

Block-Time Classes



AND THE **Core Program**

IN THE JUNIOR HIGH SCHOOL

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Bulletin 1958, No. 6

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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178510

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Foreword

BY THIS STUDY, as by several it has issued in the past few years the Office of Education recognizes the interest of many educators in the core program as a means of achieving some of the objectives of general education at the secondary level. Its first publication, Bulletin 1950, No. 5 entitled "Core Curriculum in Public High Schools," a study of the incidence of the program, was followed in 1952 by a study of problems and practices. A later publication reported upon and analyzed the unpublished research in the field over a 10-year period. Numerous bibliographies also have been made available.

The present study directed only at the junior high school grades, combines the purposes of the first two studies. That is, it provides information about the incidence of the program as was done in the Office's first study, and breaks down the programs reported into the same four types spelled out in the 1952 study of problems and practices, thus making possible the establishment of trends over the past few years.

Information contained in this bulletin should be of interest to high school principals, curriculum workers, supervisors, students of core, and research workers who wish to know (1) whether the interest in core and block-time classes as a way of organizing a school's general education program is continuing, and to what degree, (2) in what States it has achieved the greatest acceptance, and (3) to what extent instruction differs in block-time and core classes from that commonly found in single subject classes.

Principals filling in the questionnaire were asked to report classes "meeting for a block of time of two or more class periods, and combining or replacing two or more subjects that are required of all pupils and would ordinarily be taught separately." Under this definition classes reported need have only the block-time organizational pattern characteristic of core. For this reason the first section of the bulletin reports on "Block-time" rather than "Core." Many principals accept the organizational pattern of core who do not accept, or do not feel that their teachers are ready to use, the content

and methods characteristic of the program. They believe that the block of time provides for better articulation with the elementary school than does complete departmentalization. Also they agree that more effective guidance is possible because one teacher with fewer pupils to know has the opportunity to know each of his pupils well.

The Office of Education is grateful to all the junior high school principals who supplied the basic data for this study and to those secondary school supervisors and directors of instruction who contributed supplemental information. Credit also goes to Bronson Price, Office of Education Specialist in State School Statistics, who served as consultant on the statistical phases of the study.

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Introduction

In 1949, the Office of Education gathered information about the occurrence of core classes in all secondary schools and in 1950-51 it followed that brief status study with a more detailed questionnaire to identify some of the operational characteristics of these classes and of the overall core program of which they are the component parts.

Since 1952 several individuals have conducted studies touching on the status of the core program at the junior high school level. These studies indicated an increasing trend toward the use of the core program. However, since the investigators used different bases for their studies, many educators felt that no conclusive data were available. For this reason, the newly established Commission on Core Teaching of the Association for Supervision and Curriculum Development at its 1956 meeting urged that the Office again gather data on the status of the core program, during the school year 1956-57 if possible.

Because the Secondary Education Section of the Office of Education has been directing attention to various phases of the junior high school, and because a core program is found more frequently in the junior than in the senior high school grades, the scope of the present study is limited to the junior high school. When the next Inventory of Subject Enrollments in Secondary Schools, now planned for 1959-60, is made, it may be possible to determine the incidence of the program in all secondary school grades.

Previous Office of Education studies have shown that schools having a core program are not evenly distributed among the 48 States. That is, there are many core programs in some States and few, if any, in others. A fairly large sample of schools was needed, therefore, to determine the present extent of the program. The present study uses a 25-percent random sample stratified by State and by two types of schools, viz., (1) the separately organized junior high school, and (2) the junior high school grades which are part of a 6-year secondary school, either divided or undivided between junior and senior schools. Schools with seventh, eighth, and ninth grades in 8-4 systems are not included.

Mailing lists available were for 1951-52. These were checked against current State directories in the 18 States experiencing the greatest absolute increase in population in the years 1950-55, according to Census Bureau figures, and appropriate deletions and additions of schools were made for these States. Limitations of staff made impractical more extensive correction of the mailing lists prior to the date set for mailing the questionnaire.

Every fourth separately organized junior high school appearing in an alphabetical arrangement of such schools by State, on the Office of Education listing as corrected, became part of the sample. The same procedure was used with junior-senior and undivided schools, hereafter referred to simply as junior-senior high schools.

Questionnaires were mailed in October 1956. A second mailing took place in November, and a third in January 1957. No returns received after February 20 were included in the final tabulation. Of the total of 3,013 questionnaires mailed, returns were received from 2,517, or 83.5 percent, distributed as follows:

	<i>Mailed</i>	<i>Returned</i>
All schools.....	3,013	2,517
Junior high schools.....	942	947
Junior-senior high schools.....	2,071	1,570

The fact that more questionnaires were returned from junior high schools than were mailed reflects the ever-changing nature of school organization patterns. Many separately organized junior high schools were previously part of a 6-year secondary school: 179 of the 947 junior high schools returning questionnaires in this study had changed status in this way. In reverse, 45 of the 1,570 junior-senior high schools had previously been reported as separately organized junior high schools. Other changes in types of schools were discovered as questionnaires were returned, and necessary corrections were made. That is, when a school reported itself on the 8-4 plan, the returned questionnaire was discarded and another was mailed to the school of the appropriate type next on the list.

A careful check was kept of the number of returns from each questionnaire mailing and the number of principals reporting having or not having block-time classes. This check revealed relatively small differences in the percentages of "yes" and "no" responses from each of the mailings. It was assumed, therefore, that the nonrespondent schools followed practices similar to those of the respondent schools. Because of this, in those instances in which figures in the sample are enlarged for all schools in continental United States of the types studied, adjustment is made for nonresponse schools on the same basis as for those responding. For example, when the total number of junior and junior-senior high schools having block-time classes is

estimated, the number is calculated by taking 19.3 percent (the percent found in the sample) of the total of these types of schools (12,052), which in round numbers produces 2,300.

Part I of this study concerns the extent and characteristics of block-time classes in the junior high school as reported by 487 schools in the sample. Part II is developed around the practices of 159 of these schools whose principals reported block-time classes that have the characteristics of a core program as defined in this study.

Definition.—In its earlier studies the Office used only the term “core”, although it provided a definition too broad for a core program, as defined by most educators. It did this in an attempt to locate schools that had adopted the organizational pattern of core—the block of time—and thus might be moving a step at a time toward a core program.

Besides requiring a block of time, the definition stipulated that the class combine or replace two or more subjects from different areas of the curriculum. This again was in order to include only those classes which might be moving in the direction of core, which in the development of its problem areas cuts across subject lines. Thus a double period of geography-history would not be included, nor would a double period devoted to language arts, a number of which are found in the junior high school.

