By: Franklin, Marian Popo, Comp.

[SCHOOL ORGANIZATION, THEORY AND PRACTICE, SELECTED READINGS ON GRADING, NONGRADING, MULTIGRADING, SELF-CONTAINED CLASSROOMS, DEPARTMENTALIZATION, TEAM TEACHING, HOMOGENEOUS VS. HETEROGENEOUS GROUPING, SELECTED BIBLIOGRAPHIES] RAND McNALLY EDUCATION SERIES.

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Descriptors:*ABILITY GROUPING, *ANNOTATED BIBLIOGRAPHIES, CONTINUOUS PROGRESS PLAN, DEPARTMENTAL TEACHING PLANS, EDUCATIONAL THEORIES, ELEMENTARY SCHOOLS, HETEROGENEOUS GROUPING, HOMOGENEOUS GROUPING, HORIZONTAL ORGANIZATION, MULTIGRADED CLASSES, NONGRADED SYSTEM, *SCHOOL ORGANIZATION, SECONDARY SCHOOLS, SELF CONTAINED CLASSROOMS, *TEAM TEACHING, UNGRADED SCHOOLS, VERTICAL ORGANIZATION

Over 400 journal articles, case studies, research reports, dissertations, and position papers are briefly described in a series of eight selected bibliographies related to school organization. The eight specific areas treated in the volume and the number of items listed for each include: nongraded elementary school organization, 96, nongraded junior and senior high school organization, 43, multigraded school, 41, self-contained classroom, 43, departmentalization, 41, elementary school team teaching, 54, junior and senior high school team teaching, 33, and ability grouping, 92. With minor exceptions the bibliographies consist of items published since 1960 (UK).
school organization: theory and practice
School Organization: Theory and Practice
School Organization:
Theory and Practice

Selected Readings on
Grading
Nongrading
Multigrading
Self-Contained Classrooms
Departmentalization
Team Teaching
Homogeneous vs. Heterogeneous Grouping

Marian Pope Franklin
University of North Carolina
Greensboro

Rand McNally & Company, Chicago
Preface

There are many ways to organize schools and classrooms. The selections in this book were written or assembled to give readers a concise view of vertical and horizontal school organization and some of the best readings for the elementary, the junior high, and the senior high schools. Each chapter contains selections which explore various organizational alternatives. The bibliographies lead to further sources of information. It is hoped that the material will help school staffs and students of education to understand school organization more fully. It is also hoped that this material will reveal possibilities and new directions that could, and perhaps should, be tried.

I wish to express gratitude to the authors and publishers who have graciously allowed use of their material. Also, I want to thank the Research Council of the University of North Carolina at Greensboro, and my colleagues at that institution, Kenneth E. Howe, William P. Colbert, and Anne M. Kreimeier, for their encouragement and support. To my husband, Gwyn, and my parents, Mr. and Mrs. John J. Pope, my gratitude and appreciation for their continued faith and encouragement in the preparation of this volume.

Marian Pope Franklin
University of North Carolina
Greensboro, North Carolina
January 20, 1967
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Nongraded School Organization:
The Elementary School

Describes plan based on chronological age and reading readiness used in Albany, New York in 1936. There was no repeating or skipping but continuous progress through achievement levels at varying rates. Article is of historical significance.

Points out a school experiment usually involves many changes. Nongrading, for example, stimulates interest in team teaching. Discusses team teaching, sub-professional personnel, the flexible school, nongrading, grouping, flexible scheduling, and technology.

Gives examples of team teaching, of nongrading, and of experiments designed to overcome disadvantages of the traditional graded school.

Includes chapters on organization of schools, nongraded school, cooperative teaching, and school library and materials center.

Shows impact of cultural change on school grouping practices. Describes programs in Appleton and Milwaukee, Wisconsin, and Salt Lake City, Utah.

Describes the Continuous Progress Primary at Westwood School, Park Forest, Illinois. Gives the orientation plan, school procedures, and a summary of the community evaluation.

Used a questionnaire to gather information on the objectives, development, operation, professional staff, and public relations of the ungraded primary unit.

Austin, Mary C. and Morrison, Coleman. The First R: The Harvard Report

Recommends flexible grouping to provide for individual differences. Says the ungraded approach, at least in reading, should be tried so pupils will be free to progress according to their ability.


Describes the independent study programs, facilities, and instructional materials for the elementary school.


Describes nongraded continuous progress science program for the elementary and secondary years developed at Nova School, Fort Lauderdale, Florida.

Bishop, C. W. "Role of the Local Administrator in Reorganizing Elementary Schools to Test a Semi-Departmentalized Plan." Journal of Educational Sociology 34:344-348, April 1961. Also see references by Heathers, Stoddard, and Trachtman.

Describes the elementary school Dual Progress Plan at Ossining and Long Beach, New York. Half of the day is in a graded arrangement and half in a nongraded.


Describes Valley Winds Elementary School in suburban St. Louis, Missouri. Nongrading, team teaching, and independent study are featured.


Concludes ungraded primary, when properly introduced, merits close attention for its overall advantages to teacher and pupils.


Compared reading test scores of students in graded classes with those in ungraded. Found ungraded students had a median reading increase of five months over that of graded. A questionnaire further revealed overwhelming majority of primary teachers in St. Louis Archdiocese favored ungraded program.


Survey of changing instructional practices and description of programs in public and non-public elementary and secondary schools of New York State. Includes nongraded references.


Description of the Garden Springs Elementary School in Lexington, Kentucky. Nongrading and achievement level grouping are features.

Brossard, Chandler. A Comparison of Mental Health and Academic Achievement; The Nongraded School vs. The Graded School. Doctoral Dissertation,
NONGRADED ORGANIZATION: ELEMENTARY SCHOOL


Measured mental health and academic achievement in four graded schools with that of four nongraded schools. All differences favored nongraded.


Showed clear-cut models of grading and nongrading were not yet available. The curriculum practices and the goals of instruction in some of the nongraded schools in his study appear graded even though they were labeled nongraded.


Reports study of the relation between organizational structure and instructional practices. Schools designated as nongraded were accepted for study. No criteria had to be met. Concludes a change in school organization will not produce higher academic achievement unless it is accompanied by appropriate adaptations in the instructional practices.


Describes the efforts of an elementary staff in a nongraded school to design a report card consistent with its philosophy.


Compared test scores of pupils in arithmetic and reading in grades 4-6 with students of achievement-platoon classes and nongraded classes. Concluded no significant differences in achievement due to grouping homogeneously by achievement and/or ability. Teacher opinion poll revealed most parents, pupils, and teachers preferred the nongraded school and it was better for all three.


Debate by two supervisors whether teachers in a graded or nongraded school system can give more attention to individual differences.


Editor of Look points out the importance of early years of schooling. Recommended first three grades be organized into ungraded units.


Describes graded and nongraded structure and curricular implications. Gives pros and cons, evaluation, research results, etc. Reports studies with contrasting findings.


Enevoldsen, C. L. An Evaluation of the Ungraded Primary Program in Selected Schools in the Lincoln, Nebraska Public School System. Doctoral Dissertation, University of Nebraska Teachers College. 1961. Also in Dissertation Abstracts 22:3054. A study to determine the degree of success of the ungraded primary program in Lincoln showed there was very little difference in basic structure between the graded and the ungraded. It was logical, therefore, that the researcher found no significant difference in academic achievement. Reports principals, teachers, and parents still favored the ungraded plan.


Analyzed relationships between formal organization (team teaching and self-contained classroom) and the informal organization (peer status and the characteristics attributed to it). Tested five hypotheses.

Describes nongraded philosophy, organization, and practice.

Points out nongrading frequently results in the modification of only one dimension, rate of learning.

Describes operation of a nongraded primary. A "how we did it book," written by the administrators.

Report of the development and successful use of first grade programmed spelling in Livonia, Michigan. Has implications for graded, nongraded, or multigraded classrooms.

