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A Study of Departmentalization on the Elementary Level

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A STUDY OF DEPARTMENTALIZATION ON THE ELEMENTARY LEVEL

by

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TABLE OF CONTENTS

LIST OF CHARTS AND TABLES

I. INTRODUCTION

The past decade has been filled with many supposedly innovative ideas which have been designed to improve and upgrade the education process. Organizational patterns involving a team of teachers, the removal of letter and/or class grades, as well as a revamping of curriculum represent some of the changes which have occurred. However, if one analyze

lationship to former patterns is apparent. One of the most striking examples of this relationship is traced in departmentalization.

Not all periods of history will give the same picture of departmentalization, for as the time with its various aspects developed and changed, so did the concept and implementation of a departmental system. The basis of this paper is centered, then, on a study of how the appearance of departmentalization has been characterized and more importantly, what it has contributed to the field of education.

The method used to accomplish this study was done by inves

from scientifically-oriented research studies and from grouping personal opinion articles by educators who either lauded or lamented the merit of a departmentalized program. In gathering this material and in reading first one article which saw

departmentalization as a near panacea for educational weaknesses and then upon a consecutive reading from another source being immediately bombarded with a list of tragic disadvantages which were aiming toward a break-down in the educational system due to the implementation of departmentalization, I found myself faced with the problem of sorting the conflicting views, examining all with a critical eye, and working toward the goal of formulating an acceptable conclusion which would be consistent within an educational philosophy.

In order not to become bogged down in educational persuasions, I found it helpful to actually become acquainted with schools in which this type of arrangement was being used. By student teaching in such a situation, I saw the arguments of the educational papers come alive. Thus, from this background I began to search into the history which had molded the organizational pattern of departmentalization.

II. HISTORY OF ORGANIZATIONAL PATTERNS

Departmentalization is a type of horizontal organizational pattern which is employed in some public school systems. Although variations of this take many forms, the definition which is broad enough to cover most programs is noted in the following statement:

> Departmentalization is a method of school organization in which one teacher instructs several groups of students in one academic area. This does not include special subject teachers, such as art or music, to supplement the teaching in an otherwise self-contained classroom. These various groups may all be from one grade level or mixed grade levels.[1]

This description focuses on departmentalization in the present, but in order to understand how and why it developed, it is interesting to survey the historical background of the patterns which fostered departmentalization. An excellent beginning point for the American system of education is the founding of the school system in New England in the 1600's. The predominant force which influenced education from about 1635 to 1770 was religion.[2] The historian Cubberley states that the following types of education were transplanted to

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[1]Roland Barnes, "A Survey of Status and Trends in City Elementary Schools," The Journal of Educational Research, LV (March, 1962), p. 32.

[2]J. Minor Gwynn and John B. Chase Jr., Curriculum Principles and Social Trends (New York: The Macmillan Company, 1969), p.1.

America, each according to the culture from which the colonists came: "(1) the Church-State type found in New England, (2) the parochial school type found in Protestant Pennsylvania and Catholic Maryland, and (3) the charity or philanthropic type found in Virginia and the Carolinas."[3]

Because of their various backgrounds the immigrants brought a variety of attitudes and opinions concerning education. Although there were numerous ideas about education, the concern for the establishment of educational institutions remained a basic factor. Thus, "within eight years after the founding of Boston, a college with a system of preparatory school was established, and within seventeen years the foundation, in theory at least, of our entire public school system was laid."[4]

This religious influence was replaced in the next period of American school history by a political emphasis which can be dated from 1770 to 1860. A new democratic system, increased immigration, gradual industrialization, and greater urbanization were factors in this change. The prevalent issue of this time dealt with the establishment of a free, publicly supported common school. Various states bickered over such support for

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[3]E. P. Cubberley, Public Education in the United States (Boston: Houghton Mifflin Company, 1934), chapter 2.

[4]F. F. Bunker, Reorganization of the Public School System, United States Bureau of Education Bulletin, No. 8, 1916, p. 11.

many years, but after the middle of the nineteenth century, a general consensus was reached which favored free education at public expense.[5]

The changes in the type of schools that evolved in this early national period are indicated in the following chart:

ELEMENTARY	SECONDARY	COLLEGIATE
Dame Sch ↓ Primary School	Academy English	Extension of academy and seminary upward to college
Writing ↓ S	Grammar High School Latin Grammar School	
Reading ↓ Grammar School		
Intermediate School		

6

These early elementary schools concentrated primarily on the subject of reading and writing. In order to teach these subjects, the Hornbook, Primer, Psalter, Testament, and Bible were commonly used. By 1830 "subjects that were prevalent in the elementary schools were reading, spelling, penmanship, arithmetic, geography, grammar, manners and morals, history

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[5]Gwynn, p. 7.

[6]Ibid., p. 7.

of the United States, and sewing and darning for the girls."[7] The schools were often housed in empty buildings or in people's homes. One of the most popular schools which was conducted in the home was the Dame School. Although it is believed to have been in existence since the formation of the colonies, there is not accurate documentation of it until the close of the century. However, throughout the whole of the eighteenth century, it was commonly found in the towns of Massachusetts.[8]

The Dame School seemed to have more importance in the educational background of the New England colonies than either in the Middle Atlantic or Southern colonies. The general set-up of the school was rather informal. It was not held on a continuous year round basis, but a few weeks at a time when it was convenient for all involved. Usually there were not more than thirty students enrolled in the Dame School at one time. The boys ranged in age from four to seven and the girls ranged from age four upward. The instruction was mainly individualized with the curriculum being

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[7] Cubberley, p. 222.

[8] Harlan Updegraff, The Origin of the Moving S____ __ Massachusetts (Teachers College, Columbia University, Contributions to Education, No. 17, 1907), p. 137.

centered around the ABC's, simple reading, ciphering, and sewing. Although the pupil activity was informal, the discipline was strict. Eventually the Dame School began to merge with other schools of the period which were more formally established.

In other parts of the country about this same time was a westward movement which caused a change in educational conditions. Related to this expansion was an interest in the founding of an independent nation which thus left little time for the consideration of educational matters. "Consequently, schools of all kinds experienced a decided neglect during the last half of the seventeenth and the first half of the eighteenth centuries."[9] The reading and writing schools and the grammar schools were actually dispensed with in some areas.

Towards the close of the eighteenth century there came into prominence, particularly in the New England States, a type of school organization known as the "departmental school." The chief characteristic of the departmental organization was the vertical division of the course into a reading and writing school. Thus each became a separate department with the children attending each department alternately. A separate

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[9] Ibid., p. 115.

teacher, room, and set of lessons was unique to each department.[10]

The departmental school had a very similar organization in both of the divisions.

> Each department had one room, large enough to house one hundred eighty pupils. The masters usually had two or three assistants carrying on recitations, mostly with individual pupils, at the same time. It is not known to what extent grading and classification of pupils were introduced to the writing schools, but by 1823 the pupils of the reading department in Boston were crudely segregated into four divisions according to progress and subject studies. A later departure in the organization was to annex two or three small recitation rooms in the large hall. In these small rooms the teachers 'heard the lessons'. Admission to the departmental school in Boston was restricted to children between the ages of seven and fourteen, provided they had previously attended a Dame School or primary school and had learned simple reading or ciphering." [11]

These primary schools which were mentioned as one of the alternatives that could be attended before entering the departmental school were established as a public venture, independent of any other school government in the state. The primary schools were generally held wherever there was available space; but eventually they went into their own school houses. Thus, in the beginning they were similar to the one-room rural schoolhouse. The primary school was divided into four classes:

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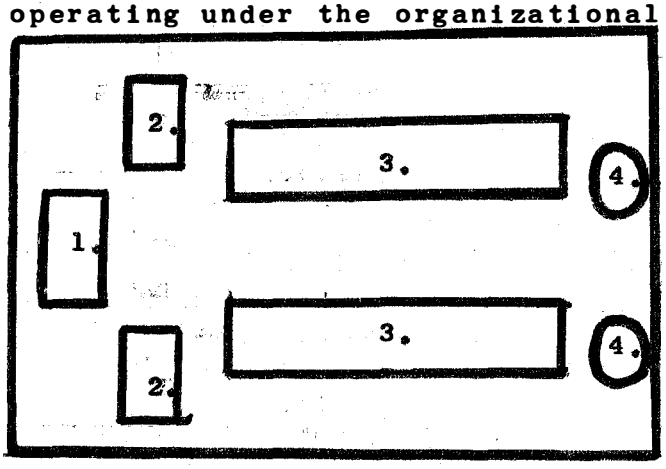
[10] Bunker, p. 29.

[11] Henry J. Otto, Organizational and Administrative Practices in Elementary Schools in the United States (The University of Texas, Austin, No. 4544, 1945), pp. 221-222.

"highest class - those who read in the Testament, second highest - easy reading, third highest - must be able to spell with two or more syllables, fourth highest - learning letters and monosyllables." [12]

Another type of school organization which was popular during this period was the Lancastrian school designed by Joseph Lancaster, a London schoolmaster. It was a monitorial type system modeled after Alexander Bell's school in which several older students were taught a skill by Belland then, each in turn, drilled a group of younger pupils. [13] From the description given by J. F. Reigart in the book The Lancastrian System of Instruction in the Schools of New York City, I have devised the following floor plan for a schoolroom operating under the organizational pattern of Lancaster:



1. Teacher's desk
2. Principal monitors
3. Pupil's benches
4. Seating for the monitors

[12] J. M. Wightman, Annals of the Boston Primary School Committee (Boston: G. C. Rand and Avery, 1860) p. 11.

[13] P. Hager, "Nineteenth Century Experiments with Monitorial Teaching," Phi Delta Kappan, XL (January, 1959), p. 164.

The pupils were classified in groups of attainment and dealt primarily with memorization of content. Due to the flexibility of the system, promotions could be made every six months, if warranted, or whenever the student was able to advance to the next level. The curriculum consisted of spelling, reading, writing, arithmetic, English, grammar, geography, and religion.[14] The Lancastrian system was based on the following plan:

> Instruction was carried on by monitors, who were usually selected from among the older or brighter children of the group. The master taught these monitors the lessons for the day, and they in turn imparted them to their group. Each monitor was usually in charge of a group of nine to ten pupils all seated in one row. He supervised their work while they were at their seats, and when the time for recitation came, he called the group into a semicircle in one of the side aisles. Group instruction was used. Instructional materials were usually limited to a few placards and an alphabet wheel, both of which could be hung on the wall where all in the group could see them. The pupils responded individually or in a body as the monitor pointed to the letters or figures. Because of the large numbers of pupils in one school, many such recitation groups had to go on simultaneously.[15]

There were monitors for many and various tasks within the classroom; everything from taking attendance to promoting students fell within the realm of a monitor's duties. With

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[14] C. C. Ellis, Lancastrian Schools in Philadelphia (University of Pennsylvania Press, 1907), p. 21.

[15] J. F. Reigart, The Lancastrian System of Instruction in the Schools of New York City (Teachers College, Columbia University, Contributions to Education, No. 81, 1916), chapter 4.

this system, Lancaster anticipated virtually no limit on the number of students that could be educated in his school system.

Following the monitorial system was a type of graded school better known as the Quincy Grammar School which was originated by John Philbrick. The original set-up of the plan was in a four-story building with twelve classrooms, each providing space for one teacher and individual seats for fifty-five pupils. This graded school system has persisted to the present day, essentially unchanged. The work of the school was divided into six different levels with specific work outlined for each level or grade. The work schedule was so designed that it could be completed within a year's time, but if the children for some reason did not complete it, then they were retained for a year to repeat it.[16]

However, this graded system of 1860 provided no remedies to break the lock-step teaching of the monitorial system, but only added a sterile, uninteresting plan of its own. This prompted educators to begin to look forward to ways which would successfully stimulate the teaching program. Thus, the next series of plans fall within the last century of experiments in educational organizational patterns.

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[16] J. L. Tewksbury, Nongrading in the Elementary School (Columbus, Ohio: Charles E. Merrill, 1967), p. 2.

One of the first of these new plans was termed the St. Louis Plan designed by W. T. Harris who based his idea on flexible promotions. His purpose in such a program was to insure a child of moving at a pace which was built around his individual needs. The system was implemented as described in the following explanation:

> The flexibility was achieved by dividing the school year into four terms of ten weeks each. The progress of each child was assessed at the close of each term and where warranted, promotions were made at this time. Thus, the most capable children could be promoted several times during a given year and even move to the next grade if their progress justified it. Children who were not able to move as rapidly could now take more time without as great a fear of failure as they would have faced under the typical graded school program with its single end-of-the-year promotion.[17]

This quarterly promotion plan is still employed in St. Louis schools today.

An early forerunner of ability grouping is seen in the Elizabeth Plan which was the brainchild of W. I. Anderson. It attempted to give students a great deal of flexibility within each grade. Each grade had a division of sections in which certain requirements were to be met before there could be a move to another section. Although the Elizabeth Plan in its initial form is no longer in existence, it has contributed to such elements as individualized instruction,

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[17] Joe L. Frost and G. Thomas Rowland, The Elementary School: Principles and Problems (Boston: Houghton Mifflin Company, 1969), p. 311.

ability grouping, and acceleration for capable pupils.[18]

Another pattern which stressed individualization was the Pueblo Plan of Coloradao schools. Preston Search organized the curriculum into "a series of sequential units which children completed in terms of their own speed and ability. An average track was provided for pupils who could be expected to complete the units of all the eight grades in eight years."[19] If children could do the work in other lengths of time, either faster or slower, they were given the freedom to do so.

Provision for average and superior pupils was made in the Cambridge Plan. In this plan the same work for all pupils was outlined in the first three grades and the last six grades was divided into two parallel courses. One of the plans for the six year program was adapted to the abilities of the brighter pupils and could be achieved in four years. This same program required the full six years for the average students. "In 1910 the nine-year elementary school course was reduced to eight years and the double-track plan was extended to include all eight gra[20] The Cambridge Plan is attributed to Francis Cogswell.

Still another plan was the Dalton Plan which was initiated by Helen Parkhurst, who, in her work with crippled children

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18 "Elementary School Organization," The National Elementary Principal, XLI (December, 1961), p. 52.

19 Frost and Rowland, p. 311.

20 Otto, p. 235.

realized their need for freedom and responsibility. She arranged the work at each grade level into a series of related "jobs" or individual school "c

were usually composed of fifteen to twenty smaller tasks which could be completed by the average school child in a month. After becoming familiar with what was expected of him, the child agreed to complete the contract within a specified time. He was free to work at his own rate and could feel free to ask the teacher for help. "At least once a month, the teacher and the child would review the progress being made and revise the previously established goals or initiate new contracts in accord with the pupil's needs."[21]

Continuing in this search for a better organizational pattern of school curriculum was the contribution of Frederic Burk, who divided the pupils of each grade into three groups: A, B, and C. Sec

all the pupils; and work in sections B and A grew progressively harder. This pattern is commonly called the Santa Barbara Concentric Plan.[22]

Carleton Washburne had worked with Burk at the San Francisco State Normal School and appl

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21 Frost and Rowland, p. 313.

22 The National Elementary Principal, p. 53.

Barbara Plan in the public school. The features of the Winnetka Plan, as his adaptation came to be known, were "(1) self-correction of learning materials, (2) step-by-step procedures, like programming, (3) diagnostic and review tests and practice exercises; and (4) record keeping maintained by pupil and teacher." [23] Some innovations which resulted from the Winnetka Plan were workbooks and other self-instructive teaching materials, self-instruction textbooks, and the Jungle gym climbing frame.

Some of these plans often tried to accomplish the same purpose, only using slightly different methods. A concern for ability grouping had been shown before, and it was mirrored again in the XYZ Plan which found prominence in Detroit in 1919.
three levels, or tracks, on the basis of intellectual and achievement test scores. Children who had the highest scores were in the X group, the next highest were in the Y group, and the lowest scores were placed in the Z group. The original plan served as an effective model for the development of similar plans for other school systems. [24]

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23 Frost and Rowland, p. 314.

24 Ibid., pp. 315-316.

In reflecting upon the historical pattern of American education, one can see that there has been the same basic concern in the design of all the forms of organization and that this concern has been focused upon bettering the existing programs and attempting to make effective the methods of education that are employed. To return to the initial schools, one observes that the reading and writing schools, the Dame School, and the primary school all shared a primary interest in the most fundamental issue of learning: emphasis on the skills of reading and writing.

However, as the interests of the schools enlarged and more subjects were added it was soon realized that not all children who attended the schools were of the same ability or on the same level. So, the next series of organizations focused on the departmental school and the primary school which attempted to provide for the individual needs in the various subjects. In contrast to this pattern was the Lancastrian system which had as the main concern: education for the masses. Through the use of monitors, more students could be turned out from the educational process.

The next phases constitutes an emphasis on the graded type of school organization. This has perhaps been the most outstanding and prevalent innovation which was ever made in

the history of education. The Quincy Grammar School is looked to as the chief founding school in this pattern. Although it has taken such a strong hold, it was recognized to contain weaknesses soon after it was developed. Thus a whole new group of experiments have been conducted within the last half of the century to overcome the deficiences of the graded school.

Although each of the plans had a special area of emphasis, there is a general pattern which the various plans follow. A grouping of them according to the common pattern is outlined below:

	Pattern		Emphasis
Promotions	1. St. Louis Plan	---	flexible promotions; from annually to quarterly
	2. Pueblo Plan	---	promotion on the basis of individual ability
Ability grouping	1. Elizabeth Plan	---	ability grouping within a single grade
	2. Santa Barbara Concentric Plan	---	ability grouping with different levels of work to be achieved
	3. XYZ Plan	---	ability grouping done on the basis of achievement and intelligence testing

Pattern		Emphasis
1. Cambridge Plan	---	provision for students to move at their own pace
2. Dalton Plan	---	individualized responsibility
3. Winnetka Plan	---	individualization with emphasis on the self-instructive materials

Thus, it is obvious that many of the patterns are based on the same theory, but each has made its own unique contribution in some way to add something slightly different each time.

In summarizing the organization of educational developments and occurrences of the past century, the Appendix contains three lists which serve as an interesting synopsis of this history. The first chart outlines the various plans or practices and matches them with the person who was associated with their establishment. (List A). Some books of the late nineteenth and early twentieth century which deal with elementary school organization and administration are on the second list. (List B). A supplementary list which aims toward the special aspects of elementary school administration comprises the information of the third list. (List C).

Thus, in considering the many and varied ideas which have been forwarded and have often been accepted simply on the basis of being something "

this point to note the statement of Nicholas C. Polos concerning innovative methods in the educational field:

> Unfortunately, there are no easy answers to the complex problems associated with American education and its conduct, and it always seems easier to advocate the acceptance of a new idea rather than to study it, evaluate it, and improve it.[25]

Thus, many new ideas have been formulated in the last century, but not all of them have stood the test of time. Most of them, even though they may not have survived, have given educators some food for thought in planning more worthwhile and comprehensive programs.

Historical research has shown that many of our twentieth century innovations are mistermed because the idea behind the program sprang from an earlier source. Some of the original ideas and their adaptation to modern needs are now apparent due to this research. This returns us to the organizational pattern of departmentalization which had a sketchy beginning in the "departmental school." This departmental school was originally a plan which divided the organization of the school into a reading and writing school. F
a more extensive break-up of the system into what we now recognize as departmentalization.

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[25] Nicholas C. Polos, The Dynamics of Team Teaching (Dubuque, Iowa: Wm. C. Brown Company, 1965). p. 3.

III. STUDIES OF DEPARTMENTALIZATION

Two of the early studies on departmentalization were made by the United States Bureau of Education in 1913 and by Henry J. Otto in 1929. The former involved sending questionnaires to superintendents in cities with populations of five thousand or more. From eight hundred thirteen replies, four hundred sixty-one reported that departmental teaching was used exclusively or to some extent.[1] In the latter study Otto surveyed s

tions from two thousand five hundred to twenty-five thousand in thirty-one states, excluding the South. He found that thirty-seven percent of these cities used departmental teaching in any or all of the elementary grades.[2] This was his first study on departmentalization.

The next major study was conducted by Thomas C. Prince in 1941 and 1942. He sent questionnaires to superintendents of approximately two hundred American city schools. One hundred fifty-four and seventy-seven percent responded. His questionnaire

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[1] James H. Van Sickle, "Progress in the City School System; Departmental Teaching in the Grades," Annual Report of the Commission of Education, United States Bureau of Education, 1913, pp. 139-141.

[2] Henry J. Otto, "Current Practices in the Organization of Elementary Schools," Contributions to Education, Series No. 5 (Evanston: Northwestern School of Education, 1932), p. 18

was composed of six statements: three that dealt with the practice of departmentalization and three that were opinion-oriented. A summary of the questions and results are listed below:

Departmentalization

A. Practice

1. "Does departmentalization exist?"

   Yes - 90
   No - 51

2. "In what year was departmentalization discontinued?"

   1917-1940 - 44
   1920-1931 - 1

   Median date of discontinuance - 1935.

   The years in which there were the largest number of changes from a departmental form of organization to a straight grade or unit type - 1932, 1935, 1937, 1940.

   Twenty school systems partially discontinued elementary departmentalization during these times.

3. "We
   special teachers) in grades three through six inclusive."

   Using departmentalization - 20
   Discontinued - 72
   Using departmentalization with some grades: mainly grades 7-8 - 32

B. Opinion

4. "I believe straight grade teaching (one teacher handling all instruction activities) is superior to departmental work, where children can go from teacher to teacher and room to room, each of the successive teachers being a specialist."

Agree - 109
Disagree - 22

5. "I believe it is better to have a 'specialist' for art, music, health, and other subjects."

Yes (if these persons taught in other areas; if person is itinerant or supervising teacher) - 89

(specialist in art and music only) - 17

No (specialists on elementary level) - 41

6. "Where possible, I believe it is better to use a platoon type of organization, with one teacher being responsible for the 'fundamentals,' and other teachers handling art, music, physical education, and other subjects."

Agree - 65
Disagree - 63 [3]

In analyzing the replies to the questionnaires, Prince made the following conclusions on the basis of population groupings and geographical areas which are charted on the next page.

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3 Thomas C. Prince, "Trends in Types of Elementary School Organization," The American School Board Journal, CVI (June, 1943), p. 37.

Analysis Based on Population
(1940 census)

Cities:

#1 - 500,000 and above
#2 - 200,000 - 500,000
#3 - 100,000 - 200,000
#4 - 50,000 - 100,000
#5 - 25,000 - 50,000
#6 - 5,000 - 25,000

Information supplied by the cities:

#1 - The median date of discontinuance for cities in this population was 1936. Generally, they followed the general trend of replies.
EXCEPTION: On question number 4, six preferred straight grade teaching to five not preferring straight grade teaching.

#2 - The cities in this population grouping generally had no deviations.
EXCEPTION: On question number 4, twenty preferred straight grade teaching to two not preferring straight grade teaching.

#3 - A general pattern was followed by these cities in conjunction with the over-all city populations.
EXCEPTION: On question number 6, eleven preferred platooning and eight opposed it.

#4 - The population in this city grouping conformed to the general trend in all areas.

#5 - There was a general conforming of this group in various areas:
EXCEPTION: On question number 4, nineteen out of twenty or ninety-five percent felt straight grade teaching was superior.

#6 - This population grouping agreed with general patterns except in four areas.

EXCEPTION: On question number 1, eleven had not used departmenralization in recent years.

On question number 3, only one had used departmenralization in grades one through six, but eighteen had not been involved in departmentalization. [4]

Trends according to geographical areas indicate a basic conforming of sectional practices to the total trend. However, there were some deviations which must be considered. These exceptions include:

(1) The southeastern states (Oklahoma, Arkansas, Louisiana, and Texas) had eight schools which used departmentalization in recent years and only one which did not.

(2) The median year for discontinuance of departmentalization was slightly advanced for the southeastern region - 1933.

(3) In the New England region, two used departmentalization and eight schools had not used departmentalization.

(4) Also, in New England there was a continuing use of departmentalization as mentioned in question number 3.

(5) The middle Atlantic states (New York, Pennsylvania, West Virginia, New Jersey, Delaware, Virginia, and Maryland) were evenly divided on their use of the desirability of platooning.

(6) The northwestern states (Washington, Montana, Oregon, Idaho, and Wyoming) were also evenly divided on the merit of platooning.

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[4] Ibid., p. 37.

(7) The southwestern states (California, Nevada, Utah, Colorado, Arizonia, and New Mexico) had six schools which felt it was better to have specialists and seven which said it was not better to use specialists. [5]

The conclusion which Prince drew from this study was that departmentalization was being discontinued. (Note question 2 on page 21). "The gap between theory and practice is closing," he maintained. "The elementary school of today in cities of all sizes and in all sections of the country are giving more attention to the needs of the children and are placing less emphasis on subject or subject matter specialization." [6]

In a follow-up study conducted in 1946, Prince constructed a second questionnaire composed of eight questions. The first six were designed to determine present usage of departmentalization and the last two questions were opinions. From the original one hundred forty-five respondents, he received a second response of eighty-five percent or one hundred thirty-two replies.

The form of the questionnaire is as follows:

A. Practice

1. "Has departmentalization as a form of organization been used in past years?"

Yes - 43
No - 72

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[5] Ibid., p. 38.

[6] Ibid.

2. "Is departmentalization with special teachers for music, art, health, reading, and other subjects in grades three through six inclusive still used?"

Yes - 35
No - 68

3. "Since 1941, departmentalization in our system has

increased	-	8
decreased	-	46
been eliminated	-	25
same	-	25

(Sixty-eight percent decreased or discontinued the usage of departmentalization)

4. "In our system a platoon type of organization has

increased	-	7
decreased	-	32
been eliminated	-	25
same	-	25
none	-	24

5. "Since 1941, the number of persons teaching health only in grades three through six inclusive has

increased	-	12
decreased	-	16
not been used	-	60
same	-	17

6. "Since 1941, the number of persons teaching music and/or art only in grades three through six inclusive has

increased	-	27
decreased	-	30
not been used	-	32
same	-	40

B. Opinion

7. "I believe that the type of organization checked on the following list is the most effective when properly used in promoting

the desired educational growth of children in grades three through six inclusive:

Type of organization	Yes	No
(A) straight grade	56	20
(B) semi-straight (one teacher for all except art or music)	59	20
(C) departmentalization (specialized teacher for each subject)	5	44 *
(D) platoon (one teacher for the 'fundamentals' and a specialized teacher for art or music)	17	38

* (Eighty-nine percent were opposed.)

8. "I believe health should be taught by specialists in grades three through six inclusive."

Yes - 11
No - 105 [7]

In order to discover the differences which occur in the various regions, the same classification for population groupings was again used.

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[7] Thomas C. Prince, "Less Departmentalization in the Elementary Schools," The American School Board Journal CXI (September, 1945), p. 25.

Information supplied by the cities:

#1 - This region showed an equal number of increases and decreases in departmentalization. There was a slight increase in specialized health teachers.

#2 - A larger proportion of superintendents from this area prefer straight grade teaching. There was an equal opinion on the platoon plan. There was an increase in a favoring of health teachers.

#3 - The greatest number of deviations to a general consensus were evident in this area. A greater proportion of schools showed a decrease in departmentalization and there was a larger number of eliminations. On question number 5, three had an increase in health teachers, two a decrease, and sixteen had not used any. There w
teachers. Twenty-one superintendents were almost unanimous in opposing departmentalization and health specialists.

#4 - A very pronounced drift away from departmentalization was reported in this region. This area also had the greatest proportion of decrease in elimination of platooning.

#5 - There was an unusually high percentage of superintendents from this area who preferred the straight grading. Over eighty-eight percent opposed health specialists.

#6 - Strong support for the platoon system was evidenced from this region. A semi-straight grade teaching was also favored. A smaller number of superintendents opposed health specialists, as compared to other regions. This area had the largest ratio of increases (six to one) in the number of music or art teachers. [8]

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[8] Ibid.

Although the 1941-1942 study of Prince showed few sectional variations, this follow-up study of several years later indicated pronounced differences. There was a sharp decrease in departmentalization and platooning in the Middle Atlantic, Southern, Rocky Mountain, and Pacific Coast regions. The superintendents highly favored the straight grade teaching system. A strong support for departmentalization and platooning was evidenced in the Central States. This region showed a slight increase for departmentalization, whereas platooning held its ground. Although the superintendents, in actuality, leaned toward straight grade plans, there were fewer oppositions for departmentalization. New England, like the Central States, experienced a slight increase in departmentalization. There was a recognizable growth in platooning and in the use of music, art, and health teachers. [9]

In outlining conclusions from the follow-up study, Prince made seven statements. The statements are:

(1) Departmentalization continues to decrease, but more rapidly in some areas.

(2) Platooning is passing out at a slower rate, broken by gains in smaller cities.

(3) There is possibly a comeback in art and music specialists.

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[9] Ibid.

(4) The majority of superintendents prefer straight grade teaching to departmentalization or platooning.

(5) There is a definite opposition to health "specialists."

(6) The gap between theory and practice grows smaller, but slowly.

(7) There appears to be ample evidence of the efforts of superintendents to adjust the types of organization used to the needs of the children. [10]

Previous to Prince's follow-up study of 1945 was an extensive study made by Henry J. Otto in 1943 and 1944. Otto had done some pioneer work on this subject in the late 1920's, but nothing quite as vast as his survey in the forties. The work that he did in this area was only a portion of an even broader topic which he entitled, Organizational and Administrative Practices in Elementary Schools in the United States and which was published by the University of Texas at Austin. Otto recognized that departmental teaching was not a new pattern, but that it had its origin in the "departmental school" of the eighteenth century as described by Bunker in his pamphlet Reorganization of the Public School System. [11] Continuing from this basic premise, Otto was aware that departmentalization has passed through a variety of stages, and from this information

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[10] Ibid.

[11] Bunker, p. 28.

he stated that within the history of departmentalization, there were times that it almost entirely disappeared from schools, there were times when it was highly praised, and there were also times when it was vigorously condemned. [12]

In compiling a questionnaire which would be useful in indentifying the practices employed by schools, Otto was faced with fifty-three pages. The scope of the checklist was thus reduced to what was considered the minimum information consistent with the purpose of the study. Even with these reductions, the checklist turned out to be burdensomely long and no doubt was a detriment in the return factor. However, Otto considered this factor at the outset of the project and finally decided that the purposes of the study would be better served if more complete data were received from each reporting school, even if it meant that fewer schools would be included in the study.

In March and April of 1943 Otto sent an explanatory letter to six hundred eighty-four members of the Department of Elementary School Principals of the National Education Association inviting them to participate in the study. He encouraged their response by enclosing return postcards of which two hundred thirty-five were returned.

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[12] Otto, p. 105.