The present study employs the two terms “block-time” and “core” while using virtually the same type of definition as in previous studies, i.e., “*Block-time (including core and core-type) classes are those meeting for a block of time of two or more class periods, and combining or replacing two or more subjects that are required of all pupils and would ordinarily be taught separately.*” A copy of the questionnaire is included in Appendix, page 67.

As used in the text of this study the following distinctions are made:

Block-time classes:

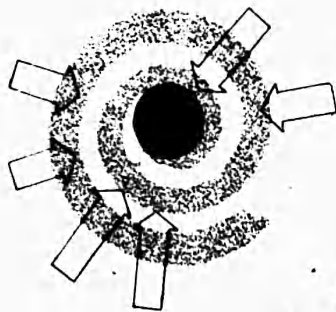
All classes which meet for a block of time of two or more class periods and combine or replace two or more subjects that are required of all pupils and would ordinarily be taught separately.

Core classes:

Classes having the block-time organizational pattern and which also unify or fuse their content around units or problems which may be either subject-centered or experience-centered.

PART I

Part 1



STATUS OF

BLOCK-TIME CLASSES

Extent of Use of Block-Time Classes

Block-time classes fitting the definition employed in this study are scheduled in approximately one-fifth (19.3 percent) of junior and junior-senior high schools. The percentage for separately organized junior high schools is 31.4 and for junior-senior high schools it is 12.1, as shown in table 1.

These figures compared with similar data in the study conducted by the Office of Education in 1949 reflect a sizable increase. The earlier study found that 9.7 percent of all junior and junior-senior high schools had block-time classes.¹ For separately organized junior high schools the percentage was 15.8 and for junior-senior high schools it was 6.4. (See figure 1 below.)

Studies by several individuals or agencies during the past 3 or 4 years show percentages that in all but one instance exceed those found in the present study:

(1) Gruhn and Douglass conducted a study of 370 junior high schools in which respondents were asked to name subjects that are

¹ Wright, Grace S. *Core Curriculum in Public High Schools: An Inquiry into Practices*, 1949. Washington, U. S. Government Printing Office. (Office of Education, Bulletin 1950, No. 5), p. 11.

Table 1.—Number and percent of junior and junior-senior high schools reporting block-time classes.

Type of school	Number of schools returning questionnaires	Schools reporting block-time classes	
		Number	Percent
Junior	947	297	31.4
Junior-senior	1,570	190	12.1
Total	2,517	487	19.3

combined into one course and taught in a core class.² Forty percent of these schools reported combining English and social studies, and 20 percent reported using other subject combinations. Forty percent reported no subject combinations.

(2) In a 1953 study of articulation practices, using a sample of junior high schools enrolling more than 150 pupils, Richard A. Byers found the percentages of 130 schools having pupils in certain basic subjects in grades 7, 8, and 9 remain with the same teacher for more than one period, to be: Grade 7, 49 percent; grade 8, 35 percent; and grade 9, 18 percent.³

(3) In 1956 the National Association of Secondary School Principals reported that 57.3 percent of the 1,170 junior high school principals replying to a questionnaire sent to its member schools have some block-time classes in their schedules.⁴

(4) In a 1954 study of 251 junior high schools (from a total of 325 selected by a table of random numbers) Lounsbury found that 34 percent had fusion courses of two or more subjects, 36 percent correlated two or more subjects, and 12 percent used a problem-centered block of time.⁵ A total of 59 percent of the schools scheduled the same teacher and students together for two or more subjects.

(5) Risinger conducted a study in 1953 in which a preliminary checklist sent to 3,224 separately organized junior high schools brought 2,321 returns.⁶ Of these, 703 principals, or 30.3 percent,

² Gruhn, William T. and Douglass, Harl R. *The Modern Junior High School*. New York, Ronald Press, 1956. p. 83.

³ Byers, Richard S. *Articulation in the Junior High School*. Doctor's thesis, 1955. Storrs, University of Connecticut.

⁴ Tompkins, Ellsworth. *A Study of the Daily Schedule in 1,250 Junior High Schools*. *Bulletin of the National Association of Secondary School Principals*. 40:176-221, May 1956.

⁵ Lounsbury, John H. *The Role and Status of the Junior High School*. Doctor's thesis, 1954. Nashville, Tenn., George Peabody College for Teachers.

⁶ Risinger, Robert G. *An Investigation of the Core Curriculum in the Junior High Schools of the United States*. Doctor's thesis, 1955. Boulder, University of Colorado.

said they had a core program. Risinger did not define the term "core" but instead asked these principals to check three questions which he then used as criteria:

1. Does the core program involve a larger block of time than the usual 40-60 minute period?
2. Does it provide experiences and learning activities which are regarded as basic to the education of all students, even though the program may not be required of all students at the present time?
3. Is it organized without strict regard for traditional subject field boundaries?

Risinger designated as having a true core program only those schools whose principals checked all three of the criteria. These 333 schools then became the basis of his further study.

The remaining approximately half of the schools failed to check one and sometimes two of the criteria. Most frequently left unchecked was the third criterion. Risinger stated that these schools "had combined English, social studies, or some other subject but were simply requiring all students to study these traditional subjects in the traditional way in the longer period."

To obtain the percentage of block-time classes in the Risinger study that is comparable to the figure found in the present study, all schools checking both items 1 and 2 were added to the 333 checking all 3