Discusses form and function of vertical school organization. Gives ways to modify the graded structure. Describes and appraises some nongraded plans.

A classic in nongraded literature in which the author compares graded and nongraded concepts.

Surveyed reasons for introducing nongrading and the changes effected by the authors.

Describes the philosophy underlying nongrading and gives the details of putting the plan into action. Includes chapters on curriculum, reporting pupil progress, mental health, and organization.

Shows children from harsh environments began school with handicaps. Points out characteristics of adequate schools and suggests nongraded organization can help meet them.

Points out need for a common vocabulary in describing school organization.
Reports schools in Fond du Lac, Wisconsin abolished graded system in the primary years in favor of a primary school. Reading achievement was the chief grouping criteria. Article is of historical interest.

Reports grade level listing of school systems using programmed instruction. Useful for planning independent study activities in graded, nongraded, or multigraded schools.

Description of Dual Progress Plan in grades 3-8 in Long Beach and Ossining, New York. All teachers are full-time specialists in one of seven curricular areas—language arts, social studies, mathematics, science, physical education, arts and crafts, and music.

Study of 754 ungraded and 603 graded primary students favors ungrading.

A selection of readings concerned with ability grouping, departmentalized and semi-departmentalized plans, team teaching, dual progress, multigrading, and nongrading.

A report of an experiment with 26 students in a graded arrangement and 26 in a nongraded to discover the effects of such organization on reading achievement. Study favors nongrading.

Descries the ungraded primary grouping arrangement in all the elementary schools of the St. Louis, Missouri Archdiocese. Reports failure pattern has been cut 10-15 per cent since program has been functioning.

Describes nongrading as a plan that forces decisions concerning the educational opportunities that most successfully advance the learning of each student.

Points out the importance of diagnosis and prescription for all learners. Article has implications for teachers of graded, nongraded, and multigraded classrooms.

Asks teachers to determine appropriate learning tasks and instructional materials on the basis of a diagnosis of each student's present knowledge in each subject. Such diagnosis is absolutely essential for prescribing in nongraded or multigraded schools. It should also be true of graded ones.


Advocates nongrading and grading on the basis of developmental readiness through junior high.


Account of nongraded organization, team teaching, and in-service education in a Baltimore elementary school.


Found pupils from ungraded schools made significantly higher scores at the 1% level of confidence in mean reading achievement than the pupils from graded schools.


Questions evidence supporting claims made for the nongraded school. Gives 10 guidelines for implementing new elementary school organizational structure.


Says the curriculum should be kept flexible so it will fit the nongraded elementary and secondary school. Suggests scope and sequence.


Identifies organization and basic philosophy of the ungraded primary unit and the use of the plan in North Carolina.


Recommends programmed instruction for homework assignments at every level.


Points out age-grade grouping implies to teachers and pupils an equality and homogeneity that does not exist and leads to undifferentiated instruction through use of the single text and identical assignments. Recommends broader grouping by overlapping age membership in some classes and ability achievement grouping in others.

Mary Alice, Sister. "Administration of the Non-Graded School." Elementary
BIBLIOGRAPHY

Account of nongraded classes at St. Xavier College Elementary School in Chicago. Discusses use of teaching teams and teaching aides.

Investigated the differences in reading and arithmetic achievement between pupils in an ungraded primary and a conventional graded organization in four schools in Wayne, Michigan. Mean score of graded pupils exceeded that of ungraded in nearly all measures of achievement.


National Education Association, Department of Elementary School Principals.

Concise discussion of vertical and horizontal school organization. Recommends nongrading and team teaching.

Overview volume of publications of the Project on Instruction. Gives thirty-three recommendations for improving school curriculum, the classroom, materials, etc. Encourages nongrading.

Survey revealed more than half of the largest school systems (enrollment of 100,000 or more) are using nongrading in one or more schools. Cites advantages and disadvantages.

 Entire issue of magazine devoted to either school organization or report cards. Has implications for graded, nongraded, or multigraded schools.

An analysis by Robert H. Anderson of the nature of individual differences between and within pupils and of school practices that encourage individualizing instruction. Describes teacher orientation necessary to make individualizing effective.

NONGRADED ORGANIZATION: ELEMENTARY SCHOOL

Includes two chapters by John Goodlad on the changing role of the teacher and the curriculum and a chapter on school organization by Glen Heathers.

Describes nongraded cluster grouping in an elementary school in Carson City, Michigan.

Report of a nongraded elementary plan in Beverly Hills, California.

“Planning and Operating the Middle School.” Overview 4:52-55, March 1963.
Upper elementary grades (5–6) were combined with junior high grades (7–9) at Bedford School in Mount Kisco, N.Y. Subject matter ungraded as rapidly as possible. Organized around teaching teams.

Presents nongrading and team teaching as practiced in the Josiah Haynes Elementary School, Sudbury, Massachusetts. School was planned and built for nongrading and team teaching.

Principal from Cocoa, Florida describes operation of nongrading and team teaching in Brevard County. Says the administrators, supervisors, and teachers say it has enhanced education in Poinsett Elementary School.

Brief report of status and trends.

Results from two questionnaires from 52 teachers and 8 principals identifies personnel perceptions concerning nongraded procedures and operation.

A study of achievement grouping in reading at a nongraded elementary school in Brevard County, Florida and ability grouping at nongraded elementary school in Sarasota County, Florida. Team teaching was used in both situations. Gives conclusions.

Says neither team teaching nor nongrading arrangements fit the entire elementary school but each has a place. Believes elimination of grades fits the early elementary years and specialization and departmentalization fits the upper elementary.

Describes internal organizational questions facing schools such as: de-
partmentalization, team teaching, self-contained classroom, etc. Gives a rationale for making decisions.


Suggests a partial solution to the grouping problem can be found in introducing more kindergartens for four-year olds and considering age four and five as an ungraded period of school living for all boys and girls.


Proposes nongraded social studies curriculum for middle grades based on concepts.


Describes "Continuous Progress" in Appleton, Wisconsin and compares it with the traditional graded structure.


Describes nongraded primary plan at Webster School in Pontiac, Michigan.

Stoddard, George D. "Dual Progress Plan in Elementary Education." Educational Forum 25:271-6, March 1961. Also see references by Heathers, Bishop, and Trachtman.

The author of the Dual Progress Plan outlines its rationale and describes experience with it in two Long Island schools.


Gives details of Dual Progress Plan. Half of the elementary school day includes instruction in social studies and language arts in a graded situation. The rest of the program is nongraded with specialist teachers.


Report of primary nongrading and team teaching in Gloucester, Massachusetts.


Deals with the meaning of nongrading, its teaching procedures, curriculum levels, report forms used, etc.

"Topics of Current Interest: Continuous Progress Primary." Education 84:313, January 1964.

Brief explanation of the Continuous Progress Primary Plan begun in Philadelphia Public Schools in September of 1961.


Reports the use of inservice education in preparing for the Dual Progress Plan in Long Beach, New York.

"Ungraded Primary—Has Your Staff Considered It?" School Management 3:40-44, 97-98, November 1959.
Details of ungraded programs given in a tape recorded interview with two administrators from Hillsboro, Oregon.

Wilson, Donna. "Pre-Recorded Tapes Teach a Whole Class." Grade Teacher 83:41–42, 130, January 1960.


At end of primary period, nongraded children were eight months advanced over anticipated achievement. Graded primary children exceeded anticipated achievement by five months. Results of sociometric measures were similar. Fewer "isolates" were found in nongraded school.
Selected Bibliography

Nongraded School Organization:
Junior and Senior High Schools


Says a continuous program must be planned for junior high. Describes the possibilities for curriculum differentiation in the emerging middle school. Encourages nongrading and team teaching.


Account of a nongraded high school at Melbourne, Florida. Grouping is based on achievement in each subject regardless of year in school.