In the fall he sent similar letters and cards to four hundred twenty-two additional members of the Department of Elementary School Principals of the National Education Association and received a response of two hundred thirty-four. In deciding who would be included in the mailings, Otto attempted to obtain returns in proportion to population or to membership in the national organization as based on the number of schools per state. Questionnaires were sent to each individual upon his response as indicated by the return card. Two hundred twenty-nine questionnaires were eventually returned for use in the final analysis.

In order to reach the small schools in rural areas, Otto sent letters of invitation to one hundred eighty-four county superintendents of whom twenty-two responded. Another group he invited to participate were principals of campus demonstration or training schools in teacher training institutions in all states. Forty-six questionnaires from this group were received in time to be included in the tabulations. A final group which returned two hundred usable forms were the principals of Texas schools.

In summary, five hundred thirty-two questionnaires were returned in time to be included in the tabulations. The total number of forms can be divided into three definite categories. These categories are based on the various types

which replied. The total number of forms were distributed as follows:

Texas schools	-	200
Non-Texas schools	-	286
College campus demonstration schools	-	46
Total	-	532 [13]

Otto defined departmentalization within the questionnaire as follows:

> Departmentalization is a specialization in teaching. Departmental teaching as it is commonly known is used in schools in a great variety of ways. In some schools the teachers of two contiguous grades merely exchange certain subjects; teacher A who has a special liking for music may teach music in both grades. While she is teaching music in the next room, the teacher B who has geography or reading or art as a favorite subject comes in to teach one of these in A's room. In some cases pupils change rooms whereas in others the teachers move about from room to room. [14]

The principals who read this definition and who evaluated their school system in accordance with this had their schools grouped into the following distribution and size on the basis of enrollment. (see chart on page 34).

In order to make the replies which were reported from this study more meaningful, Otto gave some preliminary statistics

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[13] Henry J. Otto, "Survey Data on Departmentalized Teaching in Elementary Schools," Journal of Educational Research, XLII (October, 1948), pp. 106-107.

[14] Henry J. Otto, Organizational and Administrative Practices in Elementary Schools in the United States (The University of Texas, Austin, No. 4544, 1945), p. 271.

ENROLLMENT OF SAMPLE SCHOOLS

ENROLLMENT	200 TEXAS SCHOOLS		286 NON-TEXAS PUBLIC SCHOOLS	
	No.	%	No.	%
100 or less	51	25.5	19	6.0
101 to 300	59	29.5	92	33.0
301 to 600	54	27.0	115	40.0
601 and over	36	18.0	60	21.0

ENROLLMENT	46 CAMPUS DEMONSTRATION SCHOOLS		TOTAL	
	No.	%	No.	%
100 or less	1	2.0	71	13.3
101 to 300	29	64.0	180	33.8
301 to 600	10	22.0	179	33.8
601 and over	6	12.0	102	19.1

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[15] Otto, Journal of Educational Research, p. 107

on the grade levels of the schools involved as well as the departmentalization at each of these grades and the number of subjects taught on the departmental plan.

In describing the grade levels which existed within the various schools, the following percentages are attributed to the various grade distributions:

Grades	Percentages
One through six	29
One through eight	29
Kindergarten through six	19
Kindergarten through eight	7
One through five	16
One through seven	16
One through nine	16

A nursery school was reported by only two schools. The texas schools had a smaller percentage of kindergartens reported than did the Non-Texas schools. Nineteen of the campus demonstration schools did not include any offering below the regular first grade.[16]

The grade level at which departmentalized teaching was reported covered a range of from kindergarten through the eighth grade. Thirty-six percent of all of the schools had departmental teaching beginning in the first grade. In the larger schools there seemed to be no relationship between the size of the school and the grade level at which departmental work was begun or to the proportion practicing departmentalization.[17]

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[16] Ibid., p. 108.

[17] Otto, Organizational and Administrative Practices, p. 75.

EXTENT OF DEPARTMENTALIZED INSTRUCTION [18]

(This chart is concerned with the grade level in each school in which departmentalization begins as related to school size)

GRADE	SIZE OF SCHOOL ACCORDING TO NUMBER OF TEACHERS																					
	1		2		3-5		6-10		11-15		16-20		21-25		26-30		31-up		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
KINDERGARTEN -							4	2	4	3	2	3	1	4	1	14	1	5	13	2
FIRST -			1	4	9	17	42	23	29	22	11	17	6	23	1	14	1	25	105	20
SECOND -			1	4			14	8	7	5	3	5	1	4			2	10	28	5
THIRD -					6	11	13	7	18	14	9	14	3	12			1	5	50	9
FOURTH -					5	9	17	9	21	17	9	14	3	12	2	29	1	5	58	11
FIFTH -			1	4	6	11	17	9	13	10	6	9	5	19	1	14	3	15	52	10
SIXTH -					3	6	10	6	4	3	5	8	2	8	1	14	1	5	26	5
SEVENTH -			1	4			3	2	5	4	5	8	1	4					15	3
EIGHTH -					3	2	1	1									1	5	5	1
NO DEPARTMENTALIZATION -	5	19	4	17	7	13	32	18	20	15	8	12	2	8			2	10	79	15
NO REPLY * -	21	81	16	67	17	30	24	13	9	7	8	12	2	8	1	14	3	15	101	19
TOTAL SCHOOLS -	26		24		53		179		131		66		26		7		20		532	

* These are assumed to have no departmental work since the instructions were to the effect that each respondent was to reply only to the items which applied to his school.

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[18] Ibid., p. 76.

COMPARISON OF 200 TEXAS AND 286 NON-TEXAS SCHOOLS ON THE LOWEST GRADE IN SCHOOLS IN WHICH DEPARTMENTALIZED INSTRUCTION IS PRACTICED [19]

LOWEST GRADE	200 TEXAS SCHOOLS p_1	S.E.p_1	286 NON-TEXAS SCHOOLS p_2	S.E.p_2	S.E. DIFF.	DIFF. BETWEEN p_1 and p_2	CRITICAL RATIO	IS DIFFERENCE SIGNIFICANT? (YES OR NO)
GRADE 1	19	.027	18	.022	.035	.01	.2	No
GRADE 2	6	.016	5	.012	.020	.01	.5	No
GRADE 3	10	.021	10	.017	.027	.00	.0	No
GRADE 4	14	.024	10	.017	.030	.04	1.3	No
GRADE 5	13	.023	8	.015	.028	.05	1.7	No
GRADE 6	8	.019	4	.011	.022	.04	1.8	No
GRADES 7 and 8	5	.015	4	.011	.019	.01	.5	No
NO DEPARTMENTALIZATION	6	.016	19	.023	.028	.13	4.6	Yes
NO REPLY	22	.029	18	.022	.036	.04	1.1	No
LAST 2 ITEMS COMBINED	28	.031	37	.029	.043	.09	2.0	No

19 Otto, Journal of Educational Research, p. 109.

COMPARISON OF 286 NON-TEXAS AND 46 COLLEGE CAMPUS DEMONSTRATION SCHOOLS ON THE LOWEST GRADE IN WHICH DEPARTMENTALIZED INSTRUCTION IS PRACTICED [20]

LOWEST GRADE	286 NON-TEXAS SCHOOLS p_1	S.E.p_1	46 CAMPUS DEMON. SCHOOLS p_2	S.E.p_2	S.E. DIFF.	DIFF. BETWEEN p_1 and p_2	CRITICAL RATIO	IS DIFFERENCE SIGNIFICANT? (YES OR NO)
GRADE 1 -----	18	.022	33	.069	.023	.15		
GRADE 2 -----	5	.012	7	.037	.039	.02	6.5	Yes
GRADE 3 -----	10	.017	2	.020	.026	.08	.5	No
GRADE 4 -----	10	.017	0	.000	.017	.10	3.0	Yes
GRADE 5 -----	8	.015	7	.037	.040	.01	5.8	Yes
GRADE 6 -----	4	.011	0	.000	.011	.04	.2	No
GRADES 7 and 8 ---	4	.011	2	.020	.023	.02	3.6	Yes
NO DEPARTMENTALIZATION -----	19	.023	28	.066	.070	.09	.8	No
NO REPLY -----	18	.022	13	.049	.054	.05	1.2	No
LAST 2 ITEMS COMBINED -----	37	.029	41	.072	.078	.04	.9	No
							.5	No

[20] Ibid., p. 111.

When investigating the number of subjects that are taught on the departmental plan, Otto found that the number of subjects increases from kindergarten to grade eight. However, he did note that in two schools as many as four subjects are taught by special teachers in the kindergarten, and that in a few schools as many as seven or eight subjects are taught by special teachers in the first and second grade.

Although schools which reported more than seven or eight subjects departmentalized in any one grade could probably have been classified with the schools that reported "complete departmentalization," Otto still included them in the reported statistics for this study.

He found that except for the kindergarten, about as many schools departmentalize one subject or two or three subjects in each of the primary grades as in the upper grades. A greater amount of departmentalization is found in the upper grades than in the lower grades when dealing with four or more subjects. Complete departmentalization was found to be restricted mainly to grades seven and eight. About fifty percent of the seventh and eighth grades and about twenty to thirty percent of the fifth and sixth grades reported complete departmentalization.[21]

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[21] Otto, Organizational and Administrative Practices, p. 75.

THE NUMBER OF SUBJECTS DEPARTMENTALIZED IN EACH OF THE VARIOUS GRADE LEVELS [22]

NUMBER OF SUBJECTS	GRADES																	
	K		1		2		3		4		5		6		7		8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One	5	4	56	20	58	21	67	24	66	24	56	21	33	12	15	13	14	16
Two	3	4	32	12	37	14	49	18	51	19	44	16	43	16	22	19	21	24
Three	5	4	17	6	19	7	29	11	36	13	39	14	39	14	15	13	11	13
Four	2	2	4	1	8	3	10	4	17	6	26	9	38	14	24	21	22	26
Five			2	1	2	1	6	2	11	4	22	8	28	10	18	16	10	12
Six			1		4	1	5	2	12	4	16	6	15	5	9	8	11	13
Seven			1		1		1		6	2	11	4	10	4	6	5	8	9
Eight							1		5	2	7	3	9	3	4	4	5	6
Nine													2	1	6	5	3	3
Ten									1		1		2	1			1	1
Eleven													1		3	3	1	1
Twelve															1	1	1	1
Entirely departmentalized			2	1	2	1	2	1	12	4	31	11	46	17	51	45	48	56
Total Schools	126		277		274		276		275		278		277		114		86	

[22] Ibid., p. 76.

The following chart summarizes the subjects that are departmentalized in each of the grades:

	Grades																	
	K		1		2		3		4		5		6		7		8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Agriculture															1	1	1	1
2. Arithmetic			1	-	4	1	8	3	30	11	54	19	70	25	64	56	51	59
3. Art	7	6	40	14	48	18	62	22	94	34	102	37	96	35	41	36	26	30
4. Auditorium	1	1	3	1	5	2	7	3	8	3	8	3	9	3	3	3	2	2
5. Band											2	1	2	1	2	2	3	3
6. Chorus											1	-	1	-	1	-		
7. Bible													1	-	1	-	1	-
8. Citizenship Club													1	-	1	-	1	-
9. Civics and Current Events											1	-					2	2
10. Club activities			1	-	1	-	1	-	1	-	1	-	2	1				
11. Creative and Recreative Arts											3	1	5	2	2	2	1	1
12. Dramatics			1	-	1	-	2	1	2	1	2	1	1	-				
13. English; Language			2	1	1	-	5	2	13	5	17	6	25	9	30	26	20	23
14. Geography							1	-	11	4	17	6	19	7	14	12	9	10
15. Handwriting			7		14	5	20	7	27	10	33	12	32	12	14	12	11	13
16. Home economics	1	1	1	-	1	-	1	-	1	-	3	1	4	1	6	5	5	6
17. Health			2	1	2	1	6	2	15	5	22	8	26	9	10	9	7	8
18. History							1	-	6	2	12	4	15	5	18	16	17	20
19. Home and Vocational Arts									4	1	7	3	10	4	11	10	11	13
20. Language Arts			1	-	3	1	6	2	13	5	26	9	43	16	35	31	33	38
21. Library			3	1	6	2	10	4	13	5	17	6	17	6	3	3	1	1
22. Literature			1	-	2	1	3	1	4	1	5	2	6	2	8	7	5	6
23. Latin																	2	2
24. Liberal arts													1	-	1	1	1	1
25. Music	13	10	103	37	113	41	143	52	156	57	181	65	172	62	72	63	50	58
26. Orientation															1	1	1	1
27. Phonics			1	-	2	1	1	-					1	-				
28. Piano															1	1	1	1
29. Physical Education	7	6	32	12	38	14	41	15	62	23	77	28	72	26	32	28	22	26
30. Reading			1	-	3	1	3	1	15	5	24	9	27	10	19	17	14	16
31. Rhythm Band			2	1	2	1	1	-										
32. Science	1	1	3	1	5	2	9	3	20	7	26	9	40	14	35	31	27	31
33. Shop	1	1	1	-	1	-	1	-	2	1	6	2	8	3	10	9	10	12
34. Spanish							8	3	11	4	9	3	36	13	12	11	9	10
35. Speech			1	-	2	1	3	1	3	1	4	1	4	1	1	1		
36. Spelling			2	1	4	1	13	5	13	5	20	7	21	8	16	14	11	13
37. Social Studies			1	-	2	1	6	2	18	7	27	10	26	9	40	35	30	35
38. Typing							1	-	1	-	1	-	1	-	1	-		
39. Unclassified			1	-	4	1	6	2	18	7	23	8	31	11	17	15	16	19
40. Entirely departmentalized			2	1	2	1	2	1	12	4	31	11	46	17	51	45	48	56
41. No departmental instruction																		
No reply - 105 schools																		
Total schools in each group *	126		277		274		276		275		278		277		114		86	

* The various totals indicate the number of schools in which the given grade was operated.

23 Ibid., p. 77.

Narrowing the general survey of the subjects which are departmentalized at various grade levels to one grade, Otto focused specifically on fifth grades in one hundred three Texas schools, one hundred twenty-four non-Texas schools, and twenty-six campus demonstration schools for comparative results. He first compared the Texas schools with the non-Texas schools and then using the same non-Texas schools compared them with the campus demonstration schools. The results obtained from the two comparisons are charted below:

COMPARISON OF THE NUMBER OF SUBJECTS DEPARTMENTALIZED IN THE FIFTH GRADE IN 103 TEXAS AND 124 NON-TEXAS SCHOOLS WHOSE REPORTS IDENTIFIED THE SUBJECTS DEPARTMENTALIZED IN EACH GRADE

Number of Subjects	103 Texas Schools		124 Non-Texas Schools		S.E. Diff.	Diff. between p_1 & p_2	Critical Ratio	Is Difference Significant?
	p_1	S.E.p_1	p_2	S.E.p_2				
One	28	.044	20	.035	.056	.08	1.4	No
Two	17	.037	16	.032	.049	.01	.2	No
Three	12	.031	11	.028	.042	.01	.2	No
Four	8	.026	12	.029	.039	.04	1.0	No
Five	8	.026	10	.026	.037	.02	.5	No
Six	2	.013	11	.028	.031	.09	2.9	No
Seven	5	.021	5	.019	.029	.00	.0	No
Eight or more	4	.019	3	.015	.024	.01	.4	No

24

COMPARISON OF THE NUMBER OF SUBJECTS DEPARTMENTALIZED IN THE FIFTH GRADE IN 124 NON-TEXAS AND 26 COLLEGE CAMPUS DEMONSTRATION SCHOOLS WHOSE REPORTS IDENTIFIED THE SUBJECTS DEPARTMENTALIZED IN EACH GRADE

Number of Subjects	124 Non-Texas Schools		26 Campus Dem. Schools		S.E. Diff.	Diff. between p_1 & p_2	Critical Ratio	Is Difference Significant?
	p_1	S.E.p_1	p_2	S.E.p_2				
One	20	.035	8	.053	.064	.12	1.8	No
Two	16	.032	27	.071	.079	.11	1.4	No
Three	11	.028	50	.098	.102	.39	3.8	Yes
Four	12	.029	12	.063	.070	.00	.0	No
Five	10	.026	3	.033	.042	.07	1.6	No
Six	11	.028	0	.000	.028	.11	3.9	Yes
Seven	5	.019	0	.000	.019	.05	2.6	No
Eight or more	3	.015	0	.000	.015	.03	2.0	No

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[24] Otto, Journal of Educational Research, p. 110

[25] Ibid., p. 111.

The evidence presented in this study shows that there is no statistically reliable difference between the extent of departmentalization in the two hundred Texas and two hundred eighty-six non-Texas schools. (The formula used in calculating the critical ratios is described in Clarence T. Gray and David F. Votaw's book, Statistics Applied to Education and Psychology). [26] Neither was there any statistically significant difference between the proportion of non-Texas and campus demonstration schools which have or do not have departmental work in some form. In general, it appears that the campus and non-Texas group are very similar in the amount of departmental instruction; such minor differences that do exist reveal more departmentalization in the campus group.

As a further step in his study, Otto also asked his participants what changes they would make in their educational program. The fifty-six percent who replied that they did wish some type of change gave a variety of answers. However, among the most frequently mentioned were: less departmentalization (increased curriculum correlation and integration into broader areas), curriculum enrichment with additions of art, music, or science, more departmental work, time allotments on a larger block basis, more individualized instruction, less emphasis on special subjects, and on and on the list continued. [27]

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[26] Clarence T. Gray and David F. Votaw, Statistics Applied in Education and Psychology (New York: The Ronald Press, Co., 1939), pp. 129-131.

[27] Otto, Organizational and Administrative Practices, p. 80.

In summarizing the information which he gained from this survey, Otto wrote the following description of departmentalized teaching in elementary schools in the Journal of Educational Research:

> The survey in which the data on departmentalized teaching was obtained included five hundred thirty-two elementary schools of all sizes located in forty-six states and the District of Columbia. Departmental teaching in some degree was reported for sixty-six of the total number of schools. The grade level at which departmental teaching is begun ranged from kindergarten to grade eight in the schools in which departmental teaching prevails. It is begun at some point in the primary grades in fifty-five percent of the schools. If one-teacher and two-teacher schools are exempted from consideration, the size of the school appeared to be unrelated to the grade level at which departmental work is begun or to the proportion of schools practicing departmentalization.
>
> The variety of subjects taught on the departmental plan included the entire offering in the elementary school. Of the total of thirty-eight different subjects and activities listed; music, art, physical education, arithmetic, science, and social studies, and handwriting were named most frequently. The prevailing practice was to restrict the departmental teaching to three subjects or less in the primary grades, to four subjects or less in the fourth grade and to five or less in grades five, six, seven, and eight. Some schools however, departmentalized as many as seven subjects in first and second grades and as many as eleven subjects in grades seven and eight. The extent of departmental teaching was essentially the same in the three groups into which the five hundred thirty-two schools were divided for certain comparisons. [28]

Another important study made on departmentalization in the forties was that of Margaret Rouse in partial requirement

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[28] Otto, Journal of Educational Research, p. 112.

for a doctorate degree from the University of Texas in 1945. Her thesis was entitled, "A Comparative Study of Departmentalization and Non-Departmentalization as Forms of Organization for the Elementary School Curriculum," and focused on four major areas: the scope of the school curriculum, the general pattern of curriculum organization, the manner in which the school life was administered, and the procedure used in classroom teaching.

Rouse summarized her findings in the Elementary School Journal in the article, "A Comparison of Curriculum Practices in Departmental and Non-Departmental Schools." From her research she concluded that:

> (1) from an evaluation of the difference in the scope of the schools' programs, it was indicated that the two groups of schools were practically equal in this respect.
>
> (2) in comparing the general pattern of the organization of the curriculum, all twenty of the schools which had departmentalization used subject-centered curricula, whereas only fourteen of the twenty non-departmentalized schools were subject-centered in their curriculum with the remaining six correlating the curriculum. Since subject-centered curriculum is not in accord with the present-day philosophy of elementary education, according to Rouse, non-departmentalization is favored in this area.
>
> (3) non-departmentalization was more in accord with the recommendations of specialists be-

cause they favor organization of the school day into fairly long periods of time with as few interruptions as possible in order to allow for continuity of experiences. Departmentalization had approximately 8.55 periods per day, but non-departmentalization had only 6.9, thus the departmentalization periods were apparently shorter.

(4) to evaluate the difference in classroom procedures, Rouse listed the preferred pattern for various subjects:

SUBJECT	PREFERRED ORGANIZATIONAL PATTERN	REASON
Reading	Non-departmentalization	There was more grouping done which is a recommended procedure.
Language	Non-departmentalization	There was more emphasis on oral expression.
Spelling	Non-departmentalization	The lesson was supplemented with words in connection with other school activities.
Writing	Equal	

SUBJECT	PREFERRED ORGANIZATIONAL PATTERN	REASON
Social Studies	Non-departmentalization	Oral reports and more visual aids, both recommended practices were used.
Health	Equal	
Art	Non-departmentalization	There was a correlation between art programs and other subjects.
Arithmetic	Equal [29]	

The chart on pages 48 and 49 show significant findings that Rouse was able to draw from her survey. The various curriculum practices were evaluated in terms of existing educational philosophies by specialists in the field. Rouse concluded that in view of the statistics, there was in actuality not that much difference between the different plans of organization. The theories of the methods tend to be more different than the programs of organization themselves. [30]

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29 Margaret Rouse, "A Comparison of Curriculum Practices in Departmentalized and Non-departmentalized Schools," Elementary School Journal, XLVII (September, 1946), pp. 34-36.

30 Ibid., p. 42

STATISTICALLY SIGNIFICANT DIFFERENCES FOUND IN CURRICULUM PRACTICES IN DEPARTMENTAL AND NON-DEPARTMENTAL SCHOOLS AND EVALUATION OF EACH OF THE PROCEDURES IN TERMS OF RECOMMENDATIONS OF SPECIALISTS IN AN ELEMENTARY EDUCATION PROGRAM

PHASE IN WHICH STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND	GROUPS OF SCHOOLS FAVORED BY EACH DIFFERENCE	EVALUATION OF SPECIALISTS
I. Difference in scope of the curriculum:		
A. Writing taught as a formal type subject	Departmental	Doubtful
B. Music taught as a separate subject	Departmental	Approve
C. Participation in safety practices	Non-departmental	Approve
II. Difference in general pattern of curriculum organization:		
A. Curriculum organization on subject basis	Departmental	Disapprove
B. Curriculum organization on basis of correlated curriculum	Non-departmental	Approve
III. Difference in selected curriculum practices:		
A. Number of periods per day	Departmental	Disapprove

PHASE IN WHICH STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND	GROUPS OF SCHOOLS FAVORED BY EACH DIFFERENCE	EVALUATION OF SPECIALISTS
B. Uniformity of length of periods	Departmental	Disapprove
C. Number of interruptions of child's activities per day	Departmental	Disapprove
IV. Difference in classroom procedures:		
A. Grouping pupils for reading instruction	Non-departmental	Approve
B. Use of formal oral reading in reading class	Departmental	Disapprove
C. Preparing and giving oral reports in language class	Non-departmental	Approve
D. Use of visual aids in social studies class	Non-departmental	Approve
E. Use of oral reports in social studies class	Non-departmental	Approve
F. Correlation of art with other classes	Non-departmental	Approve [31]

[31] Ibid. p. 41.

Goodlad recognized that since the standard elementary classroom is usually a self-contained situation that the experimentation in the twentieth century has been with a departmental-type plan. [32] Surveys were thus conducted between 1910 and 1959 which reported on these experiments. One of these studies was made by Mary Dunn at the University of Pittsburgh in 1951. Her doctoral dissertation, "Trends in Instructional Organization in City Elementary School from 1920 to 1949," revealed shifting enthusiasm for departmentalization and platooning.

As one means of determining the extent to which departmentalization was used, Dunn in July, 1950, sent a questionnaire to one hundred four cities in the United States. The cities were distributed among three population groups: (1) large - over 100,000 (2) medium - 30,000 - 100,000 (3) small - 10,000 - 30,000. They covered five geographical areas: Northeast, Middle Atlantic, North Central, and West. Sixty-three of the questionnaires that she sent were returned. [33]

The table on page 51 summarizes the results of Dunn's questionnaires for three decades. It indicates that the

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[32] John I. Goodlad, "Horizontal Organization," Encyclopedia of Educational Research, Third Edition, edited by Chester W. Harris, (New York: The Macmillan Company, 1960), p. 223.

[33] Mary Dunn, "Should There Be Any Set Type of Elementary School Organization?" The Elementary School Journal, LII (December, 1952), p. 201.

one-teacher classroom, although predominant throughout the entire thirty year period, has gained in practice during the last ten years.

RESULTS OF QUESTIONNAIRE ON ORGANIZATION ISSUED JULY, 1950, TO CITIES IN THREE POPULATION GROUPS THROUGHOUT UNITED STATES, SIXTY-THREE CITIES REPORTING

Decade and Response*	Plan of Organization																			
	One-Teacher Class				Departmentalization				Platoon				Individual Instruction				Co-operative Group			
	Grades				Grades				Grades				Grades				Grades			
	I-III	IV-VI	V-VI	VI	I-III	IV-VI	V-VI	VI	I-III	IV-VI	V-VI	VI	I-III	IV-VI	V-VI	VI	I-III	IV-VI	V-VI	VI
1920–29:																				
Number "Yes"	56	34	41	39	3	17	20	22	3	8	9	8	5	4	4	4	...	...	...	...
Per cent "Yes"	93	68	68	65	5	29	33	37	5	14	16	14	10	8	8	8	...	...	...	...
Number "No"	4	16	19	21	57	42	40	38	55	49	49	49	46	47	47	47	47	47	47	47
Per cent "No"	7	32	32	35	95	71	67	63	95	86	84	86	90	92	92	92	100	100	100	100
1930–39:																				
Number "Yes"	56	45	42	37	4	15	18	20	4	9	8	7	7	5	5	5	...	...	...	...
Per cent "Yes"	92	74	67	66	7	25	30	33	7	16	14	12	14	11	10	10	...	...	...	...
Number "No"	5	16	21	19	56	45	42	40	54	49	50	51	44	41	45	46	47	47	47	47
Per cent "No"	8	26	33	34	93	75	70	67	93	84	86	88	86	89	90	90	100	100	100	100
1940–49:																				
Number "Yes"	57	52	51	49	2	5	7	11	2	3	3	3	8	8	8	8	1	2	2	2
Per cent "Yes"	93	85	84	80	3	8	11	18	3	5	5	5	16	16	16	16	2	4	4	4
Number "No"	4	9	10	12	59	56	54	51	56	55	54	55	43	43	43	43	46	45	45	45
Per cent "No"	7	15	16	20	97	92	89	82	97	95	95	95	84	84	84	84	98	96	96	96

* Per cents were computed on basis of total "Yes" and "No" answers for each grade grouping under each major plan.

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In order to acquaint the reader with what was happening in the educational field during these three decades, Dunn outlined a brief summarization of each decade within her study. Due to the clarity and conciseness of this explanation, I have included it in the following pages of this paper.

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34 Ibid., p. 202.

Decade 1920-1929 - In spite of the wider use of the one-teacher class than of any other form of instructional organization during this period, a need seems to have been felt for something better. This is evidenced by the case presented for the platoon school and for departmentalization. Rapid growth in urban population during these years, necessitating an immediate solution for overcrowded school buildings, is probably one answer to this need. A lively spirit of experimentation may also have been a contributing factor in effecting change. Moreover, achievement of children in subject matter still ranked higher in the minds of most practical educators than did the fourfold development -- mental, social, physical, and emotional -- for which they strive today.

Decade 1930-1939 - A note of sincere inquiry emerged in the writings of this period. Very probably it was the result of the mass of conflicting contentions of advocates of the one-teacher classroom and those of departmentalization. Repeatedly, they claimed the same advantages for their favored plan. Thus, selection of the best from all the plans and its application to individual needs and situations began to be urged. The comments indicated a common-sense approach to one's particular problem and a departure from rigid adherence to standardized practices. This independent, creative thinking marked an advance in educational policy-making. The Dewey philosophy of learning through experience saw widespread application.

Decade 1940-1949 - Growing dissemination of the philosophy of total child development and continuous growth was expressed markedly during this decade both by the predominance of the one-teacher classroom and by the opinions of educators. Individual instruction was viewed almost universally as a goal to be achieved insofar as possible in the self-contained classroom. Cooperative group teaching was frequently favored with regard to special subjects, such as music, art, and physical education. The 'machine age' as far as child education is concerned had definitely ended. The extent of departmentalization which was apparent during this period was decreasing.[35]

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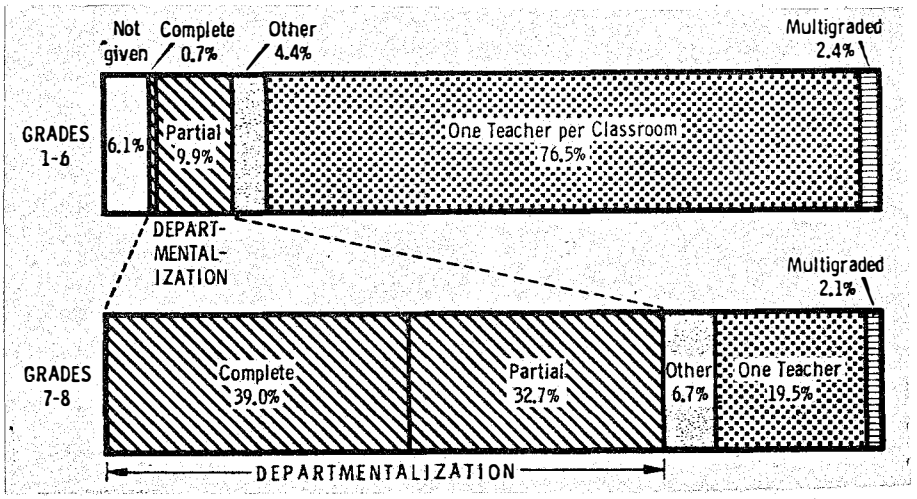
[35] Ibid., pp. 201-202.

In order to learn what occurred in the following decade, the study of Stuart Dean is helpful. By the end of the 1950's he had compiled a questionnaire on basic classroom organization. He felt that administrators should not become too involved with the mere organization alone and lose sight of the educational goals which were set for the welfare of the children. Therefore, he conducted a national survey in order to learn what type of instructional organization plans were being used. He found that most of the elementary schools throughout the nation use the one-teacher-per-classroom type of instructional organization. Slightly less than ten percent of the schools used partial departmentalization and complete departmentalization was almost negligible.[36]

The following chart analyzes departmentalization:



[37]

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[36] Stuart Dean, "Organization for Instruction in the Elementary School," Elementary School Administration and Organization, (U.S. Dept. of Health, Education, and Welfare, Office of Education, 1960), p. 30.

[37] Ibid.

