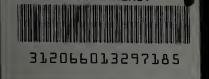Masters Theses 1911 - February 2014

1940

The status of the correlation of English with other fields and the obstacles in the way of its attainment in the high schools of Massachusetts.

Martin J. Earls
University of Massachusetts Amherst

THE STATUS OF THE CORRELATION OF ENGLISH WITH OTHER FIELDS

AND

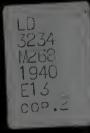# THE OBSTACLES IN THE WAY OF ATTAINMENT IN THE HIGH SCHOOLS OF MASSACHUSETTS

EARLS - 1940

THE STATUS OF THE CORRELATION OF ENGLISH

WITH OTHER FIELDS

and

THE OBSTACLES IN THE WAY OF ITS ATTAINMENT

IN THE HIGH SCHOOLS OF MASSACHUSETTS

by

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"THESIS SUBMITTED FOR DEGREE OF MASTER OF SCIENCE"

MASSACHUSETTS STATE COLLEGE

AMHERST

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INTRODUCTION

A complete introduction to the subject and its problems is given in the next section, Origin of Study.

However there are certain terms used throughout the paper, and which seem to require explanation, that I would like to define at once.

For an authoritative definition I have had recourse to the report An Experience Curriculum in English, a report of a Commission of the National Council of Teachers of English (1). The terms are correlation, fusion, and integration.

These terms have been defined on page ten of the above report as follows:

"The terms correlation and integration are used loosely to cover all sorts of attempts to establish connections between the various subjects of school and college study".

Fusion. "the combination of two subjects, usually under the same instructor or instructors".

Integration. "the unification of all study (and other experience)". This is done through "the initation of vital activities which reach out into various fields and absorb subject content......"

The first term, correlation, is used more widely today

(1) A Commission of the National Council of Teachers of English. An Experience Curriculum. D. Appleton-Century Co., 1935.

for the purpose of embracing many divergent forms. It
is the subject of a later report, A Correlated Curriculum,
published by the same organization.

From this report I have obtained a classification
of these widely different forms. The various chapters
are entitled:

I. Correlation of English with Other Fields Through
    Incidental References and Isolated Projects.

II. An English Course Based on Correlation with Other
    Subjects but not Implying the Modification of
    Courses in Any Other Field.

III. The Fusion of English with One Other Subject.

IV. The Fusion of Group Subjects.

V. A Curriculum Based on the Integration of All
    Educational Subjects or Transcending Subject-
    Matter Divisions.

These classifications were used at the end of
this paper.

CONTENTS

LIST OF FIGURES

A short time ago while talking with an instructor
in vocational education I was informed of the critical
attitude he had towards the teaching of English. The
crux of his remarks was that English teachers brought
their subject beyond the comprehension of large numbers
of their pupils. This was illustrated by the example
of an English teacher who had failed a total of fifty
per cent of her class.

Why English teachers should thus be singled out
for criticism in this regard was a problem to me.
Visualizing these pupils in relation to all their school
subjects, it seemed hardly possible that English should
thus become the most fatal. The same skills that are
taught in the English course are used in most of the
other subjects. Would the same situation arise in a one-
room schoolhouse or in any educational situation where
all subjects were taught by one teacher?

It would seem that departmentalization, where
English is isolated from the rest of the curriculum, would
be an important consideration in the explanation.

Again, a school administrator once said to me that in
his opinion English was the subject where a great many
teachers are apt to lose their perspectives and teach one

phase of their field to the neglect of larger and more essential matters. We have seen the expansion of the field of high school English to the point where it included all types of activities from verse-speaking choirs to motion picture appreciation. Personally, I was for simplification and the effective teaching of fundamentals. English should be taught in relation to individuals and in relation to uses or functions. Its chief concern is the development of the arts of reading, writing and speaking. Between these ends and classroom techniques a great many practices are apt to interpose. There are apt to be assignments and drills without meaning and without relation to any real situation, thoroughly isolated and artificial.

Applying the same line of reasoning to other teachers and subjects the same difficulty arose. Each teacher is prone to regard her own particular field and more, her own particular phase of that field, as taking precedence over many, if not all, others. She is concerned with the aims and objectives of that field, and, the fault may be, to the disregard for all others.

The departmental idea has intensified these attitudes, narrowed teachers' visions, and isolated the subjects of the curriculum from one another.

Moreover, the technical reaches to which any subject may be put can carry the classroom material beyond any real meaning that it may have for the average pupil.

Thus, "Under the elective system, students go through school with the most scattered and lopsided views of life, and even when elections are reduced to a minimum and a set program of studies required, failure to correlate the various subjects of instruction leaves the student unaware of their connection as related parts in the scheme of life". (1)

The report goes on to state: "We can no longer ask students to solve such a picture puzzle for themselves. We must somehow show them the picture by a carefully in- tegrated curriculum so taught that the connection of each subject with every other subject and with the whole of life will be unmistakable for the student." (2)

This would be the last step, one by which the present school organization would be broken down and remade on a different basis, whose objectives would be to synthesize the materials of the various divisions in the curriculum.

The foregoing would offer as reasons for such a change the several aspects of modern life which seem to re- quire it, as follows: (3)

1. Hyper-specialization and the need for viewing life as a whole.
2. The "increasing mobility of our population".
3. The "noise, confusion, and distraction of urban life".
4. "The civic and political indifference."
5. The need for making clear the "philosophical impli- cations of the new learning".

(1) See A Correlated Curriculum (henceforth abbreviated to CC), a report of the Committee on Correlation of the National Council of Teachers of English, D. Appleton- Century Co., 1936, page 1.
(2) Ibid, p. 1
(3) Ibid, p. 2

As can be readily seen, such a course would mean an
upheaval. I began to think in terms of what might be done
with the present order. It was evident that the content
and objectives of the various subjects had to be simpli-
fied and pointed towards a central focus. It might even
become advisable to simplify the program of studies.
Granting that a breaking down of subject matter lines was
undesirable, it was obvious that some common ground or focus-
point on which the synthesis of school subjects might take
place was needed.

This would involve the creation of a new department
or the reorganization of one already existent. Tentatively,
I set up the English department as the one most suited for
this purpose: "In the very nature of the subject, English
occupies a unique position in the school. It will function
best in cooperation with other departments. The basis for
this cooperation is faculty study." (1)

A number of difficulties arose. The first was basic.
Regarding the scheme of attempting this synthesis in the
English course, Professor George Reynolds in his address
before the English section of the N. E. A. in Denver (1935)
said: .... "facts and generalizations" are "neither of much
value from the distinctive point of view of literature."
Dr. Allan Abbott of Columbia: "True integration cannot be
had by imposing one view of life, one center or organization,

(1) LaBrant, Lou L., New Programs in Arkansas, English
    Journal, Oct. 1935, p. 650.

one frame of reference, however important, and excluding
the rest." He goes on to state that "literary values"
cannot be determined by a "frame of reference" outside of
literature itself. (1)

To these we reply that the appreciation of mere art
for art's sake in an educational situation is "eclipsed by
more didactic purposes". (2)

This greater didactic purpose is the moulding by
education of the individual into a fully-developed, integ-
rated person. The hope for a new curriculum and organiza-
tion lies in part in the "current organismic psychology
of education and the classroom practice by which necessary
racial experience patterns reflected in the integrated
subject-matter patterns of the new curriculum can be trans-
formed by the student into life patterns of his own that will
weld information, understanding, and skill so inextricably
into the warp and woof of his nature that transfer of this
training into new life situations as they arise will be
possible". (3)

This psychology, known as Gestalt, differs from its
predecessor, behaviorism, which considered the individual as
composed of various distinct and separated reactions, in that
it looks upon the human being and his personality as a dynamic
whole. The concept is explained in the following statement by

(1) See English Journal, March 1935, pages 216-218.
(2) CC., p. 7
(3) CC., p. 3

Kurt Koffka of Smith College:

"The general significance of this hypothesis is that
our space perception in all three dimensions is the result
of organized brain activity and that we can understand our
space perception only in terms of organization, i. e., in
terms of actual dynamic processes, and not in terms of mere
geometrical stimulus-sensation correlations." (1) (2)

Accordingly, in the field of education there is seen
the need for teachers " abandoning" their subject in an
attempt to see the problem in the whole. Why fall upon
English? Professor J. Paul Leonard of Stanford University

(1)   See Psychology of 1930, Carl Murchison, editor, Clark
      University Press, Worcester, Mass., Part V. Con-
      figurational Psychologies, page 185.