Points out changes in Brevard County School System that have taken place since the advent of Cape Canaveral. The system has changed from graded to nongraded for all twelve years.


Describes school programs, facilities, instructional materials, team teaching, and flexible scheduling. Has implications for graded or nongraded schools.


Explains the shifts in the major structural elements of a school which are necessary in order to introduce innovations such as team teaching, ungraded classes, use of para-professionals, flexible scheduling of large and small groups, etc.


Proposes a high school curriculum which is appropriate for a nongraded high school.
NONGRADED ORGANIZATION: JUNIOR AND SENIOR HIGH

Describes nongraded Melbourne High.


Proposes a spiral curriculum plan of schooling for kindergarten through high school. Calls for a nongraded phased organizational structure and curricula for K-12. Emphasizes team teaching and independent study. Includes chapters on school buildings, the library, dropouts, and disadvantaged students.

Gives details of nongraded Melbourne High School organized in 1958. Discusses organization, independent study, small and large group instruction, advanced placement, expanded curriculum, ability grouping, and interest grouping.

Gives a brief report of nongrading in several elementary, junior, and senior high schools in Newton, Massachusetts. Describes school-within-a-school plan used in a junior and senior high. Briefly describes mathematics, social studies, and vocational curriculum.

Describes English program practiced at University High of State University of Iowa.

Reports homogeneously (achievement) grouped nongraded English classes for the 10-12 years resulted in gradual student improvement. Teachers rotated among various sections and taught as a team.

Reminds the reader that ability grouping and curriculum tracks are not the only devices for providing for individual differences. Recommends grouping within the secondary school class, differentiated assignments, individualized instruction, flexible promotion system, nongraded school, etc.

Reports flexible grouping arrangement in a Kalamazoo, Michigan, junior
high school. Found the grouping did not greatly change students but did seem to influence the procedures used by teachers.


DiPasquale, Vincent C. "The Relation Between Dropouts and the Graded School." Phi Delta Kappan 46:129-133, November 1964. Included in Chapter 2. Advocates abandonment of gradedness and its single standard of achievement for each grade and each academic subject. Believes this would reduce the number of dropouts. Recommends interclass grouping, multiple curricula that is sequential in levels of difficulty, and expansion of vocational and technical programs.


Eilers, Wm. Jr. "San Angelo's Three-Rail Program." American School Board Journal 149:11-12, September 1964. Organized the first six years of the San Angelo's school system on a nongraded basis in 1962. Grades seven through twelve have three levels of instruction: slow students are in a terminal program, college-preparatory students have a middle-of-the-road program, and gifted students have a program designed to challenge them.


Gelinas, Paul J. and Lacoste, Aime. "Setauket Junior High School." Bulletin of NASSP 47:60-69, May 1963. Plan does away with traditional grade lines. Uses homogeneous achievement grouping in each subject area. Study shows by end of freshman year 40% of students had earned one or more sophomore credits.

Hay, Morris E. “Effective Learning Through Grouping in Junior High School.” California Journal of Secondary Education 32:4-13, January 1957. Found there was wide divergence within groups despite homogeneous ability grouping. Faculty decided to ungrade junior high arithmetic as a result of finding.


Describes nongrading with 7th & 8th year students at Roosevelt Jr.-Sr. High, Second Laboratory School of Kansas State Teachers College. Students placed in one of three achievement levels in each area of learning.


Gives details of a plan designed to improve language arts for sophomore, junior, and senior years. Students are grouped homogeneously in five sections according to ability and skill in English language arts rather than on their class. Each teacher instructs in only one area: (1) literature; (2) grammar aid usage; (3) composition; (4) speech; or (5) reading.


Reports the Division of University Schools of Indiana University is exploring nongrading at the early primary and the junior high level. Cites some of the problems staff has recognized.


Deer Path Junior High School of Lake Forest, Illinois combines homogeneous and heterogeneous grouping. In the academic areas (English, science, mathematics, and social studies) students are grouped according to achievement on standardized tests and teacher-evaluation. In non-academic areas students are grouped heterogeneously. The Junior High School is completely departmentalized.

"Planning and Operating the Middle School." Overview 4:52-55, March 1963.

Report of Middle Schools for grades 6-8 at Mount Kisco and 5-9 in Sarasota County, Florida. Nongrading and team teaching featured.


Report of innovations at Schenley High School in Pittsburgh including six experimental courses, college guest teachers, selected high school students attending University of Pittsburgh part time, and nongrading in some areas.


Reports program in a six-year secondary school in Middletown, Rhode Island, featuring nongrading, achievement grouping, team teaching, and flexible scheduling. Each student learns at his own speed.


Gives resume of Six-Year Secondary Nongraded School at Middletown, Rhode Island. Includes a statement of philosophy and purposes; a description of the school as it now exists with no grade designations; curriculum organization in terms of six or seven years of a subject field and a flexible schedule. Cites unsolved problems, such as pupil evaluation and in-service education.
Describes organization, facilities, admission procedures, course requirements and independent study programs followed by Melbourne High students. Has implications for graded and nongraded schools.
Selected Bibliography

Multigraded School Organization


- Found fifth-grade students in combination classes achieved as well as fifth-grade pupils in regular classes.


- Describes interage grouping (or multigrading) in the Upper Elementary School at the University of Utah. Includes a discussion of multigrade philosophy by Warren Hamilton.


- Reports the efforts of the Englewood, Florida, staff in reorganizing the elementary school to a multigraded arrangement.


- Explains the reading program in Englewood, Florida. Grouping is multigraded.


- Urges a reconsideration of grade-level grouping. Advocates multigraded arrangement for elementary school.


- Says combining two grades into one class has advantages for teacher and students.


- Reports results of a survey of new programs in the public and nonpublic elementary and secondary schools of New York State. Includes references on multigrading.


- Describes attempts to provide for individual needs by combining graded and nongraded grouping into interage primary grouping. Gives the advantages in terms of five factors needed for a good elementary program.


- Conducted a study in Tennessee evaluating classroom results in which two to four different grade levels were taught by one teacher compared
A matched single-grade groupings. Found students in multiple-grade groupings showed a slight but consistent advantage over students in single-grade groupings in academic achievement and a slight advantage in personality and social development. Also found parents accepted the theory of multiple-grading; however, they did not care for its practice.


In a low-income area of Chicago, the kindergarten through the third years were ungraded. Classes were composed of students from two or three grade levels in a deliberate attempt to break the lockstep of the graded school.


Discusses several grouping possibilities such as the school with the ungraded system, the combination-grade classroom, and team teaching techniques.


Discussion of five major patterns of school organization that have implications for reading: departmentalization, staggered sessions, continuous progress, departmentalization within a teaching team, and multi-age grouping. Describes multi-age grouping at the Sycamore School in Claremont, California.


Reports conference of the Office of Education. Predicts multigraded grouping will return. Makes other predictions concerning teaching, learning, and grouping.

Franklin, Marian Pope. "Vertical, Horizontal or in All Directions." North Carolina Education Journal 32:12, 34, 35, December 1965. Included in Chapter 1 as "Vertical and Horizontal School Organization."

Describes vertical organizational alternatives: grading, multigrading, and nongrading; and horizontal alternatives: self-contained classroom, departmentalization, and team teaching.


School principal explains activities of school changing from a graded to a multigraded organization. Describes primary and elementary multigrading at Tesla School in Chicago, Illinois.


Report of the continuous development program at a Chicago school located in a slum area. Curriculum is nongraded and sometimes grouping is inter- aged for the primary years.
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Major coverage of the nongraded school. Includes philosophy and details of multigrading.


Reports ungraded primary at Port Washington, New York; Westport, Conn.; and Walpole, New Jersey; ability grouping at Galveston, Texas; Philadelphia, Pa.; and Dade County, Florida; and multigraded arrangement at Torrance, California.


Advocates multiple-level reading programs for elementary school instruction. Pupils join any group or groups within the self-contained classroom.