In discussing organizational patterns in terms of population groups, partial departmentalization is found to a slightly higher degree in group I. "Regionally, over eighty percent of the Northeast uses the one-teacher-per classroom plan, and both the Northeast and North Central make slightly greater use of the partial departmentalization plan."[38] The tables on page 54 show departmentalization as based on population groups and the tables on page 55 are based on regional groupings.

—Type of instructional organization, grades 1 through 6, by U.S. totals and percentages and by population group percentages

Type of instructional organization	United States		Population group percentages			
	Percent	Total	I	II	III	IV
1	2	3	4	5	6	7
Total	100.0	4,307	100.0	100.0	100.0	100.0
One teacher per classroom	76.5	3,295	74.5	74.7	77.9	76.4
Partial departmentalization	9.9	430	16.0	12.0	9.3	9.7
Other combinations	4.4	189	3.8	6.7	2.8	4.6
Multigraded	2.4	102	1.9	2.7	----	3.0
Complete departmentalization	.7	32	----	----	2.5	.4
No answer	6.1	259	3.8	3.9	7.5	5.9

39

—Type of instructional organization, grades 7 and 8, by U.S. totals and percentages and by population group percentages

Type of instructional organization	United States		Population group percentages			
	Percent	Total	I	II	III	IV
1	2	3	4	5	6	7
Total	100.0	1,460	100.0	100.0	100.0	100.0
Complete departmentalization	39.0	570	21.7	53.8	22.0	40.2
Partial departmentalization	32.7	478	47.8	38.5	44.1	31.1
One teacher per classroom	19.5	284	26.1	----	17.0	20.6
Other combinations	6.7	98	----	----	16.9	6.2
Multigraded	2.1	30	4.4	7.7	----	1.9

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38 Ibid., p. 31.

39 Ibid., p. 32.

40 Ibid., p. 31.

—Type of instructional organization, grades 1 through 6, by U.S. totals and percentages and by regional percentages

Type of instructional organization	United States		Regional percentages			
	Percent	Total	Northeast	North Central	South	West
1	2	3	4	5	6	7
Total	100.0	4,307	100.0	100.0	100.0	100.0
One teacher per classroom	76.5	3,295	81.4	71.8	76.6	77.9
Partial departmentalization	9.9	430	11.1	13.4	7.7	5.7
Other combinations	4.4	189	2.1	2.8	7.4	5.1
Multigraded	2.4	102	----	.9	4.3	5.2
Complete departmentalization	.7	32	1.1	1.5	----	----
No answer	6.1	259	4.3	9.6	4.0	6.1

41

—Type of instructional organization, grades 7 and 8, by U.S. totals and percentages and by regional percentages

Type of instructional organization	United States		Regional percentages			
	Percent	Total	Northeast	North Central	South	West
1	2	3	4	5	6	7
Total	100.0	1,460	100.0	100.0	100.0	100.0
Complete departmentalization	39.0	570	57.7	40.0	30.6	31.6
Partial departmentalization	32.7	478	20.6	38.5	26.4	55.6
One teacher per classroom	19.5	284	17.2	16.2	27.0	9.6
Other combinations	6.7	98	----	5.3	12.8	3.2
Multigraded	2.1	30	4.5	----	3.2	----

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Dean was able to make two major conclusions as a result of his work. He found that

(1) The plan of one-teacher-per classroom was predominant for grades one through six in 1958-1959

(2) In grades seven and eight, departmentalization both partial and full was predominant with less than one-fifth of the urban places continuing to use the one-teacher-per classroom plan. 43

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41 Ibid.

42 Ibid., p. 32.

43 Stuart Dean, "Organization for Instruction in the Elementary School," School Life, XLII (May, 1960), p. 8.

Roland E. Barnes, at about the same time that Dean was completing his study, was beginning "A Survey of the Status and Trends in Departmentalization in City Elementary Schools." His purpose was "to determine whether or not proposals for subject matter emphasis in science, mathematics, and reading were reinforcing or reversing trends in departmentalization in city elementary schools."[44] A secondary purpose was to collect data about the current status of practices in departmentalization. Barnes used the standard procedure of a questionnaire which he sent to a stratified sample of one thousand eighteen schools. He received seventy-nine percent usable returns. His findings showed:

(1) Cities with a population of 2500-4999 had a significantly larger proportion of departmentalization (59% were departmentalized.) Cities with a population of 25,000 to 99,999 had the smallest proportion of departmentalization (38% were departmentalized.)

(2) Sixty-eight percent of the eight hundred six principals thought departmentalization was neither increasing nor decreasing.

(3) Out of three hundred fifty-one schools, 54% of one or more subjects were departmentalized between 1952-1953 and 1956-1957,

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[44] Barnes, p. 291.

fourteen percent of all subjects were departmentalized during 1957-1958 and 1958-1959.

(4) The three hundred fifty-one schools listed the following ranking order for the top ten departmentalized subjects: music, physical education, art, arithmetic, science, reading, social studies, library, English, language arts. Very few subjects other than music, physical education, and art were departmentalized below grade four.[45]

Barnes concluded that there was no apparent change in the practice of departmentalization in the majority of city elementary schools. He said, "however, it appears that there is a definite counter trend increasing departmentalization in schools in smaller cities, especially at the end of the fifties."[46] He attributed this to the probability that schools in smaller cities are more responsive to the influence of criticisms and pressures, thereby reflecting more quickly than large city schools the effects of proposal for change.

The studies on departmentalization continued into the next decade. Dr. A. Hugh Livingston, who was interested in learning the effect of departmental organization upon children's adjustment based his work upon that of Broadhead and the Tulsa

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[45] Ibid., pp. 291-292

[46] Ibid., p. 292.

program. Broadhead had attempted to determine a measurable difference in adjustment between fifth graders in self-contained classrooms and those in a semi-departmentalized system. The semi-departmentalization used in Tulsa was set up on the following basis:

One-half day with homeroom teacher	One-half day with specialist
Reading	Science
Writing	Art
Spelling	Music
Arithmetic	Speech
Language arts	Physical education
Social studies	Library science

[47]

A. V. Ogle, who reported on "How Tulsa Teaches the Grades," explains that all Tulsa teachers are selected not only on the basis of their ability to teach a subject or combination of subjects, but also in terms of their competence in teaching boys and girls. Furthermore, they must be able to communicate with other teachers, principals, supervisors, and administration because the program is based on integration in all areas. An outline of what is expected of the teachers is shown in the following eleven statements:

(1) There should be informal communication among the teachers.

(2) There should be a posting unit sequence of charts and lesson plans.

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[47] Fred C. Broadhead, "Pupil Adjustment in the Semi-Departmentalized Elementary School," The Elementary School Journal, LX (April, 1960). p. 385.

(3) There should be teacher-principal conferences.
(4) There should be charts or diagrams showing the relationship among instructional areas.
(5) There should be specially planned meetings of principals with teachers.
(6) There should be planning with children.
(7) There should be an exchange of lesson plans.
(8) There should be discussions in regularly scheduled teacher's meetings.
(9) There should be study of curriculum guides.
(10) There should be suggestions from supervisors.
(11) There should be visits of teachers from other rooms.[48]

In order to measure the adjustment from a program with this type of organization, Broadhead used the Science Research Associates Junior Inventory as an instrument. The Form S of this Inventory which was used evaluated social adjustment on the basis of problems identified by different groups of school children. The five major areas of test were: School, Home, Myself, People, and General. In all areas, the semi-departmentalized fifth grades showed higher level of adjustment as measured by the Inventory.

Broadhead was also able to make the following observations:

(1) Children in a semi-departmentalized situation showed better adjustment as measured by the problems identified than those children in the self-contained norm group as evidenced by the uniformity of the sign of difference in all the comparisons made.

(2) There was better adjustment of the children in the semi-departmentalized group in the area of School on the Inventory.

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[48] A. V. Ogle, "How Tulsa Teaches the Grades," American School Board Journal, CXXXVI (April, 1968), p. 25.

(3) Semi-departmentalization apparently does not promote poor adjustment.

(4) Girls who had been involved in a semi-departmentalized situation showed better adjustment than the boys who had been involved in semi-departmentalization.[49]

In evaluating Broadhead's study, Livingston suggested that the results obtained might be due to community influence on the project. Tulsa had been involved in the program since 1926.

After running his own survey, using methods similar to Broadhead, Livingston concluded that departmentalization does not seem to have any harm connected with it, nor does it appear any more helpful. These factors were evaluated in the light of emotional and social adjustment of the children. Evidence does show that the longer a pupil was exposed to this organization, the more satisfactory his adjustment as measured by the Inventory.[50]

His work is supported by that of Robert E. McCue, who, in an unpublished master's thesis done at Iowa State Teachers College in Cedar Falls, Iowa, in 1957, which was entitled "A Study of the Effect of Two Different Organizational Arrangements on Eight Fourth Grade Classes as Shown by Certain Measur-

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[49] Broadhead, p. 390.

[50] A. Hugh Livingston, "Does Departmental Organization Affect Children's Adjustment?" The Elementary School Journal, XLI (January, 1961), p. 219.

ing Devices," found that a semi-special teacher plan of organization was more effective in developing growth in social adjustment and school relations. Growth in the total adjustment was significantly greater for the departmental group.[51]

Not only in the Southwest where the Tulsa program was conducted, but also in the East attention was being directed to the effectiveness of departmentalization. In North Reading, Massachusetts, an experiment was being conducted in 1960 in four schools - two had specialized teachers and two had teachers in self-contained classrooms. The subjects which were departmentalized included language arts, science, reading, and arithmetic. It was set up on a one-year trial basis with the approval of the parents. If it did not work, it was understood that the plan would be discontinued. One of the major difficulties encountered in this program involved scheduling.

> In order to prove that departmentalization of the upper grades in the elementary school was a better way of organization, a series of tests were administered to the students at the beginning and the end of the experiment. The two schools with self-contained organization were the control groups and the two departmental schools were the experimental groups. All the pupils in grades four, five, and six of all four schools were given the same

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[51] Robert E. McCue, "A Study of the Effect of Two Different Organizational Arrangements on Eight Fourth Grade Classes as Shown by Certain Measuring Devices," unpublished master's thesis done at Iowa State Teachers College, Cedar Falls, Iowa, 1957.

> battery of tests, under similar conditions at the same time. The tests were designed to measure academic achievement and scholastic aptitude.
>
> Based on these tests, matched pairs of students were tested again; both the control group and experimental group were represented. When the retesting occurred in June, the end of the school year, the following results were obtained. Any average student is expected to advance one year in achievement in each subject, but in word knowledge the sixth grade students in departmental schools advanced two years and two months. The self-contained sixth-graders advanced one year and one month. Other departmental gains were six months for spelling and nine months for reading. Arithmetic skills showed no significant difference. The fourth-graders did not seem to be significantly affected by departmental work.
>
> Coffin explained that he felt the fourth-graders were too young to adjust to frequent environmental changes. However, in interpreting these results, one must also consider the experimental effect which might be present.[52]

Gregory C. Coffin, who was superintendent of the North Reading Schools reported at the conclusion of the study that even if the net test gains had been zero, they probably would have continued the experiment because every single teacher was enthusiastic about specialization and was doing a better job.

Later, in 1963, when writing his doctoral thesis, Mr. Coffin used the information from this study as the basis for his subject.[53]

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[52] School Management, "Are Your Elementary Grades Properly Organized?" School Management, V (December, 1961), pp. 62-63.

[53] Gregory C. Coffin, "The Effect of Departmental Teaching on Academic Achievement of Children in Grades Four, Five, and Six," doctoral thesis, University of Connecticut, 1963.

In analyzing their program which was implemented in North Reading, the following zeroxed pages on pages 64-66 were prepared to acquaint the public with the new type of organizational pattern which was to be employed. This information was prepared prior to any studies which were done in conjunction with the plan. However, from the outset of the program, an eventual plan for making a scientific study of the merit of the program was considered. By preparing a brochure of this nature, the school system was able to better acquaint their citizens with what was being done in their school system, and thus this proved to be a helpful factor in gaining the approval and support of the parents of the children who were to be involved in the experiment.

Although Coffin was encouraging in his report on the merit of departmental work, not all studies have found it to be a superior method or pattern of organization. In a Newark, New Jersey, study of a junior high school in an underprivileged area, children who had been in a departmentalized set-up in the seventh and eighth grades did not do better academically and with regard to school adjustment when they reached the ninth grade as compared to their matchees from self-contained classrooms.

There was evidence that the children from the self-

North Reading Public Schools
North Reading, Massachusetts

August 5, 1960

DEPARTMENTALIZATION--AN EXPERIMENT FOR IMPROVED EDUCATION

Introduction: One can scarcely pick up a newspaper or magazine today which does not contain at least one major article on the subject of public education--its strengths and weaknesses. Public interest in this vital subject has been growing since the end of World War II. However, it was not until October of 1957 that this mounting interest came into clear focus. It took two Sputniks to make the public and the Federal Government realize that interest and words were not enough; that there must be action, and fast!

The country has been building schools at what might seem a break-neck pace for the past 12 years. However, although very important, school buildings are only one factor in this somewhat intricate process of education. Teachers, teaching materials, and curriculum are of even greater significance. The new bottle does not change the taste or quality of the old wine.

Consequently, the problem which we face in our efforts to improve education, which we know must be improved if we are to stay in the race with Russia, must go beyond constructing buildings. We must attract and hold well qualified teachers; we must provide up to date instructional materials of quality and in quantity, and we must carefully reexamine our school curriculum, i.e., what we teach and how we teach it.

Each of these four basic factors in education deserves a great deal of attention. However, it is the last one with which we are especially concerned at present. Curriculum development is one element in education which can be significantly affected without major additional appropriations or expenditures. Consequently North Reading school officials have been devoting considerable study to this element during the past several months.

One approach to elementary curricular improvement is departmentalization. Departmentalization simply means having each teacher teach those subjects which she teaches best. She teaches those subjects to all of the children in the departmental program instead of teaching all subjects to one class of students in the school.

The following outline suggests some of the advantages which may accrue from a departmental program. Although some of the conclusions listed are merely supposition experience in other communities has proven the value of this type of program for the intermediate grades.

1. Pupil Benefits: A departmental program for grades four, five, and six will provide for learning experiences not possible in a self-contained classroom situation.

    a. Discipline problems at this level will be reduced by physical movement, which lessens strain and tension.

    b. Greater motivation and stimulation will be possible by contact with more than one teacher.
    Recent research shows that exactly 1/3 of the children in any classroom feel no empathy with their individual teacher and would do better work for other teachers.

    c. A wider range of experiences or greater individualization of instruction will be made possible.

    d. Gifted children will receive an enriched program more in keeping with their abilities.

    e. The difficult adjustment problem between elementary and secondary school practices and procedures will be partially breached and the transition between the two will be eased.

    f. The potential for personality conflicts between students and teachers will be minimized.

2. Advantages for Teachers:

    a. Teachers will concentrate their teaching in those areas in which they are most interested and most able.

    b. This interest, fortified by teaching ability, should allow for wider coverage of the subject in question.

    c. The planning phase of instruction will be more specialized, thereby providing the opportunity for wider use of materials, equipment, and curricular aids.

    d. The goals of each subject may more easily be attained and understood by all.

3. Curricular Advances:

    a. The goals and concepts inherent in each subject matter area should more easily be attained by more concentrated planning.

    b. The selection of content in the subject matter areas will be more closely controlled and should reflect an analysis of the problems of living in our times.

    c. The teacher, in the role of program builder, can more adeptly select experiences which would challenge both the gifted learner and the average and slow child.

Implementation: In order to evaluate the proposed departmental program, an experiment has been set up. The Batchelder and Marblehead Street Schools will constitute the experimental group, while the North and Little Schools serve as the control group. Grades 4, 5, and 6 at the Batchelder School will be fully departmentalized as will grades 5 and 6 at the Marblehead Street School. All grades at the North and Little Schools will operate as self-contained classrooms.

The children in grades 4, 5, and 6 of all four elementary schools will be given both achievement and I.Q. tests in September, and alternate forms of the same achievement test in May. A matched sample will be selected and results will be compared.

Conclusion: It is hoped that this experiment will provide sufficient statistical evidence to judge the relative value of departmentalized or self-contained intermediate grade organization. The future course of action in the North Reading School System will be guided by the findings of this study.

contained seventh and eighth grade classrooms:

- did better by a statistically significant amount in some areas
- did better academically
- made more friends by the end of the first term
- reported fewer school problems by the end of the first term
- were referred for advice less frequently than their matchees.[54]

Monroe L. Spivack, who reported these findings, questioned the desirability of continuing to operate junior high schools with completely departmentalized seventh and eight grade classrooms, particularly in underprivileged areas similar to the one in which this school was located. He pointed out that the readiness factor of these seventh-graders may not be developed enough to be faced with full departmentalization at their level. He based this observation on their performance at the ninth grade level. In order for these conclusions to be of greater value, though, Spivack recommends that this study be repeated in schools representing various socio-economic areas.[55]

A study which dealt specifically with the relationship

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[54] Monroe L. Spivack, "Effectiveness of Departmental and Self-Contained in Seventh and Eighth Grade Classrooms," School Review, LXIV (December, 1956), p. 396.

[55] Ibid.

between socioeconomic classes and achievement level in either of the two types of classroom organization (departmentalization or self-contained) was carried out by R. Ruel Morreson, Jr. in 1963-1965. New organizational patterns were not imposed in this study because of six of the seven schools which were involved had been departmentalized for a number of years prior to the investigation. This was helpful in reducing the Hawthorne effect which is found in so many studies. The Hawthorne effect is when the results are directly affected by the experimental situation. The implications from Mr. Morreson's work were:

(1) In middle-class schools, the self-contained classroom is to be preferred to departmentalization in teaching arithmetic computation and arithmetic reasoning.

(2) In upper-class schools, results are inconclusive. There is more evidence to support the self-contained plan in teaching reasoning than in teaching computation, possibly because the teacher in the self-contained classroom has more time to devote to problem-solving. Schools that have departmentalized programs should consider increasing the block of time allotted to arithmetic to permit more opportunity for teaching reasoning skills.

(3) In lower-middle class schools, the non-significant difference favored the experimental or departmental group. However, because a comparatively small number of children were involved in this socioeconomic category of the study, generalization is hazardous. Prudent teachers should await further evidence before considering changes in either direction.[56]

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[56] R. Ruel Morreson, "Is Specialization the Answer: The Departmental Classroom Revisited," The Elementary School Journal, LXVIII (January, 1968), pp. 210-212.

While researching for socioeconomic differences, Morreson made mention of the self-contained system favoring arithmetic computation skills and arithmetic reasoning. In order to learn if the use of special teachers for science and mathematics might be effective, Gibb and Matala did a study in this area with grades five and six.

The results of their work came not only from tests and interviews, but also from observations. They divided their mass of conclusions into three sets:

A. Summary of findings from tests and interviews:

1. Regardless of the number of years of participation in the study (one or two years) there was no significant difference in gains made in mathematics as measured by the Sequential Tests of Educational Progress between children taught by one teacher and those taught by several.
2. For children participating in the study for two years and for the single year sixth-graders, there was a significant difference in gains made in science as measured by the Sequential Tests of Education Progress. The children taught by special teachers made the significant gain.
3. One year fifth-graders with several teachers made greater gains in social studies; this was not true for children participating in the study for the two years or for the one year sixth-graders.
4. No evidence that special teachers created a biased interest in the selected content area of mathematics or science was shown.
5. There was a significant preference among the children for several teachers. The sixth grade favored more teachers than did children in the fifth grade. Some systems as a whole favored

several teachers while other systems favored only one teacher.

6. Classroom organization had little relationship to the children's performance in solving problems in the interviews. For grade six, children taught by special teachers achieved higher success in both science and mathematics that did those children taught by one teacher. For mathematics this difference could be attributed to chance. For fifth grade, children taught by one teacher achieved higher success in both mathematics and science. Although this difference was much greater for science than for the mathematics, the difference could still be contributed to chance.

B. General Conclusions:

1. There is some evidence that children learn science more effectively with specialized teachers than in self-contained classrooms.

2. There is no evidence that children learn mathematics more effectively with special teachers than in self-contained classrooms; neither is there evidence that children learn mathematics more effectively in self-contained classrooms than when taught by special teachers.

3. There is no evidence or any reason to believe that several teachers create a biased interest in selected content areas such as science or mathematics.

4. Using a special teacher in science is probably a better kind of organization and more effective learning by all children regardless of intellectual ability.

5. There is no reason to believe that children of different intellectual abilities achieve more effectively in mathematics under one plan or the other.

6. Although both fifth and sixth grade groups preferred the several-teacher organization, the more enthusiastic preference was on the part of the sixth-graders. However, children prefer different kinds of classroom organization for different reasons.

C. Some observations and their implications: (the following statements summarize observations made during visits into classrooms, from conversations with teachers, children, and administrative staffs of schools, and from an examination of reports by teachers of classroom activities).

1. Children seemed to do better in social studies with several-teacher organization, especially children of higher ability.

2. It would seem that teachers who were competent in subject matter and who had an understanding of children, their interests, and how they learn were the most successful teachers.

3. Selection of effective learning experiences plays an important part in developing ability to solve problems. Some special teachers of mathematics did use materials in the spirit of recent curriculum developments designed to develop ideas as well as skills. It could well be that these materials contributed to the differences noted in solving problems during the interviews.

4. Children who participated in "explain-and-show" or "read-and-talk" programs were not as motivated as those who participated in an activity.

5. What was known about some aspect of a subject interfered in thinking about a problem in that subject in a different context.

6. Good teachers are effective regardless of organizational patterns that are employed.

7. If a competent teacher of science or mathematics is available, he may be more effectively used as a specialized teacher. [57]

All this discussion which has centered around the value of departmentalization or self-contained organization has taken

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[57] E. Glenadine Gibb and Dorothy C. Matala, "Study of the Use of Special Teachers of Science and Mathematics in Grades Five and Six," School Science and Mathematics, CXII (November, 1962), p. 570.

much time of many devoted researchers. When Glen Robinson polled principals across the country about their opinion on school organization, he too, dealt with the preferences of self-contained classrooms or departmentalization and asked them the following question:

> "Considering all of the pros and cons of self-contained classrooms versus departmentalization, which, in your opinion, is the best plan for organizing elementary school instruction?"

Responses to the question were distributed as follows:

	PERCENT OF PRINCIPALS BY DISTRICT SIZE			
PREFERENCE	LARGE	MEDIUM	SMALL	ALL
1. Strongly prefer self-contained classrooms -	28.9%	34.2%	27.3%	30.2%
2. Tend to prefer self-contained classrooms -	39.6%	34.6%	44.7%	40.1%
3. Tend to prefer departmentalization -	25.6%	25.3%	22.0%	23.7%
4. Strongly prefer departmentalization -	5.9%	5.9%	6.0%	6.0%

From their answers, there can be no doubt that the majority of principals preferred self-contained classrooms: 70% either "strongly" or "tended" to prefer it. Only 30% "tended" to prefer"

or "strongly preferred" departmentalization. There was little difference between the opinions of principals in small districts and the opinions of principals in large districts.

The next question stated:

> "If you checked either 'prefer' or 'tend to prefer' departmentalization in the previous question, at what grade levels do you recommend departmentalization?"

The reply was statistically distributed as follows:

BEGIN DEPARTMENTALIZATION AT	PERCENT OF THOSE RECOMMENDING DEPARTMENTALIZATION
First	1.5%
Second	1.8%
Third	3.9%
Fourth	31.9%
Fifth	18.0%
Sixth	19.1%
Seventh	23.3%
Eighth	0.5%

Only seven percent of those preferring departmentalization recommended that the procedure begin below grade four. Nearly one-fourth of the thirty percent who preferred or tended to prefer departmentalization recommended that the practice not begin before grade seven. Since principals are generally

of the opinion that elementary schools should not include grades seven and eight, those principals not recommending departmentalization before grade seven should be subtracted from those preferring or tending to prefer departmentalization. When this was done, the percentage in favor of departmentalization was reduced from thirty to twenty-four percent.

The following question was also asked of the principals who favored departmentalization:

> "If you prefer departmentalization, what subjects or areas do you believe should be departmentalized?"

The percent of principals favoring departmentalization for specified subjects were:

SUBJECT OR AREA	PERCENT OF PRINCIPALS RECOMMENDING DEPARTMENTALIZATION
Science	61.2%
Mathematics	60.7%
English	54.1%
Social Studies	39.7%
Music and Art	27.8%
Physical Education	19.8%
All Subjects *	13.1%

* Subjects specified by less than ten percent of the principals favoring departmentalization were not included.

To find the present status of self-contained and departmentalized organization, all principals were asked:

> "How is your school organized in grades one through six?"

The answers indicated two major divisions, with forty-two percent of the schools having all grades self-contained for all subjects and forty percent of the schools having all grades self-contained except for special areas such as music or art. Only nine percent of the principals reported that just the upper grades were departmentalized. A higher percentage of the principals in the small school systems than in the large systems reported special subjects departmentalized. One explanation is that the small school systems tend to have supervisors in these areas with the classroom teacher instructing the pupils.

A final question which Robinson included in his poll was:

> "If your school is presently organized on a self-contained basis, is there pressure for your school to change to a departmental program?"

The replies are charted below:

DEGREE OF PRESSURE	FROM COMMUNITY	FROM TEACHERS
Yes, much	0.2%	0.5%
Yes, some	10.5%	22.6%
No, none	89.3%	76.9%

In the final analysis of the principals' opinions, Robinson was able to draw this ideal profile of the elementary school:

> It should be composed of four hundred to five hundred pupils; seventeen to twenty-one teachers with approximately twenty-four pupils in the average class. It would contain grades kindergarten through six. The

> classroom organization would be self-contained with one teacher responsible for the learning experiences of a group of pupils. Departmentalization, if any, would not be below grade four and would be in the areas of scinece and mathematics.[58]

A supplementary study related to departmentalization is one conducted by George Ackerlund based on the question:

> "Do you believe the self-contained classroom, in which one teacher is required to teach all subjects is the best type of organization for elementary education?"

Of those who responded to the question, the results were:

(1) yes - 109, (2) no - 122, (3) qualified yes - 11, (4) qualified no - 3, (5) doubtful - 13.

A further break-down of the statistics are as follows:

GRADE LEVEL

KINDERGARTEN - 2	3-4	5-6
Favored self-contained - 51	35	17
Opposed self-contained - 33	40	37

MARRIAGE STATUS

Opposed self-contained	59% of the married women
Opposed self-contained	44% of the single women

EDUCATION STATUS

Favored self-contained	4.05 years of college
Opposed self-contained	4.07 years of college

Apparently, these various divisions had no real relationship to the replies concerning a self-contained situation.

A further comparison is made with the various levels of education.

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58 Glen Robinson, "Principals' Opinions About School Organization, The National Elementary Principal, XLI (November, 1961), p. 40.

The level of education had no apparent relationship either.

	Bachelors degree	Masters degree	No degree
Favored self-contained	71	21	11
Opposed self-contained	88	22	11

The attitudes of the teachers toward teaching the elementary subjects is listed below:

SUBJECT	RESPONSES	LIKE TO TEACH IT	NEITHER LIKE NOR DISLIKE	DISLIKE TO TEACH IT
Reading	256	223	27	6
Handwriting	254	208	44	2
English	254	208	44	2
Spelling	245	210	43	2
History	245	144	78	23
Geography	242	163	62	17
Arithmetic	253	222	21	10
Science	248	136	75	37
Art	257	158	65	34
Music	245	128	58	69
Health and Physical Education	256	126	70	60

Related to their desire to teach a subject is their self-evaluation of their competency. The teachers rated themselves as follows:

SUBJECT	FELT LESS THAN WELL PREPARED IN CONTENT	FELT LESS THAN WELL PREPARED IN METHOD
Reading	61%	65%
Handwriting	48%	50%
English	26%	30%
Spelling	18%	21%
History	51%	58%
Geography	47%	55%
Arithmetic	18%	24%
Science	69%	73%
Art	61%	64%
Music	59%	63%
Health and Physical Education	-	-

Further information from the study yielded these conclusions:

1. Even though some teachers are well prepared to teach certain subjects, it is clear that they often dislike to do so. This suggests that it may not be wise to expect elementary teachers to be both competent in and like to teach all subjects in the elementary school program.

2. It seems clear that a higher degree of knowledge of content is required, especially in the upper elementary grades than many realize.

3. The self-contained classroom does not give the teacher an opportunity to choose areas in which she likes to teach, as is the case in high school.

4. The self-contained classroom provides teachers with the opportunity to emphasize or de-emphasize certain subjects, depending upon their likes and dislikes.

5. There is strong support for the self-contained classroom in grades kindergarten, one, and two; but opposition to it begins in grade three and becomes increasingly greater in grades four, five, and six. [59]

Ackerlund's evaluation of his subject included the observation that "whatever one's attitude toward the self-contained classroom might be, it must be concluded that it has important advantages that should be preserved, as well as weaknesses that should be overcome." [60] He found no evidence that adjustment to several different teaching personalities simultaneously is harmful to children; but that it might even be valuable. In weighing the value of the self-contained classroom for its use in the elementary school system, Ackerlund admonished administrators to become fully aware of the situations and plan changes only which are relevant to their system whether it be self-contained classrooms or any other organizational pattern.

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[59] George Ackerlund, "Some Teacher Views on the Self-Contained Classroom," Phi Delta Kappan, XXXX (April, 1959, p. 283.

[60] Ibid., pp. 283-285.

IV. GENERAL SURVEY OF A BACKGROUND OF LITERATURE WHICH DISCUSSES THE ADVANTAGES AND DISADVANTAGES OF DEPARTMENTALIZATION

Although the background of literature is not substantiated by scientific studies in most cases, the authors who discuss the topic of organizational patterns base their knowledge on experiences from the classroom or their educated opinions. Thus, they too, have something to offer on the subject, only from a different basis.

The studies in the previous section examined the merit of departmentalization once it had been experimentally implemented into various schools, but the question of how this organizational pattern was accepted or rejected still remains to be discussed. In looking back over the past few decades of American education, it is noted that departmentalization was at its peak in the 1930's and the beginning of the 1940's. But as the nation became entangled in a second world war, interest in education began to wane, for there were other crises which were demanding more attention. Following World War Two and the Korean War, the teaching of democracy, Americanism, and the principles of communism became as important as the predominant mass education factor.[1] Thus the concern for departmentaliza-

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[1] Gwynn, p. 29.

tion was even less important than before, because the focus had shifted to other areas.

The impetus which caused a return to specialization in education was the launching of the first Sputnik into orbit in the late 1950's and the resultant demand that America's educational system produce more scientists, mathematicians, and highly trained personnel for national survival in the nuclear age. [2] The motive for excellence in education now overshadowed the previously existing mass education program. Thus according to information published by the Project on the Instructional Program of the Public Schools in 1962, the use of full departmental or partial programs was about at the same level as it had been in the 1930's as compared with the figures of Otto and Sanders for this latter date. [3]

The push for specialization which is so very prevalent in the secondary fields has gradually spread to the elementary level. However, Gerberich and Prall who did some investigation of a study which had previously been made in Clarksville, Arkansas concluded that little or no objective evidence has been reported concerning the instructional efficiency of the departmental organization in any grade. After reviewing this previous study they formulated the following implications:

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[2] Ibid.

