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# A Study of the Activities and Attitudes of Yakima Junior High Teachers in the Block of Time

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**A STUDY OF THE ACTIVITIES AND ATTITUDES OF  
33W3  
YAKIMA JUNIOR-HIGH TEACHERS  
IN THE BLOCK OF TIME**

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**A Thesis  
Presented to  
the Graduate Faculty  
Central Washington College of Education**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education**

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**by  
Mark Bontrager  
August 1956**

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### INTRODUCTION

In this age of rapid and vast change, education finds itself in a whirlpool of conflicting ideologies and philosophies. It is apparent that common agreement on educational practices may not be achieved, but, at the same time, it is imperative that people in the educational field keep abreast of the current trends in education. Among other aspects in the field of education, core curriculum receives a proportionate share of questioning and debate. As part of the controversial topic of core curriculum, the block of time program in the Yakima junior high schools becomes an important topic for further study.

It was the purpose of the present study to evaluate the block of time as it is used in Yakima junior high schools. This study had a twofold intent: first to review the literature on the block of time as related to core philosophy, and second to present the results of a study of the activities of Yakima junior high school teachers in the block of time and its related core techniques as well as the results of a study of attitudes toward the block of time as it appears in the Yakima junior high schools.

In the city of Yakima there are two junior high schools organized for grades seven, eight, and nine.

Washington Junior High with approximately 800 students and thirty faculty members is located on the east side of town, and Franklin Junior High with approximately 1050 students and forty-seven faculty members is on the west side of town. Since the beginning of these two schools, the administrators have carried out similar curriculum changes and development. The curriculum pattern at present is exemplified in the following manner: Upon entering school in the seventh grade, a student remains with one teacher for at least three consecutive periods during the day. In the eighth grade the student is assigned two periods per day with one teacher. Until 1955 all ninth grades were completely departmentalized, but in that year the ninth grade English-Social Studies blocks were set up in Washington Junior High. In these extended periods or groups of periods called blocks of time, students under the direction of one teacher are instructed primarily in English and social studies. The general intent of this practice is to cause a gradual break from the elementary, unified classroom situation under the direction of one teacher to a strictly departmentalized situation which is a predominant practice at the senior high level.

## I. THE PROBLEM

Reasons for a Study of the Block of Time As It Relates to the Core Curriculum.

There were several reasons for an extended study of the block of time in Yakima junior high schools. First, the writer wanted to discover whether or not the theories expressed in the current literature are really practical in the classroom. Much of the literature on core curriculum states that core techniques produce more desirable results than conventional methods by making the subject matter real and meaningful to the student. Many authors agree that through core curriculum activities the learner has an opportunity to work in keeping with his purposes. Thus, what is learned has meaning, and because of its significance, is more lasting.<sup>1</sup> Though this is only one of the many theories of learning, it merits careful consideration because of its support to the psychological concept of learning through experience as well as its measured degrees of success when put into practice.

The second purpose for this study was the writer's interest in teaching practices in the block of time. Because of his teaching experience in the block of time, and because of activities on a curriculum study committee, a deep personal interest developed which led to further study of the local situation.

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<sup>1</sup>Earl C. Kelly and Peggy Brogan, "Why Become a Core Teacher?" Educational Leadership, 12:303-5, February, 1955.

A third reason for this study was the need for answering questions that have arisen since the block of time was set up in the ninth grade at Washington Junior High. There was very little argument among the teachers of Yakima as to the validity of block experiences in the seventh and eighth grades, but when it came to ninth grade opposition was roused. Teachers tend to feel that the time of generalizations is past in the ninth grade and that a rigid adherence to specialized subject matter under the direction of carefully trained teachers is the only valid answer to ninth grade curriculum structure. At what grade level will the block of time method end? Is it a plan to be used at all levels of education? Are our schools as well as teachers prepared to handle such a situation even on the upper secondary level? These and many other questions immediately are brought forth when speculations are made regarding the block of time and other core techniques.

### Attitudes and Activities of Yakima Junior High School

#### Teachers

Of major importance in this paper are the results of the survey of attitudes and activities of the teachers in the Yakima junior high schools who have taught or are teaching in a block of time situation. The questionnaire was constructed to specifically point up some major prac-

tices of correlation and integration which are supported by the philosophy of core curriculum.

### Methods of Handling the Block of Time

A second phase of the problem was to indicate methods of successfully handling a block program. As was previously indicated, a block program is now in operation in the Yakima junior high schools, but whether or not it is being used most advantageously by the teachers is another question. In order to be valuable a program must first be practical. Many teachers will aimlessly continue to put in hours of work teaching in a block of time yet will adhere to program structure patterns of departmentalization. But, if given proper encouragement, instruction and help, teachers can cause the block of time situation to become meaningful to their students. Therefore, in some instances, clarification of purposes and evaluation of results must take place with teachers in order to help them make the block of time the useful organ that it might become.

### The Building Program of Yakima School District

There is real value in a study of this kind at this particular time since Yakima School District #7 is in the process of construction of a new junior-senior high school which will be opened in the fall of 1957. With this expanded building and administrative program in operation many organizational problems are evolved. Under the

existing circumstances, what would be the best curriculum pattern for each school? Should a block of time be included in the program structure, or is there no room for such a function? If the block of time is to be used, will there be personnel prepared and willing to step into the situation? It is important to evaluate these and other questions before important decisions of this nature can be made.

### Teaching Patterns of Teachers

Of equal significance is the degree to which Yakima teachers are following the accepted educational trends. This does not infer that the writer feels teachers must be swayed by each new philosophy propounded, but it does mean that the writer expects teachers to be cognizant of the latest philosophy and practice in the educational field as a whole. Frequently teachers are prone to develop patterns of teaching which tend to make them sluggish, lifeless, uninspired hindrances to any possible chance of learning. Continual evaluation of teaching practices must take place by each individual teacher if maximum value is to be achieved from the planning which takes place from year to year. Are Yakima teachers keeping themselves alive through acceptable teaching practices? The positive answer to this question is a must if our schools intend to turn out the quality of citizens that is so badly needed today.

## II. DEFINITION OF TERMS

In order to help the reader understand the terminology used and to make clearer the ideas of the writer, this section will define terms and frequently used expressions.

The term "core curriculum" has had a vague meaning to educators for years. Confusion is sometimes caused by the many different terms such as "general education", "unified studies", "common learnings", "basic living", and "integrated program" which are frequently used in reference to core curriculum. Harville, in an article on core curriculum stated that the term "core curriculum" is misleading and that "core program" is probably a better name. The term core curriculum does not sufficiently indicate the limited place of the core in the total curriculum of the school.<sup>2</sup> Both Spears and Alberty express like ideas about the core curriculum. Spears states that the core curriculum is the provision of a common body of growth experiences. It presupposes certain specific types of learning experiences as basic for all pupils going through school, but this need not mean a common fixed body of content for all. It might be said that the core idea endorses a broader area of experiences rather than the specific

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<sup>2</sup>Harris Harville, "The Core Curriculum," Social Education, 14:158-60, April, 1950.

within that area.<sup>3</sup>

Probably the most detailed and precise definition of the core curriculum comes from Grace Wright of the U.S. Office of Education. On the basis of a study of core activities throughout the United States, she breaks the core curriculum into the four specific areas of (1) correlation, (2) integration, (3) fusion, and (4) free selection of activities. These are named as Type A, Type B, Type C, and Type D core curriculum. Because of the overlapping of meaning in Wright's definition of core curriculum and the mean of correlation, integration, and fusion, the definitions will be combined to aid in the clarification of each.

#### Type A Core Curriculum (Correlation)

For the purpose of this paper, correlation will be understood to mean an organization of the curriculum whereby related subject fields such as history, geography, civics, and economics are taught as separate courses with an emphasis on the relation of each to the other.<sup>4</sup> Wright states that each subject retains its identity in the core, that is, subjects combined in the core are correlated but

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<sup>3</sup>Harold Spears, The Emerging High School Curriculum and Its Direction (San Francisco: American Book Co., 1948), p. 61.

<sup>4</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 103.



not fused. For example, the teaching of American Literature may be correlated with the teaching of American History. The group may be taught both subjects by one teacher or each subject by appropriate teachers.<sup>5</sup>

### Type B Core Curriculum (Integration)

An integrated curriculum would be one in which subject matter boundaries are ignored, all offerings of the school being taught in relation to broad areas of study and in relation to one another as mutually associated in some genuine live relation.<sup>6</sup> Good states that integration is the process or practice of combining different school subjects and presenting them as aspects of one unifying project or activity, for example, teaching geography, history, art, English, and arithmetic in connection with the study of the Panama Canal.<sup>7</sup> Subject lines are broken down. One theme is used in which various subjects are taught. "Our American Heritage" may be the central theme for a core unifying American history and literature and possibly art and music.<sup>8</sup>

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<sup>5</sup>Grace S. Wright, Core Curriculum Development Problems and Practices, Federal Security Agency, Office of Education, Bulletin 1952, Number 5 (Washington D.C.: U.S. Government Printing Office, 1952), p. 8.

<sup>6</sup>Harry N. Rivlin, and Herbert Schueler, Encyclopedia of Modern Education, (New York: F. Hubner and Company Inc., 1943), p. 114.

<sup>7</sup>Good, op. cit., p. 221.

<sup>8</sup>Wright, loc. cit.

### Type C Core Curriculum (Fusion)

The fused curriculum is a combination of courses replacing a number of subjects previously offered in one or a number of different fields and drawing heavily on the replaced subject matter for content.<sup>9</sup> Fusion refers to the bringing together of essential subject matter from different subjects or broad fields so that they lose their original identity through a new form of organization.<sup>10</sup> Subjects are brought in only as needed. Preplanned problems related to a central theme becomes the center of the core program. The needs of the pupil aid in determining the problem area. For example, under the theme "Personal Social Relations," there may be such problems as School Citizenship, Understanding Myself, Getting Along with Others, and How to Work Effectively in Group Situations. Members of the class may or may not have a choice from among several problems; they will, however, choose activities within the problems.<sup>11</sup>

### Type D Core Curriculum (Free Selection of Activities)

Subjects are brought in only as needed in "C" above. There are no predetermined problem areas to be studied.

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<sup>9</sup>Good, op. cit., p. 114.

<sup>10</sup>Rivlin, op. cit. p. 325.

<sup>11</sup>Wright, loc. cit.

Pupils and teachers are free to select problems upon which they wish to work.<sup>12</sup>

### Block of Time

A block of time is an organizational technique of the core curriculum. It is a lengthened period during the school day in which a group of pupils remain under the direction of one or more teachers for two or more subject areas. e.g. Students may be programmed for English during third period and social studies during fourth period. However both subjects are under the direction of one teacher and the students remain in that particular classroom for instruction in both areas. Classwork may be carried over from one hour to the other without a break in continuity.

### Departmentalization.

Departmentalization refers to the program structure of a school in which specific subject areas are handled by specially trained personnel. Each student is assigned to a different teacher for each subject he takes during the day.

## III. PROCEDURE

The structure of the questionnaire consisted of three general divisions; a statistical information sheet

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<sup>12</sup>Wright, loc. cit.

(sections I-IV), two sections on the activities of teachers in a block program (sections V-VI), and a final section (section VII) which was an attitude rating scale.

### Statistical Information

From the statistical sheet, information was derived for the purpose of categorizing the various responses. The areas of comparison were: school, sex, marital status, educational background, elementary and secondary background in teaching experience, and experience in teaching the block of time in the various grade levels (seventh, eighth, and ninth) in the junior high.

### Correlation and Integration Techniques

The first of the two sections on activities of teachers in the block of time (section V) dealt primarily with the frequency of use of given correlation and integration techniques in the block of time. Teachers indicated the frequency with which they put these various activities into practice. Scoring instructions are given with the questionnaire which is included in the appendix.