Superintendent of Schools of Torrance, California describes the multigrade plan of grouping in the elementary grades. Cites research evidence to show success of the arrangement.


Describes new kinds of decisions required of teachers in nongraded programs. Describes three-year age span of learners arrangement which is multigrading.


Discusses three types of school organization in practice at the early elementary level: the primary unit, the graded plan, and the multigraded or interage plan.

Laas, Maria. "The Multi-Grade Room Concept at Prairie Lane School." 1964 *APPS Yearbook.*

Describes graded and ungraded programs in Omaha, Nebraska in large room with 4-6 teachers and students.


Discusses graded concept of school grouping. Recommends interage grouping.


Recommends class groups have a wide range of ages, cutting across several grade lines. This is multigrading—sometimes called interage grouping.


Concise discussion of vertical and horizontal school organization.


Overview volume of the Project on Instruction. Gives thirty-three recommendations for improving school curriculum, the classroom, materials, space, etc.


Cites advantages and disadvantages of nongrading. Briefly describes multigrading.


Study of the nature of individual differences between and within pupils, school practices that encourage individualizing, and teacher orientation necessary to make it effective.


Discusses multi-age grouping and graded placement.


Describes multigrading in the primary years at the University of Chicago Laboratory School. Presents data from a questionnaire designed to locate other plans.


Also see Elementary School Journal 50:502-508, May 1950.

Author questioned 130 parents at the Laboratory School of the University of Chicago, and found the ungraded approach had proved popular with both parents and their primary children. Parents believed children had been helped significantly in making adjustments to the third grade.


Reports findings of a study on interage and intergrade classes in Torrance, California. Studied pupils' learning and personal adjustment in multigrade classes. Evaluated additional factors such as parental attitudes toward multigrade classes, teacher and administrator opinion of such classes, and pupil-pupil relationships within multigrade classes. Study favors multigrading.


A consistent pattern of gains, greater than that of children in single-grade classes, was observed in multigrade classes in academic achievement, per-
sonal and social adjustment, and maturity and desirable behavior characteristics.

Recommends: (1) the teacher continue with a group for more than one year; (2) small groups of three or four teachers cooperatively plan the six or eight year program of a given group of children; (3) each group of children have an age range of several years (multi-age); and (4) grouping be based on ability to live together with profit to each student.

Reviews the report, "A Non-Grade-Level" by Glen Heathers and Samuel Steinberg and gives seventeen major levels of their non-grade-level sequence.

Discusses attempts to improve reading instruction such as organizational changes (nongraded primary, team teaching, "levels" approach by reading achievement); methods; and materials and aids (workbooks, laboratories, junior-edition periodicals, etc.).

Advocates multi-age classrooms and "adapting curricula and instruction to foster both individual and group development." Cites research by John Goodlad, Robert Anderson, Louis DiLorenzo and Ruth Salter. Gives a list of minimal conditions of nongradedness; and discusses the individualization of instruction.

Describes Torrance Unified School District, California, volunteer program of multigrade grouping in twenty-six of its thirty elementary schools. Warren Hamilton, coauthor of the original study, says the multigrade pupils demonstrated greater personal and social growth.
Selected Bibliography

The Self-Contained Classroom


Account of experiment in Detroit, Michigan.


Gives historical background of ways of organizing classes. Includes discussion of self-contained classroom.


Collection of articles advocating the self-contained classroom.


Gives two views of issue.


Points out strengths of the self-contained classroom and of departmentalization as claimed by their advocates. Says team teaching combines advantages of both plans.


Describes transition from a departmentalized elementary plan to a self-contained classroom arrangement at Dearborn, Michigan.


Advocates schools move from the self-contained classroom to the self-contained school, from gradedness to non-gradedness, from grouping of children toward their ungrouping, from grouping for all to solitude for many, and from education in the mass to education by appointment.


Questions the practicality of music education in the self-contained classroom with the regular teacher.


Concluded there was no significant difference in the academic achievement of 590 fourth, fifth, and sixth grade pupils when participating in either a departmentalized or self-contained program. Reports pupils,
teachers, and parents who participated in departmentalized plan enjoyed it and would like to continue.


Opposes self-contained classroom. Describes team teaching plan in effect for thirty-two years in Sacramento, California.


Says the self-contained classroom is the best basic unit of organization yet devised.


Gives examples of five meanings of the term “team teaching.” Notes that the cost of team teaching personnel need not be higher than costs of a self-contained classroom even if differential salary scales are used for team members.


Describes changing arithmetic instruction from a self-contained classroom arrangement in grades 4-6 to a Joplin or departmental plan at Park School, San Mateo, California.

Also see further readings on Joplin Plan in arithmetic in *Elementary School Journal* 9:86-89, February 1962; *Arithmetic Teacher* 10:12-17, January 1963; and *Dissertation Abstracts* 22:2247.


Cites advantages of self-contained classroom.


Describes a study of the merits of the use of special teachers in science and mathematics as compared with the use of one teacher in a self-contained classroom.


Assesses the effects of ability grouping on the academic and personal-social learning of elementary school students. Findings raise some serious questions about the adequacy of the one-teacher classroom, especially for able pupils.


After a study of approximately 150 primary pupils in a nongraded unit and 150 in a graded self-contained unit, researcher concluded that a nongraded approach to the teaching of reading and spelling was most effective.


Gives pros and cons of departmentalization in the elementary school. Evaluates the self-contained classroom.
Gives four claimed features of self-contained classroom and shows how they are challenged by new forms of classroom organization.

A selection of readings concerned with ability grouping, departmentalized and semi-departmentalized plans, team teaching, dual progress, multi-grading, and nongrading.

Describes growth and development of junior high students. Recommends a semi-self-contained class in the elementary school to meet the needs of students of grades 7 and 8.

Analyzed results from two teaching arrangements. Author labels one plan "team teaching," however, it is actually departmentalization. Used control and experimental groups. Concluded team teaching was beneficial.

Expresses fear that team teaching is "band wagon." Calls for research studies. Presents case for self-contained elementary classroom organization.

Describes the ways the imagination of mathematically talented grade-school students can be captured. Suggests it may be necessary to use arithmetic specialists in the graded school.

Recommends self-contained classroom for the elementary school.

Gives a historical view of elementary school organization, current practices and experiments, and an evaluation of departmentalization and self-contained classrooms.

Says programmed instruction gives support to the self-contained classroom in the elementary school.

After two-year study with 349 elementary students concluded there are no effects on pupil adjustment from either team or self-contained organization or else the personality scales used are not sensitive to such differences. Spring, 1965 article reports multigrade teams were formed for grades 1-3
and 4–6. Found indications that achievement improved under a team organization that had been functioning longer than a year.


Reports increase in departmentalization.


Reports 1958 study in Laramie, Wyoming, of interclass grouping in reading in grades 4–6 in self-contained classrooms and in a Joplin Plan. Researcher suggests "Hawthorne Effect" may account for some gains in the experimental group in the early part of the study that did not exist after the initial motivation passed.


Describes research using ninety matched pairs of fifth- and sixth-graders in a rural school. States pupils grouped by the Joplin Plan achieved significantly more than did pupils taught in the self-contained class.


Analyzes vertical organization in a school, graded, multigraded and non-graded structures. Also analyzes the horizontal organization including achievement grouping, ability grouping, self-contained classroom, team teaching and departmentalization.


Points out possibilities for continuity and relatedness of learning inherent in self-contained organization. Says this is not its exclusive possession. Encourages flexibility and creativeness in finding and using means to attain this end.


Report of a study of reading achievement in Joplin or departmental plan and self-contained classrooms with fourth-, fifth-, and sixth-grade pupils. There were no significant differences in reading achievement.


Points out difficulties a teacher experiences in a self-contained classroom in trying to meet individual needs.