(2)   See also Ibid, page 148, Wolfgang Kohler, "The most
      dangerous property of a concept like "sensation" con-
      sists in the fact that such local elements are very
      easily regarded as depending upon local processes in
      the nervous system, each of which would be determined
      by one local stimulus, in principle. Our observa-
      tions are in complete disagreement with this "mosaic
      theory" of the field. How can local processes which
      are independent of and indifferent to each other be
      at the same time organized into larger units of well-
      observable extent in some areas? How, again, can
      relative break of continuity at the well-observable
      limits of those areas be understood, since these limits
      are not limits everywhere between little pieces of
      a mosaic, but appear only where one group or unit ends?
      The hypothesis of independent little parts is unable
      to give an explanation.   .... Only a consideration
      which takes account of how the local conditions for the
      whole field relate to each other begins to approach an
      understanding of those facts."

makes a sweeping answer:

"All of our studies show that pupils are seriously deficient in social competence, adequate reading ability, intelligent communication, powers basic to understanding of qualitative relationships and knowledge of daily problems and social tensions, and the ability to earn their own living."

Correlation of the type which I describe seeks to develop relationships, communication as an aim that is school-wide, reading ability in all classes by means of materials and content primarily social.

Another difficulty presented to a program based on the correlation of other subject content through English was the presence, in the English course, of a large amount of material that required whatever time could be devoted to it. It seemed that if it were to take on a new field of activity it had to be set free from some of its present concerns.

The obvious solution could be found in the ancient "Every teacher a teacher of English" idea. This has never been very effective. The reason perhaps is that the teaching was not continuous, simplified, or systematic. But with English carrying over into other classrooms on the basis of some accepted and practical plan, the present concerns of English could be cared for by having other teachers share responsibility for matters of form,

communication, reading, and so forth.

For if education is to say "something simple, obvious, definite", if education is to establish a synthesis, why not English as the synthesizing ground? With other subjects to furnish facts and understandings within their fields, parts of the total picture which must be put together and connected with pupil experiences, what better place than English to set up these correlations?

This may seem radical and impractical. But its radicalism and impracticality might be lessened, I thought, by a study of current practices with respect to correlation among those schools of the traditional pattern which have set up devices aiming at these outcomes.

Thus originated the plan of sending questionnaires to the schools of Massachusetts. The problems posed were as stated below.

I.   What limitations of degree should be put upon a plan for correlation to be used in the present schools of Massachusetts?

II. To what extent is English being freed of sole responsibility for traditional matters of English teaching?

III. To what extent is English being freed of sole responsibility for traditional matters of form in writing and speaking?

IV. To what extent is the reading traditionally proper
to an English course being introduced in other courses?

V. To what extent is the English base being broadened to
include reading materials and subject matter from all
fields?

VI. To what extent is the content of other courses being
introduced in the English course through composition?

VII. To what extent is being made provision for liaison
between English and other studies?

VIII. To whom is being given the role of initiating and sus-
taining these procedures?

IX. What are the obstacles in the way of reorganization
along the lines laid down?

X. What types of schools are most adaptable to the plan?

XI. What are the most significant items among the returns?

XII. On the basis of current practice what plan of correla-
tion might be acceptable?

PROCEDURE

Since the study was one which attempted to devise a plan for correlation or synthesis of school subjects within the limitations of current practice the first step was to find out what was being done that might be incorporated in the plan. A questionnaire (see Appendix I) based on the report A Correlated Curriculum and including such items as might be applied to the schools of Massachusetts and such as might be helpful in constructing the plan, was sent out. (1)

Make-up.

Questions were planned to answer the foregoing twelve problems in terms of present organizations and practices. Restating the general problems, I have set down below the particular questions.

I.

What limitations of degree should be put upon a plan for correlation to be used in the present schools of Massachusetts?

A. If any subject groupings in your course of study have been discarded would you be willing to send a copy with annotations indicating changes of this type?

Yes _____   No _____

B. If working under this type of organization (fusion, correlation, or integration), would you be willing to send a syllabus of fundamentals, aims, or objectives?

Yes _____   No _____

(1) See "Scope"

These questions were included to see if any of the schools
had touched upon the more extreme forms of correlation. (1)
The point was quickly settled as none of the schools re-
porting gave an affirmative reply.

C. Adoption of a school-wide vocabulary _____.

This adoption would be one of the first steps in the

adoption of a complete synthesis of subject matter.

Only one school checked the item.

II

To what extent is English being freed of sole responsi-

bility for traditional matters of English teaching?

A. How many of the following techniques are taught in

your school?   (2)

1. Please indicate where taught by checking the box (or
    boxes) under the class (or classes).
    Thus for example:

English	Social Studies	Language	Commercial	Science	Math	Pract. Arts	Fine Arts
Reading *	*	*		*			

The above would be interpreted to mean that reading techni-
ques are taught in English, Social Studies, Language, and
Science.

	Eng./ St.	Soc./	Lang./	Sci./	Math./	Pract./ Arts	Fine/ Arts
a.Literature							
b.Reading							
c.Composition (oral)							
d.Composition (written)							
e.Composition (creative)							
f.Grammar							
g.Usage							
h.Spelling							
i.Vocabulary							

(1) CC., p. 5
(2) See CC., pp. 84, 93, 94, 184, 282.

Since English was included among the various subject fields
it is evident that no clue to the desired answer was given.
Schools could have checked all nine techniques under English
and no other. The purpose of the question was to discover
which techniques were most adaptable and which fields could
most readily adopt them.

The inclusion of several of the techniques in the
list is questionable:

1. Vocabulary. No doubt there is a certain technical
    English vocabulary. Aside from these, there are
    certain word groupings, for example, epithets,
    which have been taught in English courses, though
    of late authorities have questioned such direct
    teaching methods. It is nevertheless true that
    vocabulary as such is the domain of all subjects.

2. Spelling. A school that is organized to take care
    of spelling errors when they first appear is ideal.
    However, all teachers are responsible for the
    spelling of the technical vocabulary of their
    course. Again, spelling is best checked in connection
    with use.

3. Usage. This is discussed in another section of
    the questionnaire.

4. Grammar. The direct teaching of grammar has
    been disputed. Authorities and studies have re-
    vealed that it is best taught functionally,

or via the thought approach.

5. Reading. Certain reading techniques, for example,
comprehension, interpretation, skimming, are de-
veloped in all courses using printed materials.
Remedial reading is done through special classes
as is, sometimes, developmental reading.

Consequently, perhaps the more significant items in this
question are those which deal with the places where these
techniques may be taught.