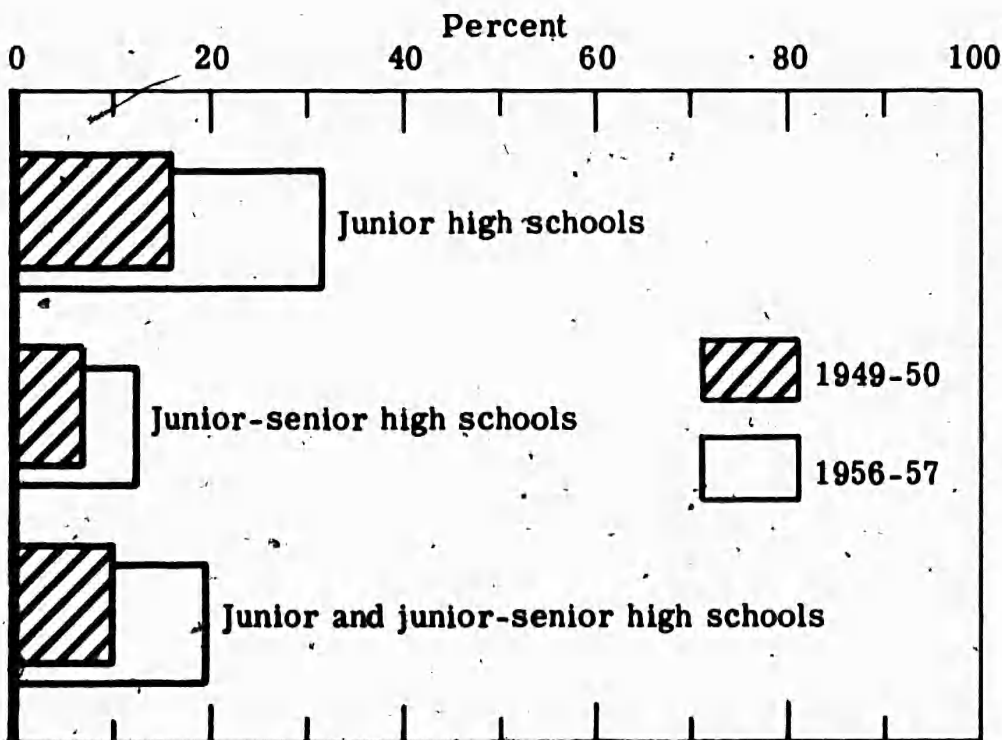


Figure 1. Percentage of junior and junior-senior high schools having block-time classes.

items. The percentage of junior high schools with block-time classes thus obtained is 24.4. In other words, the figure of 24.4 percent for 1953 is roughly comparable to the figure of 31.4 percent for 1956-57 obtained in the present study.

There may be several factors causing the percentages of block-time classes found by most of these investigators to exceed the percentage found in the present study. Three possibilities are: (1) Block-time classes may have been differently defined so that double-period classes in a single subject area, or combinations of subjects not required of all pupils, could be included, (2) the universe from which the schools were chosen may have been more selective than was that in the present study, and (3) the sampling of schools used in the present study for 30 of the 48 States did not include junior and junior-senior high schools opened since 1951-52.

In this study 487 schools reported having block-time classes. Assuming that the sample of returns is reasonably representative, *the total number of public junior and junior-senior high schools in the United States having such classes may be estimated as approximately 2,300.*

Table 2 shows, for the United States and each of 33 selected States, the numbers and percentages of schools having block-time classes. The bases for selecting the 33 States were: (1) At least one school with block-time classes was reported, and (2) the percent of schools reporting block-time classes had a sampling error of less than 10 percent.

Among the remaining 15 States and the District of Columbia (for which total figures are shown at the bottom of the table) the States reporting no block-time classes were Montana, Nebraska, Nevada, Vermont, Wyoming, and the District of Columbia. This is in contrast to findings of the Office's 1949 study in which no block-time classes were reported in the schools of 10 States and fewer than 5 were reported in another 14 States.

Ten of the 15 States previously mentioned (Arizona, Connecticut, Delaware, Idaho, New Mexico, North Carolina, Oregon, Rhode Island, South Dakota, and Utah) reported substantial *percentages* of block-time classes, but owing either to the relatively small size of the States or to the fact they have few junior and junior-senior high schools, the sampling errors of the findings were large. Presentation of the detailed findings for these States hardly seems justifiable.

Among the 33 States with sampling errors of less than 10 percent, the States having the largest percentages of junior and junior-senior high schools with block-time classes are Maryland, Washington, California, Illinois, and Wisconsin. States reporting the largest

numbers of such schools are New York, California, Ohio, Maryland and Michigan.

Table 2.—Number and percent of schools in the sample reporting block-time classes, for the United States and 33 selected States.

State	Number of schools—		Percent of schools reporting block-time classes	Sampling error (percent) ¹
	Returning questionnaire	Reporting block-time classes		
1	2	3	4	5
United States	2,517	487	19.3	0.78
Alabama	132	19	14.4	3.0
Arkansas	99	3	3.0	1.7
California	67	39	58.2	6.0
Colorado	41	5	12.2	5.1
Florida	80	22	27.5	5.0
Georgia	60	6	10.0	3.9
Illinois	54	27	50.0	6.8
Indiana	132	5	3.8	1.7
Iowa	77	6	7.8	3.1
Kansas	24	5	20.8	8.3
Kentucky	57	4	7.0	3.4
Louisiana	41	4	9.8	4.7
Maine	15	1	6.7	6.6
Maryland	42	32	76.2	6.6
Massachusetts	65	7	10.8	3.9
Michigan	136	30	22.1	3.6
Minnesota	93	10	10.8	3.2
Mississippi	62	1	1.6	1.8
Missouri	29	7	24.1	7.9
New Hampshire	14	1	7.1	6.8
New Jersey	25	8	32.0	9.3
New York	154	51	32.7	3.8
North Dakota	19	1	5.3	5.0
Ohio	187	33	17.6	2.9
Oklahoma	55	4	6.3	3.2
Pennsylvania	166	25	15.1	2.8
South Carolina	52	6	11.5	4.5
Tennessee	43	10	23.3	6.4
Texas	130	23	17.7	3.4
Virginia	60	14	23.3	5.4
Washington	25	17	68.0	9.3
West Virginia	63	3	4.8	2.7
Wisconsin	27	12	44.4	9.6
Total for 33 selected States	2,328	441	18.9	.81
Other 15 States and District of Columbia	189	46	24.3	3.1

¹ Standard errors of percents in preceding column.

Occurrence in Relation to Size of School

Block-time classes are definitely more characteristic of large schools than of small ones, as can be seen from table 3, which reports by size of enrollment the percentages of schools having block-time classes.

From the table it can be determined further that 43.5 percent of the schools with large enrollments (500-999, or 1,000 or over) have such classes. In contrast, but 11.3 percent of the smaller schools enrolling less than 500 have these classes.

Table 3.—Number and percent of schools having block-time classes, by size of enrollment in grades 7-9.

Enrollment ¹	Number of schools returning questionnaire	Schools reporting block-time classes	
		Number	Percent
All schools	2,517	487	19.3
Less than 200.....	1,185	83	7.0
200-499.....	704	131	18.5
500-999.....	425	165	40.0
1,000 and over.....	203	108	50.3

¹ For schools failing to report actual enrollments, enrollments were estimated from data available in the Office of Education.

Occurrence by Grade Level

In the 487 schools having block-time classes such classes are most often found in grade 7 and least often in grade 9, as shown below:

Grade	Number	Percent
7.....	459	94
8.....	351	72
9.....	125	26

Schools among the 487 not reporting block-time classes in seventh grade (6 percent) are usually schools not including seventh grade as part of the secondary organization, that is, they are 5-year high schools having grades 8-12, or 2-year junior high schools with grades 8 and 9. Although 2-year schools covering grades 7-8 may account for some of the decrease from grade 8 to grade 9, the block-time class is much less characteristic of the 9th grade than of the seventh and eighth.