[3] William B. Ragan, Modern Elementary Curriculum (New York; Holt, Rinehart, and Winston, 1966), p. 148.

1. The general feeling that all pupils in the lower grades are less likely to profit from the departmental organization than those in the upper grades is not supported by data. The most significant difference favoring the departmental system is in grade four where the obtained differences in two subjects are such that they may be accepted as evidence of true differences in achievement. Grades five and six conbined show only one subject in which there occurred a significant difference favoring departmentalization.

2. The relative variability of the effectiveness of the two types of organization is more noticeable in the lower grades than in the upper. Higher achievement in arithmetic under departmentalization is evident in grades four and six and in English in grade four. The graded organization shows an advance in reading in grade four, and in geography in grades four and five. Thus, in grades four and five gains in arithmetic and English under departmentalization are offset by losses in reading and geography.

3. A comparison of the gains in the various subjects brings out the rather definite superiority of the departmental organization in arithmetic teaching. English and reading, the other major fields of subject matter, show a less decided trend under either organization, although in grade four, English is more effectively taught in the grade organization. Geography, which is a minor fubject from the standpoint of allocation of responsibility in the departmental plan, shows an advance for the graded organization in the two lower grades. The trend is toward greater efficiency under the graded plan for spelling, but only in one grade is the difference important.

4. There seems to be little evidence upon which to base any general conclusions concerning the effectiveness of either plan of organization. Eight differences show higher achievement under departmental organization, three of the eight differences being fairly conclusive. Seven

> differences indicate high achievement under the grade plan, three of the seven are reliable. On the whole, the teachers in the school having the graded organization were best prepared in the fields of reading and English and expressed more interest in those subjects than in others; yet they taught only one of these subjects more effectively than did the departmental teacher, and the difference in that subject was not consistently maintained in every grade. [4]

In their book American Education, DeYoung and Wynn echo the familiar history of departmentalization by writing that "although departmentalization rose in popularity from 1900 to 1925, it later fell into disrepute in elementary schools and was gradually replaced by self-contained classrooms." [5] Later in their writing, the authors noted a rise in departmental teaching in the decade of the fifties. They describe this departmentalization as only partial, however,

The fact that departmentalization is occurring still does not negate the question of whether elementary school should really be involved in departmentalization, though. DeYoung and Wynn defend it on the grounds that "it permits teachers to specialize and thereby permit more effective instruction." [6]

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[4] J. R. Gerberich and C. E. Prall, "Departmental Organization versus Traditional Organization in the Intermediate Grades," The Elementary School Journal, XXXI (May,1931), pp. 676-677.

[5] Chris A. DeYoung and Richard Wynn, American Education (New York; McGraw-Hill Book Company, 1955), p. 159.

[6] Ibid., p. 474.

In confronting the criticisms of The Association for Supervision of Curriculum Development which has strongly advocated a return to the self-contained classroom, the authors reply that basically the issue is the century-old conflict over whether the schools should be organized to focus attention upon the child or upon the subject matter. They explain that considerable research has been directed toward the evaluation of the advantages of the self-contained unit and the departmental arrangement, but that the evidence has been rather inconclusive. One such study was made by Charles T. Hosley for his doctoral thesis. His comparison of the academic achievement of two hundred children is semi-departmental and non-departmental situations involving sixth-graders was inconclusive. The sixth-graders in the non-departmental situation made greater achievement gains but did not differ significantly in grade-placement scores. There was no significant difference on the behavior preference records; however, the departmentalized sample was superior in reading and had more varied activities and hobbies. [7]

DeYoung and Wynn suggest that research is not the place to turn for answers, but that schools must turn to their

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[7] Charles T. Hosley, "Learning Outcomes of Sixth Grade Pupils Under Alternate Grade Organization Patterns," doctoral thesis, Stanford University, 1954 in Encyclopedia of Education Research., Third Edition, (New York: The Macmillan Company, 1960), p. 427.

own educational philosphies to guide them. If a school is going to emphasize the deliberate mastery of a body of pre-established essentials, organization around subject content set in sequence, and measured by uniform standards of achievement for all students, then the authors see a place for a graded, departmental school with some form of homogenous grouping being an appropriate plan. [8]

However, not all writers find themselves left with a vague, inconclusive type of explanation for departmental teaching. Richard Anderson commits himself to pleading "The Case for Teacher Specialization in the Elementary School." In answering the claim that a specialized teacher is not able to "know the child", Anderson says that this can be interpreted in various ways. He explains that "the teacher who has a mastery of an area of knowledge has a frame of reference for evaluating the child's development. He can interpret the child as he is now in terms of how he should be when his schooling is complete." [9] Anderson feels that a less competent teacher would not be able to interpret these very same signs in the child's behavior. Anderson cites three

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8 DeYoung and Wynn, p. 474.

9 Richard A. Anderson,"The Case for Teacher Specialization in the Elementary School," The Elementary School Journal, LXII (February, 1962), p. 193.

reasons why departmentalization is effective and is a worthwhile pattern:

1. Variety in departmental teaching is good because it encourages the children to encounter a wider variety of teaching methods and thus they have a greater opportunity for having one that is particularly adapted to their needs.

2. Departmentalization gives the teacher a chance to be more patient with each individual student because she is faced with the prospect of seeing many new faces. Also the child is more tolerant of each teacher because he has many models of identification with the adult figure.

3. There should be no cause for worry if integration is lost because the real problem is to select an appropriate occasion for integration. The generalist teacher is ill-equipped to make such a decision. 10

Anderson stresses that a true elementary school teacher should be a specialist with a flair for teaching.

Another writer who mirrors Anderson's belief that specialization is a virtue is the prominent writer and educator, John Goodlad. His main argument advanced for a departmentalized curriculum taught by different teachers is that "subject matter specialists bring richer teaching and learning into the classroom." 11 While lauding departmentalization for this contribution, Goodlad simultaneously condemns it on the basis

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10 Ibid., p. 195.

11 John I. Goodlad, School, Curriculum, and the Individual (Waltham, Massachusetts: Blaisdell Publishing Company, 1966), p.51.

that meaningful interrelationships among the various parts of the curriculum tend to be ignored or denied.

Discussing the charge that there is often a break-down in the integration of relations, Tanner says that there is not any valid evidence to prove that one teacher will provide a more cohersive educational experience for the child. [12] Mr. Tanner prefers to concentrate on the value of the specialized teacher who is involved in departmental teaching because he points out that in today's world, it is the rare individual who is capable of teaching throughout the entire range of the educational spectrum, working singlehandedly in all fields of study. Because much is expected of the self-contained classroom teacher, one wonders how it is possible to develop teachers who possess adequate levels of subject matter competency in all fields of instruction. Obviously, even in cases where the prospective teacher has the interest and the desire to achieve such a wide range of competence, it would require many years beyond the usual four-year teacher certification curriculum to approach such a goal. However, he laments that there are no provisions for teacher specialization in college preparatory courses; but only general areas like, "Music

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[12] Daniel Tanner, "How Much to Teach," The American School Board Journal, CXLI (September, 1960), p. 17.

for the Elementary Teacher," "Art for the Elementary Teacher," or "Arithmetic for Teachers" are offered.

Thus he concludes that the self-contained classroom, a modern version of the old one-room schoolhouse in a rural setting is an evil. Under the self-contained scheme, we confine the youngster to the influence of only one adult who is expected to develop the child's capacities in all phases of the learning spectrum. It is not fair to isolate nine to thirteen-year-olds from the depth and breadth of educational experience which derives from contact with teacher specialists in the various fields of knowledge. Our schools demand too much of the self-contained teacher because she is burdened with a heavy load. While it is not always wise to emulate the educational patterns of other societies, Tanner says we do know that the Soviets have been attaining excellent results through coordinated and specialized instructional personnel and facilities at both the middle and upper level elementary schools and suggest that the United States might be wise to take heed. [13] (A view such as this reflects the influence and impact that the Russian Sputnik incident had upon our country. Because another country was making technological advances beyond our level, their educa-

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13 Ibid.

tional pattern immediately became something to be viewed with a discriminating eye and one which might be able to guide our educational system in a progressive direction.)

Dwelling on the fact that a self-contained teacher is indeed given an immense responsibility which results in a virtually impossible task if it is to be executed with the precision that is expected of quality educators is the topic of an article by Gary Jones. He exclaims, "One person teach nine subjects? Amazing! Yet true!" [14] His pep talk for departmentalization blasts the fact that teachers in the elementary school still perform this outrageously stupendous task claiming that it is not good either for the teachers or the students. He does not see the necessity of expecting one teacher to be "top-notch" in all fields. By organizing our schools in this manner, teachers are thus forced to neglect some subjects in order to include a reasonable amount of time for other subjects. Jones is just as vehement in his denunciation of students being tied to the same teacher all day. He feels they come to know well the one teacher's methods and idiosyncracies at the expense of not being exposed to other teachers who might be able to help them in ways in which the one

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14 Gary D. Jones, "Let's Departmentalize in the Elementary Grades," School and Community, LV (May, 1969), p. 27.

teacher could not. His solution to this dilemma is departmentalization. He would start it in the fifth grade or sixth grade and would thus lessen the abrupt transition to junior high school.

Continuing where Jones stopped as he forwarded the solution of implementing departmentalization, Charles Chapin attempted the unambitious task of stating the conditions in which departmental organization can succeed. He lists the conditions in following sequence:

1. The special teacher must be a real expert, who teaches her subject because she likes it and knows more about it than the other teachers in the same school. (he admonishes colleges and universities to prepare the teachers for this type of program in order for them to be successful).

2. To secure equalization of the pupils' time and energy and to avoid overwork, the principal must be a positive force in unifying and correlating the work of the several departments.

3. The immature minds should not be deprived of the steady stimulus and guidance of one personality. Thus it might be more effective to specialize by groups rather than to entertain the folly of exposing the children to ten specialists, each responsible for a different subject.[15]

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[15] Charles E. Chapin, "Departmental Teaching in the Grammar Grades," Education, XXVII (April, 1907), pp. 510-511.

In summarizing his suggestions for implementation, Chapin says:

> If specialities can be taught in groups by real specialists, if the difficulties and dangers of overcrowding and overemphasis can be avoided, if the tonic of continued contact with one personality can somehow be secured in conjunction with partial specialization, the most necessary conditions for the conduct of the experiment are provided. However, conscientious experimentation will be needed. In the final analysis, all depends on the principal who inaugurates and supervises departmental instruction.[16]

Whenever a major issue such as this is bantered around in educational circles, one will find proponents on the opposite side of the coin who forward equally justifiable reasons for their opinions. In this case, the discussions for an organizational pattern which basically contradict the theory of departmental teaching centers on the excellence of the self-contained classroom plan. The Encyclopedia of Educational Research quotes the doctoral thesis of Richard Hansen who asked prospective and experienced teachers to indicate whether they preferred a unit classroom with day-long responsibilities for twenty-eight children or a departmental program with thirty-eight children which provided them with a fifty-minute "free period" while the children were with specialists in art, music, and physical education. Responses varied with the experience and extent of the respondent's pre-

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[16] Ibid., p. 514.

paration, but Hansen felt that "there was a trend toward the acceptance of the self-contained classroom on the terms he established, despite the fact that there was a trend toward over one-half of the participants in the study not being well prepared to teach art, music, or physical education."[17]

In order to further explore the reasoning of why the self-contained classroom is desirable, a look at the article, "Living Room for Learning - the Self-Contained Unit," provides more information on the subject. The authors (Koopman and Snyder) envision "the self-contained unit in our modern elementary schools as a workshop in which the principles of child development come into play." They describe it as "a home away from home - a living room for learning."[18] Materially speaking, they feel it is a practical unit which is easy to administer and easy to house. It can accomplish the broadened objective of education in which children learn the three R's in this living room while also growing up physically and emotionally healthy. Koopman and Snyder do not permit themselves to become too enthralled with the advantages of the self-contained unit without realizing that it too can have objectionable features. Among these limitations are:

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[17] Richard G. Hansen, "A Study of Elementary School Organization," doctoral thesis, State University of Iowa, 1953 in Encyclopedia of Educational Research, 1960, p. 426.

[18] G. Robert Koopman and Edith Roach Snyder, "Living Room for Learning - a Self-Contained Unit," National Education Association Journal, XLVII (January, 1958), p. 18.

1. All teachers are not broadly educated.
2. Parents fear their child may get a poor teacher.
3. Children may not get instruction in special fields.
4. Children may not learn fundamentals.
5. Children may not meet enough children and adults.[19]

Some professional educators are fearful of the trend of departmentalization and are worried that some semblance of content specialization will somehow interfere with the goal of giving the child a method and means of solving problems. Thus, there have been some who have stubbornly clung to the idea of a self-contained classroom. Beating the drums for holding on to the self-contained classroom environment is the Association for the Supervision of Curriculum and Development which maintains that:

1. It is not arbitrary and mechanistic.
2. It integrates the child's program and does not fragmentize his learning.
3. Time pressures in it are not so demanding.
4. LEARNING rather than exactly prescribed subject matter is a major concern in this classroom.
5. Knowledge is interrelated, so it should not be compartmentalized.
6. The single teacher can know a child better than several teachers can when they see him for only limited periods of time.

"To compare the average or poor aspects of an existing plan with the hoped-for potentialities of a proposed plan is to make no comparison at all," says the Association. "An organizational plan, of itself, does little to improve the curriculum."[20]

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[19] Ibid., p. 19.

[20] Willard Abraham, A Time for Teaching (New York: Harper and Row, 1964), p. 119.

Although Willard Abraham lists these declarations in his book, A Time for Teaching, he does not seem to be so convinced of the veracity of what they proclaim. He also attempts to make the reader aware of the avalanche of materials which has accumulated since World War II.[21] A familiarity, let alone, a mastery of all this knowledge indeed seems dubious.

Rodney Tillman helps to alleviate some of these doubts by naming some promising practices promoted by the self-contained classroom:

1. More successful parent-teacher conferences can be held. In these it is possible to discuss a pupil's intellectual, physical, and social achievements and to cooperatively plan steps for working with the child.

2. Special resource teachers and classroom teachers can work as teams in teaching groups of pupils. A team approach enables the teacher specialists to be of maximum assistance to the group.

3. Field trips can be conducted that extend over a longer period of time than normally allotted for one class.

4. Upper-elementary school pupils can work in many ways with younger elementary school pupils. This practice should enrich the school program for both older and younger pupils.

5. Activities that are under way simultaneously can be aimed at taking care of individual needs and interests in each classroom. Frequent periods of time can be provided for each pupil to work in those areas in which he is weak, or those in

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[21] Ibid., p. 77.

which he is strong and has special interests. The teacher who knows the pupils will be able to guide each pupil into activities that will provide a balanced program for him.

6. Materials can be used in various ways that seem appropriate to the learning activity in progress.

7. Problems can be studied that do not lend themselves to any one area of subject matter.[22]

According to Tillman the pupil opportunities that the self-contained classroom affords are:

1. developing strong human relations

2. a teacher who knows him well

3. integration of subject matter areas

4. individualized instruction

5. growth in self-understanding and self-respect

6. choices in the use of his time.[23]

Tillman reminds his readers that reaching the full potential of the self-contained classroom is an ever-continuing process.

In one of the most recent professional articles, the following statement was made by Thomas Walters:

> It is not my intention to imply that the self-contained method has no disadvantages nor do I seek to prove that the departmental program is totally bad. It is, however, my contention that the self-contained

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[22] Rodney Tillman, "Self-Contained Classroom: Where do We Stand?" Educational Leadership, XVIII (November, 1960), pp. 83-84.

[23] Ibid., p. 84.

> classroom proves to be a superior organizational plan when compared to any mass departmental plan.[24]

In an effort to substantiate this contention, Walters ties up his argument with the educational concepts that the self-contained classroom encourages the reinforcement of learning, provides for a more vast program of individualized instruction, is flexible enough to allow for the development of self-direction and serves as an environment which allows close rapport to develop between student and teacher and thus fulfills the psychological needs of the child.

Due to these analogies which he has drawn, Mr. Walters expresses himself by saying,

> I strongly feel that the elementary self-contained classroom is better able to achieve our educational goals than any organizational design which emphasizes mass departmentalization. I believe the self-contained unit to be a unique environment. Unlike the departmental program, it is a place where real individualization can take place. It is a plan which promotes and encourages a high degree of active participation in learning activities, something which is vitally important if lasting learning is to occur. It is an environment free from rigid time schedules and inflexible planning, but rather which gives rise to a more productive working relationship between teacher and student. Through such a relationship, more meaningful goals and greater student commitment to learning objectives can evolve.[25]

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[24] Thomas O. Walters, "Elementary School Classroom Organization: To Self-Contain or Departmentalize," Kappa Delta Pi Record, VI (February, 1970), p. 83.

[25] Ibid., p. 85.

Very akin to the educational opinions of Mr. Walters are those of Mildred Dawson, who "feels that values are lost that reside in functional, integrated instruction if curriculum is too widely departmentalized."[26] She sincerely hopes that departmentalization will soon completely disappear from the elementary schools. Such a feeling is prompted by the belief that teaching a single area will result in barren, nonfunctional teaching. She emphasizes the need for knowing pupils well enough to give them guidance and to realize the potential they may hold. Dawson says:

> The self-contained classroom in which the pupils work under the same teacher all or most of the day seems profitable. Then lessons may be integrated or at least correlated so that there may be all the necessary direct teaching of skills. Departmentalization seems out of place in a program of education for elementary school children.[27]

Trying to keep educational goals foremost in his thinking as he examines the self-contained classroom, Lobdell theorizes that learning can be reinforced when the concepts that are involved are applied to other areas and levels of learning. He realizes, though, that it is often difficult to see how this integrative enrichment takes place.

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[26] Mildred A. Dawson, Teaching Language in the Grades, (Yonkers-on-the-Hudson, New York: The World Book Company, 1951), p. 65.

[27] Mildred A. Dawson, Children Learn the Language Arts (Minneapolis, Minnesota: Burgess Publishing Company, 1967), p. 21.

He thus finds fault with departmentalization because of the lack of integration, the disruption of continuity, the individual disregarded as a whole being, and the teacher not being viewed as a guide and counselor. From his viewpoint, departmentalization is often implemented with a thin veneer of excuses such as wanting to be involved in experimentation, submission to the hysterical pressure to do "something," attempting to aid in the readiness factor for junior high school and high school, or in allowing each subject to be taught by a specialist (which is too often not true.)[28] Thus, Lobdell feels the only real basis for becoming involved in any type of organization would be based on a sound reply to the following question:

> "Which of these administrative devices (departmental or self-contained) is true to all that we know about children?"[29]

He cannot honestly see where departmentalization fulfills an effective commitment to this question.

The preceding articles have heralded the superiority of the self-contained unit over the departmental plan, yet not all writers credit the self-contained classroom as being a good solution; they simply decry the limitations of depart-

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[28] Lawrence O. Lobdell and William J. Van Ness, "The Self-Contained Classroom in the Elementary School," The Elementary School Journal, LXIII (January, 1963), p. 213.

[29] Ibid., p. 217.

mentalization without postulating an alternative.

Seegers is one author who fits into this category. He flatly disagrees with Miss Rouse's evidence that there is no real organizational difference or critical difference between departmentalization and non-departmentalization. He believes that

> departmentalization lends itself best to a skeletonized curriculum; for it emphasizes subject teaching and militates against integration, social development, and independent thinking. He says if we believe that an individual and his environment are one, if we believe in an organismic rather than an atomistic approach to learning, it is hard to justify departmentalization at the elementary level. By its very nature, departmental administration segregates subjects, emphasizes subjects, and interferes with integration and thought and purpose. There is no implication that it possesses no virtue or that it is devastating in its effects, but there is certainly the implication that it does interfere with good teaching.[30]

He further comments on departmentalization in this manner:

> That departmental organization lends itself to efficient teaching of isolated skills may be readily admitted. It may be superior to fragmentary, unimaginative teaching by a single teacher. Studies of ordinary departmentalization show that skills may be effectively taught, if standard tests mean anything. It is not argued here that departmentalization is the worst possible plan; but that it is in fact not a particularly good plan.[31]

Examining and viewing the limitations of departmentalization even more closely is an article by Robert O'Reilly who

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[30] J. Conrad Seegers, "More About Departmentalization," The Elementary School Journal, XLVII (March, 1947), p. 398.

[31] Ibid., p. 401.

differentiates between the generalist, departmentalist, and the specialists. He defines them as follows:

> Generalist.....responsible for inclusive curriculum to designated group of children
>
> Departmentalist..special talent or depth preparation in a particular curricular area
>
> Specialist.....expertness in some phase of the elementary curriculum[32]

Incorporated within this technical discussion of definitions is a devastating criticism of departmentalization because it is a break-down between the relationship of the teacher and pupils, according to O'Reilly. He explains on the basis of his definitions:

> If it is true that the degree of personal involvement by teachers is an indication of the probability of success with pupils, the generalist is the teacher working within the framework of the subject who has the greatest potential for success, because this plan offers the greatest chance for personal involvement and if true for no other reason, because of the number of children taught is fewer. Let any school system who is casting about for something which might be superior to "what they have," do so with suspicion, with lots of questions, and with a long-range view. It may be that they will conclude that the expert does not exist within departmentalization any more than he does in specialization.[33]

Thus there have been a great variety of reasons given for the approval of a departmental system as well as many valid reasons for not becoming involved in departmentalization. In

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[32] Robert C. O'Reilly, "Generalist, Departmentalist, and Specialist," Education, LXXXIII (January, 1963), p. 295.

[33] Ibid., p. 297.

order to more coherently put these arguments in an enlightening perspective, several writers and educators have devoted whole articles to nothing but the subject of listing the advantages and limitations of departmentalization and the self-contained organizational patterns. A sample of some of these papers are included within the next few pages.

Shall We Departmentalize?

HARLAN L. HAGMAN
Superintendent of Schools, Warrenville, Ill.

THE rise of the junior high school movement was in part predicated upon the acceptance of the traditional high school departmental plan as a desirable organization for imitation by grades below the ninth. More recently, the premises upon which acceptance of the departmental system depended have been challenged. Any inquiry into general opinion reveals sharp contrasts of thought, which, however, do not necessarily prove or disprove the validity of the departmental system as applied to public schools.

The differences in opinion may be recognized directly in the following summary of some of the opinions on the question that are currently finding expression among school people throughout the country.

YES

The departmental program utilizes to the best advantage teaching personnel trained for specific fields.

The departmental program assures the variety of method and approach gained by experiences of the child with several teachers.

The child has a greater chance of finding kinship in personality if the school program provides him with contact with more than one teacher.

The broadened aspect of the program, together with the availability of many distinct abilities among the teachers, permits the program to become adjusted to the needs and desires of individual children.

In a departmental program each child is stimulated by contacts with a variety of teacher personalities.

The stimulation of a changing program best keeps alive the keen interest and alertness of the child.

Standards of scholarship are raised by departmental systems.

The child gains a broader viewpoint by a varied school experience.

It is a desirable and educative experience for children to adjust themselves to varied personalities.

The departmental plan permits adequate supervision with economy of time and effort in administration.

No part of the school program is neglected because specific provision for each school activity is made in a departmental program.

Under the departmental plan, teacher load can be equalized.

Teachers need not be jacks-of-all-trades but can be masters of their fields.

Teachers can be engaged for specific program needs. The program does not have to depend upon the strengths and weaknesses of individual teachers working alone.

Inasmuch as each teacher has special interests and abilities, the school administration can best capitalize on those interests and abilities by departmentalization of the instructional program.

Economy of administration is permitted without harmful effects by centralization of equipment. Duplication of equipment is not necessary.

Thorough use of available equipment is permitted without congestion because both the instruction and the equipment are departmental.

Under the departmental plan, responsibility is fixed. Inadequate teaching in any area is readily apparent.

NO

The child's emotional stability is best assured by a well-ordered and continuous school program.

Too often, the departmental program prevents the teacher from knowing her pupils intimately.

Good teaching should be given opportunity to become effective. This is denied in the rapid changes of the departmental program.

Learning is a continuous process that should not be subject to the artificial controls of a program of time allotments.

Learning is too often inadequate because of limited time to pursue the developments of a lesson field.

Most modern psychologists agree to a concept of the "whole" learning of a child as opposed to what might be called "compartmental" learning.

The multiplicity of pupil contacts that must be faced by each teacher prevents attention to individual personality problems.

Departmentalization makes a school a factory rather than a home for children.

Necessary integration of many programs makes a departmental system difficult to administer to the best interest of pupils and teachers.

Division of responsibility among teachers leads to the failure to accept responsibility wholeheartedly.

Increased salary costs follow when experts in specialized fields assume the entire educational program.

Classroom control is more difficult under a departmental plan.

Increased difficulty in pupil accounting results from the institution of departmental programs.

The beneficent effect of good teaching in some classes is offset by poor teaching in other classes.

Departmentalization of instruction leads to an overemphasis on subject matter.

The departmental plan is developed only upon the acceptance of an outworn philosophy of education.

The departmental program is an attempt to imitate colleges and universities and has no psychological foundation to support its use.

Lack of direct and thorough attention to problems of individual pupils leads to lowered educational standards.

The rise of the homeroom movement in high schools indicates the realization on the part of many that the departmental plan has fatal weaknesses that must be overcome or offset.

DEPARTMENTALIZATION

ADVANTAGES	DISADVANTAGES
1. Special teachers are more competent in their specific field than a homeroom teacher.	1. Regardless of the activity that is in progress, the children must be dismissed promptly due to scheduling.
2. Materials of instruction and special equipment are made more readily available to all pupils.	2. The children will have to adjust to several teachers instead of just one.
	3. Specialized teachers may have trouble getting to know the children because of the limit of time.
	4. There may be a tendency not to relate the subjects.[35]

PROS	CONS
1. The special teacher becomes more scholarly, more expert and broader.	1. The special teacher is less scholarly, and less expert and narrower.
2. The special teacher is more interested and less subject to strain because she economizes time and effort.	2. The special teacher tends to be less interested and has more of a strain because of the monotony of the work.
3. The responsibilities of the special teacher are more definitely fixed than that of the all-round teacher.	3. The responsibilities of the special teacher tend to be less definite.

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[35] Herbert J. Klausmeier and Katharine Dresden, Teaching in the Elementary School (New York: Harper and Row, 1962), p. 113.

PROS	CONS
4. An incompetent teacher does less harm under the departmental system.	4. An incompetent teacher does more harm under the departmental plan.
5. The special teacher presents her subject with fewer breaks in continuity from grade to grade.	5. Often the departmental teacher finds a series of breaks in continuity from one teacher to the next.
6. Under the departmental system pupils are more interested and do better work.	6. Under the departmental plan the pupils are less interested in the routine work.
7. Pupils are stimulated and broadened by contact with several teachers.	7. Immature students suffer because no one teacher is impressive.
8. The time of the pupils is apportioned more equitably among subjects by special teachers.	8. A stronger personality encroaches upon the time and energy which belongs to other teachers.
9. Pupils are not so likely to be overworked by the specialists.	9. Pupils are more likely to be overworked by the specialists.
10. The specialist is more likely to respect the individuality of the pupil	10. The specialist is less likely to respect the individuality of the pupil.
11. Discipline is improved under the departmental system.	11. Discipline is more lax under the departmental system.[36]

[36] Chapin, pp. 507-508.

DEPARTMENTALIZATION

ADVANTAGES	LIMITATIONS
1. The new programs, particularly in math and science emphasize teaching each subject according to the structure of the discipline; only the teacher who has specialized in the discipline can do this.	1. It is difficult to know pupils well in a departmental situation because the teacher does not spend that much time with any one group of pupils to know each of them individually and to learn each of their specific problems.
2. It is a rare teacher who has high-level competence in the teaching of more than one or two subjects.	2. There is little opportunity for interrelationships between the students and the various teachers.
3. Departmentalization makes it easier for the teacher to keep up with the new developments in methods, materials, and equipment in one or two fields.	3. There is little opportunity for unit teaching in the departmental arrangement; the unit plan has been recognized as a beneficial method of teaching.
4. More young men may be attracted to teaching in the elementary school if they are not required to teach all subjects.	4. Departmental teaching causes the teacher to think of herself as a subject specialist, not a specialist with children.
5. It is easier to provide special equipment for one or two rooms in a building than it is to provide special equipment for all classrooms.	5. The routine matters of record keeping, evaluation, guidance and reporting to parents are more difficult to handle.[37]

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[37] Ragan, p. 148.

DEPARTMENTALIZATION

ADVANTAGES	DISADVANTAGES
1. There is recognition of the fact that few teachers are competent in more than one or two areas.	1. This plan makes the curriculum subject-centered and not child-centered.
2. The greater the understanding the teacher has of a subject, the greater the possibility of excellent instruction.	2. A much more rigid schedule must be maintained in order to accommodate all the classes.
3. There is the fact that one teacher is limited in knowledge and time for preparation and variety of techniques of instruction, and all pupils do not respond equally well to all methods, with more than one teacher.	3. The departmentalized plan of instruction lacks coordination to a certain degree, and thus has a tendency to not involve a correlated curriculum.
4. The free time for the teacher is easier to arrange.	4. It is more difficult to incorporate unit teaching.
5. No one subject is slighted for lack of interest or knowledge of a teacher.	5. The teacher spends less time with the pupil, so acquaintance is limited.
6. The teacher who knows the subject well can better evaluate the pupil development in this frame of reference.	6. The many changes of class might present problems of adjustment, especially with the slower children.
7. The adjustment of the pupil is as good or better under the semi-departmental plan.	7. The evaluation, record keeping and reporting is more difficult.
8. There is more of a chance of getting men to teach in a departmentalized school.	8. Superior supervision is needed to coordinate the program. [38]

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[38] Maurie Hillson and Ramona Karlson, Change and Motivation in Elementary School Organization (New York; Holt, Rinehart, and Winston, 1965), pp. 387.

SELF-CONTAINED CLASSROOM

ADVANTAGES	LIMITATIONS
1. The teachers can know the children individually.	1. Most teachers are not competent in all areas.
2. A more unified curriculum is possible.	2. The teacher-child conflicts are more serious.
3. A more flexible daily program can be achieved.	3. Some areas of curriculum may be over-emphasized.
4. Planning and evaluation with the children is encouraged.	4. There is often a wide difference in the effectiveness of teachers.
5. There can be provisions for social living situations.	5. The self-contained classroom is designed for twenty-five children or less.
6. It is designed to promote and protect emotional security.	6. The responsibility of planning the entire curriculum rests on one teacher. [39]
7. Individual differences are provided for more adequately.	
8. The need of children to identify with a group and develop intimate relationships with other children is implemented.	
9. Communication with parents is facilitated.	
10. Organizational problems are held to a minimum.	