### Teacher Evaluation in Given Situations

Section VI, the second of the two sections on activities in the block of time, dealt with the teacher's own evaluation of his ability to teach in a given situation. These situations ranged in area from strictly departmentalized

methods to a very free teacher-pupil selection of activities and procedures. Teachers indicated their potential degree of success in each instance.

All of the items for these two sections were chosen from techniques suggested by the teachers through work of a curriculum study committee or from the ideas of authorities in the field.

### Attitude Rating Scale

The last section of the questionnaire (section VII) was an attitude rating scale in which teachers indicated the degree to which they agreed or disagreed with given statements about the block of time. The construction of the scale was accomplished with the aid of the members of a class in core curriculum who made eighty-nine statements about the core curriculum of block of time. These statements were compiled and presented to a group of students who rated each statement on a scale from one to nine by the use of the Thurston type attitude scale. A copy of the attitude scale and the directions for its use may be found in the appendix.

When all the eighty-nine statements were rated, the ten most favorable statements and the ten most unfavorable statements toward the block of time were selected for use in the questionnaire. This was done in the following fashion: The scale value or median of each item was

determined by the formula--

$$\text{Mdn.} = ll + \frac{(N/2 - \Sigma fo)}{(fw)} i$$

ll - The lower limit of the class interval in which the median falls.

N - The number of cases.

$\Sigma fo$  - The sum of the cases up to the interval in which the median falls.

fw - The number of cases within the interval in which the median falls.

i - The size of the interval.

Items with a median of 7.5 to 8.5 indicated unfavorable statements toward the block of time, and items with a median of 1.5 to 2.5 indicated favorable statements.

In order to determine the degree to which the median of each item would remain stable, an ambiguity value was also figured, that is, a determination as to the amount of deviation either above or below the median interpretation might be made. In other words, does this statement have a hidden meaning which would cause some scorers to think it means one thing and other scorers to think it means another. The following formula was used in determining the "Q" score or ambiguity value:

$$Q = \frac{Q_3 - Q_1}{2}$$

$$Q_1 = ll + \frac{(N/4 - \Sigma fo)}{(fw)} i$$

$$Q_3 = ll + \frac{(3N/4 - \sum fo)}{(f w)} i$$

Table I shows the medians and Q scores of each item selected for the questionnaire.

TABLE I

A TABLE OF SELECTED ITEMS FOR THE ATTITUDE SCALE  
SHOWING THE MEDIANS AND Q SCORES

Questionnaire item	Thurston scale item	Median	Q Score
1	42	2.14	.84
2	70	7.1	.75
3	30	7.2	.77
4	4	2.29	.77
5	37	8.14	.84
6	62	2.1	.8
7	86	8.17	1.09
8	20	2.28	.93
9	71	7.59	.90
10	76	2.25	.8
11	15	2.5	.79
12	51	2.25	.84
13	50	7.7	.78
14	56	8.17	.81
15	48	8.88	.34
16	22	2.43	.8
17	52	2.33	.75
18	55	8.1	.93
19	67	7.7	.85
20	10	2.1	.75

### Scoring of the Attitude Rating Scale

The scoring of the attitude scale in the questionnaire was achieved by the Likert method on a five point scale as is indicated in the questionnaire instructions. In order to establish norms from which comparison charts and graphs could be made, each section of the five point scale was given a numerical value of: five for "SA", four for "A", three for "?", two for "D", and one for "SD". In scoring each individual attitude, the key was placed on the scale and the number values of each encircled rate were added together. Since the possible scores were from twenty to one-hundred, neutral score was sixty and scores well above sixty showed relatively unfavorable attitudes toward the block of time.

### Evaluation of the Questionnaire

Evaluation of the questionnaire was made by sending several sample copies of the questionnaire to individuals who were instructed to read it and indicate areas of ambiguity or misunderstanding.

### Extent of the Survey

The four page check list questionnaire was given to the teachers of Franklin and Washington junior high schools who had experienced teaching in a block of time. In all,



thirty-three questionnaires were given out and all but two were completely filled out and handed back.

## CHAPTER II

### A REVIEW OF THE LITERATURE ON THE BLOCK OF TIME

In reviewing the literature on the block of time it is impossible to exclude the philosophy of core curriculum since the block of time is the framework for adapting the core curriculum to the public schools. Therefore an attempt will be made to show the relationship of the block of time to the philosophy of the core curriculum.

#### Purpose of Education

There may be many purposes of education, probably as many different purposes as there are people to give them. However, to channel the thinking in this paper and to remain in keeping with the philosophy of a core program, Aikin's statement on the purpose of education will set the pattern. Aikin submits that "The chief purpose of education in the United States should be to preserve, promote, and refine the way of life in which we live."<sup>13</sup>

#### Characteristics of Core

To understand the basis of the block of time in the core program, some specific characteristics of the core curriculum must be pointed out.

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<sup>13</sup>Wilford M. Aikin, The Story of the Eight-Year Study (New York: Harper and Brothers, 1942), p. 133.

In the core-type program one teacher is responsible for the learning activities of a group of pupils for two or more periods during the day. A noted educational organization states that the large block of time enable one teacher to: (1) know each pupil better; (2) render more effective service; (3) organize more meaningful units around community resources and adolescent needs; (4) be more effective in caring for individual differences; (5) spend more time with small groups; (6) recognize and develop leadership ability; and (7) do a better job of development of skills.<sup>14</sup> These ideas from the Association for Supervision and Curriculum Development briefly characterize the potential values of the large block of time in the school program. In the report of the Ohio School Survey Committee, Manahan indicated that one of the major deterrents of good teaching at the secondary level is the excessive number of pupils with which one teacher must deal. In an attempt to alleviate this condition and at the same time to provide for better integration of subjects, many schools have reorganized their schedules to permit one teacher to have the same

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<sup>14</sup>Association for Supervision and Curriculum Development, Developing Programs for Young Adolescents: 1954, (Washington D.C.: National Education Association), p. 16.

group of pupils for more than one subject.<sup>15</sup> Though this practice took place in only a small percentage of the schools, it does point up the fact that there is practical use for a program with a block of time.

Alberty states that experience centered activities make learning (acquisition of attitudes, knowledge, skills, abilities) incidental to the achievement of some more or less tangible or concrete end or goal. Further, the present experience of the student, his problems and interests, play a dominant role in the determination of appropriate activities and in planning, executing, and evaluating outcomes. The sequence of activities is not primarily determined by the internal logic of a field of knowledge but rather by maturational levels, integration of personality, growth processes, extension of problems, and interests.

Alberty suggests the following items as definite characteristics of the curriculum: (1) Core consists of learning activities that are regarded as basic to the education of all students, (2) The learning activities cut across conventional subject matter lines, (3) The core utilizes a relatively large block of time in the daily schedule in order to make possible diversified activities such as trips, library work, discussions, and experimenta-

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<sup>15</sup>William L. Manhan, Ohio School Survey Committee, (Columbus: Hur Printing Co., 1955). p. 17.

tion without disruption of other scheduled classes. (4) It provides for the extensive use of teacher-student planning in terms of the immediate and long-range needs, problems and interests of students. (5) The scope and sequence of learning activities are determined by needs of the situation rather than by the local organization of any one subject field. (6) Core organization tends to discourage the use of long periods for drill or for laboratory exercises which do not contribute directly to the central problems of the unit. Regular drill periods are not set aside, but they are planned as the need develops. (7) The core frequently absorbs the activities generally assigned to homerooms such as class business, social affairs and the recording and reporting of student progress. (8) Many core curriculums include the guidance and counseling function. Guidance and curriculum become inseparably connected. (9) The core organization encourages the development of broad comprehensive resource units which teachers may draw upon in planning learning activities.<sup>16</sup>

Characteristics of the day-to-day program of the core curriculum are given as follows by Faunce and Bossing: (1) The program is flexible, and can be changed with the group's changing purpose. (2) It is democratically planned.

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<sup>16</sup>Harold Alberty, Reorganizing the High School Curriculum (New York: The McMillian Company, 1947), pp. 154-155 and p. 124.

Every member's voice is heard in the process of making the plan and judging its success. (3) It provides for a maximum amount of student leadership in various roles. (4) The teacher is freed from the chairmanship and directing role and becomes participant, advisor, technician, and individual counselor. (5) A wide variety of creative educative activities are provided for all. (6) There is a direct tie with the total school activities, with the community, and with world affairs. (7) Materials for study are readily available in the room. (8) The students are able to leave the room or even the building in search of further material. (9) The problems under study are real to the students. Their interests and purposes have been the chief criteria in selecting the problems. (10) The skills of democratic citizenship and the guidance of youth in wholesome living are the real goals of the program.<sup>17</sup>

#### Attitudes Toward Core Curriculum

Methods are abundant in proportion to the number of people interested in devising them. The prime method to be considered here will be the block of time in the core program. As stated previously, the block of time is merely an organizational technique in the core program. The activi-

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<sup>17</sup>Roland C. Faunce and Nelson F. Bossing, Developing the Core Curriculum (New York: Prentice-Hall, Inc., 1951) p. 129.

ties within the block of time make it of greater or lesser value to the individuals concerned. Some teachers may react with hostility to the term core curriculum, yet, while teaching within the block of time, they may extensively use core techniques of correlation and integration that come naturally with good teaching. The converse is also true. Some teachers think that since they teach in a block of time, they are automatically putting into practice core techniques when in reality they are teaching in quite a traditional manner. Many educationists as well as classroom teachers are hesitant in accepting core curriculum as a valuable part of the school program. However, the reaction may not be against the "practice" so much as it is against the "term". Rothman suggests there are four basic values accepted in American society which are the causes of change in educational patterns. They are: (1) the acceptance of the scientific method, (2) a desire to be realistic and practical, (3) a faith in the democratic way of life, and (4) an awareness of a desire for change. As science and society progress in development and use of new gadgets, it is imperative that education make similar adjustments to meet the rising demands. Of primary importance, however, is the need for teaching individuals to think clearly and to make rational decisions. Therefore, if the purposes of education are to be met adequately, an open minded evaluation of new terms must

be made by all teachers.<sup>18</sup>

### Core Curriculum Compared With Traditional Curriculum

From the above mentioned characteristics of the core, it is quite obvious that many differences separate it from traditional patterns of teaching. Traditional patterns refer to the departmentalized program schedule in which each teacher specializes in his own subject field. In other words, the traditional curriculum can be said to be "subject centered" rather than "pupil centered". In distinguishing the differences between core and traditional methods, the present writer will point up some arguments for and against the core curriculum.

Arguments against the core curriculum. First, the laymen say that it is impossible to teach effectively in an experience centered program because of the inability of the teacher to be specialized in more than one field. They say also that the experiences circumvent the basic necessities of good education. Further, because of the "free movement atmosphere" accompanying the experience centered curriculum, discipline gets out of hand. These plus many other arguments come from the teachers who are frequently unwilling to experiment with new techniques of teaching.

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<sup>18</sup>Philip Rothman, "Core Curriculum - A New Frontier," Journal of Educational Sociology, 28: 30-34, September, 1954.



Harold Alberty, probably one of the foremost authorities on core curriculum, realizes there are some major objections to core. He states that systematic organization is essential to the effective interpretation of experiences. Organization is also essential in **making** the activities simple and easy to understand. The subject centered curriculum is easily changed and evaluated. Because of the traditional pattern of subject centered activities, college entrance requirements are based on this method.<sup>19</sup> Some educators contend that facts and principles that are learned in the matrix of direct experiences are not permanently retained or applied readily to new situations. And because of general approval by teachers and preparation for subject centered activities, teachers are not prepared to carry on experience centered programs. Finally along with inadequate school facilities, communities do not readily accept the shift in emphasis from the subject centered curriculum to the experience centered program.<sup>20</sup>

Arguments favoring the core curriculum. The philosophy expressed by Alberty in describing the core curriculum, however, denotes clearly some of his arguments favoring the core program. He says that the experience

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<sup>19</sup>Alberty, op. cit., pp. 97-103.