Pupil Enrollment

Table 4 considers those schools among the 487 that reported their enrollment figures. Total enrollments, enrollments in block-time classes, and percentage of pupils in these classes are given. It is not

possible to determine for the sample of 2,517 schools the percentage of all pupils enrolled in block-time classes, inasmuch as nearly one-fifth of these schools failed to supply enrollment data.

Table 4.—Number and percent of pupils enrolled in block-time classes in schools reporting these data by grade.

Grades	Schools reporting ¹	Number of pupils in grade	Pupils enrolled in block-time classes	
			Number	Percent
1	2	3	4	5
7	441	96,221	88,354	91.8
8	444	97,663	65,070	66.6
9	351	78,211	24,523	31.4

¹ Number of schools reporting their total pupil enrollment in these grades

Because block-time classes by definition in this study combine or replace two or more subjects that are *required of all pupils*, it might be expected that all pupils in a grade having such classes would be enrolled in them. Although this is very largely true, the following variations were found:

<i>Extent of enrollment</i>	<i>Percent of 487 schools</i>
All or nearly all pupils in the grades in which block-time classes are used.....	87
About one-half of such pupils.....	5
Less than one-fourth of such pupils; the program is experimental.....	5
Proportion varies by grade, that is, all pupils might be enrolled in grade 7, half in grade 8, and only a class or two in grade 9.....	3

Reasons for Abandoning Block-Time Classes

One hundred thirty schools in the sample of 2,517 have had some type of block-time program and have abandoned it. Reasons reported by the principals are classified below into such categories as teacher preparation, scheduling problems, relationships, results obtained, and space and equipment.

<i>Reasons</i>	<i>Number of responses</i>
Teachers inadequately prepared:	
→ Inability to secure qualified teachers; teachers continued to teach subjects and favored their major; untrained teachers and a transiency of teachers; the program was unworkable with our present staff; inability of teachers to make proper use of such time.....	52

Problems of Scheduling:

Could not arrange a schedule to include it; scheduling difficulty this session; difficulty in programing 20

Disliked by parents, pupils and/or teachers:

Teachers felt they did a better job when teaching in their special fields; protests from parents; teachers, parent and student objection; teachers feel they do more if they specialize; parental opposition due to bad publicity; public sentiment built up through years 20

Failed to get desired results from the program:

Staff saw no real advantage in it; achieved better academic results without it and equal social adjustment; found a better way—integrative system through teams of teachers; concurrent evaluation plus a follow-up 2 years later indicated little value for the pupils 14

Limitations of space and equipment:

School too small; lacked physical plant and aids necessary for success; crowded conditions have necessitated changes; classes too large 14

Not sufficient emphasis on subjects 3

No reason given 7

Schools Planning To Introduce Block-Time Classes

In answer to the question, "Does your school have plans now for introducing block-time classes?" 88 principals replied that they did; 93 other principals stated that plans were indefinite or that they were considering it. Thus, in addition to the schools now having block-time classes, another 7 percent were either planning to introduce them or were considering the feasibility of doing so, as shown below:

<i>Plans</i>	<i>Number of schools</i>
Definite plans:	
Next year (1957-58)	61
Near future	27
<i>Total</i>	88
Indefinite plans, or under consideration:	
When prepared teachers are available	26
Indefinite	11
When new building and facilities are available	9
When common philosophy and desire are reached	3
Consideration being given	23
Question of "when" not answered	21
<i>Total</i>	93

Types of Programs in Block-Time Classes

The questionnaire attempted to disclose how far towards achieving a core program schools with block-time classes have progressed. In other words, what percentage of schools assigning one class of pupils to the same teacher for a block of time have in doing so changed their curriculums to provide different types of experiences for pupils in such classes. To discover this, the questionnaire described four types of programs, as follows:

- Type A*— Each subject retains its identity in the block-time class, that is, separate subjects are taught (1) with consciously planned correlation, (2) with no planned correlation.
- Type B*— Subjects included in the block-time class are unified or fused around a central theme or units of work or problems stemming from one or more of the subject fields in the block-time class.
- Type C*— Predetermined problem areas based upon the personal-social needs of adolescents— both needs that adolescents themselves have identified and needs as society sees them—determine the scope of the core program. Subject matter is brought in as needed in working on the problems. Pupils may or may not have a choice from among several of these problem areas;

Table 5.—Distribution of 487 schools in the sample by type of program and for States in which 10 or more schools reported having block-time classes.

State	Number of schools reporting programs of—				
	Type A	Type B	Type C	Type D	All types
1	2	3	4	5	6
United States	328	98	30	31	487
Alabama	13	1	1	4	19
California	30	9			39
Connecticut	7	4			11
Florida	12	9	1		22
Illinois	22	4	1		27
Maryland	12	12	7	1	32
Michigan	19	4	3	4	30
Minnesota	8	2			10
New York	32	13	2	4	51
Ohio	24	4	3	2	33
Pennsylvania	17	4	2	2	25
Tennessee	8			2	10
Texas	19	2		2	23
Virginia	7	5		2	14
Washington	16	1			17
Wisconsin	9	2		1	12
Total for 16 States	255	76	20	24	375
Other 32 States and the District of Columbia	73	22	10	7	112

they will, however, have some responsibility for suggesting and choosing activities in developing units of study.

Type D—The scope of the core program is not predetermined. Pupils and teacher are free to select the problems upon which they wish to work. Subject matter content is brought in as needed to develop or to help solve the problems.

Respondents were asked to check the statement which best describes the most common practice in their schools. Table 5 shows the practice for the United States, and for 16 States in which 10 or more schools reported having block-time classes.

Type A, Separate or Correlated Subjects

Most of the teachers in most (328 or 68 percent) of the schools in this study are teaching separately the subjects included in the block class. When this figure is enlarged for all public schools of the United States of the types studied, *an estimated total of 1,560 junior and junior-senior high schools may be said to have block-time classes fitting the definition for type A.*

In general, teachers of type A programs consciously plan to correlate subjects combined. According to statements of their principals, 277 or 84 percent follow this practice. It follows then that teachers in only 51 or 16 percent of the schools do not consciously plan subject correlation.

Many principals providing the simple block-time arrangement are interested primarily in the guidance opportunities and values inherent in it. The block-time class gives a teacher fewer pupils to know and the pupils a teacher who has an opportunity to know them well. Some of them state this very plainly. One principal said, for example, "The central idea is to limit the number of teachers our children have. We feel that the 'fusion' concept around a central theme is not the significant factor." Another said, "We are most interested in having teachers know students better from a homeroom-guidance standpoint."

