	1.6	0	0.0	1	0.8	0	0.0
0	0.0	1	0.6	2	1.2	0	0.0
0	0.0	1	0.8	0	0.0	0	0.0
0	0.0	0	0.0	2	3.9	1	2.0
0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	2	0.4	4	0.9
0	0.0	0	0.0	1	0.7	0	0.0
	1.7	0	0.0	0	0.0	1	1.7
0	0.0	1	1.0	1	1.0		1.0
0	0.0	1	0.4	3	1.3		0.0
0	0.0	0	0.0	0	0.0		0.0
0	0.0	0	0.0	0	0.0		0.0
9	0.3	19	0.6	24	0.7	27	0.8

TABLE XCV
(CONTINUED)

Extended School Year		Action Learning		Early Leaving Plan	
f	%	f	%	f	%
0	0.0	0	0.0	0	0.0
0	0.0	2	2.2	0	0.0
0	0.0	0	0.0	1	0.8
0	0.0	0	0.0	0	0.0
1	0.2	5	1.0	6	1.2
0	0.0	0	0.0	0	0.0
0	0.0	2	1.2	1	0.6
0	0.0	3	1.9	1	0.6
3	1.0	0	0.0	3	1.0
1	0.8	1	0.8	0	0.0
0	0.0	2	1.2	0	0.0
0	0.0	1	0.8	1	0.8
0	0.0	1	2.0	0	0.0
0	0.0	0	0.0	0	0.0
2	0.4	1	0.2	3	0.7
0	0.0	2	1.4	1	0.7
0	0.0	1	1.7	0	0.0
1	1.0	2	1.9	0	0.0
0	0.0	1	0.4	1	0.4
0	0.0	0	0.0	1	3.6
0	0.0	0	0.0	0	0.0
8	0.2	24	0.7	19	0.6

APPENDIX D

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UM

College of Educatio

Department of E cational Administratio

207 Hill Ha
Columbia, Missouri 6520
Telephone (314) 882-822

April 9, 1974

Dear Colleague:

Approximately three weeks ago we mailed to you a questionnaire
dealing with the status of certain innovative practices in member
schools of the North Central Association. The purpose of the study
is to gather information which will be helpful in understanding how
to better effect lasting educational change.

The response we have received has been extremely encouraging. How-
ever, the strength of the study depends upon its representativeness,
and we are making a special effort to contact each participant who
has not yet returned the questionnaire. Your response is extremely
valuable in the conclusion of this study. We look forward to
receiving your reply.

Thank you for your cooperation and support.

Cordially yours,

John W. DeArman
Researcher

ms

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ERIC

March 11, 1974

Dear Colleague:

In 1966 Dr. Gordon Cawelti conducted a study of all accredited secondary schools in the nation in an attempt to discover to what extent they had adopted certain innovative practices.

We are attempting to extend Dr. Cawelti's study to discover, not only the extent of adoption of innovations in secondary schools in the North Central Association, but also which innovations have been abandoned and the reasons for abandonment.

Enclosed is a copy of a questionnaire. By completing it you will be providing an invaluable service in helping us gather information which can contribute to a better understanding of planning educational change as well as understanding the conditions which help insure the success of innovations.

We hope that you will complete the questionnaire and return it by April 5, 1974. No school will be identified with its responses. It is not necessary that you sign the questionnaire.

Thank you for your cooperation and assistance.

Cordially yours,

Dr. Neil C. Aslin
State Chairman
Missouri North Central
Association

Dr. John A. Stanavage
Executive Secretary
Secondary Commission
North Central Association

Mr. John De Arman
Researcher
College of Education
University of Missouri

ms

enclosure

Um

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

Department of Educational Administration

207 Hill Hall
Columbia, Missouri 65201
Telephone (314) 882-8221

April 22, 1974

Dear Colleague:

Recently you were asked to complete a questionnaire dealing with
the status of innovative practices in member schools of the North
Central Association. The purpose of this study is to gather infor-
mation which will contribute to an understanding of how to better
effect lasting educational change.

The response we have received has been extremely encouraging.
Because the strength of the study rests upon its representativeness,
we are making a special effort to contact each participant who has
not yet returned a questionnaire in an attempt to enlist his support.
We value your contribution and would like very much to include your
responses in our study. Another questionnaire has been included for
your convenience. We look forward to hearing from you.

Thank you for your cooperation and support.