<sup>20</sup>Ibid., pp. 145-146.

centered program is closely related to the needs, problems, and interests of youth, and it utilizes to the fullest extent the environment, both physical and social. The program is easily oriented in terms of democratic value. Also, the experience centered program possesses significant potentialities for unifying the school and the community as well as unification of the various aspects of school living. Finally it is consistent with the new psychology of learning.<sup>21</sup>

Harville lists eight advantages of the core curriculum. He states: (1) The core organization and philosophy urges and makes possible an increased emphasis on the process of democratic living and learning. (2) It offers the best present solution to the problem of organizing the school's guidance program. (3) The longer period of time which children in junior high school core classes spend with one teacher helps to bridge the gap between elementary and high school. (4) Successful adoption of the core organization necessitates faculty study and curriculum planning, thus promoting needed unity and balance in the total school program. (5) The moderate experimental approach of core brings a liveness to the teaching process. (6) The core organization is a valuable administrative device which provides time for direct experiences and other activities which take longer than one

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<sup>21</sup>Ibid., pp. 141-43.

class period. (7) The core program is well adapted to the problem approach, a methodology which in a natural way invites the correlation of the subject matter from many academic fields. (8) The core organization, without the addition of new courses to the already crowded school curriculum, provides for areas of experience which the usual school program has neglected.<sup>22</sup>

The National Association of Secondary School Principals in their program "Planning For Youth" state that there are many advantages of unified courses in the "Common Learnings" program. First, all activities are bound together in a situation in which social problems can be studied in their entirety and pupils can learn to tackle the problem as a whole. Each year new problems and purposes can be introduced in which pupils are most keenly aware. Because of the ample time and flexibility of the program, brief intensive effort to improve study skills, and reading habits can be easily inserted. Each teacher has fewer different pupils with whom to work, consequently they have more time to observe and guide them in a variety of situations. Finally, teachers as well as pupils learn to work cooperatively through the exchange of ideas.<sup>23</sup>

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<sup>22</sup>Harris Harville, "The Core Curriculum," Social Education, 14:158-60, April, 1950.

<sup>23</sup>National Association of Secondary School Principals, Planning for American Youth, (N.A.S.S.P., Washington, D.C., 1944), p. 46.

## Preparation and Competencies of Core Teachers

Stiles and Dorsey say that the teacher at any level, junior high, high school, or college, must face the responsibility of developing methods of teaching that are democratic in quality and purpose. Fulfilment of this responsibility is a paramount professional obligation. The degree to which teachers achieve this goal will determine very largely the extent to which the school fulfills its designated purpose.<sup>24</sup> It is obvious that core practices can not be successfully carried out without the guidance of qualified personnel. It might be said that the teacher is the key that unlocks the door to a wealth of opportunities for the students in the block of time. If the teacher does not have the necessary background, little additional value will be received from the block experience.

Good core teachers may not have complete command of all the best techniques of teaching, however, they would do well to have the ability to work with people and especially understand the growth pattern of children. Skill in planning and using core techniques as well as seasoned judgment in evaluation of pupils records are competencies desired in core teachers.

The pre-service program of a teacher cannot make a

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<sup>24</sup>Lindley J. Stiles and Mattie F. Dorsey, Democratic Teaching in Secondary Schools (Chicago: J. B. Lippencott Company, 1950), p. 104.

good core teacher in and of itself. Careful consideration of in-service teacher education must be made if the core program is to be effective. The pre-service and in-service program should be a continuum. Each program should build and enrich the other. Cooperative research between people in the teacher training institution and those in the field can aid in defining certain competencies needed by these teachers.<sup>25</sup>

Romine lists a group of understandings, attitudes and capabilities required of core teachers. A core teacher must have an understanding of children and adolescents; of their growth and development, and of the techniques appropriate in studying them. An understanding of the basic philosophy in core curriculum and of principles useful in its implementation is essential. The ability to interview and counsel, the ability to serve as a friend and guide as well as an instructor, a genuine willingness to be helpful, the ability to draw from several fields of study, and the ability to relate elements which are essential in exploring and solving contemporary pupil problems are musts. The core teacher must have the ability to plan and work cooperatively with pupils, other teachers, administrators, and supervisors and to do a flexible sort of pre-planning.

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<sup>25</sup>James A. Fiches and Lucile L. Lurry, "Preparing Core Teachers a Joint Responsibility," Educational Leadership, 11:101-5, November, 1953.

Core teachers must work with laymen and enlist public support which is essential to the success of any new and different educational idea. Locating, identifying, collecting and developing resource materials and utilizing them in teaching and learning situations are a part of the core teacher's job. The core teacher must teach basic skills and develop evaluation techniques in terms of such objectives as attitudes, ideals, interests, sensitivities and other important elements of behavior. Bringing into the classroom the ongoing events and issues of out-of-school life and utilizing them in promoting pupil growth and development are also skills needed by core teachers. Finally a core teacher must understand important educational research and apply it in the classroom through experimentation on a reasonable and sound basis.<sup>26</sup>

The following study points up the need of adequate preparation of good core teachers. Alberty, in reviewing the responses of thirty-seven selected school administrators, concluded that: (1) teacher education institutions should prepare core teachers, (2) the core program will expand as prepared teachers become available, and (3) there is a greater demand for core teachers in the junior high.<sup>27</sup>

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<sup>26</sup>Stephen Romine, "Needed! Pre-service Teacher Training for the Core Curriculum," Education, 71:190-94, November, 1950.

<sup>27</sup>Harold Alberty and others, Preparing Core Teachers for Secondary Schools (Department of Education, College of Education Ohio State University, Columbus, Ohio, 1949), p. 7.

He further suggests the following curriculum for teachers preparing for core situations: Non-professional courses; 100 quarter hours in four general areas - - humanities, social science, natural science, the arts. Professional courses: fifty-two quarter hours of Educational Survey, Educational Psychology, Adolescent Psychology, Philosophy of Secondary Education. Core teaching; Introduction to core teaching, developing materials for core teaching, student teaching, and health education. Electives; twenty-eight hours maximum teaching field included in four general fields.<sup>28</sup>

#### The Core Curriculum in Action

From the N.A.S.S.P. "Planning for American Youth", the whole imaginary program of common learnings was based on the "Iperative Needs of Youth". These needs are included in full in the appendix. On the basis of those needs a course in common learnings was developed. As set up by the N.A.S.S.P., the courses were three periods daily for grades seven through nine; two periods daily for grades eleven through twelve and one period daily for grades thirteen and fourteen. The tenth grade program included practices in profitable use of time, study habit development and achievement testing.

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<sup>28</sup>Ibid., p. 35.

Within this framework, several basic principles were developed. First, there was growth in understanding and competent performance as members of the community and state. Secondly, there was a development in and knowledge of social and ethical principles involved in their relations with other people, particularly family life. Thirdly, there was a growth in understanding democratic principles, growth in application of the scientific method, and growth in acceptance of values basic to our civilization. Finally, all skills, outside of short practice periods, were taught in relation to their use.<sup>29</sup> In the description of this plan in action, the students of Farmville U.S.A. were taught those things which were most useful to them in adult life. The students in this imaginary program believed that the learning process is a process of research, observation, planning together and acting.<sup>30</sup> This hypothetical situation makes the block of time play an important role in the development of the basic needs of youth.

In October 1930, the Commission on Relation of School and College from the Progressive Education Association formulated a plan by which a study could be made to explore the possibilities of better coordination between school and college work. They sought also an agreement

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<sup>29</sup>N.A.S.S.P., op. cit., p. 44.

<sup>30</sup>Ibid., p. 111.



which would provide freedom for fundamental reconstruction of secondary schools. This plan was called the "Eight Year Study". Thirty schools used in the experiment started their own programs in 1933 with only two restrictions involved: (1) they must conform to ways known about how humans learn and grow, and (2) they must make an attempt to rediscover the chief reasons for the existence of schools.<sup>31</sup>

With few restrictions imposed on the participating schools, there was practically no limit to the variations in programming that could take place. In general an informal program based on core principles was used by the participating schools, and in some cases nearly complete freedom was existent among the students. In comparison of 1475 matched pairs, the college follow-up found that the graduates of the thirty schools, as a group, had done a somewhat better job than the control group.<sup>32</sup> The important part of the study, however, lies in the conclusions derived from the study as follows:

1. Every student should achieve competence in the essential skills of communication - reading, writing, oral expression - and in the use of quantitative concepts and symbols.
2. Inert subject-matter should give way to content that is alive and pertinent to the problems of youth and modern civilization.
3. The common recurring concerns of American youth should give content and form to the curriculum.

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<sup>31</sup>Aiken, op. cit., pp. 1-18.

<sup>32</sup>Ibid., p. 111.

4. The life and work of the school should contribute, in every possible way, to the physical, mental and emotional health of every student.

5. The curriculum in its every part should have one clear, major purpose - to bring every young American his heritage of freedom - to develop understanding of the kind of life we seek and to inspire devotion to human welfare.<sup>33</sup>

From these conclusions it can be seen how a core program could meet the needs of the curriculum as derived through the Eight Year Study.

In another study, Dexter compared 200 junior high school pupils in core classes to a like number in traditional classes and found in all cases the core group equaled or surpassed the achievement of the traditional group in the following skill areas: (1) reading comprehension and vocabulary, (2) work-study skills--map reading, use of references, index, dictionary, and graphic material, and (3) language skills--punctuation, capitalization, usage, spelling.<sup>34</sup>

An interesting study in relation to activities within the core made by Jean Fair, pointed up the fact that core is neither more nor less effective than conventional methods in developing awareness of social conditions, (ability to apply fact and value generalizations to social problems and interest in social affairs), but it was more

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<sup>33</sup>Ibid., p. 138.

<sup>34</sup>George Dexter, "Fundamental Skills of the Core Program," Educational Leadership, 12:166-69, December, 1954.

effective in developing willingness to take a democratic position toward social goals and policies.<sup>35</sup>

In Spear's book, The Emerging High School Curriculum, many examples of experimentation and practices in core programming are given. In Los Angeles County, a lengthened period called "social living course" is used. It draws into its program experiences formerly considered a part of such fields as the social studies, the sciences, language arts and guidance. Themes around which the core is built run as follows: seventh grade, the American epic; eighth grade, community life; and ninth grade, world culture.<sup>36</sup>

Norris, Tennessee, in which the school is the center of community life and activity, centers its curriculum around experiences and studies that grow out of services rendered to the school through cafeteria, insurance, school bank, supplies and candy stores, lost and found department, and truck gardening. The seventh and eighth grade core extends through the entire day; the ninth grade has three hours of core which are absorbed in fields of science, English, and social studies.<sup>37</sup>

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<sup>35</sup>Jean Fair, "The Comparative Effectiveness of a Core and a Conventional Curriculum in Developing Social Concern," School Review, 62:274-82, May, 1954.

<sup>36</sup>Harold Spears, The Emerging High School Curriculum and Its Direction (San Francisco: American Book Co., 1948), p. 221.

<sup>37</sup>Ibid., p. 172.

Free study days, no bell schedule, pupil-teacher work on projects--these are characteristics of the system which was used in North Bend, Washington. Friday was achievement day at which time reports and demonstrations were given before the class. Reports written by the teacher on the pupil's capacity and activities was an important part of the program. These, plus self evaluation on exams, a privilege plan, and parental support of the program characterized their system.<sup>38</sup>

The Washougal core program in the seventh grade stressed purposive living at home and abroad as influenced by discovery and invention. History, geography, English, literature, spelling, penmanship, reading, and art were the subject matter areas covered. In the eighth grade, industrial development was the central theme with the same areas being covered as in the seventh grade. In the ninth grade, social institutions was the theme with literature, art, community civics, speech, vocabulary grammar, history, composition, and guidance being the areas covered.<sup>39</sup>

#### Teaching Methods in the Core Curriculum

As a review to recapitulate the philosophy of core activities, Bent points up some important principles. He

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<sup>38</sup>Ibid., p. 145.