A comment made equally as often indicates that a number of principals might be inclined to move beyond the simple block-time arrangement were qualified teachers available. From one principal came this comment: "Since our block system is using the same teachers that taught before it was started, the teachers do not fuse the classes as one might like them fused." And from another, "We have trouble finding teachers willing to do that much."

Type B, Unified Studies or Subject-Centered Core Programs

Twenty percent, or 98, of the schools reporting block-time classes in this study have moved beyond the correlation of two separate subjects to the fusion stage. Teachers in these schools use the unit method of instruction with units stemming from one or more of the subjects combined in the block class. Units are usually in the field of social studies or general science with language arts becoming the vehicle for teaching them. As one principal wrote, "We attempt to use social studies as the subject matter and English as skill development. However, due to the overlapping, a large amount of freedom on the part of the teacher is necessary. The problem is generally worked out with each individual teacher." Very frequently these schools use a variety of textbooks, placing emphasis upon critical thinking and the development of democratic skills, as well as upon the acquisition of historical and geographical factual information, growth in skills of communication, and appreciation of literature.

These fused programs are frequently referred to as *unified studies*, sometimes as *subject-centered core programs*. If the sample in the present study is representative, *approximately 460 junior and junior-senior high schools in the United States have unified studies programs as the most common practice in their schools.*

Illustrative of type B, unified studies or subject-centered core programs, is the program found in the junior high schools of Baltimore County, Md. The schools of the county use the term "core" to designate their block-time classes in which all of the approximately 17,500 pupils in grades 7, 8, and 9 are enrolled. The county's continued support of the subject-centered core rests in its belief that through this type of program it can achieve its major objective of building citizens who have acquired the knowledge, habits, skills, techniques, attitudes which will contribute to more effective living in a democracy. The following explanation of the program is excerpted from the report of the 1957 Core Workshop.⁷

THE CORE PROGRAM IN BALTIMORE COUNTY, MD.

The core program in Baltimore County should help the pupils develop an understanding of the democratic way of life and give them opportunities to develop skills in democratic living through actual participation in democratic processes. It should provide for more effective individual and social development and foster within the pupils a willingness to assume responsibility and choice in the learning process. The provision of a longer time block creates a situation in which varied and rich learning experiences can take place.

⁷ Report submitted by Mrs. Stella Johnston, Secondary School Supervisor, Baltimore County, Md.

The core program organized for use in the Baltimore County schools develops subject matter content through a clearly defined but flexible scope and sequence based on structured problem areas which lend themselves to integration and correlation. A central theme on each grade level unifies several subjects and provides the framework upon which the teacher may plan activities and learning experiences in a number of areas. These include history, geography, and civics in the social studies area; and listening, speaking, reading, writing, spelling, and literature in the English language arts. Areas of art and music are also included. The total program forms a cycle of learning experiences in the language arts and the social studies for the 3 years of junior high school.



Courtesy of Baltimore County Md. Public Schools

The school library is a focal point for gathering information by members of core classes.

Successful development of the core program rests upon the core teacher and demands versatility in planning and in executing. Using as a focal point the theme of the program for the year, the teacher identifies his pupils' needs and on that basis seeks to organize and develop the content. In the process of teaching he stresses the skills for democratic living. He makes use of many techniques and resources. He is aware of the need for department planning and the sharing of ideas and draws upon other staff members as key resource people. He reaches out into the community and is alert to use the resources found there. He strengthens democratic techniques by giving his pupils the

opportunity for choice when they determine "what" phases of the problem, and "how" to carry on the problem study. He includes in his yearly program opportunities for his pupils to explore, as the need presents itself, fields outside the core area.

Pupil needs are the legitimate basis for the inclusion or exclusion of program material, since the primary function of the core program is to help the individual and the group realize the fullest possible development. The organization of the core enables the teacher to become well acquainted with the needs, interests, and abilities of his pupils and plan his work to the end that all may become useful, participating citizens. It is essential that the core teacher recognize the potential abilities as well as the limitations of every individual within his class and plan his work with their strengths and limitations in mind.

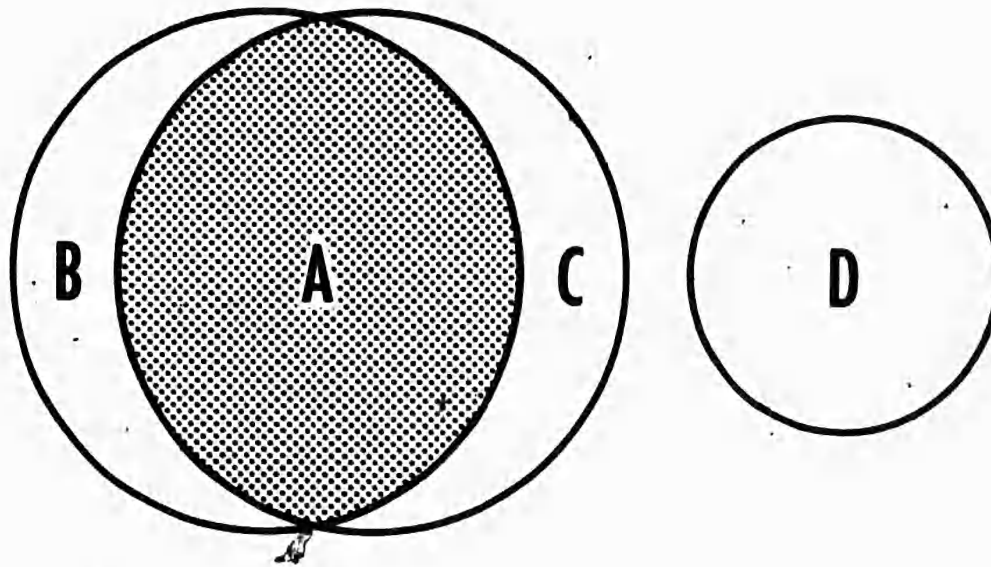
In addition to cooperative planning and working, another facet of the core program is that of cooperative and continuous evaluation. Any evaluation of pupil achievement should be made in terms of clearly defined objectives. Such evaluation should yield valid, reliable, and objective evidence of pupil growth toward all the significant goals. The evaluation should not be confined to command of subject matter, but should be extended to include such desirable outcomes as attitudes, understandings, appreciations and the ability to think critically. The appraisal should also be of such a nature as to have diagnostic value, and so enable the teacher to guide the pupil more effectively in terms of his strengths and weaknesses. In the final analysis, the actual test of the effectiveness of the core experience lies in the behavior of the individual as manifested not only during his school years but also throughout his entire life.