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[39] Theodore Jenson, James B. Burr, William H. Coffield, and Ross L Neagley, Elementary School Administration (Boston: Allyn and Bacon, 1967), pp. 76-79.

Since departmentalization has recognizable weaknesses, some alternate plans have been devised; but these are still based on the same premises, while at the same time they include some beneficial additions. The two most obvious related plans which have not previously been discussed are platooning and the Dual Progress Plan.

Platooning (spending half a day with a homeroom teacher and half a day with specialists) was originated by a superintendent by the name of Wirt of Blufton, Indiana, in 1900 and was modified to later become the Gary Plan at Gary, Indiana. It is the practice of moving students from room to room in a system of departmentalization or semi-departmentalization. In this type of organization, the elementary school program is divided into two halves; "the academic program which includes the traditional subjects and the three R's and also special lab activities." [40]

The children spend the morning engaged in one half of the program and the afternoon in the remainder of the program. It is believed that the platoon school contributed to an enriched school program. Each platoon had a home-room teacher who was responsible for the language arts and arithmetic, plus social studies and science in some schools. Each home-room teacher had two platoons; one for each half of the day.

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[40] Ibid., p. 82.

This was a system which proved to be adaptable for use in all grades beyond the kindergarten level.[41] The advantages and limitations of this are very similar to those which are often attributed to departmentalization. Klausmeier and Dresden list them:

ADVANTAGES	LIMITATIONS
1. It uses teachers who are well qualified in special areas.	1. The teacher faces the problem of understanding each one of the children and his needs.
2. The instruction is organized in terms of subject.	2. There is a lack of coordination of the subject matter.[42]
3. The instruction is carried on in a classroom assigned for that purpose.	
4. Children have contact with more than one teacher.	

The second pattern was the brainchild of the Chancellor of New York University, George D. Stoddard. The dual feature of the Dual Progress Plan is obviously concentrated in the two cultural aspects: the imperatives and the electives. More specifically, they are:

1. Cultural imperatives--English and social studies contain the great bulk of

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41 *Ibid.*, p. 42.

42 Klausmeier and Dresden, p. 115.

> the necessary common holdings (imperatives) in our culture and their placement and promotion should depend on the mastery of the essentials of the curriculum in these subjects, together with evidence of the requisite social maturity.
>
> 2. cultural electives---accomplishments beyond rudimentary levels in mathematics, science, art, and music are elective in our culture and progress in these subjects should not be a basis for grade placement or promotion. [43]

This approach is presently being demonstrated and appraised in the school systems of Long Beach, California and Ossining, New York.

Another founder of the Dual Progress Plan (DPP) is Glen Heathers, who published a book which explained the approach of the program, the installation of the DPP, the assessment of the implementation of DPP, student achievement, attitudes and adjustment of the participants in the plan, the dissemination of the plan through affiliated school system, and a summarization of the Dual Progress Plan.

Heathers reports that:

> Students' achievements, as measured by standardized tests, showed no definite gains or losses under the plan. Teachers in the plan, thus, are nearly

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43 Glen Heathers, The Dual Progress Plan, (Danville, Illinois: The interstate Printers and Publishers, Inc., 1967), p. 3.

> equally divided into those who prefer to teach in the plan and those who would prefer to teach in the self-contained classroom. Teachers objections to the plan centered about problems of getting to know the children well, difficulties in teaching low ability groups, and concern about whether emotional and conduct problems could be dealt with effectively within the plan. [44]

Discussing the DPP in a magazine article, Heather further commented:

> The theoretical justification for "dual progress" is the distinction between "cultural imperatives" (the language arts and social studies), which everyone in our society is expected to master well enough to have a basis for effective social living and "cultural imperatives" (science, mathematics, and the arts) in which the level of achievement is expected to depend greatly upon the individual's abilities and interest. A feature of the DPP is that it provides for all students, the slow, the average, and the gifted, the sort of individualized learning program that many school systems offer to gifted students only. [45]

Another excellent article which relates to the DPP is a report from the Long Beach and Ossining superintendents and project consultants on their involvement and opinions on the plan. The four men are very candid in their comments and give some interesting insights into what the program entails. [46]

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44 Jenson and others, p. 82.

45 Glen Heathers, "The Dual Progress Plan," Educational Leadership, XVIII (November, 1960), p. 90.

46 School Management, "Should All Elementary Teachers Be Subject Matter Specialists?" School Management, IV (December, 1960), pp. 38-40, 61-64.

(Another article of interest which is related specifically to the Dual Progress Plan is in the November, 1960 issue Educational Leadership and is entitled "Reactions to the Dual Progress Plan," by Robert S. Fleming, Beatrice Hurley, Alice V. Keliker, and George Manolakes.)

Thus when discussing departmentalization, one should be reminded that the variations of it which exist are often just as important in the educational process as the plan from which they were derived.

V. DEPARTMENTAL PROGRAMS WHICH ARE PRESENTLY IN EXISTENCE THROUGHOUT THE UNITED STATES

The previous sections of this paper have presented investigations of the merit of departmental programs. The actual existence of some specific schools which employ such an organizational device will be focused upon in this section. The material which describes the implementation of departmentalization in specific schools includes prepared brochures, descriptions, or schedules which have actually been used by the school as part of their public relations of departmentalization. These supplementary materials are in the Appendix. In summary, the information which is included in these materials is outlined in the following paragraphs. First, there is a mimeographed sheet (A-1) which is general information published by the Educational Research Service which describes the results of a survey. The brief summary presented within these two pages is only a capsule-type report of what was involved in the research. A more complete and comprehensive discussion of the same study was published in the October, 1965 "Circular" (A-2) of the Educational Research Service. The areas which yield information about departmentalization are categorized into:

Additional plans of school systems which discuss their programs of departmentalization are listed below as references to more of the prepared materials:

A-3 --- An article in School Management by Dr. James L. Gunn, superintendent of schools in Groton, Massachusetts discusses how departmentalization and ability grouping were combined to enrich the school program.

A-4 --- The Galesburg, Illinois middle school rationale, staffing arrangement, audio-visual equipment, and sample schedules comprise the information in this description.

A-5 --- A letter of explanation concerning how departmentalization finds a place in the Granite City schools is the first piece of information about the Granite City schools.

A-6 --- Secondly, the Granite City schools explain their philosophy of organization, before fully describing and defining their continuous progress plan and telling how it was implemented.

A-7 --- In a personal interview with Mr. Benjamin Cottone, Administrative Assistant for Instructional Affairs in the Unit #5 schools of Normal, Illinois I learned the reasons why departmentalization was being employed in some of the Unit #5 schools.

A-8 --- The departmentalized schedules of five different teachers in the fifth and sixth grades of Colene Hoose school show what happens during a departmentalized school day.

A-9 --- One of the Colene Hoose teachers describes her thoughts as she teaches during a departmentalized school day and records them as part of the information in this section.

A-10 --- This same teacher surveyed her fifth and sixth graders to learn their attitudes concerning departmentalization. She selected the following comments which are contained in this section to use as representatives feelings.

A-11 --- A brief description of departmentalization as implemented in Eugene Field School is the information of this page.

A-12 --- The principal of Glenn Elementary School tells the time allotment for each departmentalized subject in his school system.

A-13 --- A hand-out sheet from Oakdale gives a concise summary of the semi-departmentalized program which is used in this particular school system.

A-14 --- Ten points which give a brief description of departmentalization at Towanda school cover not only the scheduling situation but also the philosophy behind the program.

Thus, these brief descriptions should serve as a guide to the materials in the Appendix which reflect actual school participation in departmentalization.

VI. EVALUATION AND CONCLUSIONS

Much evaluation of the organizational pattern of departmentalization has been made by various educators, and a variety of conclusions have been drawn. Based on personal educational philosophies, these writers have either found it consistent to embrace the plan within their framework of educational beliefs or to discard it due to its unsoundness. After studying and evaluating the opinions and survey results which have been forwarded on the subject of departmentalization, I find myself faced with the question:

> What type of organization meets the standards and requirements that should be included in a program which acknowledges the educational welfare of the child?

Some basic principles of organization which were outlined in the book Elementary School Administration partially satisfied me as an answer to the question. The principles included the following:

1. Teachers should know children - their needs, problems, limitations, and unique possibilities. The child's uniqueness affects his total learning. The teacher should provide learning experiences which are realistic.

2. An organizational plan should facilitate equal educational opportunity for all children.

3. The organizational plan in a specific community should be appropriate for the educational goals of the school.

4. The organizational plan should be projected in cognizance of the need for a young child to live in a warm, intimate, and friendly relationship with his associates.

5. The organizational plan should contribute to conditions under which children have maximum opportunity to practice democratic behavior.

6. The organizational plan should facilitate integrative learning experiences for each child.

7. The organizational plan should encourage teachers to be concerned with the total development of their children.

8. The organizational plan should facilitate a desirable flexibility in the child's school day.

9. The organizational plan should provide for the grouping of children in harmony with the basic American value of respect for the individual.

10. The organizational plan should be designed in recognition of the challenge to teachers to be both competent academically and to implement their understandings of child development.[1]

Using these ten principles as criteria to judge the merit of an organizational pattern works as a very successful guide. After exploring the possibilities of departmentalization,

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[1] Jenson and others, p. 67.

Keppel concludes that

> the final test to be put on the quality of teaching and therefore on the programs affecting teachers is necessarily what the student learns. The teacher and the classroom are, after all, means to an end, and not the end itself. The end of education is learning; if teaching does not achieve that consequence, it is futile. Each new program for reform must finally stand or fall on its proven quality of attainment. Too often a plan for improving the effectiveness of teaching is judged on the basis of its intrinsic appeal, its inner logic; too rarely is it judged in terms of the actual learning of children, the intended product of the educational enterprise. In the necessary revolution of education, the means must be consistent with the ends.[2]

In conjunction with Keppel's views are the comments made by Alice Miel. She contends that when departmentalization was being replaced by the self-contained classroom that a better integration of the curriculum was not always apparent. Her discussion hinges on the semantics which are involved. She technically explains that "organization does not make <u>the</u> difference, but that organization does make <u>a</u> difference."[3] The difference that it does make can either be beneficial or harmful. In creating such organizational designs, it is well to keep in mind two points:

1. The organization should facilitate as far as possible useful teacher roles and should not make it extremely difficult or impossible to include certain desirable features of an educational program for children.

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[2] Francis Keppel, <u>The Necessary Revolution in American Education</u>, (New York: Harper and Row, 1966), p. 103

[3] Alice Miel, "Organization Doesn't Make the Difference," <u>Instructor</u>, LXXVIII (October, 1968), p. 31.

> The elementary school faculty should agree on certain responsibilities, (such as maintaining continuity in the development of rational processes, or helping them develop the commitment and skills of cooperative social action that will enable them to have more control over their own destiny) which they will assume in the education of the children and then judge whether or not a given organizational plan will be useful to them.
>
> 2. Since no organization can be counted on alone to do the full job of educating, teachers have the privilege and obligation to exercise their own creativity and judgment in working within whatever organization is set up. That is what will make the difference.[4]

Thus, my thinking is shaped and influenced by the preceding views because in realistically evaluating departmentalization, I am convinced of its advantages and just as firmly convinced of the existing limitations. It would seem rather non-objective to not adopt such a view. Therefore, the value of this paper for myself and for other readers is to provide a background of knowledge on organizational patterns which might be implemented in our public school system. From this information it remains for each reader to glean the points that are most applicable to his specific educational situation. I cannot fairly throw my support behind one specific side of the issue and conclude that departmentalization is the best pattern or the most limited one.

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[4] Ibid., p. 116.

However, I can justifiably conclude that if I were involved in a situation with three other third grade teachers and one had been involved in a specific training program of social studies, another was interested in science and had a special ability for presenting the experiments, the third teacher was involved in learning more about special mathematics programs, and I had a strong background in the language arts, then we might be wise to consult with our principal and discuss how our specific abilities and training might be capitalized upon and used to the best advantage for the educational welfare of the children within our classes. If facilities, scheduling, and personalities were also in our favor, then we might be neglecting a very real opportunity if we did not consider departmentalization or partial departmentalization and see if some of the above aspects would outweigh the commonly mentioned disadvantages, such as, non-integrated curriculum and limiting acquaintance with the children.

I leave the reader with the same challenge with which I am faced in each new educational situation - to first know the situation in which he is involved and then to consider the varied discussions within this paper and finally to draw a conclusion which is most appropriate to the existing

circumstances which involve the children, the teacher, his colleagues, the environment, the facilites, the administration, and the community. It will be a decision which will, of necessity, involve much consideration, but based on the information which this paper has possibly provided, it could be an exciting and challenging experience in which to be involved.

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Letter from Mr. Owen E. Humphrey, Curriculum Coordinator of Granite City Community Unit Schools, March 2, 1970.

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"Thoughts During a Departmentalized Day," Nancy L. Kane. (Xeroxed.)

"Study of a Questionnaire Given to One Sixth Grade and Three Fifth Grades," Nancy L. Kane. (Mimeographed.)

"Departmentalization," Eugene Field School. (Xeroxed.)

"Departmentalization and Intermediate Schedule (Revised.)" Russell Zimmerman, Principal. (Xeroxed.)

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APPENDIX

LIST A

Certain Early Books Giving General Treatment to Elementary School Organization and Administration

Author	TITLE	Publication Date
W. H. Payne	Chapters of School Supervision	1875
Joseph Baldwin	The Art of School Management	1881-1891
J. L. Pickard	School Supervision	1890
E. E. White	School Management	1893
Joseph Baldwin	School Management & School Methods	1897
W. J. Shearer	The Grading of Schools	1898
S. T. Sutton	School Management	1903
W. E. Chancellor	Our Schools -- Their Administration and Supervision	1904-1908
S. T. Sutton David Snedden	The Administration of Public Education in the United States	1908-1912
A. C. Perry	The Management of a City School	1908
A. C. Perry	Problems of the Elementary School	1910
W. H. Holmes	School Organization & the Individual Child	1912
A. C. Perry	Outlines of School Administration	1912
E. P. Cubberley	Public School Administration	1916-1929
P. H. Hanus	School Administration and School Reports	1929
J. L. Horn	The American Elementary School	1924
A. S. Gist	The Administration of an Elementary School	1928 [1]

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[1] Otto, Organizational and Administrative Practices, p. 233.

LIST B

Certain Early Books Treating
Special Aspects of Elementary School Administration

Author	Title	Publication Date
V. E. Kilpatrick	Departmental Teaching in Elementary Schools	1908
L. D. Ayres	Open-Air Schools	1910
F. L. Burk	Lock-Step Schooling & Remedy	1913
John Kennedy	The Batavia System of Individual Instruction	1914
C. L. Spain	The Platoon School	1924
E. A. Irwin L. A. Marks	Fitting the School to the Child	1924
J. L. Horn	The Education of Exceptional Children	1924
J. E. W. Wallin	The Education of Handicapped Children	1924
H. H. Goddard	School Training of Gifted Children	1928 [2]

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2 Ibid., p. 248.

LIST C

Variations from the Usual Type of Elementary School Organization

1862-1932

Plan or Practice	Person Associated with its establishment	Date of Establishment
St. Louis	W.T.Harris	1862
Pueblo	P.W. Search	1888
Cambridge	F. Cogswell	1893
Elizabeth	W.J. Shearer	1895
Portland	F. Rigler	1897
Batavia	J. Kennedy	1898
North Denver	J.H. Van Sickle	1898
Santa Barbara Concentric	F. Burk	1898
Platoon	W.A. Wirt	1900
Burk's individual	F. Burk	1913
Dalton	H. Parkhurst	1919
Winnetka	C.W. Washburne	1919
XYZ	C.S. Berry	1919
Cooperative Group	J.F. Hosis	1930 [3]

[3] Ibid., p. 249.

DEPARTMENTALIZATION IN ELEMENTARY SCHOOLS

Departmentalization in elementary schools was the topic of a recent study by the Educational Research Service. Identified were 97 large school systems which in 1964-65 were using departmentalization in one or more elementary schools. The system of organization was most frequently used in grades 4, 5, and 6; its use, however, was reported to some degree in every elementary grade.

The survey questionnaire used the following definition of departmentalization: Students have more than one teacher for their academic subjects (English, social studies, mathematics, and science). Each teacher is solely responsible for a specific subject or group of subjects. This should not be confused with the use of special subject teachers, such as art or music, to supplement the teaching in an otherwise self-contained classroom.

Thirty-three of the 97 systems reported that departmentalization was used in grades 4-6 only; in addition, 14 used it in grades 5-6, and seven in grade 6 only. Fourteen systems had departmentalization in one or more primary grades---8 in grade 1, 10 in grade 2, and 13 in grade 3. In seven of these systems, departmentalization was practiced all the way from grade 1 to grade 6, 7, or 8.

Only 12 school systems reported that all their elementary schools had departmentalization in the grades reported, and only 42 were using it in 50 percent or more of their schools. In 15 systems, however, less than 10 percent of the schools were using departmentalization.

Most of the reporting systems used more than one pattern of departmentalization in their elementary schools, usually tailoring the pattern to fit the skills of the teachers in each school. Of three patterns known to be in general use, the one used most frequently (reported by 45 school systems) was: Language arts and social studies were taught by one teacher, arithmetic and science by another, and the special subjects by additional teachers.

Forty systems reported that each academic subject was taught by a separate teacher. Thirty-four reported that one teacher was responsible for the language arts and social studies area, with the remaining subjects being taught by specialists.

Various other patterns also were reported. In Tulsa, Oklahoma, for example, where departmentalization was practiced in grades 1-6, the homeroom teacher was responsible for teaching reading, language, social studies and arithmetic for half the school day. Specialists taught art, science, geography, music, speech, library, and physical education for the other half day during regularly scheduled periods in specially equipped rooms.

In Cleveland, Ohio, language arts and mathematics in grades 4-6 were taught by the homeroom teacher. There may be an exchange of classes with other homeroom teachers who have special skill in teaching social studies or science.

Flexibility under departmentalization may work two ways: Pupils may move from one ability level to another within the same grade, or pupils may move across grade lines. Forty-three percent of the 97 systems reported that pupils could move in both these ways. In 33 percent of the systems, pupils could move from one ability group to another within their grade, but could not cross grade level lines; in 3 percent of the systems, pupils were allowed to cross grade

lines only. The remaining systems did not permit pupils to change ability groups or assigned grade level for the duration of the school year.

In written comments, the questionnaire reponsdents provided some insights into why departmentalization had been introduced into their school systems and the ways in which they found it satisfactory or unsatisfactory.

Those in favor of departmentalization mentioned that it was a good way to insure a well-balanced program for all pupils. Pupils like having more than one teacher. Teachers have higher morale when teaching in their own special field. In some systems, departmentalization helps solve the shortage of elementary-school teachers by utilizing teachers who are certificated to teach high-school subjects.

Some respondents had reservations about departmentalization, however. A number of them mentioned that scheduling was difficult, especially in finding large enough blocks of time for thoroughly covering each subject. One respondent cautioned that children may become clock-watchers and lose time in changing classes. While some systems made use of high-school teachers, others had difficulty finding enough trained teac hers in specialized areas. Others compared departmentalization with the self-contained classroom and found that the latter gives the pupils a more rounded program, helps them to see the interrelationship amount subjects, and allows the teacher to work more intensively with individual pupils.

(A-2)

EDUCATIONAL RESEARCH SERVICE circular
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND RESEARCH DIVISION • NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D. C. 20036

Circular No. 7, 1965 October 1965

DEPARTMENTALIZATION IN ELEMENTARY SCHOOLS

Departmentalization at the elementary level is still relatively rare, and most of the plans which do exist are limited and experimental.

In preparation for the survey reported in this Circular, the Educational Research Service conducted a preliminary exploration with a postal card inquiry. Less than half of the more than 400 school systems which received the inquiry answered affirmatively the question: "Do you use departmentalization in any elementary schools?" The survey questionnaire (page 23), sent to these systems in May 1965, revealed that in many cases "departmentalization," as defined on the survey form, was not practiced during the 1964-65 school year. Only the 97 plans described in this Circular appeared to meet the specifications.

For the purpose of the survey, departmentalization was defined as follows: "Students have more than one teacher for their academic subjects (English, social studies, mathematics, and science). Each teacher is solely responsible for a specific subject or group of subjects. This should not be confused with the use of special subject teachers, such as art or music, to supplement the teaching in an otherwise self-contained classroom."

In the light of this relatively broad definition, it is not surprising that the departmental plans submitted by the responding school systems show wide variety. Because of that variety, very little analysis of the data has been attempted. The introductory text presents a few generalizations, but most useful to readers will be the system-by-system table on pages 6 to 10, and the comments of the respondents which follow the table.

In the system-by-system table, the school systems are classified by October 1964 enrollment, as follows:

Stratum 1 (10 systems) - 100,000 or more
Stratum 2 (15 systems) - 50,000 to 99,999
Stratum 3 (15 systems) - 25,000 to 49,999
Stratum 4 (57 systems) - 12,000 to 24,999

In the remainder of the report, the school systems are arranged alphabetically, by state.

Amount of departmentalization. Item 1 on the questionnaire dealt with the number of elementary schools in each system, the number of schools having one or more departmentalized grades, and the number of schools using departmentalization at each grade level.

Twelve systems indicated that in ALL of their elementary schools, one or more grades were departmentalized in 1964-65. By contrast, several systems reported only a very small percentage of their schools as having any departmentalization. The extent of departmentalization in each of the 97 systems included in this report is indicated in Columns 3, 4, and 5 of the table beginning on page 6.

Level of departmentalization. Departmentalization was reported at all grade levels from grade 1 to grade 8, but in many of the systems the various grades mentioned were not departmentalized in all of the elementary schools. This is brought out in Table A, in which the school systems have been tabulated according to the percentage of their elementary schools which have departmentalization at each grade level. It can be seen that most of the departmentalization takes place at the upper elementary school level. It should be noted that this table is influenced to some extent by the over-all grade organization patterns of the reporting school systems. The totals for grades 7 and 8 are lower because only about one-third of the systems include grades 7 and 8 in their elementary schools.

In several systems reporting departmentalization in the primary grades, the plan was used with a nongraded primary arrangement. In other systems--Hawaii for example--the primary teachers exchange students for one or two subjects, such as reading or arithmetic. In the upper elementary grades, more formal departmentalization may take place and the practice is more widespread.

Of significance in Table A is the fact that some school systems reported as much as 90-100 percent departmentalization in certain grades. In some cases--Tulsa, Oklahoma, and Dallas, Texas, for example--the programs have been in effect for a number of years. In others, it can be noted that widespread departmentalization is taking place at the seventh- and eighth-grade levels, apparently as a preparation for high school. Of interest are the explanations furnished by the systems with a high degree of departmentalization in certain grades.

- SCOTTSDALE SCHOOL DISTRICT, ARIZONA--100 percent of grades 7 and 8 are departmentalized. Each academic subject is taught by a separate teacher.
- SACRAMENTO, CALIFORNIA--100 percent of grades 5 and 6 are departmentalized to a limited extent. In addition to special subject teachers for music and physical education, the classes in science and library are taught by a regular teacher of the staff with this specialization.
- TORRANCE, CALIFORNIA--100 percent of grades 7 and 8 are departmentalized. Programs are arranged to employ teacher strengths in academic areas; variations occur between schools with large and small enrollments.
- WATERBURY, CONNECTICUT--92 percent of grades 7 and 8 are departmentalized. English, mathematics, history, and science are taught by specialists.
- WEST HARTFORD, CONNECTICUT--All schools in the system have some departmentalization; grade levels were not indicated in the response. "A teacher at a given grade level may teach a subject to all groups at the grade level. This may be mathematics, science, social studies, or language arts. There are almost as many patterns as there are schools in the system."
- DE KALB COUNTY, GEORGIA--100 percent of grades 6 and 7 are departmentalized. Three or four

Table A

SUMMARY: EXTENT OF DEPARTMENTALIZATION IN INDIVIDUAL ELEMENTARY GRADES

Note: Figures for each grade represent number of school systems. Read as follows: 5 school systems reported that grade 1 is departmentalized in 1 to 10 percent of their elementary schools.

Percent of grade departmentalized	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7[a/]	Grade 8[a/]
1-10%	5	7	8	18	15	19	5	6
11-20%	1	1	2	11	16	17	1	1
21-30%	0	0	1	3	8	13	5	4
31-40%	1	0	0	1	1	2	4	3
41-50%	1	0	0	4	5	5	2	2
51-60%	0	0	0	3	6	5	4	1
61-70%	0	1	0	1	2	3	3	2
71-80%	0	1	0	0	2	4	3	2
81-90%	0	0	1	4	3	3	1	1
91-99%	0	0	1	5	5	5	1	1
100%	0	0	0	2	5	5	3	1
Total number of systems reporting departmentalization in each grade	8	10	13	52	68	81	32	24

a/ School systems tabulated in these columns are those where grades 7 and 8 are included in elementary schools.

large blocks of time, for math/science, language arts/social studies, etc., are used in preference to complete subject departmentalization.

- CEDAR RAPIDS, IOWA--100 percent of grades 4, 5, and 6 are departmentalized. Social studies and language are taught in a half-day block; the remaining subjects are taught as period subjects.

- CLEVELAND, OHIO--96 percent of grades 4, 5, and 6 are departmentalized. "Language arts and mathematics are taught by the homeroom teacher. There may be an exchange of classes with other homeroom teachers who have special skill in teaching social studies or science."

- TULSA, OKLAHOMA--46 percent of grade 1; 86 percent of grade 2; 93 percent of grade 3; and 99 percent of grades 4, 5, and 6 are departmentalized to some extent. "One teacher (homeroom) is responsible for teaching reading, language, social studies, and arithmetic to each child for half the school day. Art, science, geography, music, speech, library, and physical education are taught by specialists the other half day during regular periods in specially equipped rooms."

- PITTSBURGH, PENNSYLVANIA--91 to 98 percent of grades 4, 5, and 6 are departmentalized. Under the most frequently used plan, one teacher is responsible for the language arts and social studies area, and the remaining subjects are taught by specialists. A second plan has the language arts and social studies taught by one teacher, arithmetic and science taught by a second, and the special subjects taught by additional teachers.

- DALLAS, TEXAS--82 percent of grade 3, and between 96 and 99 percent of grades 4, 5, and 6 are departmentalized. Language arts and social studies are taught by homeroom teachers, and the remaining subjects by specialists.
- EL PASO, TEXAS--98 percent of grades 4 and 5 are departmentalized in this 5-3-4 system. Language arts/social studies is taught by one teacher, arithmetic/science by another, and the special subjects by additional teachers.
- SPRING BRANCH, TEXAS--100 percent of grade 5 is departmentalized. (This is a 5-3-4 system.) A variety of plans are used to best suit the ability of the individual school's faculty.
- WICHITA FALLS, TEXAS--100 percent of grades 5 and 6 are departmentalized. Each teacher concentrates on one subject area.
- ALEXANDRIA, VIRGINIA--100 percent of grade 7 is departmentalized. Under the most frequent plan, language arts and social studies are taught by one teacher, arithmetic and science by another, and the special subjects by additional teachers. In some schools each academic subject is taught by a separate teacher.
- CASPER, WYOMING--100 percent of grades 4, 5, and 6 are departmentalized for reading.

Patterns of departmentalization. Indicated in Table B are the various forms of departmentalization listed in Item 2 of the questionnaire which read as follows: "Indicate which of the patterns of departmentalization listed below are used in your system. (Place a 1 by the type most often used, a 2 by the type next frequent, etc.)" Fifty-five systems reported the use of only one type of departmentalization, 42 used more than one.

As can be seen in Table B, among the 97 school systems no one pattern stands out as the most common practice. A number of those filling out the questionnaire reported that it was standard practice to tailor the departmentalization pattern to the skills of the teachers in the individual schools.

Described as "other patterns" were a variety of plans. Three systems limited their departmentalization to the teaching of science by a specialist, and one system reported that foreign language was taught to elementary students in this way. Several reported that arithmetic and

Table B

PATTERNS OF DEPARTMENTALIZATION: FREQUENCY OF USE

Pattern of departmentalization	Number of school systems reporting			
	Used exclusively	Used most frequently		Used least frequently
Each academic subject is taught by a separate teacher	13	15	7	5
One teacher is responsible for the language arts and social studies area--the remaining subjects are taught by specialists	7	7	16	4
Language arts and social studies are taught by one teacher, arithmetic and science by another, and the special subjects by additional teachers	14	12	14	5
Other patterns	21	3	4	3

science were the only academic subjects taught by homeroom teachers. Other systems described patterns of organization of teaching staffs similar to those given in the questionnaire item, but differing slightly because of teacher strengths in each school. Three of the descriptions are quoted below:

- DENVER, COLORADO--Language arts and arithmetic are taught by the "basics" teacher. Special subjects, such as science, social studies, art, and physical education, are taught by additional teachers.
- PALM BEACH COUNTY, FLORIDA--In one elementary school, the subjects of science, social studies, and mathematics are departmentalized. Each of three teachers teaches one of these subjects to all three sixth-grade classes. In addition, she teaches the other subjects, such as reading, to her homeroom class.
- HARLANDALE SCHOOL DISTRICT, TEXAS--Spelling, writing, art, and physical education are taught by specialists.

Grouping. Items 3 and 4 on the questionnaire read respectively: "Is it possible for students to move across grade level lines in your departmentalized program?" and "Is it possible for students to move from ability level to ability level in the same grade, in your departmentalized program?" Almost half (43 percent) of the 97 systems reported that students could move across both grade levels and ability groups. In 33 percent of the systems, students could move from ability group to ability group within their grade, but not across grade level lines; in three percent of the systems they were allowed to move across grade level lines only. These are apparently systems which do not group by ability.

In the departmentalized programs of approximately one-fifth of the systems, students must remain at their grade levels AND in their assigned ability groups for the duration of the school year.

A number of the respondents supplemented their replies to Items 3 and 4 with explanations of their policies and plans providing flexibility in the assignment of students to grades and ability levels according to their achievement in individual subjects. Some typical comments are reproduced in the section beginning on page 11.

Supplemental statements. Item 5 on the questionnaire was an open-end request for comments and opinions. Many of the responses to this invitation were comprehensive and enlightening. A selection of them is presented in the section beginning on page 14.

The bibliography on page 24 suggests additional sources which will be of interest in studying elementary departmentalization.