<sup>39</sup>Ibid., p. 135

states that when facts are presented, or skills taught, they should not be separated from the context of a unit or series of events. Facts are not ends in themselves, but aids to an understanding. Relationships between one subject and another, one fact or event and another, whether in the same or other fields, should be pointed out. Experiences should be related to each other and the relationships made known rather than isolated. Pupils should be encouraged to generalize. Summarization and interrelation of facts from various areas should be encouraged.<sup>40</sup>

### Planning the Core Class

In planning the core class, the teacher must keep uppermost in mind that "planning" is essential. Core activities do not imply haphazard "come what will" subjects and methods, or "spur of the moment" improvisation. It requires detailed planning and preparation for the potential activities. Berger relates that there are several key questions around which activities should take place when using committees within a core program: What must be known to solve the problem? From where can help be derived? How can all individuals in the group be considered? How shall records be kept? What is the role of the teacher? These must be answered in carrying out successful integrated activities

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<sup>40</sup>Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education (New York: McGraw-Hill Book Co., Inc., 1949), p. 430.

in the block of time.<sup>41</sup>

Activities in a core class are many times centered around problem areas which should be selected on the basis of significant action such as: exploratory experiences suggested by teachers, or pupils, culmination of related lead-up units, a class census in which all voices are heard to get at the real problems and interests of the group, or a careful checking of the problems against a list of class-developed criteria for selection of a problem for study. The problem must be clearly stated and defined. The areas of study must be decided upon in terms of tentative solution, natural research division and individual group interest. Needed information and its sources must be listed, analyzed and interpreted. Tentative conclusions must be stated and tested, and reports to the total class planned and presented.<sup>42</sup>

### Core in the Classroom

Berger lists the functions of a core class as follows: (1) Use a "planning" or "steering" committee to work with the teacher in planning the class activities, however let the whole group aid in determining overall problems.

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<sup>41</sup>Donald Berger, "Planning the Core Class," Educational Leadership, 8:204-08, January, 1951.

<sup>42</sup>Faunce and Bossing, op. cit., p. 125.

(2) Clarification of the problem is a must. Make a thorough definition of each problem as well as lists of sources of help. (3) The teacher is the primary source for help, but it is not imperative that he know all the answers. He, however, should know of sources for finding information. (4) Activities such as dance, creative music, drama, interpretive reading, panels, radio and tape recordings, charts and maps, pictures and murals, sketches, debates, symposiums, exhibits and displays, lectures, trips, films, student-led discussions, reports, informal discussions, book reviews and creative writing can be used to activate the core program. (5) In consideration of each individual member, a record must be kept of who does what job. Evaluation then can be made on the basis of participation and interest, need for special help from the teacher, degree of responsibility, interest in doing useful jobs, and interest in being a part of the group. (6) A record of all activities should be posted for observance by the whole group. (7) The teacher must aid in keeping to the point in discussions, supply additional information, stay within the group, advise and give individual help where needed, and evaluate group and individual growth. Occasional mistakes are bound to occur, but this should not hinder the overall progress.<sup>43</sup>

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<sup>43</sup>Berger, loc. cit.

### English Social Studies Block of Time

Bent states that the two subjects given the most weight in the core program are English and social studies for under these categories are included most needed experiences.<sup>44</sup>

Language is man's basic medium of expression. His language competency depends, in part at least, on his ability to think, earn a living, maintain emotional equilibrium, and to become a happy contributing member of social groups. Language competency today requires extensive experiences in reading, speaking, writing and listening techniques, and a familiarity with many types of material and devices of expression used in normal, everyday living, such as telephone, radio, television, propaganda, editorials, public forums, and advertisements. The organization and teaching of the language arts requires much thought and the cooperative efforts of many persons. To be functional the language arts must be developed in a setting in which they are to be used and in terms of the purposes they are intended to serve. They are media by which we convey ideas and feelings and should be taught as such.<sup>45</sup> As a functional part of the block of time the following activities might be included as

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<sup>44</sup>Bent and Kronenberg, op. cit., p. 226.

<sup>45</sup>Hugh B. Wood, "Development of the Language Arts Program," Curriculum Bulletin #87, (Oregon University, July, 1951), p. 19.



a part of the language arts experience: pupil planning activities; preparation as producer or listener in story reading or telling; class discussion; committee work; dramatic activities; writing letters, outline, stories, notes, and advertisements; preparation of school publications; and recreational and aesthetic activities.<sup>46</sup> Within this outlined program students must learn the fundamental skills of grammar, spelling and other language arts functions.

Wood further suggests that situations in the social studies subject should be set up to meet the following objectives: (1) A development of attitudes which are consistent with the democratic way of life which encourage respect for the rights of others, a desire for social betterment, and the will to contribute one's share; (2) A development of an appreciation of man's heritage and particularly his obligation to utilize it most effectively; (3) A development of techniques and skills which enable man to live happily and successfully and make his appropriate contributions to society; (4) A development of concepts and generalizations which provide for and encourage constructive thinking; (5) A development of habits of study, research, cooperation and participation in social affairs; and (6) the acquisition of facts, information, and data basic to the development of

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<sup>46</sup>Ibid., p. 12.

these attitudes, appreciations, techniques, concepts, and habits.<sup>47</sup>

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<sup>47</sup>Hugh B. Wood, "Social Studies - A Study Guide for Teachers", Bulletin #1, (Oregon University, September, 1939), p. 4.

## CHAPTER III

### QUESTIONNAIRE RESULTS

In compiling the results of the questionnaire on the activities and attitudes of teachers in Yakima junior high school block of time situations, medians were established for each item in each category. When these medians were established, it was felt that it would be possible to make statistical comparisons by showing the significance of difference between items or categories. Hence, sample items were calculated resulting in a conclusion that there was no statistically significant difference. The following formula and calculations indicate this fact:

In determining the significance of difference between means for small samples:

$$t = \frac{M_2 - M_1}{md} = \frac{4.50 - 3.57}{.44} = \frac{.93}{.44} = 2.11$$

$$md = m_1^2 + m_2^2 = .44$$

md - standard error of mean difference

After finding that  $t = 2.11$  we look up the table of values of  $t$  under 27 degrees of freedom ( $N_1 + N_2 - 2$ )  $23 + 6 = 27$  to see if the difference is significant to the 5% level of confidence.

Therefore the difference of 2.11 is significant at the 5% level of confidence. It just barely makes

significance, so any difference much smaller is not likely to be significant on other items.<sup>48</sup>

Because there was no significant difference, it was felt that generalizations would be valuable. This chapter includes the most valuable of those generalizations.

#### ACTIVITIES IN THE BLOCK OF TIME (SECTION V)

There was a considerable amount of agreement between teachers in the various categories regarding most of the items in the participation part of the questionnaire. The agreement or lack of agreement can be seen by an inspection of Table II. Note the higher the median, the higher the frequency of use of that particular technique.

1. Integration of literature and history are used to some extent by all groups but are used most by single teachers, personnel with masters degrees, and seventh and eighth grade teachers.

2. Items showing correlation techniques, generally show an average amount of use. It is interesting to note, however, that note-taking is not generally practiced with the exception of teachers in the ninth grade. The medians show that teachers with educational background other than

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<sup>48</sup>These calculations were made by Dr. Eldon Jacobsen, Associate Professor of Psychology at Central Washington College of Education.

English and social studies tend to use the library for re-  
~~search~~ extensively, also item four shows that teachers in all  
categories tend to use reports, oral and written, as a means  
of correlating and integrating the English and social studies.

Items indicating strong correlation methods such as  
taking spelling words from social studies books show a signi-  
ficant trend of infrequent use in all categories.

4. Activities in the block of time which encourage  
pupil initiative and participation show that free discussion  
is practiced sometimes. Seldom, however, is there opportunity  
for student evaluation or for setting up and solving pupil  
problem situations.

5. Infrequent activities along the line of purposive  
letter writing and dramatization is also apparent. Only the  
male teachers, younger teachers, and people with masters  
degrees ever practice letter writing.

6. Teachers with masters degrees sometimes use prac-  
tices which indicate elimination of subject matter lines.

#### TEACHING SITUATIONS IN THE BLOCK OF TIME (SECTION VI)

In section VI, the section of personal evaluation  
of each teacher's own ability to teach in a given situation,  
very little difference in the medians in all categories  
is shown.

TABLE II  
 MEDIANS OF THE ITEMS FOR THE VARIOUS CATEGORIES  
 OF SECTION V

	Category						
	Franklin	Washington	Male	Female	Married	Single	Age 20-45
1.	3.4	3.6	3.2	3.5	3.3	4.1	3.6
2.	3.3	3.4	3.	3.6	2.9	4.	3.1
3.	3.7	3.4	3.5	3.8	3.5	4.	3.8
4.	4.	4.	3.8	4.5	3.9	4.2	3.9
5.	1.7	1.9	1.6	1.9	1.6	2.4	1.6
6.	2.2	2.9	2.9	2.	2.3	2.4	2.3
7.	3.9	3.3	3.6	3.8	3.8	3.6	3.9
8.	2.2	2.6	2.1	2.4	2.4	2.3	2.6
9.	3.	3.5	3.2	3.3	3.2	3.3	3.1
10.	2.3	2.7	3.	2.2	2.8	2.4	3.
11.	1.7	1.8	1.6	1.8	1.5	1.9	1.7
12.	2.1	2.2	2.2	2.	1.7	2.3	1.9
13.	2.1	2.5	2.2	2.2	1.7	2.1	2.3
14.	2.2	2.9	2.3	2.8	2.5	2.9	2.8

Items of section V

1. Do you relate historical periods of time to literary personalities of the time?
2. Do you read stories in literature to make more meaningful a period in history?
3. Do you assign a theme on a social studies project with the purpose of checking for grammatical qualities as well as content?
4. Do you assign written or oral reports on social studies for the purpose of development of language arts skills?

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Age over 45	Eng.- S.S. prep.	Other prep.	B. A. degree	5 <sup>th</sup> yr. or Masters	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
3.6	3.5	3.4	3.5	4.	3.8	3.8	2.4
3.5	3.4	3.	3.3	3.6	3.5	3.6	2.6
3.4	3.8	3.1	3.6	4.	3.9	3.6	2.8
3.7	4.	3.8	3.9	4.2	3.9	4.	3.4
2.1	2.	1.9	1.9	1.8	1.9	1.9	1.2
2.8	2.7	1.7	2.4	3.4	2.6	2.2	3.
3.6	3.6	4.7	3.8	4.2	3.7	3.9	3.2
2.1	2.3	2.3	2.5	1.8	2.4	2.2	2.6
3.4	3.3	3.1	3.3	3.4	3.3	3.2	3.4
2.3	2.9	2.	2.5	3.4	2.6	2.3	2.6
1.8	2.	1.	1.7	2.4	1.8	1.7	1.6
2.2	2.2	2.	2.1	2.8	2.2	2.1	1.6
2.3	2.4	1.6	2.3	2.4	2.	2.1	2.4
2.6	2.6	2.6	2.4	3.	2.7	2.8	2.6

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5. Do you use social studies texts or materials for drill work in grammar?
6. Do you assign not taking on reports, lectures or discussions?
7. Do you have students use the library for research in social studies problems?
8. Do you obtain the spelling list from social studies subject matter?
9. Do you allow pupils to lead and carry on class discussions on social studies problems?