MAINTAINING BALANCE IN LANGUAGE ARTS AND THE SOCIAL STUDIES

The language arts and the social studies are comembers of the subject matter field and in the correlated area are developed concomitantly. Because the correlated content should develop the social studies aspects of the core adequately, there is no need to extend their development to periods outside of those allotted to the core problems. The language arts, however, besides having the advantage of this correlated study, are further developed in a program carried on independently of the core problems.

The language arts-social studies area of the program provides social situations which are akin to those outside the schoolroom. Through correlation the pupil comes to regard the language arts as instruments which, when he is able to use them facilely, serve him better in interpreting the world he lives in. He comes to know that environment is meaningful to the degree that language gives it understanding. It is upon this thesis that correlation is based.

The social studies environment not only provides a natural means whereby the pupil prospers in the language arts but in its own right develops knowledge, concepts, skills, and appreciations related to its content. This content includes an understanding of self in relation to democratic citizenship in a changing world, the appreciation of the pupil's own rich historical heritage, and knowledge of the world scene which is rapidly drawing the peoples of all nations into close interrelation. It rests upon the core teacher to maintain a balance between the social studies aspects of this program and the language arts aspects, for both are of equal importance to the pupil and hold analogous places in the program.



- A. Area of correlation of social studies and language arts.
 B. Time in program which may be devoted exclusively to acquisition of social studies content and skills.
 C. Time in program which may be used to refine a language arts skill needed in the immediate pursuit of a social studies problem.
 D. Independent area representing time for grammar and literature.

Social Studies in the Program

The social studies area in the core program gives the pupil a unified cycle of social studies experience.

In the seventh grade under the theme *Our American Heritage* the pupil studies the development of the American Nation, and comes to understand the forces determining the direction of our development. His knowledge of America's past helps him interpret the present national scene. He follows the great movements of today—the scientific advances, the technological developments, industrialization—and comes to understand that national security is dependent upon the interdependence and interrelationship of peoples and nations.

In the eighth grade the theme *Man's Interdependence in a Changing World* places recurring emphasis upon man as he lives and works in a changing world. Man's reaction to his natural environment furnishes opportunity for the pupil to acquire an international understanding of the world's peoples, their needs and their problems, and leads him to the conclusion that the more fortunate nations of the world have an obligation to work cooperatively with those who are less fortunate in an effort to solve common world problems.

The ninth-grade program is *Developing Effective Democratic Citizenship*. The pupil first tries to come to an understanding of himself in his relationships with others. A consideration of interpersonal relationships within small groups, such as are found in the home or among members of the community, gives opportunity for the pupil to become aware of the socially desirable behavior patterns which he should strive to develop as a member of a group. He learns how the democratic citizen serves his county, State, and Nation. The year's program includes an area on educational and vocational guidance

to help the pupil plan and direct his progress toward self-realization and more effective participation in society.

Language Arts in the Program

Language arts in the core problems.—The core program provides an excellent opportunity for the functional development of language skills. The use of structured problem areas provides meaning and purpose for the development of skills in communication. Worthwhile activities with emphasis on ideas provide an avenue for the development of all language areas. In the core class the teacher participates as a guide in setting purposes, developing standards, gathering information, organizing materials and ideas, expressing ideas, evaluating progress, and setting new goals. Pupils engaged in these activities are led to recognize their own needs in the mechanical and technical phases of listening, speaking, reading, and writing. Finally, the integration of language arts and social studies reinforces the values of both areas.

Language Arts Not Related to the Core Problems.—Neither teacher nor pupils must make the error of thinking that the work they do in the language arts in connection with the social studies comprises a total language arts program. Such treatment of the language arts as concomitant to the social studies must be unified and reinforced in a program developed outside of the social studies area of the program. Here the treatment of the language arts becomes more formalized, a balanced program being built around the weaknesses the class or individuals have shown during the correlated periods, and rounded out by other aspects of language outlined for the pupils.

Besides the many selections of literature and the mass media of communication studied during the language arts-social studies phase of the time block, the pupils during the year will make a study of literature independent of the core problems. These literary experiences deal with a wide variety of subjects and require careful and intensive reading of selections.

Types C and D, Experience-Centered Core Programs

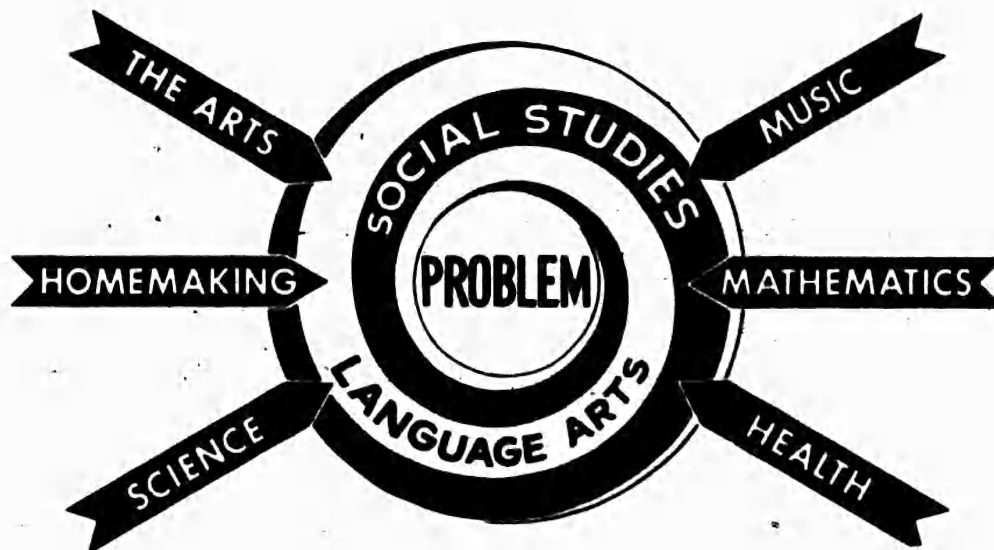
The core program as the predominant type of instruction in block-time classes is found in 61, or 12 percent of the schools. If the sample in the study is representative, *this is an estimated total of 280 junior and junior-senior high schools.*

As shown in table 5 above, these schools are rather equally divided between type C, often referred to as the "structured" core, and type D, the "unstructured" core. In the structured approach, problem areas from which learning units are developed are predetermined by the school or school system, frequently through the cooperative efforts of teachers, parents, and pupils. In the unstructured approach, scope is not circumscribed by predetermined problem areas, but is developed through teacher-pupil planning in the classroom.

In both types of core programs, content is drawn from the areas of personal-social needs of adolescents in our democratic society. These

are the needs that the individual himself senses, often referred to as the adolescent needs or individual-centered needs, and the needs predicated for him by society, sometimes referred to as the social-centered needs. The extent of the concentration in either of these categories varies from school to school or system to system.