B. If the teaching of these techniques in other classes
is planned to supplement or replace their being
taught in English classes, kindly fill in below.
Or, if the correlations are independent, please fill in.

/Always/Often/Sometimes/Rarely/Never/

To supplement	
To replace	
Independent Correlation	

This question was included to ascertain the purpose
to which these teachings have been put. A teaching to re-
place would be a very favorable sigh that English was being
taken over by the other subjects. Even a movement to
supplement would mean that with proper organization and
methods replacement might in time be in order. Whereas,
independent correlation indicates power that might be put
to more effective work.

III

To what extent is English being freed of sole responsibility

for traditional matters of form in writing and speaking?

A. Discussion and adoption of common (school-wide)
                                        objectives in
                                     in writing _____ (1)

                                     in speaking _____

B. Adoption of a style manual for written Work _____ (2)

C. Securing uniform minimum requirements of decent English

                                     in all classes _____ (3)

                                     in some classes _____

D. Oral compositions checked for English in other
                                        classes _____ (4)

E. Written compositions checked for English in other
                                        classes _____

    The fact that what is taught in the English course is
not followed up in other courses has often been assigned
as the reason for ineffectiveness. If some plan for this
follow-up could be worked out the English load would be
immeasurably lightened.

IV.

To what extent is the reading traditionally proper to an
English course being introduced in other courses?

A. Discussion and adoption of common (school-wide)
                                     objectives
                                        in reading _____

B. Literature introduced in: (encircle field)

    1. Social Science. 2. Language. 3. Commercial

(1) CC., p. 284 ff.
(2) CC., pp. 180-181
(3) CC., p. 284 ff.
 (4) CC., p. 265 ff., p. 258

4. Science. 5. Mathematics. 6. Practical Arts.
7. Fine Arts.

These questions would give the clue to extension of
English content to other fields with a subsequent gain for
English in the time required for correlating activities.

V.

To what extent is the English base being broadened to in-
clude reading materials and subject matter from all fields?

A. Please check the box which best characterizes your
selection of reading materials.
/Always/Often/Sometimes/Rarely/Never/

1. Required Reading _____

2. Free Reading _____

3. Free Reading
from a limited
choice _____

B-1. If the last plan is used, is the reading organized
around themes or core topics?

/Always/Often/Sometimes/Rarely/Never/

_____

C. If the last plan (no. 3) is used, by whom were the book-
lists made?

English teachers _____

Teachers from various fields (including
(English) _____

D. Teachers cooperate in making a syllabus of books for
reading
by all classes _____

by some classes _____

E. Subject matter of reading exercises drawn from:

(encircle field)   (1)

1. Social Science. 2. Language. 3. Commercial.

4. Science. 5. Mathematics. 6. Practical Arts.

7. Fine arts.

Item A would indicate whether or not English is being relieved from a program of the intensive reading of required classics. It would indicate gains in the attempt to engage in programs of extensive reading about themes or core topics set up in other classes. (Item B)

Items C and D would reveal how representative of the various fields the reading material is. Item D would point out the limits to which these programs could be put.

Item E would enable us to discover with which fields English could best cooperate in the setting up of a plan.

VI

To what extent is the content of other courses being introduced in the English course through composition?

A. Written compositions of other classes checked by

English teacher _____

English class _____

B. Use in Composition of material taught in other classes (2) _____

(Please name the fields below)

1. _____

(1) CC., pp. 20-21, 96.
(2) CC., pp 20-21, 94, 107

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

C. If this use is planned to go along with the work in

other fields please indicate.

Yes _____   No _____

If content of other courses is used in English theme

work, a synthesis of this material could be more readily

introduced there; the bases for this work should be broad,

pointed, and philosophically sound; teachers would seek

to have students establish the nexus and proceed to con-

clusions.

Item C would indicate to what extent what is being

done is deliberate or the product of chance.

VII

To what extent is provision being made for liaison between

English and other studies?

A. Individualized Methods (1)

1. Other teachers visit English classes _____

2. Other teachers familiarize themselves with courses

of study in English classes _____

(1) CC., p. 281

3. English teachers visit other classes _____

4. English teachers familiarize themselves with courses
   of study in other classes _____

   B. Centralized Methods. (1)

1. Drawing up charts of work in various related courses

   _____

2. Offering suggestions _____

3. Serving as librarians in supplying materials to various
   courses _____

4. Administering to pupils of these courses cooperative
   tests _____

   C. Group Methods. (2)

1. Initiating or conducting meetings between teachers of
   various courses for the purpose of drawing up related
   plans _____

2. Planning or helping to plan projects in which these
   teachers may engage together _____

3. Planning or helping to plan a correlated curriculum

   _____

These items range from the scattered, intermittent,
rather haphazard characters of the first group, through
the rather top-heavy and dictatorial characters of the
second, to the more representative, discussion-type, of the
last. They would reveal, however, not only which methods
are preferable but also the extent to which supervision of

(1) CC., p. 278 ff.
(3) Ibid

of this type has been adopted.

VIII

To whom is being given the role of initiating and sustaining these procedures?

A. Have you any liaison agents between English and other courses? (1)

       Yes _____ No _____

B. If so, what are the official titles of these agents?

C. Is it part of the English teacher's job in your school to act as an agent of this type? (2)

       Yes _____ No _____

  1. Education of the faculty by the English department as to the value of reading skills (3) _____

             writing skills _____

             speaking skills _____

Such a program must be begun and kept in operation by supervisors or some other types of agents. It seems apparent that such activity should not conflict with classroom duties. If so, the program is apt to suffer.

IX.

What are the obstacles in the way or reorganization along the lines laid down?

A. The positive program outlined in this questionnaire seems to be:

(1) CC., p. 278, ff
(2) CC., p. 284 ff.
(3) Ibid

1. undesirable. 2. inexpedient. 3. impractical
4. difficult to obtain.

B. Reasons:

1. overlooks the difficulties of administration _____ (1)
2. overlooks the difficulty of grouping _____ (1)
3. overlooks the size of most classes _____ (1)
4. is too inflexible as a program _____
5. requires too much supervision _____
6. requires too many teachers _____
7. requires too much time _____ (1)
8. requires too much planning _____ (1)
9. requires too much teaching preparation _____
10. promises no great rewards _____
11. overlooks the demands of college preparation _____ (1)
12. overlooks the teaching of needed essentials _____ (1) (2)
13. fosters the danger of neglecting phases of education
_____ (1)
14. forces teacher to rely on inferior materials _____ (3)
15. neglects (encircle) literary, social, historical,
scientific, civic, etc. values _____ (3)
16. fosters topical monotony in the classroom _____ (1) (3)
17. fosters wearisome repetition in the classroom _____
18. merely spreads a smaller part of what is now taught
over a larger teaching area _____

(1) CC., p. 196
(2) English Journal, Mr.'39, p. 184
(3)   "   "   Mr.'36, p. 195, 196

C. Unclassified reasons.

Criticisms of the plan by eminent educators and other plausible criticisms were submitted in a checklist concluding the questionnaire.

Provision in the form of a blank space for individual criticisms was made. Analysis of these reasons should reveal the points where greatest difficulty is apt to be met.

Problems to be answered indirectly by the questionnaire.

IX. What are the obstacles in the way of reorganization along the lines laid down?

X. What types of schools are most adaptable to the plan?

XI. What are the most significant items among the returns?

XII. On the basis of current practice what plan of correlation might be acceptable?

Handling data

The number of items out of the one hundred and thirteen listed on the questionnaire were tabulated for each school. The schools were then arranged on a frequency scale according to the number of items checked by each. A mean number of checks was then computed for the reporting schools. This mean was then expressed in terms of the percentage of the total number of checks (113) it expressed.