Cordially yours,

John W. DeArman
Researcher

ms

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ASCD

Association for Supervision
and Curriculum Development

TO: Survey Participants

FROM: Gordon Cawelti, Executive Secretary

DATE: February 6, 1974

Mr. John De Arman is undertaking a very significant study concerning
the abandonment of school innovations. I believe his findings will be
useful to other school systems in preventing problems that might
have been anticipated. I urge you to cooperate with John in providing
the data he requests.

GC/cc

1701 K Street, N.W. • Suite 1100
Washington, D.C. 20006 • (202) 467-6480

GORDON CAWELTI Executive Secretary

ASCD

THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

A National Affiliate of the National Education Association • 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 • (202) 833-4072

November 12, 1973

Mr. John DeArman
College of Education
207 Hill Hall
University of Missouri
Columbia, Missouri

Dear John:

I have reviewed your survey form and make the following suggestions:

> 1) It may be wise to broaden black studies to ethnic studies
> since this is a broader area than just the black studies pro-
> gram - in the southwestern part of the United States there may
> be more attention to the Indian or Mexican-American heritage
> than to the black.
>
>   The television item should have a definition including
> cable TV which is growing more rapidly now than closed circuit
> television.
>
> 3) I believe telephone amplification has never caught on very
> much and could well be omitted.
>
> 4) The whole area of "action learning" is receiving consider-
> able emphasis now by NASSP and other groups. I'm sure you're
> familiar with this but it includes programs for getting stu-
> dents out into the real world with adults on a paid or nonpaid
> basis in social service agencies or industry. I think this
> might well be a useful additional item.
>
> 5) Perhaps you should include an attempt to see whether or
> not anything is developing with respect to plans encouraging
> certain students to be able to leave high school earlier than
> at the conventional age. I know that at least Oregon and
> probably some other states are working at this in an attempt
> to deal with the restlessness and inadequacy of conventional
> secondary schooling for many youth.
>
> 6) A number of high schools have specific programs preparing
> 18-year-olds to vote. You might want to see if anything has
> been started.

I realize that a number of these suggestions refer to some more recent
developments. Since your interest is primarily in abandonment they may
not be appropriate. I'm sending them along for what they are worth
and simply add that I believe the other items that you have included are
very appropriate for this kind of study.

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Please give Neil my best regards.

Sincerely,

Gordon Cawelti
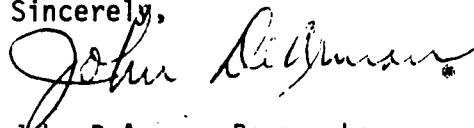Executive Secretary

GC:ea
Enclosure

November 1, 1974

Dear Colleague:

During March, 1974 we sent to your school a questionnaire dealing with the status of certain innovative practices. Your response is appreciated very much.

The National Institute of Education, which is funding the study, has asked that further information be gathered to complete the study. We would be most grateful if you could complete this last short questionnaire which is enclosed and return it in the postage paid envelope provided.

Thank you for your help.

Sincerely,

John DeArman, Researcher
University of Missouri

JD/dmh

VITA

JOHN WILLIAM DE ARMAN

Born: October 12, 1936 - Dexter, Missouri

Family: Spouse - Irene Cheek DeArman
                Children - Sharon Krynn DeArman
                           Karin Elaine DeArman
                           Kristi Lynn DeArman

Education: Elementary and secondary schools - Dexter,
                  Missouri (1941-1954)
                Bachelor of Arts Degree, History - Trevecca
                  College - Nashville, Tennessee (1954-1959)
                Master of Science in Education Degree -
                  Arkansas State University - Jonesboro
                  (1960-1961)
                University of Missouri - Columbia (1970-1975)

Professional
  Experience: Teacher, Dexter Public Schools - Dexter,
                  Missouri (1959-1963)
                Principal, Dexter Junior High School
                  (1963-1967)
                Principal, Dexter Senior High School
                  (1967-1973)
                Executive Secretary, Missouri Association of
                  Secondary School Principals - Columbia,
                  Missouri (1973-1974)
                Assistant Superintendent-Instruction - North
                  Kansas City School District (1974-   )

Professional
  Membership: Missouri Association of Secondary School
                Principals; National Association of Secondary
                School Principals; Phi Delta Kappa; Assoc-
                iation for Supervision and Curriculum Develop-
                ment; Missouri Association for Supervision
                and Curriculum Development.

Professional
  Service: Member, Advisory Committee on Curriculum,
                National Association of Secondary School
                Principals; President, campus chapter Phi
                Delta Kappa, Arkansas State University, Co-
                chairman, Visiting Committees, North Central
                Association; Director, workshops on evaluation
                of instruction, Southeast Missouri State
                University, 1973.