A core class and its teacher develop a learning unit around a problem that is real to the class. Information and skills are learned as the need for them arises in working on a problem. Furthermore, this information and these skills are not confined to the subjects replaced



by the core class but may be drawn from any area of the curriculum that lends itself to a possible solution of the problem, as illustrated above. Thus problem-solving is the method of core, with much emphasis placed upon teacher-pupil planning and the learning of cooperative skills and democratic values. That is not to say that there is no place for a lecture, a class discussion, or reading independent of the unit. It means only that the major emphasis is upon problem solving.

The core program developed at Fairmont Heights High School in Prince Georges County, Md., described below, with its concern for the personal-social needs of adolescents in our society, is typical of type C programs. The principal of this 6-year school, G. James Gholson, who prepared the statement, came to the school with the avowed purpose of "trying to make life make sense for our youngsters." The core program is his *modus operandi* for accomplishing this purpose. Through this program the staff tries to help each youngster

"to examine and redefine the ideals of democracy and to move toward the development of his fullest potential as a richly endowed individual worthy of citizenship in a democratic society."

CORE PROGRAM AT FAIRMOUNT HEIGHTS HIGH SCHOOL

A continuous curriculum development program has been carried on in the school since its opening in September 1950. The faculty, in looking at the general education program, decided upon the problem area framework as the basis for the organization of the core program. The problem areas were defined in terms of the common needs, problems, and personal-social interests of boys and girls. Many different devices were used in gathering the data, such as (1) community studies, (2) results of standardized tests, (3) interest inventories, (4) conferences, and (5) survey of the literature pertinent to adolescent growth and development. The problem areas "pegged" for the junior high school are:

SEVENTH GRADE: *Problems of—*

School Living
 Personal and Community Health with emphasis on personal health
 Intercultural Relations
 Economic Relations

EIGHTH GRADE: *Problems of—*

School Living
 Self Understanding
 World Peace
 Conservation of Natural Resources
 Home and Family Living

NINTH GRADE: *Problems of—*

School Living
 Finding Values by Which We Live
 Democratic Government (Processes and Development)
 Communication in a Contemporary World
 Vocations and Employment

Teachers and pupils plan cooperatively learning experiences within these broad areas. If at anytime a problem arises that is so significant that the group feels it needs to deal with it, the group is free to depart from the suggested structure.

An Illustrative Unit Within the Problem-Area Framework.—During the 1956-57 school term one seventh-grade class became very much concerned that they were not allowed to play varsity sports. A classroom discussion of this problem revealed many deep-seated concerns these youngsters had relative to their recreational activities and effective performance of their own bodies. Questions raised were:

Why don't I grow taller?
 Why do I eat a lot but fail to gain weight?
 Why aren't seventh graders allowed to play varsity sports?
 What causes headaches?

Why do I "catch" cold easily?
 What causes my teeth to hurt?
 How can I reduce without going on a diet?
 Why is it that I don't sleep well?
 Why do I get tired so easily?
 Do all girls the same age develop the same way?
 Why do I get upset easily?

After much discussion, the group set up the following problem: How can we gain a better understanding of the way we grow and develop? Pupils engaged in various activities which they agreed would help them with their problem. They—

1. Constructed height and weight charts for the class in an effort to see what was normal growth.
2. Visited the school nursery to observe and study preschool children at various stages of growth and development.
3. Invited the father of one of the pupils in the class who was a dentist to talk on the how and why of tooth decay.
4. Had a science teacher help the class prepare slides for microscope showing the kinds of cells.
5. Worked out personality ratings and suggested plans for improvement.
6. Interpreted charts and graphs relative to adolescent growth and development.
7. Took interest inventory to note kinds of interests in the class.
8. Invited the physical education teacher to talk about physical strength, endurance, coordination, and their relation to growth and development.
9. Examined materials pertaining to the various organs of the body in terms of structure and function.
10. Prepared well balanced menus for a week, culminating in a breakfast prepared under the guidance of a home economics teacher.
11. Developed a museum of hearts of various animals which had previously been examined in relation to structure and function.
12. Had the guidance counselor examine with the class the how and why of the testing program of the school.
13. Read biographies of health heroes.
14. Invited the school nurse to talk on communicable diseases.
15. Prepared bulletin board display of significant findings.

Evaluation was continuous throughout the experience. Such questions as these were constantly raised: What are our purposes? What resources shall we use? How shall we collect and organize our materials? How shall we put our findings in good form? What skills do we need to get the job done? What seem to be our next steps? The teacher held individual conferences with pupils from time to time. During these conferences she counselled pupils on reading, writing, speaking, and listening skills. Citizenship and problem-solving skills were examined and suggestions made for improvement. These were all done within the context of the problem under investigation. Pupils

had objective evidence of their progress through examining with the teachers materials filed in their core folders. A final activity in the evaluation was the administration by the teacher of a paper and pencil test relative to the broad understandings in the problem under investigation.

Guidance.—The school has two full-time guidance counselors; however, the key guidance person in the core teacher. It is felt that the counselors are specialists and that their activities are basically of two kinds, (1) service role to classroom teachers, and (2) aiding in the coordination of curriculum development. The development of the above learning unit is indicative of how core teachers perform the basic guidance function: Through individual counseling, through a study of group relations, and through the kind of problem being explored.

The Inservice Program.—Grade level groups in the school meet weekly to deal with curriculum problems. Many of the faculty meetings are geared to examining present practices and proposing action in the area of curriculum development. Pupils are dismissed from school one-half day each month on a county-wide basis so that teachers and administrators can work on curriculum problems. Consultants have continually been brought into the program in the Fairmont Heights High School to help the staff gain new understandings, clarify current practices, and suggest next steps. During the 1954-55 school term the staff was challenged by consultants from the Horace Mann-Lincoln Institute of School Experimentation to explore the following considerations in planning for talented youth: (1) Talents needed in a democratic society; (2) how to identify the talented; and (3) factors to be considered in developing experiences for the talented. A team of instructors from New York University during the 1955-56 school term helped the staff to reexamine its concepts of general education, and to take a look at some of the big ideas and processes in science and the aesthetics. It attempted to help the staff improve its understanding of critical thinking as it permeated the entire life of the school.

The staff has been concerned since 1956 with a further exploration of selected cultural resources in terms of big ideas, basic issues within the resource and ways of getting the resource in touch with boys and girls and their problems.