With certain exceptions, to be noted later, individual items were then expressed in terms of percent and, if their percentage exceeded that expressed by the mean above, they

were interpreted as significant. (1) Since most of the
items could be marked in only one way, that is, Yes, they
would either be checked or left blank. Thus, the number of
checks for each item was limited by the number of schools
reporting, actually, thirty-six. Then each item would be
one-thirty-sixth of a hundred (1/36 of 100) or two and
seventy-eight hundreths (2.78). To get the per cent of
each item it was merely necessary to multiply the number
of checks it received by 2.78.

The items which were not to be answered Yes by mere
checking were analyzed by means of ratios for the purpose
of perceiving the more significant tendencies or practices.
Such items were found in Section II, Items A and B and in
Section V, Items A and B. In computing the results for
IIA, one device used consisted in arranging the techniques
on a frequency scale according to the number of checks. The
mean number of fields, outside of English, where the
techniques were taught was computed. The same was done in
interpreting the number of English techniques taught in
each field outside of English. No mean of less than 1.00
was interpreted as significant.

IIA also employed a ratio in which the most significant
item was arbitrarily given a rating of 1.00. IIB employed
the device known as the mode or point in a frequency scale,

(1) In the tables following significant items are starred (*)

that includes the largest numbers of cases. IIB also used
a ratio interpreting a five point scale. The formula used
follows:

$$\text{Ratio equals} \quad \frac{.8XI \ \& \ .6X2 \ \& \ .4X3 \ \& \ .2X4}{N}$$

Where XI equals the frequency at <u>Always</u>
X2   "   "   "   " <u>Often</u>
X3   "   "   "   " <u>Sometimes</u>
X4   "   "   "   " <u>Rarely</u>,

And N equals the total number of cases for each
classification. Each ratio expressed was computed separate-
ly; the same formula was used for each classification.

VA used ratio to one (1.00) where one was understood
to stand for the total reading program. The formula used
follows:

$$\text{Ratio equals} \quad \left(\frac{4XI \ \& \ 3X2 \ \& \ 2X3 \ \& \ IX4}{N}\right) \ 11.17$$

Where, XI and so forth equals the values as given

in the formula above,

and N equals the number of cases,

and 11.17 is the constant necessary to make the

ratio comparable to 1.00

VB took the ratio for the reading programs character-
ized as <u>Free Reading from a limited choice</u> and raised
each figure for each interval of the five-point scale to
a per cent of this ratio by multiplying by a constant.

The additions to the questionnaire dealing with

obstacles to adoption of the program were simply ranked
according to the frequency with which the obstacle was checked.
The mean number of obstacles returned was calculated. The
obstacles were arranged on a frequency scale. The number of
highest ranking obstacles equal to the mean number were in-
terpreted as significant.

Scope:

The questionnaire was sent to one hundred senior high
schools of Massachusetts. These samples were chosen first,
on the basis of community size, and second, with regard to
the type of high school: three-year, four-year, or six year.
Slightly more than one-third, therefore, of all high schools
of Massachusetts were solicited. This also means that slight-
ly more than one-third of the high schools from each population
group were questioned: about thirty-seven percent of those in
towns ranging from a population of one to one thousand, the same
of those from one thousand to two thousand, and so forth
through to the larger cities. The same percent (37) of those
with the three, four, and six types of organization received
blanks.

Returns:

Thirty-six schools reported. The number of checks for
each school ranged from 0 to 49, (see Figure 3) with a
mean number for all of 21.76. Expressed in terms of percent
of the total number of blanks on the questionnaire (113),
this mean number changed to 19.34 per cent. Thus,
for all items calculated in terms of per cent anything

greater than 19 per cent was interpreted as significant.

(See Figure 3)

Size	No. received	No. of Questionnaires Sent
0-999	0	4
1,000-1999	3	9
2,000-2999	1	9
3000-3999	2	7
4000-4999	2	3
5000-5999	2	5
6000-6999	1	7
7000-7999	2	5
8000-8999	0	1
9000-9999	0	1
10,000-19999	8	18
20000-29999	4	6
30000-39999	2 or 3 (2)	11 or 12 (2)
40000-49999	4 or 6 (2)	5 or 11 (2)
50000-59999	1	1
60000-69999	0	1
70000-79999	1 or 0 (2)	1 or 0
800,000	2 or 0 (2)	6 or 0
	35 (1)	100

Figure 1. Returns according to community
size.

Type	No. of returns
Three-year	8
Four-year	19
Six-year	8

Figure 2. Returns according to type of school.

Number of Items Checked	Frequency
45-50	3
40-45	1
35-40	1
30-35	3
25-30	4
20-25	7
15-20	3
10-15	2
5-10	7
0-5	5

21.76 equals mean checks
or   19.34 equals mean percent
Figure 3. Mean percent and checks.

(1) One school replied anonymously.
(2) For large cities containing more than one high school
the population was divided by the number of high schools
and the city size rated at the resulting figure.

TABULATIONS.

1. None of the schools reported curriculums that were based on fusion, correlation, or integration of subject matter. No schools had organizations that transcended subject matter divisions. Only one school indicated a trend in the direction of synthesizing subject matter by the adoption of a school-wide vocabulary.

II. The extent to which English is being freed of sole responsibility for traditional matters of English teaching.

How many of the following techniques are taught in your school?

1. Please indicate where taught by checking the box (or boxes) under the class (or classes).

Thus for example:

	Eng. /	Soc. St. /	Lang. /	Com. /	Sci. /	Math. /	Pract. /Arts	Fine /Arts
Reading	*	*	*		*			

The above would be interpreted to mean that reading techniques are taught in English, Social Studies, Language and Science.

	Eng./	Soc./	Lang./	Com./	Sci./	Math./	Pract./ Arts	Fine/ Arts/
a. Literature	34	9*	14*	3	3	0	0	1
b. Reading	32	13*	16*	5	8*	4	1	0
c. Composition (oral)	34	13*	12*	6	7*	1	1	1
d. Composition (written)	34	11*	15*	8*	8*	1	2	0
e. Composition (creative)	31	2	6	2	0	0	0	0
f. Grammar	34	3	16*	8*	5	1	2	0
g. Usage	33	3	9*	7*	3	0	0	0
h. Spelling	33	9*	11*	9*	8*	4	3	2
i. Vocabulary	34	13*	16*	11*	11*	6	5	4

Figure 4. Techniques taught outside English course.

In computing the results of these questions it was seen that with thirty-six schools reporting on seven major fields each technique could receive a top figure of two hundred and fifty checks. Taking this as the perfect score, the checks were distributed as seen in Figure 4.

Techniques	No. of checks (out of 252) (for each technique)	Mean
--------	---------	----
Vocabulary	66	1.83*
Reading	47	1.31*
Spelling	46	1.28*
Written Composition	45	1.25*
Oral Composition	41	1.14*
Grammar	35	.97
Literature	30	.834
Usage	22	.61
Creative Composition	10	.278

Figure 4 B.   Frequency with which English techniques are taught outside of English classes.

The frequency with which individual schools taught these techniques outside of the English course was then tabulated. The means for these tabulations was computed. (See Figure 4B). Thus, Literature was taught in three subject fields by three schools; in two fields by six schools; in one field by nine schools) totals:(9 & 12 & 9 or 30: (see Figure 4B). The mean, therefore, for thirty-six schools was .834.

Tabulations were made for each of the seven major subject fields. Out of a possible 324 checks for each subject field, distributions were/given in Figure 5.