Gives criteria which help administrators and staffs decide on school organization.
Summarizes developments in structure and function of elementary school during the Fifties. Bibliography of 39 entries accompanies discussion of ability grouping, ideal class size, self-contained classrooms, and departmentalized classrooms.

Gives three alternatives to the self-contained classroom. Discusses advantages and disadvantages of team teaching.

Concludes self-contained primary unit enriches school-home relationships. Says changes in school policies and procedures will have to be made to take advantage of the potential of self-contained classroom.

Spivak, Monroe L. "The Junior High: Departmentalized or Self-Contained?" Phi Delta Kappan 38:134-135, January 1957. Also see article in Chapter 7.
Research evidence on forty-one matched pairs of seventh- and ninth-graders shows students do better in a self-contained class organization in junior high than those in a departmentalized arrangement.

Cites seven promising practices promoted by the self-contained classroom.

Gives rationale, organization, administrative responsibilities, and professional reactions to the self-contained classroom.
Also check bibliography of Chapter 2 for readings on graded self-contained classrooms.
Selected Bibliography

Departmentalization and Semi-Departmentalization

Suggests a way to organize a high school English department.

Gives an account of nongraded homogeneous grouping for some classes and teacher specialization and departmentalization in others in the upper elementary school at East Brunswick, N.J.

Gives historical background of ways of organizing classes. Includes discussion of departmentalization.

Briefly discusses departmentalization and self-contained arrangements.

Points out strengths of the self-contained classroom and of departmentalization as claimed by their advocates. Says team teaching combines advantages of both plans.

Found the majority of 806 city elementary schools had not increased departmentalization in grades 1-6 during 1959. A counter trend was noted in schools in smaller cities where increasing departmentalization was noted.

Found increased departmentalization and grouping at the expense of block classes during the five-year period of the study.

Describes transition from a departmentalized elementary plan to a self-contained classroom arrangement at Dearborn, Michigan.

DEPARTMENTALIZATION AND SEMI-DEPARTMENTALIZATION


Coffin, G. C. “Are Your Elementary Grades Properly Organized?” School Management 5:61-62. December 1961. Also see Dissertation Abstracts 24:4498. Found there was no significant difference in academic achievement of 4-6th grade pupils in North Reading, Massachusetts when participating in either a self-contained or departmental program.

Cox, Donald H. “The Cochran Modification of the Joplin Reading Plan.” Canadian Education and Research Digest 3:28-34, March 1964. Reports Joplin or departmental plan for reading instruction has achieved a degree of success after three years of usage.


Describes study of the merits of the use of special teachers and departmentalization in science and mathematics as compared with the use of one teacher in a self-contained classroom.

Discusses roles of department head in curriculum improvement and inservice education.

Reports status of departmentalization in New Jersey junior high schools.
Gives recommendation to help junior high schools move away from this organization.

Gives desirable qualities of effective secondary school department heads.

Gives individual opinions of advantages and disadvantages of departmentalization.

Hanson, Earl H. "Let's Use Common Sense to End the Reading War." NEA Journal 51:11-43, February 1962.
Discusses grouping within the classroom, the Joplin Plan, and the individualized plan of reading instruction.

Says departmentalization has been extended to the primary and intermediate years because of the introduction of modern mathematics and language. Many of the regular teachers are not equipped to handle this instruction.

Discusses projects established to test experiments such as departmentalization, ability grouping, team teaching, cross grade grouping, etc.

Collection of readings on departmental and semi-departmental plans, team teaching, dual progress, nongrading, etc.

Gives problems of high school English Department head and ways of resolving them.

Describes research study comparing the effects of semidepartmentalization and of the self-contained classroom on the personal and social develop-


DEPARTMENTALIZATION AND SEMI-DEPARTMENTALIZATION

Evidence reveals semi-departmental organization does not hinder the pupils' personal and social development.


Shows departmentalization was characteristic of junior high schools in study.


Describes philosophy of middle school (for grades 5-8). Partial departmentalization cited as one of the advantages.


Located 97 large school systems that used departmentalization in 1964-65 in one or more elementary schools. Plan was most frequently used in grades 4-6 but was reported to some degree in every grade. Describes practices in Tulsa, Oklahoma; West Hartford, Connecticut; and Cleveland, Ohio.


Assesses role of generalist, departmentalist, and specialist in the elementary school. Concludes generalist has highest potential for success.


Reports results of three-year study of departmentalized and self-contained classrooms in grades 4-6 in Montgomery County, Maryland, Public Schools. Found departmentalization brought no gains in academic achievement. Pupils liked it and teachers felt they had an opportunity to exercise their skills in area of specialization. There was no significant difference in students' expressed perceptions of themselves as learners or in their feelings of satisfaction with their school situation between the two arrangements.


Enumerates duties of high school department head.


NEA surveyed 721 elementary principals to learn what practices they favored. Responses indicated they favored an elementary school with 400-500 pupils in self-contained classrooms.


Summarizes developments in structure and function of elementary schools. Discusses self-contained classrooms and departmentalization.
Reports research evidence favorable to self-contained 7th and 9th grade arrangement.

Discusses the role of the administrator, the department head, and the teacher in high school departmental organization. Attempts to show what departmental organization ought to be.

Describes Dual Progress Plan which uses teachers who are specialists in curricular areas.

Gives rationale, organization, administrative responsibilities and professional reactions to departmentalization, self-contained classroom, etc.

Summarizes ways of organizing high school staff for curriculum study.
Also check bibliography of Chapter 6 and Chapter 11 for further readings on this subject.
Selected Bibliography

Team Teaching: The Elementary School


Reports team teaching with fourth and sixth grades. Began as an alternative to double sessions and ended as a permanent practice. Found greater achievement, personality adjustment, and teacher response than in self-contained classroom.


Describes elementary school team teaching project in Lexington, Mass. The public school and Harvard University joined forces and author describes opportunities and problems that arose.


Defines team teaching and describes five programs: Franklin School in Lexington, Massachusetts; Norwalk Plan in Norwalk, Connecticut; University of Wisconsin Plan in Madison, Wisconsin; Jefferson County Plan in Colorado; and Evanston Plan in Illinois. Cites results, problems, and theoretical advantages of team teaching.

Bach, Frank and Murphy, Donald. Team Teaching on the Elementary Level. 16mm color film, Hollywood, California, Bailey Films, Inc., 6509 De Longpre Avenue. Also see Library Journal 89:320, January 15, 1964.

Explains purpose and methodology of elementary school team teaching. Traces motivations and plans for beginning it in Cashmere, Washington.


Advocates team teaching. Says the pattern combines all the advantages of the self-contained classroom and departmentalization.


Gives team teaching principles, characteristics, facilities, methods, and evaluation. Describes details of Lexington (Massachusetts) Project for third and fourth year pupils in Franklin and Estabrook Schools. Stresses teachers must exhibit a firm commitment to team teaching in order to have a successful program.


Collected essays on aspects of team teaching by twelve advocates from team supervisory, administrative, and teaching roles. Attempts to show how it fits into elementary, junior, and senior high schools.
Describes independent study, team teaching facilities, and instructional materials for the elementary school.

Gives the rationale behind team teaching as a new approach in elementary education. Gives illustrations from several school systems.

Found team teaching in a large class, combined with individual study with a programmed text, did not result in significant differences.

States team teaching offers tremendous possibilities for relating music to other fields of knowledge in a meaningful way.

Analyzes some of the considerations in effective team teaching. Emphasizes the importance of team members.

Cunningham, Luvern L. "Team Teaching: Where Do We Stand?" Administrator's Notebook 8:1-4, April 1960.
Discusses reorganization of staff into teams. Describes four types: Team Leader; Associate; Master-Teacher-Beginning-Teacher; and Coordinate Team.

Cunningham, Luvern L. "Viewing Change in School Organizations." Administrator's Notebook II: September 1962. Also see Administrator's Notebook II: April 1960.
Entire issue is devoted to change in traditional school organization.