EXTENT OF DEPARTMENTALIZATION IN ELEMENTARY SCHOOLS 1964-65, IN 97 SCHOOL SYSTEMS

School system	Number of elementary schools	Schools with some departmentalization		Elementary grades dept'lized	Prevailing grade organization
		Number	Percent		
1	2	3	4	5	6
STRATUM 1--ENROLLMENT 100,000 OR MORE					
DADE COUNTY, FLA. (P.O., Miami)	152	10	7%	4-6	6-3-3
DUVAL COUNTY, FLA. (P.O., Jacksonville)	96	2	2%	5,6	6-3-3
ATLANTA, GA.	115	40	35%	6,7	7-5
HAWAII (entire state)	163	22	13%	1-8	6-3-3
INDIANAPOLIS, IND.	111	76	68%	7,8	8-4
BALTIMORE COUNTY, MD. (P.O., Towson)	88	23	26%	5,6	6-3-3
ST. LOUIS, MO.	135	44	33%	3-8	8-4
CLEVELAND, OHIO	131	126	96%	4-6	6-3-3
PHILADELPHIA, PA.	200	10	5%	4-6	6-3-3
DALLAS, TEXAS	130	129	99%	1-8	Varies
STRATUM 2--ENROLLMENT 50,000-99,999					
OAKLAND, CALIF.	66	6	9%	4-6	6-3-3
DENVER, COLO.	89	55	62%	3-6	6-3-3
PALM BEACH COUNTY, FLA. (P.O., West Palm Beach)	NR	1	..	6	6-3-3
PINELLAS COUNTY, FLA. (P.O., Clearwater)	72	11	15%	4-6	6-3-3
DE KALB COUNTY, GA. (P.O., Decatur)	64	64	100%	1-7	7-5
WICHITA, KANS.	90	40	44%	3-6	6-3-3
ANNE ARUNDEL COUNTY, MD. (P.O., Annapolis)	62	6	10%	4-6	6-3-3
AKRON, OHIO	50	36-40	72-80%	5,6	6-3-3
CINCINNATI, OHIO	72	59	82%	4-6	6-3-3
TULSA, OKLA.	70	69	99%	1-6	6-3-3
PORTLAND, OREG.	92	8	9%	7,8	8-4
PITTSBURGH, PA.	88	88	100%	4-6	6-3-3

EXTENT OF DEPARTMENTALIZATION IN ELEMENTARY SCHOOLS (Continued)

School system	Number of elementary schools	Schools with some departmentalization		Elementary grades dept'lized	Prevailing grade organization
		Number	Percent		
1	2	3	4	5	6
GREENVILLE COUNTY, S. C. (P.O., Greenville)	75	10	13%	5-8	Varies
EL PASO, TEXAS	46	46	100%	4,5	5-3-4
SEATTLE, WASH.	86	20	23%	4-6	6-3-3
STRATUM 3--ENROLLMENT 25,000 TO 49,999					
MT. DIABLO SCHOOL DISTRICT, CALIF. (P.O., Concord)	33	18	55%	3-6	6-2-4
SACRAMENTO, CALIF.	54	54	100%	5,6	6-3-3
TORRANCE, CALIF.	33	33	100%	7,8	8-4
POLK COUNTY, FLA. (P.O., Bartow)	64	12	19%	1-6	6-3-3
MUSCOGEE COUNTY, GA. (P.O., Columbus)	49	35	71%	5,6	6-2-4
RICHMOND COUNTY, GA. (P.O., Augusta)	38	27	71%	5-7	7-2-3
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION, IND. (P.O., Evansville)	38	30	79%	5-8	8-4
GARY, IND. (1965-66 data)	34	27	79%	4-6	Varies
SOUTH BEND, IND.	37	13	35%	5,6	6-2-4
DES MOINES, IOWA	59	32	54%	4-6	6-3-3
WORCESTER, MASS.	55	24	44%	1-6	6-3-3
PROVIDENCE, R. I.	39	1	3%	1-3	6-3-3
RICHMOND, VA.	42	1	2%	6	6-3-3
VIRGINIA BEACH, VA.	25	15	60%	6,7	7-2-3
TACOMA, WASH.	42	3	7%	4-6	6-3-3
STRATUM 4--ENROLLMENT 12,000 TO 24,999					
SCOTTSDALE SCHOOL DISTRICT, ARIZ. (P.O., Phoenix)	18	18	100%	7,8	8-4
ANAHEIM, CALIF.--Elementary School District	21	12	57%	4,5	...

(Continued)

EXTENT OF DEPARTMENTALIZATION IN ELEMENTARY SCHOOLS (Continued)

School system	Number of elementary schools	Schools with some departmentalization		Elementary grades dept'lized	Prevailing grade organization
		Number	Percent		
1	2	3	4	5	6
CUPERTINO, CALIF.--Elementary School District	37	20	54%	4-8	...
DOWNEY, CALIF.	18	12	67%	4-6	6-3-3
EL RANCHO SCHOOL DISTRICT, CALIF. (P.O., Pico Rivera)	11	1	9%	5,6	...
LOMPOC, CALIF.	13	10	77%	1,4-6	...
MONTEREY, CALIF.	16	3	19%	4-6	...
POMONA, CALIF.	19	3	16%	4-6	6-3-3
WEST COVINA, CALIF.	15	5	33%	4-8	8-4
ADAMS-ARAPAHOE JOINT SCHOOL DISTRICT, COLO. (P.O., Aurora)	19	4	21%	2,4,6	6-3-3
STAMFORD, CONN.	17	1	6%	5,6	6-3-3
WATERBURY, CONN.	26	24	92%	7,8	8-4
WEST HARTFORD, CONN.	16	16	100%	NR	6-3-3
ALACHUA COUNTY, FLA. (P.O., Gainesville)	26	4	15%	5,6	6-3-3
LAKE COUNTY, FLA. (P.O., Tavares)	29	8	28%	4-6	6-6
LEE COUNTY, FLA. (P.O., Fort Myers)	24	3	13%	5,6	...
EAST ST. LOUIS, ILL.	27*	9**	33%	5-8	6-3-3
VIGO COUNTY SCHOOL CORPORATION, IND. (P.O., Terre Haute)	35	1	3%	6	6-3-3
CEDAR RAPIDS, IOWA	28	28	100%	4-6	6-3-3
DAVENPORT, IOWA	18	15	83%	4-6	6-3-3
WATERLOO, IOWA	26	16	62%	4-6	6-3-3
FAYETTE COUNTY, KY. (P.O., Lexington)	20	1	5%	6	6-3-3
LAFAYETTE PARISH, LA. (P.O., Lafayette)	21	6	29%	7,8	8-4
TANGIPAHOA PARISH, LA. (P.O., Amite)	18	10	56%	6-8	8-4

* Includes 4 elementary schools with grades 7 and 8.
** Includes 3 elementary schools with grades 7 and 8.

EXTENT OF DEPARTMENTALIZATION IN ELEMENTARY SCHOOLS (Continued)

School system	Number of elementary schools	Schools with some departmentalization		Elementary grades dept'lized	Prevailing grade organization
		Number	Percent		
1	2	3	4	5	6
PORTLAND, MAINE	28	14	50%	4-6	6-3-3
HARFORD COUNTY, MD. (P.O., Bel Air)	23	1	4%	6	6-2-4
NEW BEDFORD, MASS.	28	15	54%	5,6	6-3-3
PITTSFIELD, MASS.	20	6	30%	5,6	...
QUINCY, MASS.	23	10	43%	1-6	6-3-3
BIRMINGHAM, MICH.	16	7	44%	4-6	6-3-3
SAGINAW, MICH.	27	5	19%	4-6	6-3-3
ST. JOSEPH, MO.	25	25	100%	7,8	8-4
ELIZABETH, N. J.	18	2	11%	4-6	6-3-3
PATERSON, N. J.	25	6	24%	6-8	8-4
FARMINGDALE, N. Y.	6	5	83%	4-6	...
BUNCOMBE COUNTY, N. C. (P.O., Asheville)	26	14	54%	7,8	8-4
NASH COUNTY, N. C. (P.O., Nashville)	24	6	25%	7,8	8-4
WAYNE COUNTY, N. C. (P.O., Goldsboro)	12	5	42%	7,8	8-4
CANTON, OHIO	27	1	4%	6	6-2-4
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS SCHOOL DISTRICT, OHIO (P.O., Cleveland)	11	5	45%	4-6	6-3-3
BEAVERTON, OREG.	20	2	10%	4-6	...
ALLENTOWN, PA.	22	4	18%	4-6	6-3-3
ERIE, PA.	23	3	13%	4-6	6-3-3
READING, PA.	23	4	17%	5,6	6-3-3
COOPER RIVER SCHOOL DISTRICT, S. C. (P.O., North Charleston)	21	13	62%	6,7	7-5

(Continued)

EXTENT OF DEPARTMENTALIZATION IN INDIVIDUAL SCHOOLS (Continued)

School system	Number of elementary schools	Schools with some departmentalization		Elementary grades dept'lized	Prevailing grade organization
		Number	Percent		
1	2	3	4	5	6
FLORENCE, S. C.	15	3	20%	4-6	6-3-3
HORRY COUNTY, S. C. (P.O., Conway)	30	12	40%	5,6	6-6
KNOX COUNTY, TENN. (P.O., Knoxville)	37	29	78%	6-8	8-4
HARLANDALE SCHOOL DISTRICT, TEXAS (P.O., San Antonio)	12	1	8%	6	6-3-3
SPRING BRANCH SCHOOL DISTRICT, TEXAS (P.O., Houston)	17	17	100%	4,5	5-3-4
WICHITA FALLS, TEXAS	25	25	100%	4-6	...
ALEXANDRIA, VA.	15	15	100%	7	7-5
LYNCHBURG, VA.	25	7	28%	7	7-5
SHORELINE SCHOOL DISTRICT, WASH. (P.O., Seattle)	18	10	56%	3-6	6-3-3
CABELL COUNTY, W. VA. (P.O., Huntington)	45	13	29%	4-6	6-3-3
RALEIGH COUNTY, W. VA. (P.O., Beckley)	67	27	40%	4-6	6-3-3
CASPER, WYO.	19	19	100%	2-6	...

FLEXIBILITY TO RECOGNIZE INDIVIDUAL STUDENT ABILITY AND ACHIEVEMENT

A. Moving Across Grade Lines

Item 3 on the questionnaire read: "Is it possible for students to move across grade lines in your departmentalized program? If yes, please explain." Following are some typical explanations.

Cupertino, California

"One of the basic understandings we have is that we maintain an 'open ended' curriculum. All schools must make allowance for the child who may move faster than others. This is usually done through a grouping plan that allows movement of a child from one group to another working on a higher or lower level."

* * *

Torrance, California

"We are committed, philosophically, to a program of identifying individual differences and teaching to the range of abilities identified. Therefore, there will be intra-class groupings within departmentalized classes."

* * *

West Hartford, Connecticut

"It has been difficult to move children across grade levels but we have made some significant progress in this area and the more time that is spent in the planning and development of the program the more mobility will be possible. It is a matter of record keeping and evaluation that makes this difficult. For years children have always been able to work in materials at their particular level of development and to do so without any formal structure or program as such. The movement has now become more official and planned, and is part of a cooperative effort of the administration, the curriculum staff and teachers. In the past these decisions were largely in the hands of the teachers alone with some degree of approval or encouragement by the administration."

* * *

Pinellas County, Florida

"Within the grade structure, sub-grouping is practiced to achieve instruction at the level needed regardless of grade assignment; in an adaptation of the 'dual progress' plan, children work at achievement levels in the language arts and mathematics in the morning, regardless of grade assignment; in the afternoon they work as heterogeneous groups at grade level."

* * *

Anne Arundel County, Maryland

"In four schools, grades 4, 5, and 6 are regrouped for reading and for arithmetic on achievement levels without regard for grade level."

* * *

Akron, Ohio

"In the sections of high achievers, the children are taken along in the work according to their interest and understanding. This reaches out horizontally in enrichment and vertically beyond grade level."

* * *

FLEXIBILITY (Continued)

Cincinnati, Ohio

"In some areas of the curriculum such as art and crafts, music, and physical education, pupils from grades 4, 5, and 6 participate together in joint activities and projects which cut across grade lines. In the other areas pupils are grouped within a class to provide for individual needs and differences."

* * *

Spring Branch, Texas

"Our elementary schools operate as nongraded or continuous progress. The curriculum in reading and arithmetic is arranged in a series of steps or levels."

B. Moving Across Ability Levels

Item 4 on the questionnaire read: "Is it possible for students to move from ability level to ability level in the same grade, in your departmentalized program? If yes, please explain." In the following selected comments, it is apparent that two types of procedure are being described. In one, the student moves each day from one ability level to another in accordance with his ability in a specific subject. In the other, students may move throughout the year to different ability level classes if their total performance warrants it.

Stamford, Connecticut

"Each academic teacher groups for instruction (usually three groups). Students may be reclassified to another group level within the same classroom."

* * *

Evansville-Vanderburgh School Corporation, Indiana

"The classes organized on ability levels are flexible enough to permit change from one group to another."

* * *

Gary, Indiana

"In establishing class groups, consideration is given to allowing children to make flexible moves within the class in the areas of language arts and arithmetic."

* * *

Cedar Rapids, Iowa

"Cross grouping is practiced. We do not have such a classification as ability levels; pupils who make more than normal progress may be moved to a group (within the classroom) which will more adequately challenge the pupil."

* * *

Waterloo, Iowa

"In our skill subjects, such as reading, where children are grouped by ability, we try to make it possible for a child to move to another group if he shows he would be helped. Observation and instructional tests provide information."

* * *

FLEXIBILITY (Continued)

Worcester, Massachusetts

"Since children are usually grouped by achievement in language arts and arithmetic in grades 4, 5, and 6, there is movement from one ability level to another in whatever subject there is progress. In grades 7 and 8 located in elementary school buildings there is no such provision."

* * *

Knox County, Tennessee

"In the larger schools, where there are three or more sections at a grade level, students heterogeneously assigned to home groups change classes every 45 minutes in all subject areas except Language Arts (90 minutes), forming new groups based on interest and ability. At the end of each period, a new grouping is formed cutting across homegroup lines at that grade level."

* * *

Alexandria, Virginia

"Grouping is flexible within the seventh grade. Pupils may move from group to group within a subject area. Each subject is grouped by ability when there are sufficient students."

* * *

Seattle, Washington

"Three schools operate under what we have called the 'language arts block' in which children change classrooms within a grade and meet on an ability level for all phases of the language arts program."

COMMENTS AND EVALUATIONS

Item 5 on the questionnaire read as follows: "In the space below, we would appreciate any comments you might wish to add regarding your system's experience with elementary departmentalization. Comments might cover scheduling and grouping practices; teacher, parent, and student reactions; advantages and disadvantages, etc. It is hoped that an 'open-end' item of this type will enable you to describe your program more fully than would additional forced-choice items." Quoted below are a number of the responses received from participants in the study.

Lompoc, California

"The Reading and Mathematics Levels Program incorporates the philosophy that continuous progress and growth of children should receive major emphasis in education. It provides class placement and group placement within a class which will better serve the total development of each child. It also permits flexibility for movement of children to successive reading levels at any time.

"The chief characteristics of our Reading and Mathematics Levels Program are that it:

1. Places pupils in achievement groups based on readiness for growth in reading and math.
2. Permits each child to progress continuously through 15 reading and math levels according to his individual growth.
3. Maintains the best accepted teaching techniques.
4. Emphasizes the natural growth and development of each child rather than comparing his achievement with that of other children.
5. Provides for flexibility in the movement of children to groups in which they can achieve satisfactorily.
6. Allows for extending the program for the slow learner over a longer period; provides greater challenge for the superior reader.
7. Recognizes the need for more adequate communication between school and home.
8. Offers the following advantages for pupils and staff:
   a. Gives all children the satisfaction of progressing.
   b. Leaves no gaps in the child's learning experience.
   c. Eliminates repetition of materials.
   d. Helps with early diagnosis and adjustment of slow learners and gifted children.
   e. Lessens retardation.
   f. Reduces blocking and frustrations.
   g. Removes pressure from pupils and teachers by emphasizing total growth rather than subject matter.
   h. Minimizes artificial standards.
   i. Helps make better adjusted and happier children."

* * *

Mt. Diablo School District, California--taken from a policy on departmentalization developed by a study group and adopted by the Elementary Instructional Council.

"Rationale. Although unwritten, the basic operating philosophy of the Mt. Diablo Unified School District for the organizational pattern of the elementary school is that of the self-contained classroom. Essentially what this assumes is that, where possible, the classroom teacher conducts instruction in each and all of the content areas for his assigned group of students. Any deviation from this pattern is departmentalization in some degree.

"In recent years educational pressures have arisen which have been met, in some instances, by a reassignment of teachers to a more specialized role. Justification for this reassignment is generally based on two major factors:

COMMENTS AND EVALUATIONS (Continued)

Mount Diablo, California (Continued)

1. The desirability of placing the best qualified teacher for a content area in contact with as many different students as possible is recognized.

2. The nature of some of the more recent developments in elementary curriculum requires a greater degree of background and preparation than was formerly the case.

"Examples of developments which fit this latter description have occurred in modern mathematics and foreign languages and, no doubt, will soon occur in science. In addition, departmentalization has taken place for some years in the so-called 'specialized' areas of the program--music, art, and physical education.

"Many labels have been given to this practice--platoon, teacher exchange, regrouping, team teaching, etc. Essentially, each of these approaches constitutes departmentalization to some degree, since departmentalization reduced to the simplest terms is any organizational pattern which places the student in regular contact with more than one classroom teacher for instructional purposes.

"All 'departmentalization' is not necessarily good or bad. The premise of this recommendation is that the basic values of self-contained classroom cannot be compromised too much without losing them--all, or in part. Therefore, what we are talking about are limitations which will preserve the positive elements of the self-contained classroom while recognizing the need in some instances, for modifications.

"In determining policies for the Mt. Diablo Unified School District, it is necessary that we identify our position between the poles of the fully departmentalized program and the fully self-contained classroom. The program in Mt. Diablo should reflect a primary concern for the individual child while recognizing that this concern may be reflected in a variety of ways.

"Implementation. The committee has prepared its recommendations in such a way as to designate limitations in the percentage of time that an elementary student may be instructed by other than his regularly assigned teacher.

Grades 1, 2, 3 - 10% of the 1200 minute week
Grade 4 - 30% of the 1500 minute week
Grades 5, 6 - 35% of the 1500 minute week

Not included in these percentages is any time spent in a re-grouped physical education program. Also not included are the periodic and/or occasional contacts that individual students might have with the resource teacher, speech therapist, special remedial assistance, or others with whom incidental contacts are made.

"No attempt has been made to prescribe limitations on subject matter areas because the problems of the local school should dictate this. These limitations are arbitrary and are not intended to prescribe the desirable or necessary extent of a program. In fact, in keeping with the district's point-of-view, departmentalization should exist not only within these limits, but, also, only to the extent required at the local level to accommodate a particular set of circumstances."

* * *

West Covina, California

"Disadvantages of departmentalization

1. Teacher reaction is good but there is some adjustment from self-contained in teacher-pupil identification. Some principals feel there is a great loss in this respect.

2. Sixth grade parents had some apprehensions of pushing students to maturity too rapidly. At the end of the year, however, remarks seemed most favorable.

COMMENTS AND EVALUATIONS (Continued)

West Covina, California (Continued)

3. Students handling freedom has created some problems, particularly immature sixth graders. This has been overcome by good teacher-pupil-parent conferences.

"Advantages of departmentalization

1. Teachers are able to use their special abilities to greater advantage.

2. Departmentalization provides for better teacher preparation.

3. Changing classes in all grade levels seems to make classroom discipline easier.

4. The students settle right down when coming into their classes which is attributed to a three-minute passing period.

5. Children are invariably happier, particularly with greater variety and stimulation provided by having specialized teachers in each area."

* * *

Denver, Colorado

"In the Denver public schools each elementary school is organized to best meet the demonstrated needs of the pupils and the community and in a way which best utilizes the physical plant and the competencies of the teaching staff. The organizational decisions are made cooperatively by the principal and his staff with consultation available from the executive director and other central administration personnel. Elementary school organization in our eighty-nine schools consists of three basic types: self-contained classrooms, teacher exchange, and platoon or departmentalized. Some of the strengths of the types of organization are:

1. Self-contained classroom--

   provides flexibility in the time allotment in skill and subject areas,

   provides a feeling of security in the form of more intimate pupil-teacher relationships,

   more readily provides for the relating of subjects and skills.

2. Teacher exchange--

   allows for the retention of the advantages of the self-contained classroom,

   takes advantage of special teacher competencies,

   compensates for individual teacher inadequacies.

3. Platoon or departmentalization--

   uses special teacher competencies to best advantage,

   makes best use of special physical plant facilities.

"In all schools grades 1 and 2, are in self-contained classrooms. In some schools this may be modified by a teacher exchange plan in which one teacher may teach music for a neighboring class and have her art taught by the teacher of the neighboring class. This arrangement enables teachers to utilize their particular strengths. In grades 3-6, organization may be any one of the three types or a combination of the three.

"In some of our schools, grouping is homogeneous with ability, achievement, and teacher appraisal being used as criteria. In most of our schools the grouping is heterogeneous with grouping for

COMMENTS AND EVALUATIONS (Continued)

Denver, Colorado (Continued)

instruction taking place in each classroom. In approximately ten schools, pupils are grouped heterogeneously for the non-academic subjects and regrouped for instruction in one or more of the academic subjects. This procedure takes advantage of the social and emotional values of heterogeneous grouping and allows for narrowing the range of ability and achievement for instruction in specific subjects."

* * *

West Hartford, Connecticut

"Scheduling is a difficult problem. It is necessary to find a way to set aside blocks of time. Demands of art, music, physical education, and foreign language require the setting aside of specific periods in the week for this purpose.

"The general reaction is that better education results from newer patterns of instruction but as yet we have been unable to evaluate this more than a general sampling of opinion.

"Departmentalization takes different forms in different schools depending on the skills of the teaching staff, the facilities available, and the general nature of the children to be taught. Problems of overcrowding inhibit innovation as the larger the individual classes, the less the innovations that are likely to be developed."

* * *

Polk County, Florida

"This report is a reflection of last year's practices. Many schools were trying this type of organization for the first time. Parents and teachers found many phases of this program to be inadequate. Children became 'clock-watchers,' lost time in proceeding to the next class. When groups were divided according to achievement on test scores, wide variation as to amount and kind of learning and ways of learning existed within the group. Pupils did not relate what was learned in one subject area to another. Departmentalization is expected to decline in our elementary schools this year."

* * *

DeKalb County, Georgia

"We have found that some form of departmentalization in the upper elementary grades is desirable. Our experience has been that three or four large blocks of time is preferable to assigning a different teacher for each academic subject. We refer to our scheduling as 'back-to-back' scheduling. For example, one sixth-grade teacher may teach math, science, health, and physical education during a two-hour block of time while another sixth-grade teacher may be teaching English, spelling, and reading. A third teacher may be teaching all of the social sciences during this same period of time. As the periods change, the teachers simply repeat their lessons as the students rotate. This approach has built-in flexibility. For example, the math-science teacher might spend the entire period on a lab experience one day and the entire period on a math review the following day, without upsetting the schedule. Teacher morale and enthusiasm is higher when one is teaching in his field of special interest and competence. Success of the approach depends upon the attitude and interest of the teachers involved."

* * *

COMMENTS AND EVALUATIONS (Continued)

Gary, Indiana

"Our most serious problems of scheduling result from the need to include classes in multiples of six units to carry out this plan. This does result in some inflexibility since not all schools are of similar size with a similar number of classes at each grade or age level.

"In a survey of our entire teaching staff, there was strong support for this type of organization. We are moving from departmentalization in eight schools to twenty-seven schools for the next school year. Parents and students have expressed strong support of this program.

"A strong need for teachers of the same groups to confer and interact does exist. We are making provision for this in our program."

* * *

Indianapolis, Indiana

"Several years ago, the departmentalized program was used in grades 4-6 in certain schools. It was felt at the beginning of this plan that it had the advantage of specialization, but it was soon learned that it was difficult to find teachers who were adequately prepared.

"From research and consensus of teachers, principals, and administrators it was decided that self-contained classrooms were more effective for children of this age. The correlation of subject matter permitted by the self-contained classroom gives intermediate grade children more stability, confidence, and a better rounded program of instruction. It gives teachers an opportunity to work more intensively with individual pupils, to understand their problems, and guide them to achieve their greatest potential in all subject matter areas."

* * *

Cedar Rapids, Iowa

"The Cedar Rapids 4-5-6 program is semi-departmentalized of some fifteen years standing. All pupils meet for a half day in an uninterrupted block for social studies and language arts. The other half day the pupil goes to a special art room, physical education, and music. Arithmetic and science are also period subjects. Various combinations of teaching assignments are possible under this arrangement. One might teach a social studies-language arts block for a half day and teach arithmetic, art, or music for the other half day. Another assignment would involve a combination of arithmetic and science. Other combinations are possible. The program is extremely well accepted by pupils, teachers, and parents. Finding trained and qualified teachers for some of the special areas becomes a problem at times. Teachers like the various types of teaching combinations. This program provides for a more extensive treatment of art-music and physical education, besides offering a more challenging program in science and arithmetic."

* * *

Wichita, Kansas

"Principals are encouraged to make the most of the teacher's talents. In the primary grades, the self-contained classroom is the most common pattern. However, some of the intermediate grades have different types of organization. For example--

"Two teachers exchange subjects: one teaches two classes in arithmetic and the other teaches two classes in science.

"Three teachers are involved in exchanging three subjects. One person teaches arithmetic in grades 4, 5, and 6; another, science; the third, reading.

"In some schools, the children are with a teacher a half-day and go to the second teacher the other half."

* * *

COMMENTS AND EVALUATIONS (Continued)

Buncombe County, North Carolina

"In an effort to capitalize on the experience and educational background of a number of teachers who are certified in high school subject areas, our elementary schools have experimented with various types of approaches in the utilization of teaching personnel at the seventh- and eighth-grade levels. The approach which seems to offer the greatest possibilities is that of using large blocks of time for scheduling allied subjects, e.g., language arts and social studies or a science and math block.

"The two distinct advantages in this type of organization are that it affords a modified approach to complete departmentalization at the high school level and utilizes the background preparation of teachers with high school certification in special subject areas. The outstanding disadvantage is that these teachers in the elementary school are not prepared to teach reading, music, and art and these areas are neglected."

* * *

Akron, Ohio

"We have no firm over-all policy for schools to organize to use departmental teaching specialists. As principals and staff groups analyze testing results, many schools group homogeneously by achievement in mathematics and science. A determination as to teacher assignments is made by the principal and grade level teachers recognizing the individual teacher's special interests, background knowledge in the area, and skill. Because of the recent advance in both mathematics and science, these fields especially lend themselves to being taught by specialists. Language arts and social studies are other areas utilized along with these two. The fine arts and physical education are taught by specialists.

"Our groups are self-contained in grades 1 through 4 with the use of specialists in grades 5 and 6. Some schools use a modified Joplin Plan in reading in grade 3."

* * *

Cincinnati, Ohio

"The Cincinnati Public Schools employ a semi-departmental plan of organization in the intermediate grades. Each class spends one-half day in the same classroom with a teacher of language arts-social studies. For one-fourth of the day they have mathematics and science with another teacher. The remaining one-fourth of the day is spent with qualified teachers of physical education and health, music, and art, these subjects being on an alternating schedule. This permits a self-contained staff, except that in small schools music and art teachers may serve two schools. Sometimes certain classes are self-contained or arrangements are made for a group of disturbed children or low achievers to have the same teacher for three-fourths of the day. Under this plan pupils have the advantage of being instructed by teachers with special competency and interest in a subject without large groups being taught together, and without specialists being carried as added members of the staff or being spread thinly over several schools.

"Its successful use requires that teachers be sensitive to a pupil's personal needs as well as his instructional needs and that teachers plan for ways to relate the work in one field to another. Many cross-references occur in our Intermediate Manual and study programs at the local school level deal with common problems and the needs of individual children. With any plan of cooperative work with the same children, whether it is a form of departmental or of team teaching, the staff and leaders must plan together to consider the needs of individual children.

"Research gives no clear-cut answer as to whether departmental or self-contained classroom organization results in better education of children. Most children enjoy having more than one teacher."

* * *

COMMENTS AND EVALUATIONS (Continued)

Cleveland, Ohio

"Cleveland elementary schools have been operated on a departmental basis for many years. The departmental program is in effect in grades 4, 5, and 6 in 126 elementary schools. (Four of our schools have primary classes only and therefore do not have departmentalization.)

"The extent of the departmental program and the scheduling of the program varies in each building. Usually each classroom teacher teaches his own class in mathematics and in language arts (reading, English, spelling, and handwriting). The subjects of social studies, science, and, sometimes health are scheduled on a departmental basis if there are teachers in a building who have special interest, training, and skill in teaching those subjects.

"In most buildings, music, art, and physical education classes are set up on a departmental schedule. We have many teachers hired to teach those subjects only, and who have no homeroom assignments.

"Teachers, parents, and pupils seem to like the departmental organization. It permits pupils to have contact with various teachers, and it also permits teachers to capitalize on their own special knowledges and skills in working with pupils."

* * *

Tulsa, Oklahoma

"We have used the semi-departmental organization in the Tulsa schools since 1924. In our judgment the plan is more effective than any other in offering an enriched, well-balanced educational program for boys and girls in the elementary school. The semi-departmental plan combines the advantages of both the self-contained type of organization and complete departmentalization, with few of the disadvantages of either. Our plan recognizes and contributes to the development of special abilities of children and teachers. A recent survey of parent opinion in Tulsa indicates that a large majority of parents favor the plan. It is our opinion that much the same degree of preference would be indicated by children."

* * *

Florence, South Carolina

"The most successful program has been in sixth grade with each teacher teaching her own pupils the complete language arts program. Other subjects are taught by moving pupils from room to room to a teacher who is the strongest in a particular subject. Pupils begin and end the day with the same teacher. This program has been accepted well by pupils, teachers, and parents. Pupils move from the sixth grade to junior high, where we have total departmentalization."

* * *

Dallas, Texas

"The broad departmental plan has been used in Dallas for many years, and although there are some dissidents, it remains steadfastly preferred by the majority, perhaps for the following main reasons:

"It enables special centers in the building, with appropriate equipment and qualified teachers in each area. Each building has an auditorium, a gymnasium, a play room, a library, and from one to three rooms for music, art, and science.

"The blocks of time for language arts and social studies are long (1½ to 2 hours), and are taught by the same teacher, thus enabling flexibility, unit organization, homeroom identity, and other features advocated in self-contained programs, while

COMMENTS AND EVALUATIONS (Continued)

Dallas, Texas (Continued)

at the same time allowing for special centers and teachers for other parts of the curriculum, and an intermingling of class groups in some parts of the day.

"Pupils may be associated with the same teachers over a period of several years in some vertical areas, such as music, art, and physical education, thus enabling continuity for pupils and an opportunity for the teacher to study children through various stages of growth and development."