Subject Field	No. of checks	Mean No.
Language	115	3.166*
Social Studies	76	2.11 *
Commercial	59	1.64 *
Science	53	1.47 *
Mathematics	17	.47
Practical Arts	14	.39
Fine Arts	8	.22

Figure 5. Subject Fields in which English techniques
are taught.

The places in which the teaching of English techniques
were preferred by the schools returning were ranked accord-
ing to techniques. Language was ranked first according to
the number of checks it received in each of the nine
techniques except one, Oral Composition, where it ranked
second.

For the purposes of comparison, then, Language was
given a rating of 1.00 as being the place preferred, next
to English, for the teaching of English techniques. The
ratios of the other fields to Language was then computed.
(Figure 6)

Subject Field	Ratio
Language	1.00
Social Studies	.465
Commercial	.364
Science	.323
Mathematics	.194
Practical Arts	.191
Fine Arts	.172

Figure 6. Preference-Ratio of Subject Fields
for teaching English.

The next step was to ascertain the extent to which the
schools returning sought by this teaching of English outside

English classes to supplant or supplement its teaching
in the English course.

12. If the teaching of these techniques in other
classes is planned to supplement or replace their being
taught in English classes, or, if the correlations are
independent, please fill in below.

(a five-point scale with the designations Always,
Often, Sometimes, Rarely, Never, was included.) (See
Figure 7)

	Always	Often	Sometimes	Rarely	Never
To replace	0	0	0	1	4
To supplement	2	2	8	2	1
Independent Correlation	7	5	6	2	0

Figure 7. Purposes in teaching English techniques.

In spite of the apparent gaps between each of the three
characteristics given in Figure 7, it can be seen that
they and their five levels make up a descending scale of
value, from complete replacement to absolute independence.
Consequently we may fix the central tendency by mere in-
spection. We will re-arrange the tabulations as in
Figure 8.

Object	Scale	Frequency
To replace:	Always	0
	Often	0
	Sometimes	0
	Rarely	1
	Never (1)	* 4
To supplement:	Always	2
	Often	2
	Sometimes	8 -- Mode II *
	Rarely	2
	Never	1
Independent	Never (2)	0 0 (see Note 1)
Correlation	Rarely	2 Mid-most point
	Sometimes	6)
	Often	5) -- Mode I *
	Always	7)

Figure 8: Rearrangement of tabulations for
Figure X.

From Figure XI we discover that eighteen of the thirty-six significant items on the quasi-frequency scale range from "independent-correlation-always" to "independent-correlation-sometimes". This fact should enable us to interpret the mode of the distribution as a somewhat limited tendency to favor independent correlation. However, the high frequency at "supplementary-correlation-sometimes" advances the contention that this is an alternate though somewhat lesser choice. Consequently, we have designated it as Mode II.

(1) To say that the teaching is never for replacement is to say that it is supplementary or independent. Hence, this item can not be grouped on the frequency scale.
(2) The more the teaching is independent the more removed the organization will be from one which aims at correlation. Hence, the inverse arrangement.

Computing the results with a different method using numerical constants for the ratings <u>Always</u>, <u>Sometimes</u>, etc., a better mathematical relationship was brought out.

The formula used:

Ratio Equals $\dfrac{.8x1 \text{ \& } .6x2 \text{ \& } .4x3 \text{ \& } .2x4}{N}$,

where x1 equals the frequency at Always
   x2 "   "   " " Often
   x3 "   "   " " Sometimes
   x4 "   "   " " Rarely,

and N equals the total of frequencies for each classification.

The results of these computations are given in Figure XII.

Object	Ratio
To replace	.04
To supplement	.426*
Independent Correlation	.57*

Figure 9. Mathematical Ratios for each Type of Correlation

III. The extent to which English is being freed of
responsibility for traditional matters of form in writing
and speaking.

Practice	No. of schools checking	Percentage
Discussing and adopting common objectives in writing	9	25% *
Discussing and adopting common objectives in speaking	9	25% *
Adopting a style manual for written work	5	13.9%
Securing uniform requirements of decent English in all classes	7	19.5% *
Securing uniform requirements of decent English in some classes	7	19.5% *
Checking written compositions for English in other classes	22	61.2% *
Checking oral compositions for English in other classes	15	41.7% *

Figure 10. Devices extending responsibility
for English form.

Most of the items in this table are significant. They
indicate the prevalence of unplanned correlation, however,
which does not lighten the English load. A trend in the
direction of definite responsibilities for English is
noted. Since all dove-tail into the third item it seems
that faculty planning is required along this line to
offset the losses in effectiveness which must occur under
plans six and seven.

IV. The extent to which English reading for skill and content is being introduced in other courses.

Practice	No. of schools checking	Percentage
Discussing and adopting common objectives in reading	8	22.2%*
Introducing literature in Language	16	44.5%*
Introducing literature in Social Studies	14	39.9%*
Introducing literature in Science	6	16.7%
Introducing literature in Practical Arts	2	5.6%
Introducing literature in Fine Arts	2	5.6%
Introducing literature in Commercial	1	2.8%
Introducing literature in Mathematics	1	2.8%

Figure 11. Devices extending English reading.

In Item 2 it is doubtful if literature in English was meant. However, there are a great many English works and translations written in the idioms of foreign countries which could be read not only in general language courses but also in courses on a single language.

These introductions are haphazard and unsystematic. They lack continuity which impairs their effectiveness. The mere setting up of objectives will not suffice for putting a definite program into operation, a program in

which content is limited in scope and graded according
to sequence.

It also seems apparent that the extension of English
reading must be confined to the fields of Language and
Social Studies with a somewhat slighter chance for its
introduction in Science. The item might have been sig-
nificant if the reading implied by the question had not
been literature. Thus the number of checks for each
of the above,given in Part II, A of the questionnaire,
were:

Language - 16; Social Studies - 13; Science - 8;
Commercial - 5; Mathematics - 4; Practical Arts - 1;
and Fine Arts - 0.

V. The extent to which the English base is being broadened
to include reading materials and subject matter from all
fields.

The total reading program was given a ratio of one(1.00).
It was then found that the various types of reading programs
bore ratios to one another as follows:

I.	Required	0.38*
II.	Free	0.29*
III.	Free (limited choice)	0.33*

Analyzing the last ratio, it was found that the use of core
topics bore on a five point scale the following relationships
to the ratio for III.

Scale	Ratio
Always	.015
Often	.12 *
Sometimes	.12 *
Rarely	.03
Never	.045
	.33 (total equals nu-
	merical value for III

Figure 12. The use of core topics in free
reading activities .

The booklists were made by English teachers in fourteen schools (38.9%); by teachers from various fields (including English) (and including in some cases (2) the school or community librarian) in seven schools, or 19.5% of the total reporting.

Seven schools (19.5%) reported the making of syllabi for reading by some classes by teachers working cooperatively. Two (5.6%) reported the same method in making syllabi for reading by all classes.

The subject matter of reading exercises in English was drawn from other fields as seen below:

Subject Field	No. of Schools Checking	No. of Schools Returning
Social Studies	19	52.8% *
Science	15	41.7% *
Language	7	19.5% *
Fine Arts	7	19.5% *
Commercial	5	13.9%
Practical Arts	5	13.9%
Mathematics	1	2.8%

Figure 13. Fields from which readings are drawn.

From the foregoing it would seem that the importance of required reading is declining. Gains are registered in the attempt to engage in programs of extensive reading. The use of core topics in these programs occupies a very favorable position with the range from Sometimes to Often heavily outweighing all other degrees.