10. Do you allow students to write letters or request for resource material?
11. Do you have students dramatize historical scenes or social situations?
12. Do you allow student evaluation of peer and self activities?
13. Do you set up pupil problem situations to be solved by pupils themselves?
14. Do you plan language arts - social studies activities in which subject matter lines are eliminated?



Table III shows these medians. In this section, a high median indicated a feeling of potential success on the part of the subject; a low median indicated a feeling of little success on the part of the subject in a given situation.

1. Teachers indicated they are realizing better than average degrees of success in teaching English and social studies in the block of time as they are teaching at present. This does not, of course, indicate the methods used, but it does indicate confidence in the personnel who are experiencing the block of time situation.

2. Teachers expressed much doubt in ability to handle English-social studies activities which dealt with specific core practices of problem solving, elimination of course boundaries, student presented problems, etc. In only two categories, Washington teachers and teachers with background preparation other than English or social studies, was there indication of even a moderate degree of success with these methods.

3. Teaching under departmentalized organizational patterns would give teachers in all categories a high degree of confidence in being successful. However, at the same time a high degree of confidence was expressed in ability to teach seventh and eighth grade English-social studies

TABLE III  
 MEDIANS OF THE ITEMS FOR THE VARIOUS CATEGORIES  
 OF SECTION VI

	Category						
	Franklin	Washington	Male	Female	Married	Single	Age 20-45
1.	3.4	3.4	3.4	3.4	3.5	3.	3.6
2.	3.6	3.6	3.8	3.5	3.8	3.5	3.7
3.	2.2	2.3	2.	2.3	2.2	2.2	2.2
4.	2.7	3.1	2.4	2.6	2.7	2.7	2.5
5.	2.2	1.9	2.1	2.1	2.2	1.8	1.9
6.	2.8	2.4	2.4	2.5	2.6	2.2	2.6
7.	3.4	3.7	3.2	3.6	3.8	3.7	3.9
8.	3.7	3.7	4.3	3.6	2.9	3.8	3.7
9.	3.5	3.9	3.3	3.7	3.3	3.	3.9
10.	3.4	3.5	3.2	3.5	2.9	3.	3.6
11.	2.7	2.1	2.9	2.8	2.7	2.9	2.8

Items of section VI

1. What is your degree of success in teaching the basic fundamentals of language arts in the block of time as you now teach it?
2. What is your degree of success in teaching the basic concepts of social studies in the block of time as you now teach them?
3. If you were asked to eliminate course boundaries and teach language arts and social studies by unifying the two subjects under one general problem area, what degree of success would you have in giving the pupils the basic skills and social concepts necessary?

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 Category
 

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Age over 45	Eng-S.S. prep.	Other prep.	B. A. degree	5 <sup>th</sup> yr. or Masters	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade
3.2	3.3	3.2	3.2	4.2	3.3	3.6	3.2
3.6	3.6	3.7	3.4	4.6	3.9	3.8	3.6
2.5	2.1	2.9	2.5	2.2	2.	2.4	2.8
2.9	2.6	3.	2.9	2.2	2.3	2.1	2.2
2.4	2.1	2.1	2.2	1.8	2.2	2.1	2.
2.6	2.5	2.6	2.6	2.2	2.5	2.5	2.8
3.6	3.8	3.4	3.5	3.8	3.9	3.8	3.2
4.	2.9	4.	4.2	3.	3.8	3.6	4.2
3.1	3.6	3.3	3.5	3.4	3.7	3.3	1.8
3.	3.3	3.4	3.3	3.5	3.3	3.2	2.
2.5	2.6	3.	2.2	2.3	1.6	2.1	3.2

- 
4. If you were to use the problem solving approach in presenting prescribed subject matter, what would be your measure of success?
  5. If you would ever center class activities around student presented problems, what would be your degree of success in covering the required subject matter boundaries?
  6. If you were to use student-teacher cooperation in planning and solving of student centered problems, what would be the degree of success in covering the required subject matter boundaries?
  7. If you teach separate subjects as separate items within the block of time, do you feel that your teaching of the language arts and social studies is successful?

8. What would your degree of success be if you were to teach one subject throughout the day in an entirely departmentalized situation?
9. What would be your degree of success in teaching a language arts - social studies block at the seventh grade level?
10. What would be your degree of success in teaching a language arts - social studies block at the eighth grade level?
11. What would be your degree of success in teaching a language arts - social studies block at the ninth grade level?

blocks. In fact the weakest degree of success was the median 2.9 found only twice in one category, that of married teachers.

4. Teaching the English-social studies block of time in the ninth grade was generally indicated as potentially an unsuccessful activity.

As previously stated, it would be difficult to show comparative differences between the listed categories because of their high degree of similarity. For instance, the category comparing Franklin teachers with Washington teachers shows the greatest divergence of differences as being only .7 of a point as found in the use of the library in item seven.

The results indicate that the library is used more frequently in Franklin than in Washington. In comparing male and female teachers, the greatest divergence of difference was in the use of literature in social studies and the use of note-taking on reports. In the first instance, females tended to use the practice most and in the second instance, males most frequently practiced the technique.

#### ATTITUDE SCALE

The calculated norms on the attitude scale for individuals indicated great extremes of favorability and unfavorability toward the block of time. Table IV and the figures 1 and 2 show this great range. In the range from twenty to one hundred (twenty - highly unfavorable; one

TABLE IV  
THE ATTITUDES MEDIANS OF THE VARIOUS INDIVIDUALS IN  
VARIOUS CATEGORIES OF SECTION VII

Number of Individual	Categories							
	Franklin	Washington	Male	Female	Married	Single	Age 20-45	Age Over 45
1.	87	95	87	95	84	95	95	95
2.	82	95	74	95	95	75	87	82
3.	79	84	73	84	87	71	84	79
4.	74	75	69	82	82	69	75	73
5.	73	69	68	79	79	66	74	68
6.	73	66	68	75	74	65	73	65
7.	71	57	65	73	75	64	71	64
8.	68	53	64	71	73	64	69	63
9.	68	48	61	68	68	47	68	60
10.	68	47	60	66	68	32	68	48
11.	65	45	57	64	68	31	66	47
12.	64	31	47	63	63		64	47
13.	64		48	59	61		61	45
14.	63		47	53	60		59	32
15.	61		45	47	59		57	31
16.	60			32	57		53	
17.	59			31	53		48	
18.	48				48			
19.	47				48			
20.	32				47			
21.	**65.3	63.7	62.3	66.9	45 66.8	60.7	68.9	59.9

\*\* Norm of category

Eng. S.S. prep.	Other prep.	B. A. degree	5th yr. or Masters	7th grade	8th grade	9th grade
95	95	84	95	95	95	87
87	82	73	95	95	95n	82
84	79	71	87	87	87	75
75	73	68	82	84	84	61
74	68	68	79	79	82	57
73	68	65	75	74	79	48
71	64	64	74	73	75	47
68	61	63	73	71	74	
66	59	61	69	69	73	
65	57	60	58	68	69	
64	31	57	66	66	68	
63		47	64	65	68	
60		45	59	64	66	
55		32	53	63	64	
48			48	61	64	
48			48	60	63	
47			47	53	61	
47			31	48	59	
45			31	47	47	
32					32	
					31	
63.3	67	61.2	67.4	72.7	68.4	65.3