* * *

Alexandria, Virginia

"The seventh grade has been departmentalized for three years. It will become a part of an intermediate school beginning 1965-66. Special teachers in music, industrial arts, art, home economics, and French are provided. Each pupil takes two electives from these subjects, meeting 45 minutes each day on alternate days. In addition, students are enrolled in language arts, social studies, science, and mathematics. They are generally grouped by ability in each subject. It would appear that this organization works at this grade level, and it seems to have been accepted well by all concerned."

* * *

Lynchburg, Virginia

"During the past two school years we have departmentalized our seventh grades with anticipation of moving to a 6-3-3 type of administrative organization. The departmentalization has been limited to the seventh grade in the academic areas of English, math, social studies, and science. The teachers use a fairly flexible schedule with some large group instruction and grouping within the individual classes. We have tried homogeneous grouping for instructional purposes, but as a result of evaluation, decided to stick strictly with heterogeneous grouping for the departmentalized situation.

"The parents' reaction has been very favorable due primarily to the public relations program of individual schools that have kept the parents informed of the program at all times. There has been some criticism from parents who would prefer their child in a self-contained situation. Moving from a self-contained situation to a departmentalized situation may create problems in schools where certain teachers have built a reputation in a community."

* * *

Virginia Beach, Virginia

"Departmentalization is gradually replacing self-contained classrooms at seventh grade level. Reactions from students, parents, and teachers are favorable. In a growing school system, departmentalization allows us to make use of teachers prepared for subject matter teaching at the secondary level in our upper elementary grades."

* * *

Seattle, Washington

"We have moved away from the highly departmentalized forms of elementary school organization, on the whole, but allow a great deal of freedom to individual schools to organize as they think best for the particular situation. We do insist that any departmentalization (exchange of classes) be for the purpose of improved education, and not merely for convenience. We have insisted that any exchange of classes result in an advantage for both subjects exchanged. We had the problem of exchanging 25 minutes of any subject (even half of an arithmetic period) to accommodate the teaching of music. This practice has been eliminated."

* * *

COMMENTS AND EVALUATIONS (Continued)

Tacoma, Washington

"Grouping across grade lines has been successful in two of our schools trying a partial departmentalization plan. One of these schools is located in an area of low income with the usual problems of disadvantaged children. The across-grade-lines plan has helped tremendously in developing both reading and arithmetic programs that meet the individual needs of these children.

"The school year 1965-66 will find three or four more of our schools moving into a partial departmentalized program. We feel this is the right direction to move when the principal and staff are ready."

* * *

Cabell County, West Virginia

"Departmentalization has been fairly successful in most of our schools. There has been no adverse criticism on the part of most parents, and students seem to enjoy the idea of changing classes and of having different teachers--especially in the fifth and sixth grades. We have also had some success with our departmentalization because ability grouping is taken into consideration both in placing children in homerooms as well as within each subject area. This helps to eliminate some of the restrictions imposed at times through use of departmentalization.

"On the other side of the picture, however, there are disadvantages to the departmentalized program. Class periods are usually 50 to 60 minutes, yet it is found that more time is needed. For example, in social studies a good discussion may be in progress and if it is time to change classes the discussion has to terminate immediately. This tends to stifle interest in the topic under study. Also under such a program the relationship between all subjects is not always stressed. A few schools are considering a larger block of time for their departmental program."

The information in this study is based upon responses to the following questionnaire items:

ELEMENTARY DEPARTMENTALIZATION

Definition of departmentalization: Students have more than one teacher for their academic subjects (English, social studies, mathematics, and science). Each teacher is solely responsible for a specific subject or group of subjects. This should not be confused with the use of special subject teachers, such as art or music, to supplement the teaching in an otherwise self-contained classroom.

1. Total number of elementary schools in your system _____

   Number of elementary schools with one or more departmentalized grades _____

   Fill in below the number of schools using departmentalization at each grade level

   Grade 1 _____ Grade 4 _____ Grade 7 _____
   Grade 2 _____ Grade 5 _____ Grade 8 _____ } If included in elementary schools
   Grade 3 _____ Grade 6 _____

2. Indicate which of the patterns of departmentalization listed below are used in your system. (Place a 1 by the type most often used, a 2 by the type next frequent, etc.)

   _____ Each academic subject is taught by a separate teacher

   _____ The "dual progress" plan is used. One teacher is responsible for the language arts and social studies area--the remaining subjects are taught by specialists

   _____ Language arts and social studies are taught by one teacher, arithmetic and science by another, and the special subjects by additional teachers

   _____ Other (Please describe) _____

3. Is it possible for students to move across grade level lines, in your departmentalized program? Yes _____ No _____

   If yes, please explain below.

4. Is it possible for students to move from ability level to ability level in the same grade, in your departmentalized program? Yes _____ No _____

   If yes, please explain below.

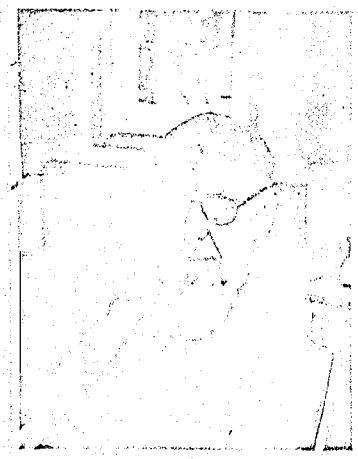
5. In the space below, we would appreciate any comments you might wish to add regarding your system's experience with elementary departmentalization. Comments might cover scheduling and grouping practices; teacher, parent, and student reactions; advantages and disadvantages, etc. It is hoped that an "open-end" item of this type will enable you to describe your program more fully than would additional forced-choice items.

(A - 3)

How small districts can use DEPARTMENTALIZATION & ABILITY GROUPING

Departmentalization or ability grouping—some small districts find it impossible to institute either one. In Groton, Mass., schoolmen combined *both* concepts for a richer program.

By DR. JAMES L. GUNN
Superintendent of Schools, Groton, Mass.



■ ■ ■ Departmentalization *and* homogeneous grouping in a small district?

Certainly!

In Groton, Mass., we've combined these two organizational concepts and have come up with a program that overcomes the weaknesses of each. Our "combination package" is now in operation in the fourth, fifth and sixth grades. It has made our curriculum more flexible, and strengthened the weak spots we found when each concept was employed separately.

For example, one obvious problem in homogeneous grouping is that the teacher of the "accelerated" group frequently doesn't have sufficient knowledge in a particular subject to give her pupils a real enrichment course. You really need a specialist in an area such as science to provide an accelerated program. Our departmentalization solves this problem.

On the other hand, if the district instituted departmentalization alone, the teacher would be prepared to offer an accelerated "depth" course, but many students wouldn't be ready for it. Only about 20% of any one class would really be able to keep up with the work. Homogeneous grouping attacks this situation.

We now can provide specialists to teach each basic subject, and group our elementary students so that all the pupils in a particular class are able to handle the work.

What we did

Six years ago, the fourth, fifth and sixth grades in Groton each had two classes with about 30 pupils in a class. To update the cur-

riculum, we reorganized the students into three 20-pupil classes for each grade level, hired an extra teacher, and then grouped the students homogeneously—accelerated pupils in one class, and average and slow students mixed in each of the other two. But after a two-year trial period, we ran into the inevitable problem with ability grouping—we needed a specialist to teach the advanced class in each of our subjects. So we combined our ability grouping program with another innovation—departmentalization.

We introduced departmentalization into the elementary grades in 1959. Our first plan was to have the pupils move to a different room each period, just as they do in junior high school. But that proved to be too confusing. So we just reversed the procedure, and had the teachers move from room to room while the pupils stayed in their seats. It's worked out a lot more smoothly.

With three teachers per grade—a total of nine teachers in the fourth, fifth and sixth grades—we found it possible to assign each teacher a two-part specialty: science-and-math, reading-and-social studies, or English-and-spelling. For each specialty, we have three teachers—one to handle the accelerated classes in each grade, and the remaining two to teach each of the average classes.

The school day is divided into three 1½-hour periods—from the opening of school to the morning recess, recess to lunch, and then the afternoon time module. The teachers rotate among the classes, spending one of the three daily periods with the same group level in each grade. During each period, the teachers simply divide their time between their two "specialty" subjects.

For example, suppose a teacher handles the accelerated science and math classes. She might divide the first period between science and mathematics for the fourth-grade "accelerated" section. Then, she'd spend the second period (recess to noon) teaching both subjects to the high-ability fifth-grade group. The final period would be with the sixth-grade advanced section. (*For a graphic explanation, see diagram below*). On any given day she might choose to spend a whole time period on science or math only, giving her greater flexibility in the teaching of these subjects.

Nine teachers

By using a total of nine teachers for the three grade levels, we're able to rotate their assignments so that every teacher gets a chance to handle the accelerated groups in her specialty every third year. In that way, each teacher can stay "fresh" in her subjects—and parents aren't apt to think any teacher is "best" because of her assignment to high-ability classes.

Specialized subjects such as music, art and physical education are taught by "staff" teachers, as they were in the previous system. Regular teachers cut their own classes short to give students one

SAMPLE SCHEDULE FOR GROTON'S COMBINATION PLAN

	4TH GRADE			5TH GRADE			6TH GRADE		
	accelerated	average I	average II	accelerated	average I	average II	accelerated	average I	average II
Open to Recess	Science Miss Doe Math Miss Doe	Science Mr. Joy Math Mr. Joy	Science Mrs. Poe Math Mrs. Poe	Reading Miss Ray Soc. St. Miss Ray	Reading Mr. Gee Soc. St. Mr. Gee	Reading Mrs. Fay Soc. St. Mrs. Fay	English Miss Vi Spelling Miss Vi	English Mr. Young Spelling Mr. Young	English Mrs. De Spelling Mrs. De
Recess to Noon	English Miss Vi Spelling Miss Vi	English Mr. Young Spelling Mr. Young	English Mrs. De Spelling Mrs. De	Science Miss Doe Math Miss Doe	Science Mr. Joy Math Mr. Joy	Science Mrs. Poe Math Mrs. Poe	Reading Miss Ray Soc. St. Miss Ray	Reading Mr. Gee Soc. St. Mr. Gee	Reading Mrs. Fay Soc. St. Mrs. Fay
Afternoon	Reading Miss Ray Soc. St. Miss Ray	Reading Mr. Gee Soc. Stu. Mr. Gee	Reading Mrs. Fay Soc. St. Mrs. Fay	English Miss Vi Spelling Miss Vi	English Mr. Young Spelling Mr. Young	English Mrs. De Spelling Mrs. De	Science Miss Doe Math Miss Doe	Science Mr. Joy Math Mr. Joy	Science Mrs. Poe Math Mrs. Poe

Music and Art art taught by specialists. Regular teachers cut classes short to accommodate one 45 minute period a week for each subject.

45-minute period a week in each of these areas.

The results of all this have been extremely gratifying. The ability grouping has motivated our accelerated students to the point that they have increased their achievement level by three-tenths of a year. And it has enabled the average and less-able pupils to go at a more rapid pace than before. And by combining it with departmentalization, we were able to motivate our teachers to give more challenging and interesting presentations. They're working in areas they like and know best. With either one of these innovations alone, I don't think we would have been this pleased.

In actual practice, all students in a particular grade take basically the same material. But the accelerated students go more deeply into the work. They do more reports, write more compositions, read more books, and progress through mathematics more rapidly. It's the intensity that makes the difference.

We've found that as a result of our ability grouping program, almost all our pupils can move faster and go farther. The students in the accelerated classes have a chance to move ahead on their own. And in the other classes, the average students provide a challenge that stimulates the slower pupils, yet doesn't discourage them.

How students are grouped

To determine pupil placement for the fourth grade—in either the accelerated or average classes—we consider five factors. We rely mostly on the evaluation submitted by the pupil's third-grade teacher. She's the person who has known him best just before he enters fourth grade. After that, we look into the pupil's previous record—his report cards for the primary grades. Then we consider his performance on achievement examinations, tests of native ability and class standing. It's very comprehensive.

When reports have been compiled on each incoming fourth-grade pupil, about 20 students are chosen for the accelerated class. The rest are divided among the two "average" class groups. For fifth and sixth graders, placement is made almost entirely on the basis of performance during the past year, and on teacher evaluation.

We usually have several borderline cases—pupils whose marks and achievement tests don't indicate the potential their teachers think they have. In such a case, we give the student the benefit of the doubt and assign him to the accelerated group for an eight-week trial period. If he doesn't work out, we switch him to one of the other classes at the end of the first marking period. We've never had to switch more than two or three students.

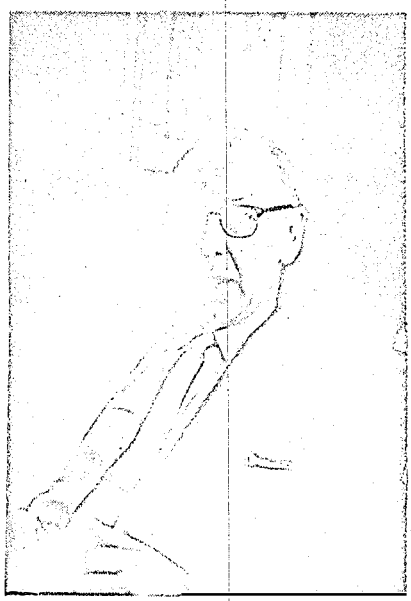
Expansion

As a result of this success, the district has begun to think about introducing even more innovations in the next two years. We're now working on a track plan, in which we would be able to schedule both the accelerated and average sections for each subject at the same time, and then assign students to their appropriate ability group for every subject area.

We also plan to experiment with mathematics as a basis for judging a pupil's ability placement, rather than using reading level. With the new modern math, a pupil must learn to analyze a problem. There seems to be a high correlation between youngsters who do well in modern math and those who belong in high-ability sections.

Finally, success with the present programs has prompted us to consider an ungraded program for grades one through three. In a few years from now, we hope to have our primary classes both ungraded and departmentalized—combining an existing program with still another innovation.

In Groton, we think the new concepts being introduced in education today are—by and large—worthwhile and exciting. But we have learned one thing: these innovations *aren't* mutually exclusive. Like most good ideas in education, they can be combined into a richer and far more useful program. End



"By combining homogeneous grouping and departmentalization, we've eliminated the weak spots in each and made our curriculum stronger and more flexible."

GUNN

RATIONALE FOR GALESBURG MIDDLE SCHOOLS

1. SPECIALISTS WILL TEACH IN THE FIELDS OF LANGUAGE ARTS AND SOCIAL STUDIES CORE, SCIENCE, MATHEMATICS, ART AND PHYSICAL EDUCATION. AT THIS PERIOD IN A STUDENT'S LIFE DEFINITE INTEREST ATTITUDES AND APTITUDE PATTERNS BEGIN TO MATERIALIZE IN HIS QUEST FOR LEARNING IN THESE FIELDS.

2. THERE IS THE POSSIBILITY OF HOMOGENEOUS GROUPING OR UNGRADING WITHIN EACH POD. A MINIMUM OF 125 STUDENTS PER POD MAKES IT POSSIBLE FOR INDIVIDUAL CHILDREN TO WORK MORE NEARLY AT THEIR ACHIEVEMENT LEVEL.

3. A SMALL GROUP OF TEACHERS AND SPECIALISTS, WORKING TOGETHER, ARE BETTER ABLE TO ASSESS THE STRENGTHS AND WEAKNESSES OF INDIVIDUAL LEARNERS AND CONSTRUCT A MEANINGFUL SERIES OF EXPERIENCES FOR EACH CHILD.

4. GROUPING OF SEVERAL TEACHERS AT EACH GRADE LEVEL MAKES POSSIBLE THE SHARING OF IDEAS, MATERIALS AND A TEAM APPROACH IN SOLVING THE LEARNING PROBLEMS OF BOYS AND GIRLS.

5. A LEARNING-CENTER (LIBRARY) DESIGNED AND STAFFED TO MOTIVATE STUDENTS IS POSSIBLE BY PROVIDING NEEDED ENRICHMENT AND BASIC RESOURCE MATERIALS.

6. SPECIAL EDUCATION CLASSROOMS ARE AVAILABLE TO MEET THE SPECIAL EDUCATION NEEDS OF DISTRICT 205.

7. SPECIAL ROOMS FOR ART, MUSIC, PHYSICAL EDUCATION, COUNSELING AND SUPPLEMENTAL READING ASSISTANCE ARE AVAILABLE.

8. EVERY 4TH, 5TH, AND 6TH GRADE STUDENT IN THE SCHOOL DISTRICT WILL BE HOUSED IN THESE NEW FACILITIES WHICH HAVE BEEN DESIGNED WITH THE POTENTIAL FOR INTERIOR FLEXIBILITY. AS CHANGES TAKE PLACE IN CURRICULUM DESIGN AND INSTRUCTIONAL TECHNIQUE IN THE FUTURE, THESE BUILDINGS CAN BE MODIFIED TO ACCOMODATE THESE DEMANDS.

9. LOCATION OF ALL LEARNING MATERIALS (I.E., FILM STRIPS, RECORDS, TAPES, BOOKS, MAPS, GLOBES, SCIENCE EQUIPMENT, ETC.) IN THE DISTRICT, RELATING TO GRADES 4, 5, AND 6 WILL BE IN THE MIDDLE SCHOOLS. THIS WILL RESULT IN ECONOMIES IN SELECTING, PURCHASING AND UTILIZING INSTRUCTIONAL MATERIALS.

10. PROVISION IS MADE FOR OUTDOOR PLAYGROUND SPACE COMMENSURATE WITH THE AREA REQUIRED FOR SIMPLE BALL GAMES AND LARGE MUSCLE ACTIVITIES. THE OVER-LAPPING OF OLDER AND YOUNGER STUDENT PLAY AREAS CAN BE ELIMINATED, THEREBY DECREASING THE NUMBER OF INJURIES CAUSED BY CROWDED PLAYGROUNDS. "BULLYING" BETWEEN UPPER GRADES AND PRIMARY GRADE CHILDREN WILL BE ELIMINATED.

11. THE EDUCATIONALLY STIMULATING PROGRAM PROVIDED BY THE NEW MIDDLE SCHOOLS WILL HELP ATTRACT OUTSTANDING TEACHERS TO GALESBURG.

12. MORE MEN WILL BE ATTRACTED TO TEACHING IN THE ELEMENTARY SCHOOLS

12. MORE MEN WILL BE ATTRACTED TO TEACHING IN THE ELEMENTARY SCHOOLS DUE TO THE SEMI-DEPARTMENTALIZED PROGRAM. UPPER ELEMENTARY BOYS WILL BE PROVIDED WITH AN OPPORTUNITY TO IDENTIFY WITH MEN TEACHERS EARLIER IN THEIR SCHOOL EXPERIENCE. UPPER ELEMENTARY GIRLS WILL BE GIVEN AN EARLIER OPPORTUNITY TO BECOME ACCUSTOMED TO HAVING BOTH MEN AND WOMEN TEACHERS.

COMMUNITY UNIT SCHOOL DISTRICT NO. 205
Galesburg, Illinois

MIDDLE SCHOOL STAFFING
(in each of the 5 schools)

1. Principal

2. Counselor

3. Special Reading Teacher

4. Learning-Center Teacher - Assist with individualizing instruction.

5. Physical Education Teacher

6. Art Teacher

7. Vocal Music Teacher

8. Instrumental Music Teacher

9. Special Education
   - E.M.H. (3 buildings)
   - Speech Therapy
   - Learning Disorders
   - Psychological Services

4th Grade

- 3 Core teachers (Language Arts & Social Science - ½ day blocks)
- 1 Arithmetic teacher
- 1 Science teacher

5th Grade

- 3 Core Teachers (same as above)
- 1 Arithmetic teacher
- 1 Science teacher

6th Grade

- 3 Core teachers (same as above)
- 1 Arithmetic teacher
- 1 Science teacher

2 Secretaries - Office, Learning Center, Lunch program, Counselor, teachers
3 Custodians

MIDDLE SCHOOL A-V EQUIPMENT

5 Overhead Projectors

3 Sound Projectors

2 Tape Recorders

2 Record Players

3 Filmstrip Projectors

2 Language Masters

1 Super 8 Projector

1 Opaque Projector

1 Thermo-fax Copier

2 Filmstrip Viewers

1 Drymount Press

1 Ken-a-Vision Micro-projector

All windows with light control

All classrooms with pull-down screens

(A-4)

LINCOLN MIDDLE SCHOOL

	4 A / 4 B — Mrs. Wager		4 C / 4 D — Mrs. Beasley		4 E — Mrs. West	Math	Science — Miss Moses	Learning Center — Mrs. Neldner	Music — Mrs. Farley	P. E. — Miss McPherson	Art — Mr. Rathgeber	Reading Improvt. — Mrs. Briggs	Gui — Mis Walla
		P	L	A	N		E	E	R	I	O	D	
1	Work Period		4 C		4 A	4 B	Science 4 D / Study	4 E Mon. / 4 E Fri.	4 E Thu. / 4 E Wed.	4E Wed. Fri. / 4 E Mon. Thu.	Tues. 4 E		
2	4 A		4 C		Work Period	4 E	Science 4 B / Study	4 D Mon. / 4 D Fri.	4 D Thu. / 4 D Wed.	4 D Wed. Fri. / 4 D Mon. Thu.	Tues. 4 D		
3	4 A		4 C		4 E	4 D	Work Period	4 B Mon. / 4 B Fri.	4 B Thu. / 4 B Wed.	4 B Wed. Fri. / 4 B Mon. Thu.	Tues. 4 B		
4		4 B		4 D	4 E	4 C	Science 4 A / Study	W-O-R-K		P-E-R-I-O-D			
5		4 B		4 D	4 E	Work Period	Science 4 C / Study	4 A Mon. / 4 A Fri.	4 A Thu. / 4 A Wed.	4 A Wed. Fri. / 4 A Mon. Thu.	Tues. 4 A		
6		4 B		Work Period	4 D	4 A	Science 4 E	4 C Mon. / 4 C Fri.	4 C Thu. / 4 C Wed.	4 C Wed. Fri. / 4 C Mon. Thu.	Tues. 4 C		

(A-4)

LINCOLN MIDDLE SCHOOL

	5 A / 5 B Miss Ralston		5 C / 5 D Mrs. Johnson		5 E Miss Griffith	Math Mr. Kreeb	Science Mrs. Simpson	Learning Center Mrs. Neldner	Music Mrs. Farley	P. E. Miss McPherson	Art Mr. Rathgeber	Reading Improvement Mrs. Briggs	Guid Mis Walls
		P	L	A	N		P	E	R	I	O	D	
1	Work Period		5 C		5 A	5 B	Science 5 D / Study	5 E 6 E Fri. / 5 E Thu.	5 E Wed. / 5 E Tue.	5E Tue. 5E-6E Thu. / 5 E Wed. 5E-6E Fri.	Mon. 5 E		
2	5 A		5 C.		Work Period	5 E	Science 5 B / Study	5 D 6 D Fri. / 5 D Thu.	5 D Wed. / 5 D Tue.	5D Tue. 5D-6D Thu. / 5 D Wed. 5D-6D Fri.	Mon. 5 D		
3	5 A		5 C		5 E	5 D	Work Period	5 B 6 B Fri. / 5 B Thu.	5 B Wed. / 5 B Tue.	5B Tue. 5B-6B Thu. / 5 B Wed. 5B-6B Fri.	Mon. 5 B		
4		5 B		5 D	5 E	5 C	Science 5 A / Study	W-O-R-K		P-E-R-I-O-D			
5		5 B		5 D	5 E	Work Period	Science 5 C / Study	5 A 6 A Fri. / 5 A Thu.	5 A Wed. / 5 A Tue.	5A Tue. 5A-6A Thu. / 5 A Wed. 5A-6A Fri.	Mon. 5 A		
6		5 B		Work Period	5 D	5 A	Science 5 E	5 C 6 C Fri. / 5 C Thu.	5 C Wed. / 5 C Tue.	5C Tue. 5C-6C Thu. / 5 C Wed.	Mon. 5 C		

(A-4)

LINCOLN MIDDLE SCHOOL

	6 A Mrs. Smothers	6 B	6 C Mrs. Fuhrken	6 D	6 E Miss Wasson	Math Mr. Dykeman	Science Mr. Johnson	Learning Center Mrs. Waldner	Music Mrs. Farley	P. E. Miss McPherson	Art Mr. Rathgeber	Reading Improvmt. Mrs. Briggs	Cu M Wal
		P	L	A	N		P	E	R	I	O	D	
1	Work Period		6 C		6 A	6 B	Science 6 D / Study	6 E 5 E Fri. / 6 E Mon.	6 E Tue. / 6 E Thu.	6E-Mon. 6E-5E Thu. / 6F Tue. 6E-5E Fri.	Wed. 6 E		
2	6 A		6 C		Work Period	6 E	Science 6 B / Study	6 D 5 D Fri. / 6 D Mon.	6 D Tue. / 6 D Thu.	6 D-Mon. 6D-5D Thu. / 6D Tue. 6D-5D Fri.	Wed. 6 D		
3	6 A		6 C		6 E	6 D	Work Period	6 B 5 B Fri. / 6 B Mon.	6 B Tue. / 6 B Thu.	6B-Mon. 6B-5B Thu. / 6B Tue. 6B-5B Fri.	Wed. 6 B		
4		6 B		6 D	6 E	6 C	Science 6 A / Study	W-C-R-K		P-E-R-I-O-D			
5		6 B		6 D	6 E	Work Period	Science 6 C / Study	6 A 5 A Fri. / 6 A Mon.	6 A Tue. / 6 A Thu.	6A-Mon. 6A-5A Thu. / 6A Tue. 6A-5A Fri.	Wed. 6 A		
6		6 B		Work Period	6 D	6 A	Science 6 E /	6 C 5 C Fri. / 6 C Mon.	6 C Tue. / 6 C Thu.	6C-Mon. 6C-5C Thu. / 6C Tue.	Wed. 6 C		

Granite City Community Unit

SCHOOL DISTRICT NO. 9, MADISON COUNTY
ADMINISTRATIVE OFFICES

20th and Adams
Granite City, Illinois 62040

March 2, 1970

Miss Carolyn Bowersock
714 Ferguson Hall
1209 North Main Street
Bloomington, Illinois 61701

Dear Miss Bowersock:

Your letter to Mr. Frank Kraus, Assistant Superintendent of Community Unit District #9, Granite City, has been referred to me.

Ten of our fifteen elementary schools, including Parkview and Nameoki (mentioned in your letter) are practising a vertical type of organization designed to break the lock-step of gradedness. Since a great deal of emphasis is placed upon individualization of instruction in this program, including appropriate pupil placement and relevant materials, an effort is made to group pupils in such a way that performance range is narrower than it would be in the traditional heterogeneous grouping of the self-contained classroom. This differs from "ability grouping" in two respects: (1) ability grouping usually utilizes an I.Q. criterion rather than an achievement criterion; and (2) ability grouping usually is inflexible, which means pupils would remain in a self-contained setting for all instruction.

Since we believe language arts and mathematics should have priority academic attention in elementary schools, we have chosen to group pupils by performance in these areas only. To this extent we therefore have moved away from the true self-contained classroom. The alternative horizontal organizational pattern which gives consideration to utilization of staff would be departmentalization--defined as you define it in your letter to Mr. Kraus. You can see, however, that our practice is not pure departmentalization, even in these two given areas. In a purely departmentalized set-up, for example, one of four fifth-grade teachers might be teaching all of the mathematics to four fifth-grade classes, while another might do the same in language arts. By contrast, our plan worked as follows: (1) Two hundred fifth and sixth graders would be tested to determine performance level in mathematics.

(2) Six to eight groups might then be designated as low, low-average, high-average, and high. (3) For mathematics instruction only, these groups would be assigned to six to eight teachers. (4) Regrouping would take place in the same fashion for language arts instruction.

This means that a teacher who teaches a low-average math group would probably teach a high language arts group when the regrouping occurs. Similarly, a teacher who teaches a high-average language arts group would teach a low math group. For the balance of the day, an elementary teacher in our system teaches social studies, science, health, safety, art, etc.--all areas, in fact, except Physical Education and music, where we are departmentalized.

The enclosure will explain the rationale of our program and trace its development from our initial interest to its present state. I regret that I cannot more nearly meet the requirements of your chosen assignment with a contribution pertinent to researching departmentalization in the elementary school, but unfortunately many people, including some educators, are highly confused about school organizational patterns for learning. As a result, the practice of moving classes for the purpose of meeting instructional needs is often interpreted as "departmentalization," solely because classes usually move in a departmentalized pattern of organization. In our case, the movement of classes to different teachers is more a consideration of the way learners are organized than a consideration of the way staff is organized for instruction. The following will clarify:

Horizontal Patterns

1. Self-contained classroom		1. Departmentalization
	(Organization of Staff)	
2. Homogeneous grouping		2. Heterogeneous grouping
	(Organization of Learners)	
3. Separate subject matter		3. Combined subject matter
	(Organization of Learnings)	

Vertical Patterns

1. Graded		1. Nongraded
	(Scope and Sequence of Learnings)	

Either vertical pattern can be combined with either of the choices designated in each of the three types of horizontal patterns, without conflict. Hence, we attempt to group children homogeneously by performance in the two areas I mentioned, and this organization of pupils for learning affects organization of staff only to the extent that some teaming of teachers takes place out of consideration for helping each pupil move at his optimum rate through a relevant program of learning.

Best wishes for success.

Sincerely,

Owen E. Humphrey

Owen E. Humphrey
Curriculum Coordinator

wwk
cc: Mr. Frank Kraus

COMMUNITY UNIT SCHOOL DISTRICT # 9
Granite City, Illinois

CONTINUOUS PROGRESS PROGRAM

BOARD OF EDUCATION

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It is well known that human differences encompass a wide range. Physical Education instructors, for example, have recognized the differences in physical size and skills of their students. They would not consider placing a 180 pound man in a contest with a 90 pound boy, yet we as teachers have been placing the child who is functioning at 8th grade level in direct competition with children who are functioning at 4th grade level. All too many classroom teachers have expected students of the same age to perform the same tasks in about the same time. Since it is our conviction that this type of competition is unfair and frequently harmful to the child, we would like to suggest that a change in organizational pattern and revisions in curriculum which facilitate the realization of the continuous progress philosophy may assist us in rectifying this situation.

Statement of Philosophy

As supporters of, and hopefully implementors of, a continuous progress program for elementary age children we believe in the following concepts.

We believe

- that it is our dity to provide ane educational program for all youth of our community which will enable them to prepare themselves to the fullest extent of their abilities for an active, productive life.
- that all children are individuals, each having his own rate and pattern of learning.
- that no child should be continually confronted with tasks which make failure unavoidable.