It is evident from the other items that English teachers have a strong representative majority in the

making of booklists. Perhaps a more equitable representation of other fields should be secured. A trend in this direction is indicated by the significant per cents of the two following items.

That a program of correlation in the schools of Massachusetts must be limited to certain subjects is again evidenced in the table which follows. Since these items imply more definitely a program of informational reading, the significance of certain subject fields has changed from that indicated in Part IV. This time Social Studies ranks first, with Science second, while Language, which ranked first before, descends to the position of sharing third place with Fire Arts.

It would seem then that English could best cooperate with Language and Social Studies in programs of recreational reading; with Social Studies and Science in programs of informational reading.

VI

The extent to which the content of other courses is
being introduced in the English course through composi-
tion.

Practice	No. of Schools Checking	Percentage
English teacher criticizes composition of other classes	13	36% *
English class criticizes composition of other classes	1	2.8%
Use of content from other fields in English composition:		
Social Studies	18	49.9% *
Science	17	47.3%*
Language	7	19.5%*
Commercial	7	19.5% *
Practical Arts	6	16.7%
Fine Arts	6	16.7%
Mathematics	1	2.8%

Figure 14. Devices extending other content to
English course.

Unlike Sections IV and V where perhaps the lack of
suitable reading materials may hinder a program of corre-
lation that endeavors to include all subject matter, there
seems to be no reason why greater equality among subject
fields cannot be obtained here. The reason why Social
Studies and Science outweigh the other items may be be-
cause English teachers are more familiar with these fields.
With a program in which the English course sought to

synthesize the outcomes in other fields no such pre-
ponderance of subject matter in certain fields could be
allowed. However, the study is based on current practices
and on the potentialities of present schools and teachers.
Consequently, again it seems that English must cooperate
with only certain fields, specifically, Social Studies,
Science, Language, and Commercial in securing a program
that seeks the correlation of subject matter.

In an additional question it was asked if this use of
material in composition was planned to go along with the
work in the other fields. Five schools answered Yes,
limiting this planning to certain courses. Thirteen
answered No. The preponderance of negative replies
affirms a previous analysis; namely, that there is an
educational loss when schools engage haphazardly in these
activities. Whatever time or effort should be spent in
organization and coordination would be offset by the
corresponding elimination of this loss.

VII.

The extent to which provision is being made for liaison
between English and other studies.

A. Individualized Methods.

Methods	No. of Schools Checking	Percentage
Other teachers visit English classes .	2	5.6%
Other teachers familiarize themselves with course in English .	5	13.9%
English teachers visit other classes.	2	5.6%
English teachers familiarize themselves with other courses.	13	36% *

B. Centralized Methods

Drawing up charts of work in various related courses.	0	0
Offering suggestions	6	16.7%
Serving as librarians in supplying materials to various courses .	9	25% *
Administering to pupils of these courses cooperative tests.	3	8.3%

C. Group Methods

Initiating or conducting meetings between teachers of various courses for the purpose of drawing up related plans.	2	5.6%
Planning or helping to plan projects in which these teachers may engage together.	3	8.3%
Planning or helping to plan a correlated curriculum.	5	13.9%

Figure 15. Devices providing liaison between
English and other subjects.

In Section VIII an opportunity was given the schools to indicate how and by whom the work in this section was carried out. No schools checked the employment of agents other than English teachers or department heads for the execution of these methods. However, it was possible that in checking Items B and C execution might have been in the hands of the principals, especially if the principals were the ones checking the questionnaires.

The official titles of these agents were given by names as follows: English teachers - three schools; English department heads - one school.

Turning this information to our interpretation it would seem that responsibility for these activities rests largely on the English department. In the order of their significance they were:

1. English teachers familiarize themselves with other courses. In the initiating of a plan for correlation this would necessarily be the first step, for without it there could be no genuine synthesis.

2. They serve as librarians in supplying materials to various courses. If by this practice is meant the selection of materials by others outside the course it is questionable because of its autocracy. Such a program will function best through faculty cooperation.

3. They offer suggestions. This has the marks of an administrative device. Coming from another teacher it

would lose its effectiveness unless faculty cooperation
and unity were prevalent.

4. Other teachers familiarize themselves with course
in English. This is scarcely a significant item although
it merits attention in view of the large numbers who
checked the practice of criticizing the compositions of
other courses for English. It would appear that insofar
as the teacher knows English content she is willing to
teach it. The coordination of this teaching with what
is actually being done in the English course is less
apparent.

5. Planning or helping to plan a correlated
curriculum. Bordering on the significant items is this
one indicating a definite trend in the direction dis-
cussed by this paper. Although small its percent is
greater than the difference between it and the mean per-
cent of all items so scored. One city school was rep-
resented, two large towns, and two small towns. One of
the large towns, listed in the state document (No. 2) of
the Department of Education as having an average per
pupil cost of close to one hundred and twenty dollars,
also stated that a new curriculum had been started but
not yet completed.

Again irresponsible methods outweigh those that are
the result of definite plans and purposes. Again lack of
organization of the whole school for the accomplishment of
definite aims that only the whole school working as a unit
can attain, is revealed.

VIII.

Those to whom is being given the role of initiating and sustaining these procedures.

Method	No. of Schools Checking	Percentage
Liaison agents (1)	3	8.3 %

Education of faculty
by the English Department

As to value of:	No. of schools checking	Percentage
reading skills	5	13.9%
writing skills	4	11.1%
speaking skills	4	11.1%

Figure 16. Supervisory devices.

Perhaps because of the wording of this question or otherwise these items were insignificant.

Summary of Sections VII and VIII. It seems that any program within the present set-up would suffer from a lack of supervisory, service, and intelligence personnel. It is not enough to say that English teachers or department heads will do it. To do it they would have to have their teaching loads lightened. This would mean more teachers perhaps. Consequently it would be as well to employ this personnel in the beginning.

(1) The official titles of these agents were: English teachers - 2 schools, both English teachers and English department heads - 1 school. Three other schools reported that it was part of the English teacher's job to act as an agent of this type. Total - 6 schools or 16.7%.

IX

With the foregoing and especially the last three
sentences in mind, let us turn to a consideration of the
obstacles in the way of reorganization. As stated by
employees of the schools reporting, we received the in-
formation tabulated below.

Characterizations of the program.

(Classified)	No. of Schools checking	Percentage
"Difficult to obtain"	22	61.2%*
"Impractical"	3	8.3%
"Inexpedient"	2	5.6%

Figure 17. Opinions of the program

The conclusion is obvious.

Reasons why the foregoing conclusion, namely, that the
program was difficult to obtain, was reached were then
taken from a checklist supplied with the questionnaire.
I have abbreviated the original statements (see page 20)
and ranked them according to difficulty.

Obstacles	No. of checks Received	Rank	Percentage
Administrative difficulties	17	1	14.45%*
Grouping difficulties	15	2	12.75%*
Time requirements	13	3	11.05%*
Present sizes of classes	11	4.5	9.35%*
Supervisory requirements	11	4.5	9.35%*
Present number of teachers	9	6	7.65%*
Planning requirements	7	7	5.95%
Interest requirements (Repetition wearisome)	6	8	5.1%
Interest requirements (Topical monotony)	5	9.5	4.25%
College requirements	5	9.5	4.25%
Essential requirements	4	11.5	3.4%
No accomplishments	4	11.5	3.4%
Teaching preparation requirements	3	13.5	2.55%
Neglect to phases of education	3	13.5	2.55%
Inflexibility as a program	2	16	1.7%
Reliance on inferior materials	2	16	1.7%
Neglect of literary value	2	16	1.7%
No greater rewards promised	1	18	1.4%
			100. %

Figure 18. Reasons for opinions expressed.