Points out difference between team teaching and practices that are mistaken for it. Gives four criteria and illustrates how each of these is met in the Wisconsin Improvement Program.

Opposes self-contained classroom. Describes team teaching plan in effect for 32 years in Sacramento, California.

Gives examples of five meanings of the term "team teaching." Notes that the cost of team teaching personnel need not be higher than costs of a self-contained classroom even if differential salary scales are used for team members.

Urges careful analysis of requirements for selecting various members of teaching teams. Recommends training for team teaching.

Located 49 schools in U.S. emphasizing some form of team teaching. Defines term and points out two categories: hierarchical and peer co-operative.


Describes team teaching as a way of organizing for change. Gives rationale for team planning. Cites curriculum development involved, problems to be resolved, and staffing considerations.


Briefly describes flexible school organization, team teaching, electronics, and staff utilization projects in elementary and secondary schools. Included are schools in Lexington and Newton, Massachusetts and in Evanston, Illinois.


Gives an account of large classroom accommodating four teachers and students at Dilworth Elementary School in San Jose, California.


Describes various patterns of school organization being tried out under the School Improvement Program in the Midwest. Includes brief description of team teaching at fifth and sixth grade level at Price Elementary School, Fort Wayne, Indiana.


Found compatibility among members of teaching teams did not affect the professional quality of work in the classroom but did relate to informal relationship outside class. Expressions of teacher-satisfaction did not relate to compatibility.


Describes development of the nongraded elementary school. Includes material on team teaching.


Gives an account of a 1960 team teaching experiment in ten Pittsburgh schools in kindergarten through high school. Describes role of team members.


Discusses ways of organizing staff, curriculum, space, and equipment. Describes team teaching in Lexington, Massachusetts; Evanston, Illinois; Claremont, California; etc.
A team mother aide and male teachers are features of a project in Pittsburgh. A mental health team and an adult evening school help bring the home and school closer together and closer to the students’ needs.

Discusses projects established to test new plans for organizing and conducting instruction in the elementary school. Includes specialist teaching, teaching teams, departmentalization, ability grouping, cross-graded grouping, etc.

Gives procedures for researching cooperative teaching and evaluating results. Describes methods of introducing the program into a school. Cites typical weaknesses of studies. Specific and helpful article.

Recommends art educators view team teaching as something to be undertaken cautiously. Includes description of Lexington’s team plan.

Found a team of teachers can adjust the work much more to the needs of a student than an individual teacher can. Experiment carried on in Dearborn, Michigan.

Account of attempts of a Baltimore elementary school faculty to increase the achievement of all the pupils through nongraded organization, team teaching, and in-service education.

Gives reasons for viewing large classes taught by a team skeptically at the elementary school level.

Description of the Franklin Elementary School Project in Lexington, Massachusetts.

Briefly describes team teaching facilities at Naramake Elementary School at Norwalk, Connecticut and Flowing Wells Elementary School at Tucson, Arizona.

On basis of interviews with ten elementary principals, author determined their experiences with team teaching were beneficial to student learning, teacher development, and administrative efficiency.
Morlan, John. "Think Twice About Team Teaching." *Instructor* 73:65, 72, September 1963. Gives six factors that should be examined prior to adopting a team teaching program.


"Planning and Operating the Middle School." *Overview* 4:52-55, March 1953. Combined upper elementary grades (5-6) with lower secondary grades (7-9) at Bedford School in Mount Kisco, N.Y. Subject matter ungraded as rapidly as possible. Organized around teaching teams.

"Plan Takes Lockstep and Buries It in Space." *Nation's Schools* 72:86-89, October 1963. Reports ungrading and team teaching in the Josiah Haynes Elementary School, Sudbury, Massachusetts. School was planned and built for ungrading and team teaching.


Reasoner, Robert W., and Wall, Harvey R. "Developing Staff Interaction in Team Teaching." *National Elementary Principal* 44:84-86, January 1965. Points out the principal is vital to team teaching success through a careful selection of teachers, assistance in planning and evaluating, and leadership in stimulating creative flexibility.

TEAM TEACHING: ELEMENTARY SCHOOL


Evaluated Morristown team teaching plan. Two groups compared: a traditional group which attended first grade on a full-day basis with one teacher and an experimental group which attended on a half-day basis with two teachers. Both groups generally achieved equally well except in arithmetic computation.


Recommends team teaching as one way to improve the quality of instruction in the self-contained classroom. Gives the direction of team teaching.


Advocates of team teaching discuss organization, administration, research, and public relations.


Describes first grade team teaching experiment in three classrooms in North Lima Elementary School. Teachers are enthusiastic about the arrangement and they report the students responded well in reading, and were above the median on standardized tests.


Reports inaugurating a team teaching program for special school in Fontana, California. Adapted recommendations for organizing team teaching in an elementary school to this specific was organized.


Gives rationale, organization, administration, and professional reactions to team teaching, departmentalization, self-contained classroom, etc.
Selected Bibliography

Team Teaching: Junior and Senior High School


Film in two parts presents recommendations of the “Trump Commission.” Encourages secondary school experimentation. Gives basic ideas of team teaching, independent study, etc.


Points out a school experiment usually simultaneously involves other changes. Nongrading, for example, stimulates interest in team teaching and other regrouping plans. Discusses team teaching, sub-professional personnel, the flexible school, nongrading and technology.


Gives pros and cons. Says team teaching allows the modern teacher to reach more students, receive more pay, and train nonprofessionals and aides by example and by precept. Hierarchies, however, might create tensions. Also says achievement levels are often disappointing in large groups.


An account of Ridgewood High at Norridge, Illinois. This school has put all of the recommendations of the “Trump Commission” into operation including large and small group instruction, independent study, and team teaching.

Also see School Management 8:113, October 1964; North Central Associa-


Discusses provisions and arrangements which should be made before beginning a team teaching program.


“Locus of Change: Staff Utilization Studies.” Bulletin of NASSP 46:1-323, January 1962. Entire issue devoted to experiments including team teaching, independent study, nongrouping, etc.

Lovetere, J. P. “Instructional Team: An Approach to a More Effective Junior High School Organization.” Clearing House 41:301-303, January 1967. Describes plan devised to reduce the number of exposures that junior high students and teachers have without losing the advantages of departmentalization. Organization is based on instructional teams.


Peterson, C. H. “Team Teaching in the High School.” Education 85:342-347, February 1965. Also in Education Digest 30:22-24, May 1965. Also see American School Board Journal 154:11-13, October 1962; and 149:15-17, November 1964. Says team teaching helps solve certain instructional and curricular problems such as scheduling, individualized instruction, class size, effective use of time and talent, independent study, and chances for recognition.


Shaplin, Judson T. "Team Teaching." Saturday Review 44:54-55. May 20, 1961. Gives three alternatives to the self-contained classroom. Discusses difficulties of the team teaching approach and many advantages including specialization in teaching, grouping of students, etc.

Shaplin, Judson T. and Olds, Henry F., Jr., et al. Team Teaching. New York: Harper and Row. 1964. Excerpt: "Antecedents of Team Teaching." School and Society 91:393-407, December 14, 1963. Says criticism of schools reached a high point in 1953, and continues, but that out of this has emerged a climate favorable to change. Discusses five areas of change in relationship to team teaching: recruitment, training and career prospects of teachers; organization of schools into larger units; revisions of the curriculum; grouping for instruction, and development of technological aids.

Sharkan, W. W. An Evaluation of the Team Organization Plan of Staff Utilization in Relationship to the Educational Development of Students in the Junior High Schools of Allentown, Pennsylvania. Doctoral Dissertation, Pennsylvania State University, 1962. Also in Dissertation Abstracts 23:3742. Eighty students (two groups) were compared in each of four junior high schools; forty taught by the team plan, and forty by the departmentalized plan. Better academic work in language arts, mathematics, science and social studies found in both high and low ability students taught by the team approach.