- that a feeling of success in school is essential for continual psychological and academic development.
- that instruction should be adapted to the level at which a child is functioning, regardless of age or length of the
- that the child has spent in school.
- that a child should not be forced to mark time until some of his peers reach his level of academic achievement or maturity, and that he should not be required to attempt to learn concepts or material beyond his present capacity.
- That no child should be forced to repeat material that serves no useful learning purpose.
- that a child's strengths and weaknesses should be continually diagnosed and that these diagnoses should guide us in tailoring a program of instruction for the individual child.
- that all actions, tasks and goals of the teacher or administrator in the schools must be assessed in relation to their efficacy in realizing the optimum development of the child.
- that our teachers are committed to implementing an educational program which they feel will have the greatest merit for the student, and that they are eager to have their programs evaluated.
- that in order to be effective, decision-making in the area of organization and curriculum should be done in a democratic fashion, after careful study, the interchange of ideas among the professional staff, parent consultation, and teacher-administrator interaction.
- that there must be greater communication and interaction among teachers in order to share ideas, insights, and resources for the purpose of better understanding and providing for students.
- that there should be closer and more frequent contact and co-operation between parents and teachers.
- that a comprehensive evaluation program should be utilized for reporting to the student and his parents his strengths and weaknesses.
- that in the traditional form of reporting, bright children were rewarded for indolence while slow children were penalized for their effort.
- that a child should be rewarded in a meaningful fashion for his honest effort irrespective of his standing in relation to grade norms.
- that evaluating the performance of brighter children with respect to their ability rather than grade norms will help to minimize the magnitude of the under-achievement problem of the bright student.

- that rewarding slower students in a more meaningful fashion will tend to improve their self-concept and to increase their motivation for school work.
- that while we strongly encourage teacher opinions, the trying out of new ideas and innovations, we are firmly committed to the notion that these opinions, ideas, and innovations must be submitted to the acid test of evaluation.

Definition of Continuous Progress

Anderson has described nongrading or continuous progress in a very succinct manner. He states, "In brief, a non-graded school is a school in which we try to do what makes sense. In it we try to arrange as educational program in such a way that the successive educational experiences of each child will be essentially pertinent and appropriate to his needs at that moment of his development. A nongraded school is one wherein success in the appointed task is more or less assured as long as the child attends to it with reasonable diligence or effort, and wherein such success is inevitably rewarded in a sufficiently generous was to spur the child on, first to a conviction of his own worth, and secondly to more achievement of the same sort."

One must be careful to distinguish between nongrading or continuous progress as a philosophy, and as an organization pattern. There are myriad organizational patterns that have been developed to assist school systems in realizing the objectives of continuous progress. These organizational patterns represent some of the strategies which individual school systems feel have been efficacious in realizing the goal of continuous progress.

Such patterns must always be viewed as a means to an end, and their value must always be ascertained in relation to their success in realizing the goals of the philosophy of continuous progress. We must also be cognizant of the fact that organizational change is only one dimension of a nongraded program, and that revisions in areas such as curriculum should be an essential part of a good continuous progress program.

Although individualized instruction is our ultimate goal, it is our conviction that within the framework of our present condition this goal is unattainable. Therefore we are developing curriculum materials and an organizational pattern which we feel, given the present circumstances, will be most effective in leading us in the direction of our ultimate goal, individualized instruction.

Our program features the pooling of teachers and students from the third to sixth grades. The students are assigned to groups in the areas of language arts and math on the basis of similarity in skill development in these subject matter areas. This involves both intraclass and interclass grouping. The grouping patterns are flexible, and provisions are made for differentiated rates of progress as well as differnetiated levels of development, and variations in kinds of programs according to individual needs, abilities, and interests, and irrespective of age or grade. Thus, a boy who would have been assigned to a fourth grade classroom in a traditional program

and would have been wroking in the fourth grade reader and math text irrespective of his levels of fundtioning might very well be functioning in a fifth grade group in reading and a third grade group in mathematics in our program if these were the appropriate placements for him. Furthermore, different students will progress through the same levels via different routes and at different rates.

Any continuous progress program is particularly concerned with the two distinct aspects of curriculum. The first of these deals with the structure of the curriculum and focuses on the skills, content, and activities provided for by the school in a formal vertical arrangement. In our plan the teachers analyzed the existing curricular offerings and developed a new scope and sequence in the areas of mathematics and language arts for all of the elementary grades. The entire sequences in the mathematics and language arts areas were then broken down into a series of increasingly difficult levels of skill development. All the skills and sub-skills were included in the appropriate level. The number of levels comprising the mathematics and language arts areas are eight, and thirteen respectively. A series of evaluation instruments have been developed and are interspersed throughout all the levels in order to provide for feedback throughout the program.

The second sdpect of the curriculum that we concerned ourselves with was the way in which the individual child interacts with the curriculum. Here we were concerned with selecting the

appropriate levels, finding the optimum rate of instruction, and discovering the relevance and effectiveness of different materials and approaches for the child.

Under a continuous progress program schools must employ an adaptable, flexible curriculum and wide range of materials and instructional approaches to meet the needs of the child. "The successive learning experiences of each boy and girl will be, to the greatest possible extent, pertinent and appropriate to his needs at that moment. Easier said than done, of course, but this--not teacher convenience or administrative convenience--is the creed that guides the progessional decisions." [1]

Absent are grade labels and the related machinery of promotion and failure. Each September the student begins where he left off in June and the legacy of the graded school--that all children regardless of ability, are expected to manifest one year's growth in achievement in every school year is rejected, not only because it is absurd, but also because of the adverse effect that it has had on countless children. Success, with appropriate rewards, is assured for all kinds of learners so long as they attend to their tasks with reasonable diligence and effort. Our reporting system is consistent with the philosophy that says each child is a unique individual and shall be evaluated accordingly.

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[1] Anderson, Robert H., The Nongraded School; An Overview, The National Elementary Principal, November 1967

Generally, a nongraded or continuous progress program is characterized by more cooperative and sophisticated curriculum planning, evaluation and record keeping on the part of teachers than would be found in graded schools. These activities tend to result in teachers in a continuous progress program functioning more as members of a team in studying problems and suggesting programs for the school.

Continuous progress is a concept in which recognition of the wide range of individual differences among children is pivotal. It is primarily a philosophical outlook and all the tools and techniques of implementation may be relatively fruitless if we lose sight of this crucial point. Nongradedness is a way of looking at the learning process - a door to open other doors. [2]

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[2] Carswell, Evelyn "Nongradedness Opens Many Doors" The Nongraded School: Analysis and Study. Richard T. Miller, Editor, New York: Harper & Row, 1967 pp. 98-102.

Implementation of the Continuous Progress Program

The idea of continuous progress is certainly not new. Ancient teachers such as Socrates, Plato, and others used a form of continuous progress in their "classrooms under the trees". During the early nineteenth century nongradedness was supplanted with the graded class structure which met the needs of developing a more uniform educational procedure to fit the needs of the time. By the 1860's and 70's such men as W. T. Harris in St. Louis and Preston W. Search in Colorado were working on a continuous progress plan in their school districts.[3] The continuous progress plan did not really take hold until the publication of Goodlad and Anderson's book in 1959. Since then, many school districts in our state have adopted this plan for use in their school districts.

Our school district initiated the continuous progress school in 1965 as a result of two schools volunteering to try this program. A committee made up of three teachers and three principals presented the proposal to the board of education which unanimously approved the plan. Through the efforts of this committee and the work of Mrs. Sally Sowell, teachers were instructed in the meaning of the continuous progress plan. Special courses were arranged at Southern Illinois University and in-service training programs were offered during the school year and the summer. All teachers and administrators were invited to attend these workshops, although it should be noted that not nearly enough have taken advantage of these opportunities.

The continuous progress program in our district has continuously grown since 1965 to the point where at the present time we have ten elementary schools at some stage of continuous progress. In January, 1968, the two schools which were perceived as having more of the characteristics of the continuous progress plan were designated as model schools.

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[3] Goodlad, John L, and Anderson, Robert H., The Nongraded Elementary School, Harcourt, Brace & World, Inc., New York, Burmingham.

Wilson School and Parkview School were chosen as the schools most nearly meeting the criteria of the program, the criteria being: (1) pupils are placed at their respective levels of achievement in the areas of mathematics, and language arts; (2) provision is made for rates of pupil growth; (3) adequate evaluation of pupil achievement is provided; (4) instruction is relevant to pupil needs; and (5) the program is realistically structured. To meet the criteria fully, some changes in grouping and instructional procedure had to take place. First, students were regrouped in mathematics and language arts. This regrouping was based primarily on the results of the Iowa Tests of Basic Skills and teacher recommendations. After the initial regrouping, changes were to be made when the teacher found students misplaced. Secondly, teachers had to become less textbook oriented and more skills conscious. Skills checklists which were developed by a special committee of teachers and principals were employed to assist teachers in this area.

Many problems which tend to thwart implementation of the continuous progress program exist in these schools. Such problems can be solved only by teachers, administrators and school board members working together. To have a successful continuous progress school it is necessary that all involved in the program be convinced that the program has merit and deserves an opportunity to prove its value. Therefore, it would appear that it would be well to look at the specific duties of the people involved in the establishment of such a program.

The school board members play a critical role in the establishment of any change in our schools. If any new programs are to succeed, the board members should encourage and support change agents on the staff, and should communicate their enthusiasm for such programs to the community. The board members must be kept informed of what is being done and must understand the reasons for the change. The board members should recognize that much of what is being done in the schools has never been evaluated, and that such a cherished institution

as the graded self-contained classroom is a poorly conducted, uncontrolled, century old experiment. The board should encourage a climate for experimentation-experimentation which will enable us to develop programs which will more nearly meet the needs of our children.

Many of the functions of the school board are also the functions of the central administrators. The central administrators should encourage a climate for experimentation. They should be aware of what is developing in a program and should be familiar with the basic philosophy of such programs. In the present situation the central administrators should be aware of material which will serve the requirements of individualizing instruction and should be willing to consider new material suggested by the teachers. Finally, the central administrators should act as consultants to help teachers with their problems as they arise.

The principal is the leader of the individual school. It is his responsibility to keep his teachers informed of the meaning of any new programs such as the continuous progress plan, to keep abreast of the literature published on such subjects, and to act as the liaison between the central administration and the teachers. The importance of the principal as a leader and his ability to create a climate for change and evaluation can not be over emphasized. To a great extent the continuous progress program will stand or fall on the quality of leadership and degree of cooperative effort manifested by the principal in interaction with his faculty.

The teacher, being in direct contact with the child, has the most important function of all the people involved in the implementation of change. The teacher must be able to work closely with other teachers. In our program which features the pooling of teachers and pupils the self-contained classroom no longer exists. Team planning and team evaluation become necessities. Teachers can no longer go their separate ways but must be able to discuss their problems

in a logical fashion with other members of the staff and abide by decisions reached democratically. Teachers must have a willingness to experiment, a respect for the conclusions of past research, and a receptiveness to constructive criticism in their experimental ventures. Most of all, teachers must have enough confidence in themselves and their program to give it an opportunity to prove itself.

Summary

We realize that our continuous progress program is certainly not a panacea for all the ills of our present educational situation, but we do believe it is a step in the right direction. We do not believe that the continuous progress program is necessarily good for all schools and all situations. We do not believe we are better teachers because we believe in our continuous progress plan. We do not believe that all teachers should be asked to give the added time that is needed for the implementation of the program or that all teachers should be asked to work in the team situations made necessary by this program until the value of the program has been proved or disproved.

We do ask that the continuous progress program be given a chance to prove or disprove its value.

PERSONAL INTERVIEW WITH MR. BENJAMIN COTTONE, ADMINISTRATIVE ASSISTANT FOR INSTRUCTIONAL AFFAIRS IN THE UNIT #5 SYSTEM

NORMAL, ILLINOIS

On March 9, 1970 I talked with Mr. Cottone concerning departmentalization in the Unit #5 schools in Normal, Illinois. Although not every elementary school in this district employs the organizational pattern of departmentalization, the schools which do are free to choose this system. Mr. Cottone supports these schools who elect to implement departmentalization if they have the proper facilities, trained teachers, and attitudes because he feels that there has been no conclusive evidence recorded which proves departmentalization is detrimental. As an educator and administrator, Mr. Cottone holds the educational welfare of the children foremost in his thoughts in planning successful programs; thus he is willing to incorporate departmentalization and reap the benefits that he feels it can possibly offer.

(A - 8)

Colony Moose School - 1969-1970

F Mrs. Kane
Grade and teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Reading with			Mrs. Kane	(17)
9:30					
9:45					
10:00	Language with			Mrs. Kane	Art (40)
10:30					
10:55	Science with			Mr. Beaty	(12)
11:37					
12:45	Noon - Lunch - South gym				
1:15	music (26)		music (26)		(19)
1:40	Social Studies / Sanka				
2:00	Math with			Miss Simmons	(16)
2:35	PE				Library (24)
2:49	Band + Study/Rm (19)	PE	Band + Study/Rm (17)	PE	Band + Study/Rm (17)
3:25					

Room

Band 5

Boys' P.E. South gym

Girls' P.E. North gym

(A-8)

OAKLAND ROAD SCHOOL - 1969-1970

5 Mrs. Marseilles
Grade and Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	Reading with Mrs. Marseilles (13)				
9:30					
10:00	Science with 5m (13)		Art 10:15-10:55 (40)	Science with 4m	(15)
10:55	Language / 5m				(13)
11:57	Noon lunch - Social gym				
12:45	Math with Miss Simmons				(16)
1:40	Social studies / Mrs Sowka				
2:00		PE.		PE	(19)
2:15	music (26)		music (26)		
2:45	Band & PE.	Library (14)	Band and study (13)	study/5m (15)	Band and study (15)
3:25					

Room

Band - 13

Boys P.E. North gym

Girls P.E. South gym

COLLEGE HOUSE SCHOOL -- 1969-1970

5 Miss Simmons
Grade and teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Reading / miss Simmons (16)				
9:30				Library (14)	
10:00	Math with miss Simmons (16)				
10:55 ~~10:50~~	Social studies with Mr. Annanias (14)				Art (40)
11:37	Noon Lunch - south gym.				
12:45	Language / mrs. Kane (17)				
1:40	Science with mrs. marseilles (13)				
2:00		PE		PE	
2:15	Music (26)		Music (26)		
2:45	P.E. + Band (5)	Study/Sci (16)	Band + Study	Study/Sci (16)	Band + Study
3:25					

Room

Boys PE - North gym
Girls PE - South gym
Band - Room #5

(A - 8)

OCEANE HOUSE SCHOOL -- 1969 - 1970

5 Mrs. Sowka
Grade and teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
9:05	Reading with mrs Sowka (19)				
9:30			ART 9:30 - 10:10		
10:00	Social Studies with mrs. Sowka (19)				
10:55	Math with miss Simmons				
11:37	Noon Lunch - South gym				
12:45	music (26)		music (26)		
1:15	Science / mrs marseilles				
1:40	Language with mrs. Kane (17)				Library (24)
2:00					
2:15	PE				Lang
2:45	Band + Study / 5M (13)	P.E.	Band + Study / 5SO (19)	P.E.	Band + Study / 5SO
3:25					

Room

Band - 5

Boys' P.E. South gym

Girls' P.E. North gym

(A - 6)

CARVER HOUSE SCHOOL - 1969-1970

6 Beaty
Grade and teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
9:45		Science / Mr.	Beaty /		(12)
9:50		Reading / Mrs	Bess		(31)
10:35		Social	Studies / Mr.	Mamigo	(14)
10:55		Language / Mrs	Kane		(17)
11:40	Noon Lunch				
11:45					
12:35	Math / Mrs. S.	P.E.	Math / Mrs	Schaffner	
1:45			Art 1:35 - 2:15	Math	(11)
2:00	Study / Soc	Music (26)			
2:35	Library 2:15 - 2:45	Math / 6S (11)	Math / 6S	Math / 6S (11)	Music (20)
2:50					
3:45	Study / (16) of 5th 2:45 - 3:25	Band + Study / 6B (12)	P.E.	Band + Study / 6B (12)	P.E.
4:25					

Rooms

Land - 5

Boys' P.E. - South gym

Girls' P.E. - North gym

[illegible] A DEPARTMENTALIZED DAY

Nancy L. Kane, Colene Hoose School, Normal, Illinois
Grades Five and Six, Reading and Language Arts.

7:30 a.m. Regular daily arrival. It's always good to start a fresh new day. I must remember the notes I wrote to myself yesterday concerning the children who need extra help and greater individual attention. I only wish I could divide myself up during the day in order to more effectively meet these special needs which all children express.
See Mrs. Sowka about Scott, the new boy who is having trouble adjusting socially. See Miss Simmons to discuss my meeting with Steven's father. Steve is to check with me each day before going home to be sure work is finished and homework is set.
Run off the guide sheets for the Listening Tape Series.

8:05 a.m.-Teacher's meeting.

8:35 a.m.-Children come to rooms. Have reminder of spelling individual program on board. Children make up own spelling lists from content areas, check them with me, then write good, working definitions. The children seem to be finding this type of program very helpful, especially with the heavy emphasis on the structural analysis of the words and the usefulness of their meanings.

9:00 a.m.- Reading with my same homeroom students. Now that the students have been working for a while in their own chosen independent reading materials, I'll divide them up into "teachable" groups today based upon the simple diagnostic tests given last week. The children decided which of the weak areas they wanted to hit first and fortunately the groups fell quite evenly in numbers. I had to find quite a wide variety of ability levels for main ideas because many of them chose that as their starting point. I'm glad because main ideas affects several other departments of learning. Meet with all children in groups first.
I only wish I had these children longer because I know I'll not get to meet with every child in this hour and ten minutes. There doesn't seem to be any discipline problem even though the period is long because once the skills work is completed they know they are able to work on their chosen independent reading books(some literature, some poetry, novels, content areas, etc.).

10:20 a.m.- We just must take a break and get milk, etc., because the children have been concentrating terribly hard this morning. I hope there will be no difficulty this morning with hall behavior. We have been working on the idea of trusting yourself and therefore being able to be trusted. An essential principle which I hope comes through.

10:30-a.m.- Getting a late start in Language Arts, again with the same students from my homeroom. We haven't yet had our weekly class meeting, yet I do want to continue our work on creative sentence structure. Emphasis on subjects and verbs. Children write several lines of dialogue between two. Student picks out one sentence of the dialogue to be repeated for the class to identify subject and verb. Each student does his dialogue with two puppets in the puppet box and then requests other students to discover the subjects and verbs. They really enjoy this and I feel

the learning is good. Unfortunately we do not have enough time for all the children to present theirs. I hope they can maintain some of the enthusiasm for tomorrow's class in order to finish their learning.

10:55 a.m.- Switch gears!! Sixth graders for Language Arts. Here is quite a difference in both academic learning and behavior patterns. I find it harder to enthuse them about being creative. They are so self-conscious. However, now that they have seen me in as many dramatic situations as time allows, they are beginning to lose the fear and just recently they seem to be opening up. They are so afraid to be wrong. If I can only get it across to them that they will never learn to create unless they are open to their weaknesses and unafraid to try something new.
Today-factual reporting with heavy emphasis upon the six major helps suggested by the students yesterday. We plan to be quite self-critical and group-critical, in constructive ways. Using current events items as sources.

11:40 a.m.- Noon with the usual activities such as play practices (not enough time during regular day), meeting with hamster-buying committee.

12:45 p.m.- Fifth graders for Language Arts. Im so glad that I plan different activities for each class because children are quite different after lunch than before.
Use first fifteen minutes to give out papers for their take-home folders. Be sure to tell them how much I enjoyed reading their extra credit poetry and stories which they placed in the Creative Hiding Place Box. Some very sensitive work!
Present Limericks. Go through animation of introduction. Work into rhythm and rhyme using many examples of Lear and Ciardi. Write one as a class to give further examples. Use remaining time for students to write their own. Work individually with meter, etc. Announce-bring art materials tomorrow to work on limerick illustrations. (All creative materials done with a purpose, along with the sheer joy of creating).

1:40 p.m.- Fifth graders for Language Arts. Short period today as on Friday. Just enough time to give out papers and folders and to explain how they are to be signed by parents and returned to be kept in my file in order to be added to. Be positive about created written work.
Meet with Tony, who broke his arm, we to help him use tape recorder to record his reports.

2:00 p.m.- Quickly change into gym clothes in order to teach the girl's gym class. I would rather take the time to change and be able to present a more balanced program.

2:45 p.m.- Study Hall with homeroom. (Tuesday, Friday). I wish the students were all here at this hour, because I could use part of it to catch up. However, several of them go for instrument lessons. Work with individuals.

3:25 p.m.- dismissal. Check with Steve to be sure all work is finished. Meet with Mrs. Smith about Tom's work.

Be sure lessons are ready for tomorrow. Take home new individualized materials for examination. Correct reading papers. Be sure paper folders are ready for other two classes for tomorrow.
Plan to meet with individuals concerning the independent work.
Be ready to junior participant from ISU tomorrow.

STUDY OF A QUESTIONNAIRE GIVEN TO ONE SIXTH GRADE AND
OTHER FIFTH GRADES - Nancy L. Kane 130 students

The questions were read orally to children because there were explanations needed concerning various vocabulary words.

1. What do you think departmentalization is? (Asked out of curiosity)
   Knew- 13 Didn't know or were not sure-117
2. Do you like changing classes? Why?
   Liked-113 Didn't like it-17
   Children's comments: "I like it because you don't get bored by the tone of one person's voice and you get a lot of subjects instead of running over time in one"
   "...you don't get the same way of teaching in every subject."
   "...if you were doing bad in one class, you could go to another teacher and do good in that class."
   Didn't like it: "You get half of something done and you're right in the middle of it and you have to go to another class and it takes you mind off of it. It disturbs your thoughts."
   "If you finish early you can work on the special projects that you have started without having a teacher telling you to do something else."
3. What do you think are the advantages of a self-contained classroom(self-contained concept explained here)?
   Various responses made. Here are just a few.
   "The teacher can use a different subject to explain another subject and know you know what he's talking about."
   "I like it because you don't have to hustle and bustle with books and I would like more time with our teacher."
   "You can do things faster in self-contained because in grouping you have to move around and lose time." "One teacher knows you better and all different teachers don't pay as much attention to one person." "...you won't be afraid to speak".
4. What do you think are the advantages of the departmentalization? (Concept explained).
   "You see, one teacher alone doesn't know enough facts for all subjects." "..different teachers have different attitudes".
   "...you have more freedom in the different subjects."
   "...you feel more grown up." "...different ways of saying things".
   "...get different opinions." "Teachers are more perky".
   "you are not stuck with one mean, dull teacher."
   "..you get to know other teachers." "Teachers are strong in one subject than in another.""You don't get the same ideas all the time."
5. If you had to decide upon a plan for good learning here at Colene Hoose, what would you do?
   "I would have one teacher for a half a day and another teacher for the other half." "I would have one teacher for each main subject and let us change classes.I would also have reading groups of ability because when you read with people that read the same ability as you, you can read better."
   "Ability groups...because a person can't laugh at you if you make a mistake because he knows he is no better."
   "I would have another teacher helping me and have it in two groups. I would work with the children that don't know how to read very well and my other teacher would work with the others."

"I would set up departmentalization. The departments would not have the class go together. It would be ability (I hope you know what I mean, Mrs. Kane)" "...have them each teach a different level so the children can move along quicker." "If I were the principal, I would have grouping and I would also have them in their reading groups."

Additional comments:

Several of the students expressed concern about noise in the halls, hurrying too much and the equal distribution of homework. One child said,"In my school a five year old who could read would be allowed and all the students would be happy with no one being lazy."

"Out of the mouths of babes...."

From: Eugene Field School

Re: Departmentalization

In Eugene Field School enrollment... around 190 we departmentalize in the fifth and sixth grades. Last year each teacher taught their own social studies and we departmentalized the language arts -- math/science blocks. This year due to a change in personnel and an evaluation of our program we have broken down the language arts block and are having each teacher handle the reading program in the home room. The language-english areas are taught daily by one teacher while the math is taught by the other teacher. The physical education program is divided into boy and girl classes. During these alternate periods a study hall is conducted on four days while art is offered on the remaining day.

Glenn Elementary School

Departmentalization

Who - Fourth, Fifth, Sixth grades

When - School term 1968-1969 and 1969-1970

How -

A) Language Arts	- 80 minutes daily
B) Science	- 40 minutes daily
C) Mathematics	- 40 minutes daily
D) Social Studies	- 40 minutes daily
E) Physical Education Health	- 40 minutes daily
F) Vocal Music	- 25 minutes bi-weekly
G) Band (5,6) (those not involved in band go to a study hall)	- 40 minutes bi-weekly
H) Library Science	- 40 minutes weekly
I) Instrumental Strings (4) (those not involved in strings go to a study hall)	- 40 minutes weekly
J) Art	- 40 minutes weekly

Every one will have at least a forty minute study period daily and more time will be allotted to students who are not in band and instrumental music.

Russell Zimmermann
Principal

INTERMEDIATE SCHEDULE (REVISED)

November 14, 1969

8:50-9:30	9:30-10:10	10:15-10:55	10:55-11:35		12:50-1:30	1:30-2:10	2:10-2:50	2:50-3:25
Sci. M	Math T	Lang. Arts N		N	Soc. Sci. F	F	MILK / MTWThF AVL M	P.E. T
Lang. Arts N		Sci. M	Math T	O	C	MILK	P.E. C	Soc. Sci F	MTWThF AVL P
Lang. Arts C		P.E. C	Soc. Sci. F	O	MTWThF AVB T	MILK	T L T	Math T	Sci. M
Math T	Sci. M	Soc. Sci. F	P.E. C	N	MTWThF AVB M		Th L M	Lang. Arts C	
Soc. Sci F	P.E. F	Math T	Sci. M		T L	N MILK	MTWThF AVB N	Lang. Arts N	

		Homeroom
C	CHAPMAN	5A
F	FERRIS	6
M	MCKAY	5B
N	NAFZIGER	4A
T	TAMBURINI	4B

MAKE STUDY HALLS A STUDY HALL!

Russell Zimmerman
Principal

(A - 15)

OAKDALE SCHOOL SEMI-DEPARTMENTAL OR GROUPING PROGRAM

November 18, 1969

The Oakdale School has had a departmental program since the year of opening in 1954. At that time we were departmentalized in Art and Vocal music. During the time from 1956-1966 Oakdale worked with grouping or departmental methods including Semi Joplin plan in pupil arrangement as well as grouping within grades. I believe the best pupil results were from the inter grouping when we disregarded the grade lines, and took the pupils from where they were. This plan seemed to overtax and tire the teachers so it was discontinued. Next we tried grouping within the grade levels which allowed pupils to progress at their own rate and as to ability but such was discontinued by an administrative decision.

The Oakdale present program varies as per grade level. We have no departmentization in primary, but we do departmentalize in the intermediate grades since we were informed that such would be the direction.

At the intermediate level we have a Vocal music teacher, String teacher, Instrumental teacher who teach two classes per week while the Art teacher has one presentation per week.

In the Intermediate I level we have two teachers who teach two periods of math a day and two other Intermediate I teachers who teach two periods of science a day. Other subject areas not mentioned are covered by the homebase teacher. This arrangement was made due to the interest and level of training of our Intermediate I teachers.

Our Intermediate II pupils are taught Math, Science, Social Studies and P.E. in a departmental structure.

The Intermediate III pupils have the departmentalizes subjects as Intermediate II plus language.

The music classes run 30 minutes in length and all other departmental areas run forty minute sessions.

The instrumental and string students have been going to the teacher for instruction from the time instruction began at Oakdale.

This year for the first time all Vocal students are going to the Vocal teacher in a room other than the pupils homebase. For Physical Education instruction the pupils and teachers go to the play area or to the gymnasium and varies as to weather conditions and the type activity.

The teachers move to the students for departmentalized Math, Science, Language and Social Studies.

I believe there is some feeling in the building that children could be moved for Science due to the additional equipment needed for science presentations.

It has beena general feeling that much less confusion prevails when the teachers move and less time is lost during the school day. If pupils are moved it is felt a longer day may be desirable to allow for lost time in class transfer. There seems to be a belief at Oakdale that departmental lends to more discipline problems due to the lack of consistant direction from one person and teachers tend to know the pupils less as an individual due to large number of pupils contacted during a day. Teachers have expressed that their preparation time has been decreased and they feel more secure in their presentation in the departmental approach. They generally express a desire that the present program be continued as is.

(A - 14)

1. We have 3 teachers and one 4th, 5th, + 6th grade (3 rooms)
2. We have 4 blocks of time (2 in the A.M. and 2 in the P.M.)
3. Each homeroom teacher is in his room the 1st block of time in the A.M. and the last block of time in the P.M. The 1st block of time in the A.M. includes: Band M + W; Library and Vocal Music T. + Th.; Art Friday; 5th + 6th P.E M-Thurs. 4th P.E. M.-Fri. and writing every day (each teacher teaches his own writing)
5 + 6 girls P.E together, 5 + 6 boys P.E together, 4th P.E by itself
Orange juice served on M + W. after P.E.
4. Each teacher moves to another room for the 2nd + 3rd block of time.

5. Second block of time: 10:20 - 11:35
   - 4th Math + Spelling ——— Mr. Jacobson
   - 5th Lang. and Reading ——— Mrs. Beer
   - 6th Science + Soc. St. ——— Mrs. Schmidt

6. Third block of time: 12:50 - 2:10
   - 4th Science + Soc. St. ——— Mrs. Schmidt
   - 5th Spell. + Math ——— Mr. Jacobson
   - 6th Read. + Lang ——— Mrs. Beer

P.M. break - stagger the classes 5 min apart - toilet facilities do not accomodate more than 1 room at a time - then they get P.M. choc. milk.

7. Fourth block of time: 2:25 - 3:30
   - 4th - Reading + Lang ——— Mrs. Beer
   - 5th - Science + Soc. St ——— Mrs. Schmidt
   - 6th - Math + Spell. ——— Mr. Jacobson

each teacher is in the homeroom teaching the homeroom class any extra help or time needed can be worked in during the 1st block of time in the A.M. when each teacher is in his homeroom.

8. The purpose of the larger block of time is to keep at a minimum the changing of teachers and to allow for teaching flexibility on the use of the time.

9. A more ideal situation would be to include spelling with the teacher that teaches reading and language but it would not give the Math teacher an equal load. It is difficult to equalize teaching loads with only 3 teachers and 3 grades. However, all three teachers are concerned with spelling, sees it as belonging to all subject areas and work cooperatively

10. Even with only 3 grades, we think "subject area" teaching is superior to one teacher per room for the intermediate grades:
    a. It is good to share the one man we have.
    b. Has improved discipline
    c. Each teacher can discuss students with 2 other teachers
    d. Students enjoy more than one teacher.
    e. Parents feel this an improvement - (personality, compatability, interest, attitudes, motivation etc.
    f. With each teacher in his homeroom the first and last period of the day it gives students an association with <u>one</u> teacher
    g. The 3 teachers have worked as a team (cooperatively, helping and suggesting to each other)
    h. They discuss <u>together</u> before marking social attitudes on the report card.