Discussion.   There might be certain administrative
difficulties in securing the faculty cooperation and
course coordination demanded. The planning of the
program would be attended by grouping difficulties.
How the present size of classes affects the problem is
questionable. If size of classes would impair teaching
efficiency the same is doubtless impaired under the
present organization.

       We have seen the shortages due to lack of super-
visory agents. The present number of teachers is related
to the size of classes. We have seen the unplanned nature
of most of what is being done at present. Interest
difficulties are not inherent in the program but are
products of its execution. College requirements are
applicable to only a small minority of most school popu-
lations. By essential requirements is probably meant the
securing of essential matters of form in English. Again,
the difficulty is not inherent. The next item and the
last question the basis upon which the program is laid.
This has been treated in the introduction. One of the
most significant items is the one which follows. Teachers
must be fitted by training for the execution of such a
program. It is encouraging to think that this was ranked
so low. The last four items were deemed insignificant
or their significance was overlooked. Perhaps they were
not regarded as essential or again, inherent difficulties.

The mean number of obstacles checked was 3.75. The total number it was possible to check was 18. On this reckoning it appears that the schools on a whole dismissed as not entitled to consideration about 79% of the items listed. Accordingly, the four most significant items were:

1. Administrative difficulties and supervisory requirements.
2. Grouping difficulties.
3. Time requirements.
4. Present size of classes and number of teachers.

OBSTACLES TO DEVICES AS INTERPRETED BY SCHOOL EMPLOYEES.

The section of the questionnaire dealing with the above was then analyzed. Twenty-six schools replied. Checking a mean number of 4.17 obstacles 22 concluded that correlation by means of these devices was "difficult to obtain".

Analysis of all viewpoints revealed that the following factors were difficult to overcome. The factors are ranked in the order of difficulty.

1. Administrative factors
2. Economy factors (time, effort and cost)
3. Interest factors
4. Educational factors
5. Theoretical factors
6. Material factors

COST AS AN OBSTACLE.

The schools contributing were ranked according to the number of devices employed and according to the amounts of their per pupil costs. A coefficient of correlation was then computed using the Pearson product-moment formula. A low correlation of .22 resulted.

Perhaps the more significant obstacles were those that were offered apart from the checklist. Certain participants wrote out their own reactions to the plan. Fourteen schools reported in this fashion, extending a total of twenty-six criticisms, or, as the questionnaire stated, reasons "why the program isn't in operation". These reasons are classified and tabulated below.

Criticism	Frequency
Teachers would resent such an organization which among other features breaks down subject alignments	5
Such a program is too complex for efficient operation	5
The faculty is already overburdened with work	5
The program is too radical for the community or for those in authority	4
Dislike for the idea	4
Lack of supervisors	1

Figure 19. Unclassified analyses as to defects of program.

X.

Schools most adaptable to the plan.

Schools were arranged on a frequency scale according
to the number of devices submitted by each school. The
range extended from 0 to 49, with the mean at 21.76. This
range was then divided into four levels with each interval
containing 25% of the cases. The schools were then
designated as city schools, large town schools (5000
population or over), small town schools (less than 5000
population).

	TYPES OF SCHOOLS			
Scale	City	Large Town	Small Town	Total
75-100	1	6	2	9
50-75	3	4	2	9
25-50	1	5 (1)	3	9
0-25	6	2	1	9
	11	17	8	36
Means	47.75	70.5	65.75	

Figure 20. Ranks of schools according to
adaptability to program.

It would appear then that the large towns are, on the
basis of current practice, more adaptable to the plan; small
towns rank second; cities are least adaptable. An analysis
of this situation might reveal that the organization in
large towns is more fluid and flexible; its teaching staffs
and officials younger and more inclined to experimentation.
More important perhaps, the smaller faculty produces more unity,
since there is greater inter-action between individuals and
departments. The question raised is why the smaller schools
did not rank first.
(1) The anonymous school was ranked here.

Summary.

I.

1. None of the schools reporting indicated reorganizations of the program of studies to meet the aims expressed by the terms correlation or integration.

Five schools indicated that they were planning correlated curriculums.

2. One of the schools not participating remarked that it was working on a new organization and might be able to supply details later in the year.

3. One school, the one ranking highest in the number of items contributed, said that it was now working under a new type of organization but could not send a syllabus. The same school also stated: 1) that its supervisors (heads of departments) were planning a correlated curriculum; 2) that its teachers were meeting to draw up related plans; 3) that it employed liaison agents (heads of departments); and 4) that it had adopted a school-wide vocabulary. Otherwise, the schools reporting seemed to rely on certain of the less radical items which follow.

II.

1. The four most significant English techniques, suitable for teaching in other fields were: (1)

      a. Reading
      b. Spelling
      c. Written composition
      d. Oral composition

(1) see Figure 4.

2.

2. The most significant field for the teaching of these techniques was Language. Other significant fields were:

      a. Social Studies
      b. Commercial
      c. Science

3. In no schools was this teaching done to replace the teaching of these techniques in English. The most significant figure was the movement to correlate this teaching independently with the teaching in English.

III.

1. The teaching of form in matters of writing and speaking in the English course was followed up in other classes by the checking of oral and written compositions there for English.

2. One-fourth of the schools have adopted common (school-wide) objectives in writing and speaking.

3. The last significant item was the securing of uniform minimum requirements of decent English in all or some classes.

IV.

1. The reading of literature is being extended to Language and Social Studies courses.

2. Common (school-wide) objectives in reading are being adopted.

3.

V.

1. The content of the English reading course is being broadened to include materials from:

      a. Social Studies
      b. Science
      c. Language
      d. Fine Arts

2. When this is done, sometimes these readings are organized about themes or core topics.

3. These readings are still in the main set up by English teachers, but the making out of lists for reading by English teachers and teachers other than English is significant.

4. Required reading materials are balanced by free reading materials most of which are from limited choices.

VI.

1. English teachers criticize the compositions of other classes.

2. The English composition course used content from:

      a. Social Studies
      b. Science
      c. Language
      d. Commercial

3. This use is not planned to go along with the work in these fields.

VII.

1. For the sake of liaison between courses English teachers are becoming familar with other courses.

2. Librarians supply materials to various courses.

4.

Conclusions.

Almost nothing along the lines of school organization to meet the problems raised by correlation is being done. The reason given was that a program so organized would be "difficult to obtain" because of : 1) administrative difficulties and supervisory requirements, 2) Grouping difficulties, 3) Time requirements, 4) the present size of classes and number of teachers, and, 5) the resentment of school employees or the community.

As a result, most of the schools employed individual tactics. The problem of school organization was too complex. If anything was being done it was accidental, or again, individual, in its nature. Many schools favored the correlation of other courses with English, but few indicated that this would imply a modification of other courses or the planned cooperation of teachers in these courses. Consequently with such limitations the program would have to be classed as enrichment rather than correlation.

Reorganization along this line was indicated by the movement to secure uniform minimum requirements for English in other classes and the adoption of school-wide objectives in reading, writing, and speaking. However, the reorganization of materials according to their scope and sequence has yet to be accomplished.

Recommendations.

That there is an opportunity for the work is re-
vealed by the amount of correlation that is being carried
out independently. It seems desirable that something be
done to offset this loss.