Thompson, S. D. An Analysis of Achievement Outcomes: Team Teaching and Traditional Classes. Doctoral Dissertation, Stanford University. 1963. Also in Dissertation Abstracts 24:3240. Studied 209 high school seniors. Found achievement outcomes significantly favor traditionally-taught group over team teaching group when examined immediately after a unit, and favor team classes twenty days thereafter.
Discusses four additional elements usually used with team teaching: varied class size, modified period length, teacher aides, and technological devices. Gives analysis of research, factors of learning aided by team teaching, and endorses team teaching.

Points out provisions must be made for small group, large group, and independent study in an adequate school. Shows their relationship to curricula, methods of teaching, instructional material, etc.
Selected Bibliography

Homogeneous vs. Heterogeneous Grouping

GENERAL REFERENCES

Report of ability grouping in San Angelo, Texas, for grades 1-12.
Gives pros and cons on ability grouping.

Analyzes differences in the effect of ability grouping upon elementary, junior high, and senior high students. Surveys the literature and also reports results of his own study which compared achievement, study habits, peer status, attitudes, personality, and self-concept of 4,000 pupils in ability and in random grouped classes over a four-year period.

Examines assumptions underlying homogeneous and heterogeneous grouping. States conditions make each position plausible.

Claims ability grouping is undemocratic and damaging to the self-concept.


Points out the need for better tools for identifying pupils' abilities.

Says homogeneous grouping in one subject may extend the heterogeneity in another.

Concludes homogeneous grouping develops a caste system with negative effects on values and social and emotional health.


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Advocates homogeneous grouping on the basis of ability. Says it does not violate democratic principles because today's society needs varied leadership skills.


Says there is no clear-cut evidence that homogeneous grouping is either advantageous or disadvantageous. A comprehensive table summarizes important homogeneous studies up to 1930.


Says efforts to set up groups in terms of ability and/or achievement do little to reduce the over-all range of pupil variability with which teachers must deal. Recommends, however, sometimes using selective grouping and regrouping by achievement, particularly at the secondary school level.


Cites research on ability grouping. Summarizes reasons the studies reported make it difficult to generalize. Gives need for further evidence.

Stonecipher, B. L. "Grouping in the Classroom." Education 83:77-79, October 1962.

Cites characteristics and merits of different types of homogeneous grouping such as ability, chronological age, interests, social age, and handicaps.


Opposes grouping gifted students homogeneously on the basis of IQ. Says it tends to be drawn along social class lines. Believes tests have a middle- and upper-class bias.

ELEMENTARY SCHOOL


Points out homogeneous grouping often gives a teacher the false impression she has thirty readers with identical abilities and leads to ignoring individual differences. When grouping is heterogeneous, the conditions are similar. Recommends flexible small grouping. Favors the ungraded approach, at least in reading, with children free to progress according to their achievement.


Says procedures more sophisticated than achievement tests will have to be used to form a truly homogeneous group.


Tried to determine if students in grades 4-6 could be better provided for in homogeneous reading groups. Reports a great deal of progress can be
HOMOGENEOUS vs. HETEROGENEOUS GROUPING

much when students are grouped according to their reading level. No control group was used for comparison.

Barthelmess, Harriet and Boyer, P. A. "An Evaluation of Ability Grouping." Journal of Educational Research 26:284-294, December 1932. Describes Philadelphia experiment in ability grouping in grades 4-5. Heterogeneously grouped classes used as control. Results of achievement test given one school year later showed statistically significant achievement in arithmetic, in technical English skills, and in reading skills for the homogeneously grouped classes. Improvement was found in each of the groups (high, low, and medium).

Bremer, Neville. "First Grade Achievement Under Different Plans of Grouping." Elementary English 35:324-326, May 1958. Compared reading achievement of low-, average-, and high-readiness students in grade one in the regular classroom with similar homogeneously grouped students in Amarillo, Texas. Found factors in addition to method of grouping accounted for reading achievement differences. Scores for high-readiness children in heterogeneous class were higher than scores of comparable students in homogeneous classes.

Brite, L. R. Effect of Ability Grouping on Personality Variables of Slow-Learning Fifth Grade Pupils. Doctoral Dissertation, Utah State University, 1963. Also in Dissertation Abstracts 24:4080. Projective tests were used to determine effects of grouping slow learners together as compared to random grouping. No significant differences were found in aggression, inferiority feelings, or depression in samples of the same sex from the two groups, but there were significant differences in performances on an achievement battery between boys and girls.

Cluff, James. The Effect of Experimentation and Class Reorganization on the Scholastic Achievement of Selected Gifted Sixth Grade Pupils in Wichita, Kansas. Doctoral Dissertation. University of Arkansas. 1964. Also in Dissertation Abstracts 25:1676. Found academic achievement of 6th grade gifted pupils was not significantly affected by ability grouping after a two-year period. Participants felt, however, there was increased motivation, better social adjustment, and better work and study habits.

Cashenbery, D. C. The Intergrade Plan of Grouping for Reading Instruction as Used in the Public Schools of Joplin, Missouri. Doctoral Dissertation. University of Missouri. 1964. Also in Dissertation Abstracts 25:1780. Found the use of the Joplin (departmental) Plan in grades 4-6 resulted in reading achievement above the national grade norms and in excess of mental age grade expectancy. Principals, teachers, and parents widely accepted the plan.


Dewar, John A. An Experiment in Intra-Class Grouping for Arithmetic Instruction in the Sixth Grade. Doctoral Dissertation, University of Kansas, 1961. Also in Dissertation Abstracts 22:2247. Also see Elementary School Journal 63:266-269, February 1963. Eight 6th grade classes were selected in Johnson County, Kansas to determine effectiveness of ability grouping for arithmetic. Teachers' thought ability grouping with differentiated material was valuable. Majority of the students liked it.


Ernatt, R. A Survey of Pupils Attitudes Toward Inter-Grade Ability Grouping for Reading Instruction. Doctoral Dissertation, Wayne State University, 1963. Also in Dissertation Abstracts 25:2651. Concluded sufficient statistically significant negative reaction was recorded to warrant serious consideration concerning the advisability of instituting or continuing an intergrade ability grouping plan for reading instruction.


Goldberg, Miriam, et al. The Effects of Ability Grouping. New York, N.Y.: Teachers College Press, 1966. Assessed the effects of ability grouping on the academic and personal-social learning of elementary school students. Findings raise some serious questions about the adequacy of the one-teacher classroom, especially for the able pupils. Found ability grouping is inherently neither good nor bad. Its value or harm depends upon the way it is used. It may be used effectively when it grows out of the needs of the curriculum and when it is varied and flexible. Study found no support for contention
HOMOGENEOUS vs. HETEROGENEOUS GROUPING

That ability grouping causes negative effects on self-concept, aspirations, interests, attitudes toward school, and other nonintellectual factors.


Found ability grouping of gifted in grades 4-6 did not have an effect on friendship patterns and group cohesion.

Groff, Patrick. "Comparisons on Individualized (IR) and Ability Grouping (AG) Approaches as to Reading Achievement." *Elementary English* 40:258-64, March 1963.

Annotation of thirty-nine studies and reports of comparisons of individualized reading programs with ability programs.


Analyzed two methods of grouping for arithmetic and concluded that the method of grouping was not crucial. Found the results were not related to grouping procedures.


Favors ability grouping. Says those who attack it do not understand the need for refining the graded system. Opposite view by Rodney Tillman in same issue.


Staff of desegregated school developed a plan called "overlapping ability grouping" to help with wide range of ability. Evidence revealed students achieved.


Report of a study of reading instruction in four Eugene, Oregon schools with: (1) an individualized reading plan; (2) heterogeneous grouping with basal reader; (3) homogeneous grouping with basal reader in a self-contained room; and (4) homogeneous grouping with basal reader in a Joplin Plan. Concluded reading programs were similar in all four schools regardless of organization. There were no significant differences in attitude toward reading.