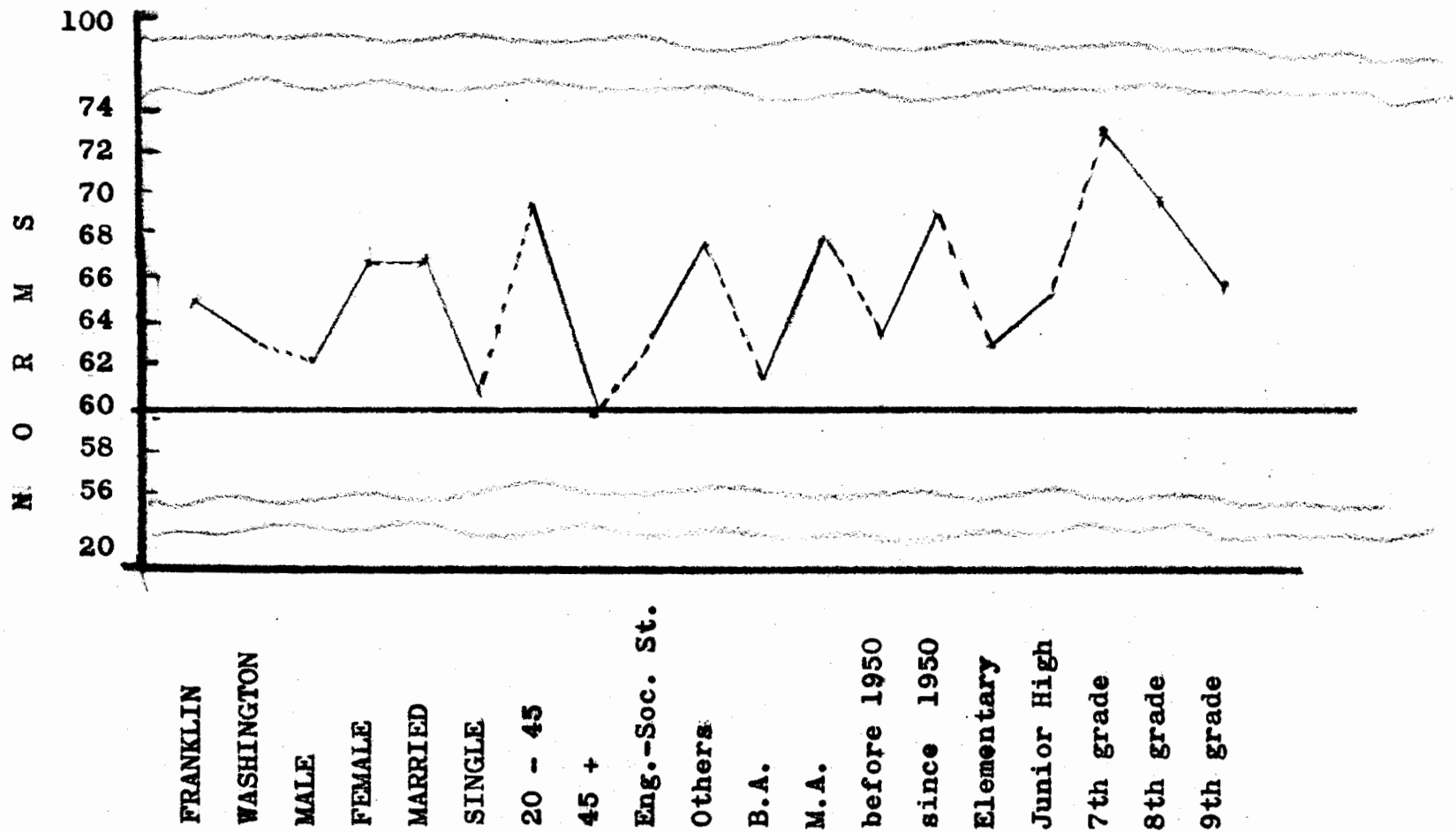


FIGURE I

NORMS OF VARIOUS CATEGORIES OF ATTITUDE SCALE



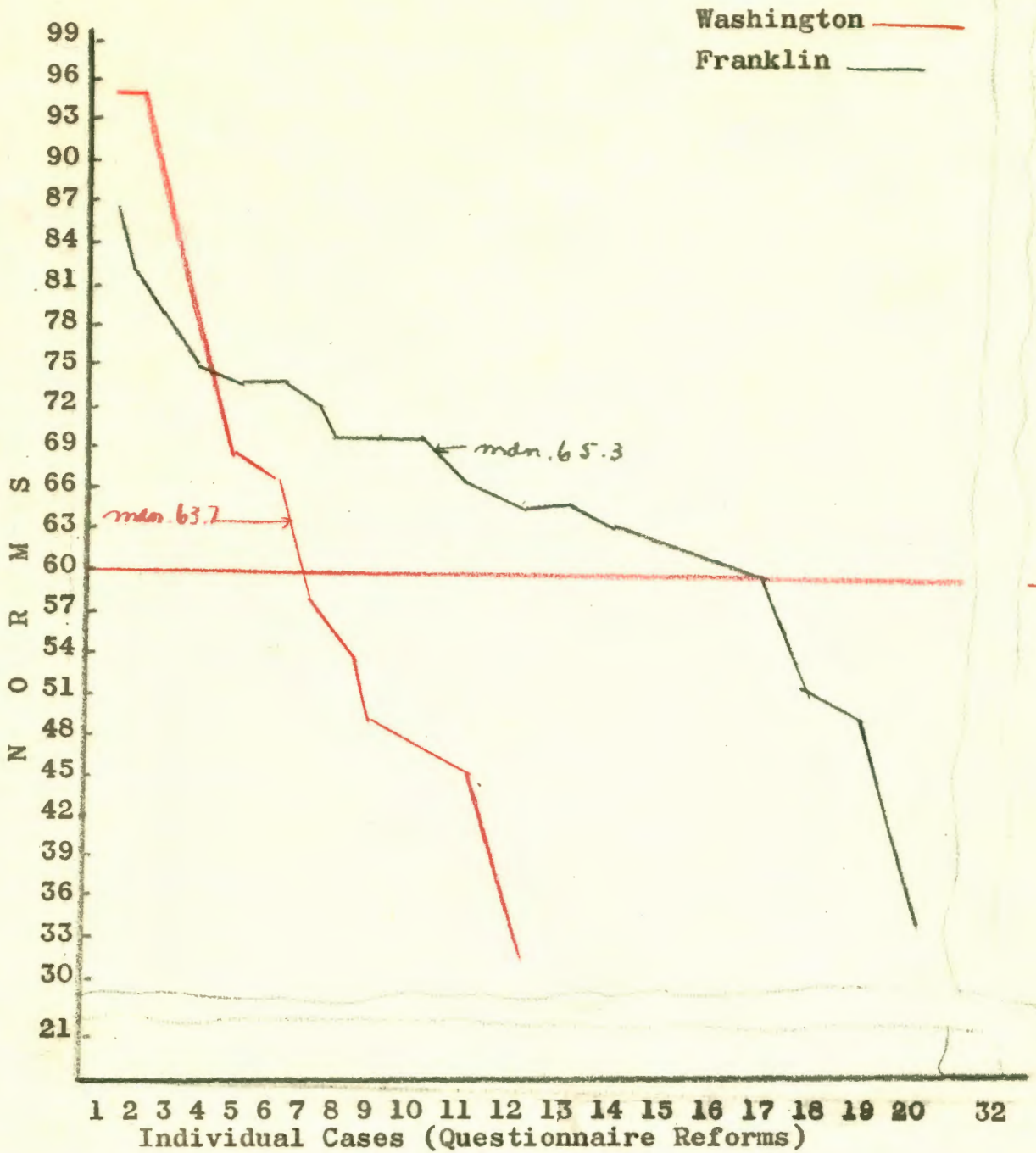


FIGURE 2

RANGE OF ATTITUDES OF FRANKLIN AND WASHINGTON J.H.S. TEACHERS

hundred - highly favorable), there were two individuals who scored ninety-five and two who scored thirty-two or below. All together twenty-one individuals indicated favorable attitudes toward the block of time, that is, their calculated norms were above the median, sixty, and eleven individuals showed disfavor toward the block of time. One of these later individuals had a norm of exactly sixty.

Figure 3 indicates only slight variation between the various categories. The most favorable attitude with a norm of 73.73 was indicated by teachers who experienced the block of time in the seventh grade. The most unfavorable attitude, a norm of 59.96, was expressed by teachers above forty-five years of age. The teachers of Franklin showed a slightly more favorable attitude than did the teachers of Washington. It is interesting to note, however, that the two most favorable attitudes (95) were expressed by teachers from Washington. Female teachers were more favorable than male, married teachers more favorable than unmarried, and the greatest difference was shown in that younger teachers were more favorable than older teachers. Teachers with preparation background other than English and social studies showed marked favorability over teachers with English - social studies backgrounds. Personnel with masters degrees and educational experiences since 1950 were more favorable toward the block of time than those without these experiences. Seventh grade

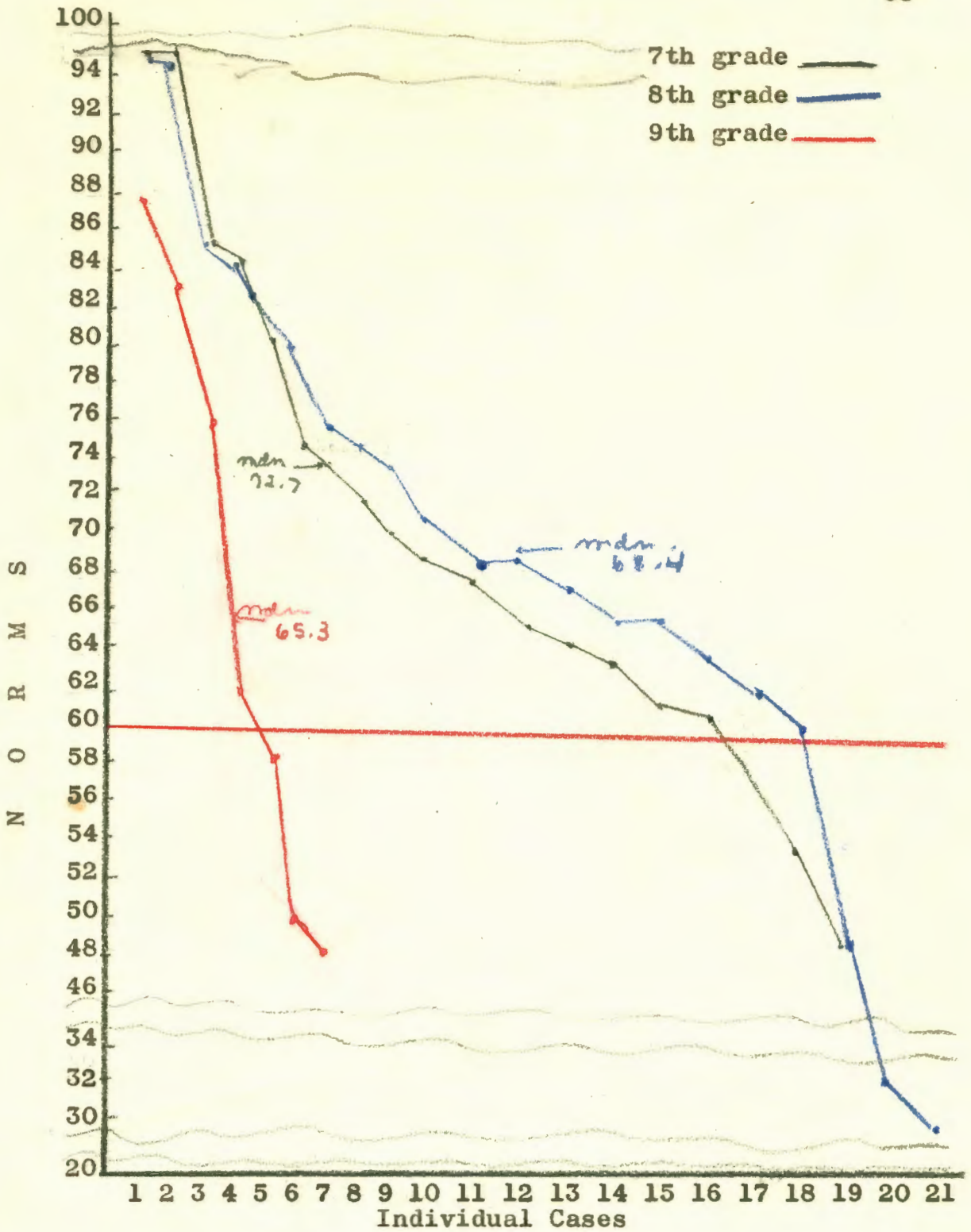


FIGURE 3

RANGE OF ATTITUDES OF TEACHERS EXPERIENCED IN VARIOUS GRADE LEVELS

block experienced personnel outrated both eighth and ninth grade personnel, however, in all three of these categories there is a noticeable tendency toward favorable attitudes. This fact is in conflict with the confidence expressed by teachers who teach in the ninth grade block of time as is shown in section six of the questionnaire.

In comparing the various items of the attitude scale, it was necessary to establish a different norm range because of the number of questionnaires involved. Since "SD" was equal to one, and there were thirty-one questionnaires, thirty-one would indicate strong disagreement with that particular item. "SA" was equal to five, therefore five times thirty-one equals one hundred fifty-five or strong agreement with the item. Ninety-three was the median. Figure 4 shows that, of the favorable statements, there was agreement by teachers with all but three. Subjects disagreed with the statements that students are more interested in their work when stimulated by correlation and integration techniques possible in a block of time; that more real enthusiasm is encountered in the use of the block of time; and that a good teacher working in a block of time can fuse together into a unified whole, language arts, social studies and other subjects. Likewise among the unfavorable statements there were three which received an appreciable amount of rejection by the subjects. The statements rejected were:

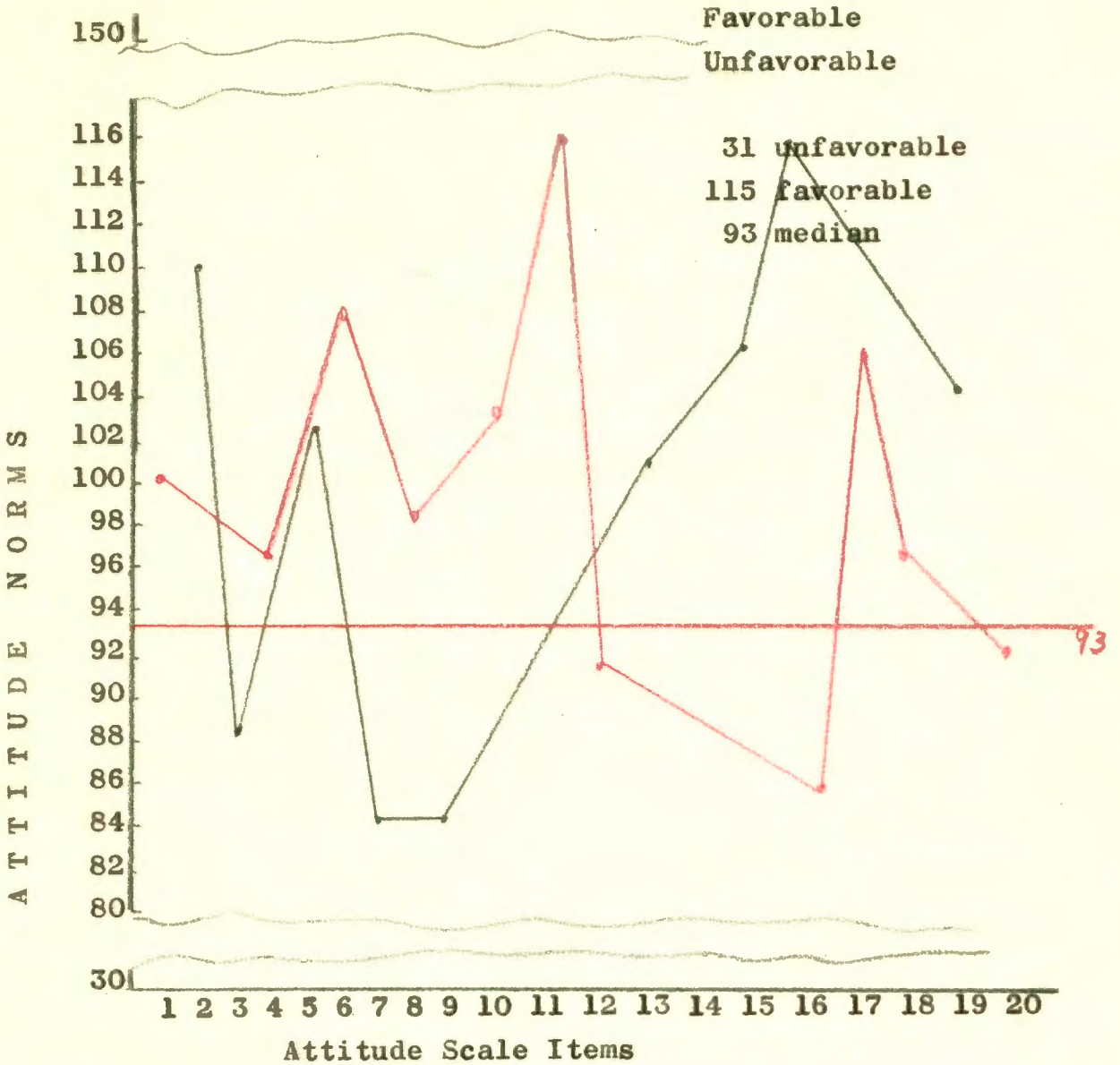


FIGURE 4  
ATTITUDES TOWARD FAVORABLE AND UNFAVORABLE ITEMS  
IN ATTITUDE SCALE

teachers are inclined to neglect skills through correlation and integration; I favor the departmentalized program over the block of time; and, students do not become prepared for college through block techniques. The highest amount of agreement as shown on figure 4 and table V was with items that completely reject core practices and, oddly enough, one item which supported core philosophy. Items two and fifteen with which there was strong agreement, indicated the dangers of disorganization in the block of time, and item eleven showed the advantage of being able to learn to know students better and make guidance more effective.

TABLE V  
 MEDIANS OF THE ITEMS OF THE  
 ATTITUDE SCALE

---

( 31 strongly disagree - 155 strongly agree - median 93)

	<u>medians</u>
1. (favorable) The block of time allows for more real teaching or learning situations. . . . .	100
2. (unfavorable) The boys and girls have too much freedom in block situations. . . . .	110
3. (unfavorable) Through correlation of subject matter in the block, teachers are inclined to neglect important basic skills. . . . .	86
4. (favorable) The block of time, with good correlation, is good for Junior High School use. . . . .	96
5. (unfavorable) It is impossible to be an expert in more than one subject matter area. . . . .	102
6. (favorable) The block of time provides a place for teaching cooperation, skills, and attitudes. . . . .	107
7. (unfavorable) I favor the departmentalized program over the block of time. . . . .	84
8. (favorable) Children learn more through the use of the block of time. . . . .	97
9. (unfavorable) Students do not become prepared for college work through block techniques. . . . .	84
10. (favorable) There is more opportunity for follow through in subject matter and correlation. . . . .	102
11. (favorable) The block of time provides ease of teaching departmentalized courses with the advantage of getting better acquainted with students. . . . .	116
12. (favorable) Students are more interested in their work when stimulated through correlation and integration techniques possible in the block. . . . .	92

medians

13. (unfavorable) Time is too short to make experiences within the block of any value. . . . . 100
14. (unfavorable) There is too much play, not enough work. . . . . 106
15. (unfavorable) Teaching in the block of time is a waste of time. . . . . 115
16. (favorable) More real enthusiasm is encountered in the use of the block of time. . . . . 86
17. (favorable) The block of time provides an opportunity to capitalize on sudden interests of children. . . . . 106
18. (unfavorable) Subject matter is neglected in the block of time. . . . . 96
19. (unfavorable) The three R's are not taught in the block of time. . . . . 103
20. (favorable) A good teacher working in a block of time can fuse together into a unified whole language arts, social studies, and other subjects. . . 92
-



## CHAPTER IV

### CONCLUSIONS

Though this study did not reveal defined trends in one way or another, there are several conclusions which can be drawn from the results obtained.

First, there is a marked tendency of similar thinking about the block of time. One influencing factor here is probably the whole evolution of the block of time in the Yakima system. Many of the teachers are in a process of growing with the block of time. They may have seen it initiated, and may have made adjustments to fit its pattern. The fact that so many of the norms of the various items range near the median may indicate a feeling of unconcern toward certain practices, or it may mean open mindedness with a willingness to learn.

Secondly, the teachers of Yakima junior high schools openly show a favorable attitude toward the use of the block of time by a ratio of two to one. This ratio may not hold true in all grade levels of the junior high schools, but there is general acceptance in seventh, eighth and ninth grades. With the acceptance of the block pattern, however, there also comes an indication of unfamiliarity with correlation and integration techniques which may make the block of time more meaningful.

Teachers of Yakima junior high schools can enrich the

block program through development of new and different techniques of teaching. There is indication of willingness on the part of teachers to make changes if they know what changes to make. This shows the need for some sort of in-service training or sharing of experiences for the teachers of English-social studies blocks in the Yakima junior high schools.

Younger teachers, teachers who have been experiencing the compulsory fifth year certification in the State of Washington, indicated a much more flexible approach to methods of teaching in a block of time than did teachers in other categories. This factor would show the value of broadened educational background through summer school activities for teachers who have not as yet carried out such a program.

Finally, the so called "new methods" of teaching, which in reality are simply good standards of teaching for any good teacher, receive violent outward opposition by many teachers. It would seem proper for some extended study to be made of the correlation and integration techniques which are available for use in the junior high schools, and to make clearer the meaning of the block of time program. Too often people are inclined to oppose those things they know the least about.

Regardless of the terminology or techniques used, it is imperative that the best interests of the junior high students be put foremost in the minds of each teacher and that all possible efforts be made to meet the needs of our youth.

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**APPENDIX**

## TEN IMPERATIVE NEEDS OF YOUTH

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of a democratic society, and to be diligent and competent in performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive for successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.<sup>1</sup>

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<sup>1</sup>National Association of Secondary School Principals, Planning for American Youth, (N.A.S.S.P., Wash. D.C.; 1944), p.43.

## ITEMS FOR CONSTRUCTION OF AN ATTITUDE SCALE

An attitude scale is being constructed as a part of questionnaire which will be used in the preparation of a thesis for the M. Ed. degree. This is not the scale. This is only one part of a method used to eliminate ambiguous or multiple meaning items. The statements were made with reference to the use of the English-Social Studies block of time in a Junior High School. The block of time refers to a lengthened period of time in which two or more subjects are taught in one setting under the direction of one teacher.

Please rate these statements numerically from 1 to 9 according to their value, i.e. "Very favorable toward" - 1 (in this case the use of the English-Social Studies block of time in the Junior High School), to "Very unfavorable toward" - 9. After finding two statements at the extremes of the scale, locate a statement for a midway point (5) and then try to distribute the remaining items proportionately over the scale. Place a number in front of each item which indicates the statement's relative numerical position to each of the other items.

Think about each item as if you had heard someone make the statement. Is that person, "Very, very, favorable" toward the use of the English-Social Studies block of time in the Junior High School? If so, rate the state-



ment 1. Is he "Very, very unfavorable" toward the use of the English-Social Studies block of time in the Junior High School? If so, rate that particular statement as 9. Is he neutral? If so, rate the statement 5. Is he inclined to show favor toward, yet not be wholly enthused? If so, rate the item more than 1 and less than 5 (2,3, or 4 depending on the degree of acceptance you think that statement shows.) Does he show disfavor, yet not total rejection? If so rate the item more than 5 and less than 9. Continue this process until all items are rated.

1. \_\_\_ No one is trained to teach core.
2. \_\_\_ The block of time type of program will last for years to come.
3. \_\_\_ The block of time is not new to education in the last 20 years.
4. \_\_\_ The block of time with good correlation is good for Junior High School use.
5. \_\_\_ There is more follow through in subject matter through correlation.
6. \_\_\_ The block of time gives more security to the student.
7. \_\_\_ There is less confusion in the block than in the many, definite breaks of departmentalization.
8. \_\_\_ Students need a feeling of being at home in a given room.
9. \_\_\_ The block of time provides security for the teacher.
10. \_\_\_ A good teacher working in a block of time can fuse together into a unified whole English, social studies, and other subjects.

11. \_\_\_ A great deal of teacher-pupil planning is afforded by the use of the block of time.
12. \_\_\_ The block provides opportunities for developing democratic attitudes of our American way of living.
13. \_\_\_ The block provides a means of learning to live, work and play together in a real life situation of problem solving.
14. \_\_\_ Cooperation with fellow teachers is essential to successful block program.
15. \_\_\_ The block of time provides ease of teaching departmentalized courses with the advantage of getting better acquainted with students.
16. \_\_\_ Correlation and integration in the block adds more work to the teacher than its various advantages offset.
17. \_\_\_ The block of time allows the teacher ample time to be of use as guidance person.
18. \_\_\_ I favor the use of the block of time in the Junior High School.
19. \_\_\_ Most comments related to the block of time program have been favorably spoken of by teachers who have had training in core teaching.
20. \_\_\_ Children learn more through the use of the block of time.
21. \_\_\_ Children are likely to be more interested in their work when in a block situation with proper correlation and integration.
22. \_\_\_ More real enthusiasm is encountered in the use of the block.
23. \_\_\_ The two subject block of time makes both subjects easier to teach.
24. \_\_\_ Any teacher qualified to teach a self-contained classroom could handle a block of time program of English and Social Studies.
25. \_\_\_ The two subject block of time is successful enough that further progress toward "core" is not necessary.

26. \_\_\_ It is easier to teach separate subjects by using correlation and integration techniques than it is to teach from the problem solving approach.
27. \_\_\_ The library is essential to successful correlation of subject matter in the block of time.
28. \_\_\_ It is impractical to attempt to use the block of time in the correlation of subject matter because of classes that are too large.
29. \_\_\_ It is impossible to carry on efficient correlation practices in a block period of more than 25 pupils.
30. \_\_\_ Through correlation of subject matter in the block, teachers are inclined to neglect important basic skills.
31. \_\_\_ Better guidance is possible because of more time spent in getting to know the children.
32. \_\_\_ Student moral is higher in the block resulting in better attendance and less discipline problems.
33. \_\_\_ Basic skills are neglected in the activity-centered program.
34. \_\_\_ Work-study skills are forfeited on an individual basis in the block because of the dependence on the group or committee for accomplishments.
35. \_\_\_ The block type program provides a transitional period from elementary to high school during a period beset with maturation problems.
36. \_\_\_ The core program is a substitute for good teaching.
37. \_\_\_ It is impossible to be an expert in more than one subject matter area.
38. \_\_\_ The block of time allows the teacher to know the children better than a completely departmentalized program.
39. \_\_\_ The block of time program allows other teachers to dump discipline problems on the block teacher.
40. \_\_\_ A block of time is essentially no different than two separated periods.