The most that can be done to satisfy the aim
it seems, in view of the evident difficulty of total re-
organization, and the lack of adequate supervisory and
administrative facilities, is to institute the fusion of
certain courses with English. The most preferred points
of correlation according to this method would be between:

		Rank
a.	English and Language	1
b.	English and Social Studies	2
c.	English and Science	3
d.	English and Commercial	4
e..	English and Fine Arts	5

This plan could make use of the following devices:

a. A reading list made up by both departments.

b. Extensive readings in both classes about
   core topics instituted.

c. Literature introduced in this reading list
   as well as materials from the other field.

d. Uniform minimum requirements of decent
   English, reading, writing, and speaking
   objectives set up.

e. Reading, writing, and speaking opportunities
   worked into the unit.

Such a plan would make use of most of the significant
items checked on the questionnaire.

However, regarding a synthesis of educational

experience, the theme set up in the introduction, even
this would fall short. At best it is a movement to
have the content and aims of one subject interpret those
of another and it would, in part, offset certain evils
of extreme departmentalization which, in effect, isolates
English from the rest of the curriculum.

Name of School
City or Town
Number of pupils: 12th grade _____   11th grade _____
                     10th grade _____   9th grade _____

I.

How many of the following techniques are taught in your school?
1.   Please indicate where taught by checking the box (or boxes)
     under the class (or classes).
Thus for example:

	English	Social Studies	Language	Commercial	Science	Math.	Pract. Arts	Fine Arts
Reading	*	*	*		*			

The above would be interpreted to mean that reading techniques
are taught in English, Social Studies, Language, and Science.

	Eng.	Soc. St.	Lang.	Com.	Sci.	Math.	Pract. Arts	Fine Arts
a. Literature								
b. Reading								
c. Composition (oral)								
d. Composition (written)								
e. Composition (creative)								
f. Grammar								
g. Usage								
h. Spelling								
i. Vocabulary								

2.   If the teaching of these techniques in other classes is
     planned to supplement or replace their being taught in
     English classes, kindly fill in below.
     Or, if the correlations are independent, please fill in.

	Always	Often	Sometimes	Rarely	Never
To supplement					
To replace					
Independent correlation					

II

If the work in other classes is related to the work in
Literature or vice versa, please fill in below.
    Please encircle the type of course; Thus (Social Science)

1. Subject matter of reading exercises drawn from:
    a. Social Science. b. Language. c. Commercial. d. Science.
    e. Mathematics. f. Practical Arts. g. Fine Arts.

2. Literature introduced in:
    a. Social Science. b. Language. c. Commercial. d. Science.
    e. Mathematics. f. Practical Arts. g. Fine Arts.

3. Teachers cooperate in making a syllabus of books for reading
                        by all classes _____
                        by some classes _____

4. If you check the above (no. 3) would you be willing to send
    the syllabus so devised?
                        Yes _____   No _____

5. Discussion and adoption of common (school-wide) objectives
                        in reading _____

6. Education of the faculty by the English department as to
                        the value of reading skills _____

III

If the work in other classes is related to the work in
Composition, or vice versa, please indicate the manner.
(Indicate by checking the blank space to the right of the method.

1. Oral compositions checked for "English" in other classes _____
2. Written compositions checked for "English" in other classes

                                                        _____

3. Written compositions of other classes checked by
                        English teacher _____
                        English class _____
4. Use in Composition of material taught in other classes _____
            (Please name the fields below)
            a. _____
            b. _____
            c. _____
            d. _____
            e. _____
            f. _____
            g. _____

5. If this use (no. 4) is planned to go along with the work in
    other fields, please indicate.
                        Yes _____   No _____

6. Adoption of a school-wide vocabulary _____
7. Adoption of a style manual for written work _____
8. Discussion and adoption of common (school-wide) objectives
                                  in writing _____
                              in speaking _____
9. Education of the faculty by the English Dept. as to the
               value of
                        writing skills _____
                        speaking skills _____
10. Securing uniform minimum requirements of decent English
                       in all classes _____
                       in some classes _____

IV

1. Have you any liaison agents between English and othercourses?
                Yes _____   No _____

2. If so, what are the official titles of these agents?
   _____
   _____
   _____

3. Is it part of the English teacher's job in your school to
   act as an agent of this type?
                Yes _____   No _____

4. If you have these agents, please check below the manner in
   which they operate. (Please check under Column I)

5. Or, if you do not have agents of this type, but do engage
   in the activities listed below, please mark the activities
   with an asterisk (*) under Column II.

                                                Column I   Column II

a. Drawing up charts of work in various
       related courses _____
b. Offering suggestions _____
c. Serving as librarians in supplying
       materials to various courses _____
d. Initiating or conducting meetings
   between teachers of various courses
   for the purpose of drawing up related
   plans _____
e. Planning or helping to plan projects
   in which those teachers may engage
   together _____
f. Administering to pupils of these
   courses cooperative tests _____
g. Planning or helping to plan a
   correlated curriculum _____

V.

If any of the following devices are used, please check.

1. English teachers visit other classes _____
2. Other teachers visit English classes _____
3. English teachers familiarize themselves with
   courses of study in other classes _____
4. Other teachers familiarize themselves with
   courses of study in English classes _____

VI.

1. If any subject groupings in your course of study have been
   discarded, would you be willing to send a copy with
   annotations indicating changes of this type?
   Yes _____ No _____

2. If working under this type of organization (fusion,
   correlation, or integration), would you be willing to send
   a syllabus of fundamentals, aims, or objectives?
   Yes _____ No _____

VII.

Please check the box which best characterizes your selection of
reading materials. /Always/Often/Sometimes/Rarely/Never/
1. Required reading _____
2. Free reading _____
3. Free reading from
   a limited choice _____
4. If the last plan is used, is the reading organized around
   themes or core topics? /Always/Often/Sometimes/Rarely/Never/

5. If the last plan (no. 3) is used, by whom were the booklists
   made?
   a. English teachers _____
   b. Teachers from various fields (including English) _____

It may seem, after you have answered the three *sheets of
the questionnaire, that the practices suggested are seldom
employed.

From my own experience I would agree. But what is the
reason? Is it because the report has not received a sufficient-
ly widespread publication? Have school officials and teachers
rejected the findings or the authority of the committee? Or
is the basis of the report in question? Perhaps the plans are
worthwhile but have not yet been put into operation?

Therefore, if your replies are largely negative, as no
doubt many will be, will you check the reasons below, or add
your own analysis on the back of this sheet.

A. Thepositive program outlined in this questionnaire seems
to be:
(Please encircle) 1. undesirable. 2. inexpedient.
3. impractical. 4. difficult to obtain. 5. _____
6. _____

because it: (please check reasons)
1. overlooks the difficulties of administration _____
2. overlooks the difficulty of grouping _____
3. overlooks the size of most classes _____
4. is too inflexible as a program _____
5. requires too much supervision _____
6. requires too many teachers _____
7. requires too much time _____
8. requires too much planning _____
9. requires too much teaching preparation _____
10. promises no great rewards _____
11. overlooks the demands of college preparation _____
12. overlooks the teaching of needed essentials _____
13. fosters the danger of neglecting phases of education _____
14. forces teacher to rely on inferior materials _____
15. neglects (encircle) literary, social, historical, scien-
tific, civic, etc., values _____
16. fosters topical monotony in the classroom _____
17. fosters wearisome repetition in the classroom _____
18. merely spreads a smaller part of what is now taught over
a larger teaching area _____

* There were three sheets in the original questionnaire.

B.   The program seems desirable. The reason why it isn't
in operation may be because:

1.

2.

3.

4.

5.

6.

(Use back of sheet if necessary)

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