Assessed the efficacy of placing underachieving gifted students from grades 2-5 in homogeneous classes with gifted students who were achieving at a level commensurate with their abilities as compared with placing them in heterogeneous classes with a wide range of intellectual ability. Found homogeneous grouping had merit because it appeared to foster increased achievement, improved perceptions of parent-child relationships, and improved creativity.

BIBLIOGRAPHY

Describes an ability grouping practice in Los Angeles City Elementary Schools. By definition in Los Angeles a cluster group is a small group of 2-10 pupils. Clustering a group of gifted pupils in a classroom with pupils from average to superior ability has been found beneficial.


Compared achievement of 4th grade pupils in homogeneous and heterogeneous classes. Found no difference in achievement. Concluded many variables that need to be controlled evaded control in the study. Recommended further investigation.


Study in grades 3-6 demonstrated the need for regrouping. Observed the tendency of homogeneous groups to become heterogeneous. No control group or statistical measures were used.


Recommends reassessing some instructional practices such as readiness programs, grouping, and the teacher’s role to find ways to encourage oral language development. Questions isolation of less proficient children into homogeneous groups.


Describes results of an investigation with 971 students in grades 2-6 to determine whether informal reading inventories could be used advantageously as a basis of grouping students for reading instruction. Found the inventory successful in determining instructional levels.


Sixty-seven pairs of students, matched for MA and CA, were compared for achievement in reading, spelling, and mathematics over a two-year period. The pupils ranged over grades 3 to 7. Those grouped homogeneously gained about 7 months in the two-year period over the mixed-class students. Concludes one can be 62 per cent certain that growth in these abilities is more favorable in segregated classes.


Found significant differences in favor of homogeneous grouping in specific subject areas such as language and word meaning.


Recommends ways of meeting needs within an elementary heterogeneously grouped class such as sub-grouping, use of a variety and a range of instructional materials, use of a variety and range of methods and experiences, and flexibility in assignments, responsibilities, and activities.
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Raymond, Margaret. An Investigation of Homogeneous Grouping for Reading Versus Grouping Within the Classroom. Master's Thesis, San Diego State College, 1956. Study compares achievement of fourth graders grouped homogeneously by ability with that of those grouped within the classroom. Found no significant difference. Concluded, however, brighter children achieve better under homogeneous grouping.


Rothrock, D. G. "Heterogeneous, Homogeneous or Individualized Approach to Reading?" Elementary English 38:233-235, April 1961. Writer compares the effectiveness of three approaches of organizing a reading class at McPherson, Kansas. Concludes that great improvement in reading achievement can result under each of the three methods from good teaching with appropriate materials and stimulation.


Torrance, E. Paul. "Peer Pressures in Homogeneous and Heterogeneous Groups." Rewarding Creative Behavior. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965. pp. 187-220, 260. Also see Elementary School Journal 62:139-147, December 1961. Reports study with 4-6th grade students in Minneapolis. Students were grouped homogeneously and heterogeneously. Data revealed greater disruptive social stress in heterogeneous classes than in homogeneous classes when they were thus divided for creative activities. Researcher says these results should not be interpreted to mean teachers should always form homogeneous groups for creative tasks. There are times when it is advantageous to increase social stress. Says the decision concerning grouping must be influenced by the type of development which is of concern.
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Abrahamson, David. "The Effectiveness of Grouping for Students of High Ability." Education Research Bulletin 38:169-182, October 14, 1959. Findings of study indicate no superiority of preparation for college can be claimed for either the special high school or the honor-class programs as contrasted with the comprehensive high school which grouped students heterogeneously. Found achievement in college depended upon general ability rather than the high school from which they came.


Baker, Irving H. "Effects of Homogeneous Grouping in Seventh Grade Arithmetic." Arithmetic Teacher 11:186-191, March 1964. On the basis of a study in southern California author concluded sectioning on the basis of arithmetic tests given at the end of sixth grade and teacher judgment does not result in homogeneous sections. Study suggested teachers were teaching to the least capable in each section.

Barton, D. P. An Evaluation of Ability Grouping in Ninth Grade English. Doctoral Dissertation, Brigham Young University, 1964. Also in Dissertation Abstracts 25:1731. Found random grouping as effective as ability grouping for ninth-grade English students when effectiveness is measured by English achievement, marks, number of underachievers, and lessening of pressures to cheat. Teachers believe, however, that they do a more effective job of teaching when range of ability is reduced.


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Clark, Leonard. “Ability Grouping—A Third Look.” Bulletin of NASSP 47:59-71, December 1963. Reminds the reader that ability grouping and curriculum tracks are not the only devices for providing for individual differences. Recommends grouping within the secondary school class, differentiated assignments, individualized instruction, flexible promotion system, nongraded school, etc.


Cronble, Mona G. “Dr. Conant Looks at Grades 7, 8, 9.” California Journal of Secondary Education 35:452-459, November, 1959. Says Dr. Conant recommends grade 8 be fully departmentalized with ability grouping on the basis of achievement in each subject.


Hood, C. E. "Do We Expect Too Much from Ability Grouping?" *Clearing House* 38:467-470, April 1964. Describes Custer Plan used effectively in Miles City, Montana. Gives pros and cons.


Kvaraceus William C. "The Behavioral Deviates in the Culture of the Secondary School." *Frontiers of Secondary Education. Proceedings and Conferences on Secondary Education*. Syracuse: Syracuse University Press, 1958. pp. 18-27. Points out age-grade grouping: (1) implies to teachers and pupils an equality and homogeneity that does not exist and leads to undifferentiated instruction through use of the single text and identical assignment; (2) reinforces the already overly strong youth culture. Recommends broader grouping by overlapping age membership in some classes and ability achievement grouping in others.


Lovell, J. T. "Bay High School Experiment." *Educational Leadership* 17:383, March 1960. Homogeneous experimental group made greater gains in 10th grade English than heterogeneous control group. Same thing did not occur in algebra and history.

Manchester, Clyde R., and Silberberg, Norman. "Staff Attitudes Toward a Special School Program for the Talented." *Bulletin of the NASSP* 47:58-66, March 1963. Staff reports ability grouping in mathematics and science in St. Paul, Minnesota public secondary schools had a positive effect on morale of teachers and a negative effect on counselors. Staff felt plan should be continued and recommended it be extended into other subject areas.
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Found little evidence ability group benefited any of the segregated groups.


Evaluated achievement of honors track and basic track students with that of heterogeneously grouped students. Differences on all measures favored honors track students.


Points out pros and cons.


Discuss the basic educational issues and practical problems associated with grouping. Advises use of homogeneous grouping in the required content and skill subjects and heterogeneous grouping in all others beginning in the seventh grade.


In a study of 440 Maryland junior high teachers, researcher found most teachers preferred ability grouping. Found some inverse relationship between teacher's commitment to ability grouping and his ability to create good rapport with students.


Study revealed teachers tend to teach to the average child in any group and to neglect individual differences. Ability grouping resulted in classes where achievement differed little.


A short report on Herbert J. Klausmeier's study in three Wisconsin high schools to determine how sectioning affected social relationships. Concluded sectioning required subjects did not adversely affect social relationships.


Concluded homogeneous grouping for below-average junior high students was not superior to heterogeneous grouping.
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Wilcox, John. A Search for the Multiple Effects of Grouping Upon the Growth and Behavior of Junior High School Pupils. Doctoral Dissertation, Cornell University. 1963. Also in Dissertation Abstracts 24:205. Tested four hypotheses and found: a more positive self-concept among pupils below IQ 90 as they were more homogeneously grouped; attitude toward school of pupils grouped homogeneously was more positive below IQ 104, and more negative above IQ 105; no significant relationship between homogeneity of grouping and achievement in critical thinking; and mean level of achievement improved as schools grouped more homogeneously. Recommends rigorous curriculum differentiation and establishment of group standards.