41. \_\_\_ The block of time allows for more flexibility in teaching.
42. \_\_\_ The block of time allows for more real teaching or learning situations.
43. \_\_\_ I favor the breakdown of subject matter lines in the block of time in the Junior High School.
44. \_\_\_ Most teachers can successfully teach in the block of time when the two subjects are kept separate.
45. \_\_\_ Elementary trained teachers who have had experience in elementary teaching can adapt themselves more readily to successful teaching in the block of time.
46. \_\_\_ Failure of teaching in the block of time is sometimes due to the teacher's lack of understanding of the psychology of learning.
47. \_\_\_ More training at the college level is necessary to prepare teachers to freely accept the philosophy of the block of time.
48. \_\_\_ Teaching in the block of time is a waste of time.
49. \_\_\_ English teachers might teach more English than Social Studies.
50. \_\_\_ Time is too short to make experiences within the block of any value.
51. \_\_\_ Students are more interested in their work when stimulated through correlation and integration techniques possible in the block of time.
52. \_\_\_ The block of time provides an opportunity to capitalize on sudden interests of children.
53. \_\_\_ Pupils become bored with too much time.
54. \_\_\_ Parents think it is a waste of time.
55. \_\_\_ Subject matter is neglected.
56. \_\_\_ There is too much play, not enough work.
57. \_\_\_ The teacher has more time to prepare lessons.
58. \_\_\_ The block of time enables the teacher to know her pupils better.

59. \_\_\_ Much careful planning must take place before successful teaching in the block of time can take place.
60. \_\_\_ Teachers are not yet prepared for teaching in the block of time.
61. \_\_\_ Teaching in the block of time in the 8th and 9th grades is better than in a departmentalized situation.
62. \_\_\_ The block of time provides a place for teaching cooperation, skills, and attitudes.
63. \_\_\_ The physical features of our rooms are by and large not prepared for teaching in a block situation.
64. \_\_\_ We don't have enough materials to successfully teach correlated subjects in the block program.
65. \_\_\_ There is no provision for in-service training in techniques of the use of the block of time.
66. \_\_\_ Beginning block teachers aren't given enough help.
67. \_\_\_ The three R's are not taught in the block.
68. \_\_\_ It is too hard to evaluate in the block of time.
69. \_\_\_ The other teachers don't like it and won't cooperate.
70. \_\_\_ The boys and girls have too much freedom.
71. \_\_\_ Students do not become prepared for college work.
72. \_\_\_ It is good leadership training.
73. \_\_\_ Demonstration classes in techniques of the block should be held.
74. \_\_\_ There is no way other than through the use of the block of time to give students a sense of security and belonging.
75. \_\_\_ The use of the block of time is a step in the direction of ideal methods of education.
76. \_\_\_ There is more opportunity for follow through in subject matter and correlation.

77. \_\_\_ It is easier to teach separate subjects than to attempt to correlate or integrate.
78. \_\_\_ All teachers should experience the teaching of more than one subject.
79. \_\_\_ English should be taught as a separate subject.
80. \_\_\_ Preparation of subject matter in the block of time is more difficult than preparation of separate subjects.
81. \_\_\_ Discipline problems are reduced by use of the block of time.
82. \_\_\_ A broad background of experience is necessary in teaching an English-Social Studies block of time.
83. \_\_\_ Too much extra time outside of class is needed in preparing to teach for the block of time.
84. \_\_\_ There should be an English-Social Studies block of time in the 9th grade.
85. \_\_\_ I am better able to present and cover required subject matter within the block of time than in the traditional departmentalized program.
86. \_\_\_ I favor the departmentalized program over the block of time.
87. \_\_\_ I favor the block of time type organization to the traditional departmentalized type organization.
88. \_\_\_ The block of time requires more library research and outside investigation than does the teaching of separate subjects.
89. \_\_\_ It takes more time to prepare daily lessons in the block of time than in departmentalized program.

March 5, 1956

Mark Bontrager  
113 N. Minnesota  
Yakima, Washington

Teachers of Yakima Junior High Schools  
Yakima, Washington

Dear Fellow Teacher:

By permission of Mr. Martin's office, Mr. Murphy and Mr. McKinzie, I am making a study of the attitudes toward and the uses of the Block of Time in the Yakima Junior High Schools. This questionnaire is designed to gather information for the study.

I would appreciate very much your cooperation in helping supply the requested information. Every precaution will be taken to keep individual opinions confidential, therefore be as frank as possible in giving your opinions of each item of the questionnaire so that true conclusions can be derived.

I would like to have the questionnaire filled out and returned before March 17, 1956. If I cannot contact you personally please send the completed questionnaire to Mark Bontrager at Franklin Junior High School.

Thank you very much for your cooperation.

Very truly,

Mark Bontrager, Teacher  
Franklin Junior High

C O P Y

A QUESTIONNAIRE ON ATTITUDES AND ACTIVITIES OF  
YAKIMA JUNIOR HIGH SCHOOL TEACHERS  
IN THE LANGUAGE ARTS - SOCIAL STUDIES BLOCK OF TIME

School: Franklin \_\_\_\_\_ Sex: Male \_\_\_\_\_ Status: \_\_\_\_\_  
Washington \_\_\_\_\_ Female \_\_\_\_\_ Married \_\_\_\_\_  
Single \_\_\_\_\_

Age: (check proper category)

20 - 24 years \_\_\_\_\_  
25 - 29 years \_\_\_\_\_  
30 - 34 years \_\_\_\_\_  
35 - 39 years \_\_\_\_\_  
40 - 44 years \_\_\_\_\_  
45 - 49 years \_\_\_\_\_  
50 - over \_\_\_\_\_

I. Educational Background: (check the proper spaces and fill in the requested year)

Degree	Year	Major Field	Minor Field
B.A. _____	_____	Social Studies _____	_____
M.A. _____	_____	English _____	_____
M.Ed. _____	_____	Math _____	_____
Ph.D. _____	_____	Science _____	_____
Others _____	_____	Music _____	_____
		Art _____	_____
		Ind. Arts _____	_____
		Others _____	_____

Hours beyond highest degree  
\_\_\_\_\_ qtr.  
\_\_\_\_\_ sem.

II. Teaching Credentials : (check those you have and fill in any special credentials which is not listed)

Life Certificate \_\_\_\_\_  
6 yr. Elementary \_\_\_\_\_  
6 yr. Secondary \_\_\_\_\_  
Provisional General \_\_\_\_\_  
Standard General \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_

III. Teaching Experience: (indicate the number of years taught in each level; check the level you prefer)  
Number of years Preference

Elementary \_\_\_\_\_  
Junior High \_\_\_\_\_

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	Number of years	Preference
Senior High	_____	_____
Junior College	_____	_____
College	_____	_____

IV. Teaching Experience in the English - Social Studies  
Block of Time: (indicate the number of years in each level)

Seventh Grade \_\_\_\_\_  
Eighth Grade \_\_\_\_\_  
Ninth Grade \_\_\_\_\_  
Other \_\_\_\_\_ (Specify grade level \_\_\_\_\_)

Have you taught in other types of blocks? If so, how did you like the experience and what was the subject combination?

V. Frequency of use of block of time techniques: (By encircling a number after each statement, indicate the frequency with which you use each of the following techniques.)

Key to Rating Scale  
5 High frequency - every available opportunity  
4 often  
3 sometimes  
2 seldom  
1 Low frequency - never

- Do you relate historical periods of time to literary personalities of the time? 5 4 3 2 1
- Do you read stories in literature to make more meaningful a period in history? 5 4 3 2 1
- Do you assign a theme on a social studies project with the purpose of checking for grammatical qualities as well as content? 5 4 3 2 1
- Do you assign written or oral reports on social studies for the purpose of development of language arts skills? 5 4 3 2 1
- Do you use social studies texts or materials for drill work in grammar? 5 4 3 2 1
- Do you assign note taking on reports, lectures or discussions? 5 4 3 2 1
- Do you have students use the library for research in social studies projects? 5 4 3 2 1

8. Do you obtain the spelling list from social studies subject matter? 5 4 3 2 1
9. Do you allow pupils to lead and carry on class discussions on social studies problems? 5 4 3 2 1
10. Do you allow students to write letters of request for resource material? 5 4 3 2 1
11. Do you have students dramatize historical scenes or social situations? 5 4 3 2 1
12. Do you allow student evaluation of peer and self activities? 5 4 3 2 1
13. Do you set up pupil problem situations to be solved by pupils themselves? 5 4 3 2 1
14. Do you plan language arts - social studies activities in which subject matter lines are eliminated? 5 4 3 2 1

VI. Your evaluation of your ability to teach in various forms of the block of time: (By encircling a number after each statement, indicate the degree of success you have if you use the practice or that you feel you would have if you were to use it. The "5" would indicate a high degree of success; the "3" would indicate average success; and the "1" would indicate no success.)

1. What is your degree of success in teaching the basic fundamentals of language arts in the block of time as you now teach it? 5 4 3 2 1
2. What is your degree of success in teaching the basic concepts of social studies in the block of time as you now teach them? 5 4 3 2 1
3. If you were asked to eliminate course boundaries and teach language arts and social studies by unifying the two subjects under one general problem area, what degree of success would you have in giving the pupils the basic skills and social concepts necessary? 5 4 3 2 1
4. If you were to use the problem solving approach in presenting prescribed subject matter, what would be your measure of success? 5 4 3 2 1
5. If you would ever center class activities around student presented problems, what would be your degree of success in covering the required subject matter boundaries? 5 4 3 2 1
6. If you were to use student-teacher cooperation in planning and solving of student centered problems, what would be the degree of

- success in covering the required subject matter boundaries? 5 4 3 2 1
7. If you teach separate subjects at separate times within the block of time, do you feel that your teaching of the language arts and social studies is successful? 5 4 3 2 1
8. What would your degree of success be if you were to teach one subject throughout the day in a strictly departmentalized situation? 5 4 3 2 1
9. What would be your degree of success in teaching a language arts - social studies block at the seventh grade level. 5 4 3 2 1
10. What would be your degree of success in teaching a language arts - social studies block at the eighth grade level? 5 4 3 2 1
11. What would be your degree of success in teaching a language arts - social studies block at the ninth grade level? 5 4 3 2 1

VII. Your attitude toward the Block of Time: (The following are statements about the block of time. Indicate your attitude toward each statement by encircling; "SA" strongly agree, "A" agree, "?" neutral, "D" disagree, "SD" strongly disagree.)

1. The block of time allows for more real teaching or learning situations. SA A ? D SD
2. The boys and girls have too much freedom in the block situation. SA A ? D SD
3. Through correlation of subject matter in the block, teachers are inclined to neglect important basic skills. SA A ? D SD
4. The block of time, with good correlation, is good for Junior High School use. SA A ? D SD
5. It is impossible to be an expert in more than one subject matter area. SA A ? D SD
6. The block of time provides a place for teaching cooperation, skills, and attitudes. SA A ? D SD
7. I favor the departmentalized program over the block of time. SA A ? D SD
8. Children learn more through the use of the block of time. SA A ? D SD
9. Students do not become prepared for college work through the block techniques. SA A ? D SD

- |     |                                                                                                                                     |    |   |   |   |    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 10. | There is more opportunity for follow through in subject matter and correlation.                                                     | SA | A | ? | D | SD |
| 11. | The block of time provides ease of teaching departmentalized courses with the advantage of getting better acquainted with students. | SA | A | ? | D | SD |
| 12. | Students are more interested in their work when stimulated through correlation and integration techniques possible in the block.    | SA | A | ? | D | SD |
| 13. | Time is too short to make experiences within the block of any value.                                                                | SA | A | ? | D | SD |
| 14. | There is too much play, not enough work.                                                                                            | SA | A | ? | D | SD |
| 15. | Teaching in the block of time is a waste of time.                                                                                   | SA | A | ? | D | SD |
| 16. | More real enthusiasm is encountered in the use of the block of time.                                                                | SA | A | ? | D | SD |
| 17. | The block of time provides an opportunity to capitalize on sudden interests of children.                                            | SA | A | ? | D | SD |
| 18. | Subject matter is neglected in the block of time.                                                                                   | SA | A | ? | D | SD |
| 19. | The three R's are not taught in the block of time.                                                                                  | SA | A | ? | D | SD |
| 20. | A good teacher working in a block of time can fuse together into a unified whole language arts, social studies, and other subjects. | SA | A | ? | D | SD |