Changes in Types of Programs

The Office of Education study of core curriculum practices published in 1952⁸ makes possible a comparison of the frequency of occurrence of the four types of programs, then and now. On the questionnaire in that study, principals were asked to indicate whether each of the four types was used "exclusively," "in most classes," or "in some classes." Thus, they were permitted to show the variations of use of types of programs in their schools, whereas in the present study they were asked to check only that statement which "best describes most common practice." If in the 1952 study the "used exclusively" percentages are added to those for "used in most classes,"

⁸Wright, Grace S. *Core Curriculum Development, Problems and Practices*, Washington, U. S. Government Printing Office. (Office of Education, Bulletin 1952, No. 5). p. 8.

figures roughly comparable with the present study are obtained, as shown in the following tabulation:

Program Type	1957 Study Percent	1952 Study ¹ Percent
A.....	68	41
B.....	20	23
C.....	6	20
D.....	6	4

¹ Percentages do not total 100 because some schools did not check either the "used exclusively" or "used in most classes" category.

The percentages for type A programs indicate a spectacular rise during the past few years. Percentages for type C on the other hand show a decided slump. However, when numbers of schools are considered, the number of type C schools that can be estimated from the sample in this study is slightly larger than 104 reporting predominantly type C programs in the 1952 study. The difference becomes somewhat greater when allowance is made for the inclusion in the 1952 study of grades above the ninth as well as the ninth grade in 8-4 systems.

It is extremely doubtful that more than a few schools conform strictly to one type of program in all classes. The 1952 study showed as many as 3 and 4 types operating in a single school. Even in the present study when principals were asked to check only the type which *best* describes most common practice, some checked more than one, usually indicating the one most commonly followed. When such a distinction was not made, the author gave preference to the type that seemed indicated from all the information provided. (See New York program, p. 60.)

Contemplated Changes.—Some schools that introduce the block-time arrangement never take a next step toward developing a core program. Most principals having a type A program appear to be satisfied with the advantages the block-time class offers and have no present intention of moving into a core program. However, answers to the question, "Do you plan to change from the type of program you now have to another type?" reveal that 17 percent of those reporting type A do plan to move to B, C, or D, while only 5 percent of those reporting type B plan to change to type C or D. No principals with C or D programs reported plans to change to another type.

It is the writer's opinion that core programs develop when they are *systematically planned*, and this usually at the time the initial curriculum reorganization takes place. Staff turnover being what it is, core programs continue so long as adequate supervision is provided.

It is true that some teachers of block-time classes in schools permitting deviations from a fixed body of content and allowing flexibility in method will without assistance develop core programs. But, it is not true of all or even most of the teachers in any school that lacks total staff planning and the active encouragement and cooperation of the principal.

Organization of Block-Time Classes

Subject Combinations Reported

English-social studies is the most frequently found combination of subjects in block-time classes. Of the 944 grades with block-time classes (see table 6), 72 percent are of this type, the same percentage found in the Office's study reported for 1949.⁹ An additional 14 percent of the courses, or grades, include with English and social studies one or two other subjects—general science, mathematics, or both.

Table 6.—Subjects combined in block-time classes in grades 7, 8, and 9 in 487 schools in this study

Subjects combined	Schools with block-time classes				
	Grades			All grades	
	7	8	9	Number	Percent
1	2	3	4	5	6
All subject combinations	471	355	118	944	100
English and social studies	313	265	102	680	72.0
English, social studies, and—					
Science	25	15	1	41	4.3
Mathematics	31	11	2	44	4.7
Science and mathematics	30	18		48	5.1
Science and mathematics	40	28	6	74	7.8
Social studies and mathematics	6	3		9	1.0
English and mathematics	5	2	1	8	.9
Social studies and science	8	3	3	14	1.5
English and science	7	4		11	1.2
Other groupings	6	6	3	15	1.5

Several circumstances justify the English-social studies combination. First of all, language arts can be taught functionally in developing a unit of work which lies largely in the social studies field. Every unit or problem in a unified studies or core program involves

⁹ Wright, *op. cit.*, Bulletin 1950, No. 5/p. 13.

research, writing, discussing, reporting, and the study of needed English skills, as well as the reading of pertinent literature.

In the next place, English and social studies are the subjects or areas most commonly required of all pupils in the three junior high school grades. Furthermore, these are the areas in which units of work relating to the personal-social needs of boys and girls are most often found when the subjects are taught separately. Curriculum guides for both language arts and social studies may include such units as orientation to the school, knowing our community, planning for the future, developing leisure-time interests, getting along with others, and family relationships. In this sense, the combination of the two subjects avoids the overlapping that can happen when the subjects are taught separately by different teachers.

And lastly, since so much of American literature helps pupils to understand the history and geography of the United States and of the world and promotes the development of good citizenship, the social studies-English combination provides opportunities for the correlation or fusion of the two areas by the teacher, and can give the pupils integrated learning experiences.

The science-mathematics combination is of fairly frequent occurrence; 7.8 percent of the 944 grades reported it. This represents a 50-percent increase since 1949. As would be expected, nearly all of these classes are of the simple block-time arrangement, that is, the subjects are taught separately, with or without planned correlation. They are combined primarily to reduce the number of teachers to whom each junior high school pupil must adjust. Schools having a mathematics-science block class usually have one for English-social studies also.

Subjects in other curriculum areas are occasionally included with combinations listed in table 6. These include health and hygiene, reported for 23 of the 944 grades covered by the table; art or music or both, reported for 14 grades; and guidance, as a subject, reported for 36 of the grades.

Length of the Block-Time Class

In most schools block-time classes meet for the same number of periods as the classes they replace would meet if taught separately. That is, an English-social studies block class usually meets for 10 periods a week (8 if the school is running hour-long periods scheduled 4 times weekly); a block class combining English-social studies-science meets for 12, 13, or 15 periods a week depending upon whether 2, 3,

or 5 periods are designated for science in that system. When health, art, music, or guidance as a separate subject is included, 2 periods for each are added.

There are some schools, however, which allow more than one period daily for each subject included in the block class. In approximately 15 percent of the schools in the study, block classes combining English and social studies were reported as meeting 15 periods weekly. These usually are in grade 7, but they may be in grade 8, and occasionally they are in grade 9. In the 72 schools reporting 15 periods weekly for English-social studies, 28 indicated that an extra period was provided for reading or language skills, and 15 listed the geography-history, or history-civics combination, showing that the extra period falls in the social studies area. Also, 7 schools reporting 20 periods weekly for block-time classes listed only language arts and social studies as the subjects included.

These classes are similar to another type of class reported by responding principals but not included among the 487 schools in the study: The double-period classes in language arts, and less frequently, in social studies. Approximately 75 schools in the sample reported such double-period classes.

Names Used To Designate Types of Block-Time Classes

In schools in this study reporting type A programs, one-fourth use "core" as the identifying term; approximately one-fourth use the names of subjects included in the block, language arts-social studies being the most frequent. (See table 7.) Other names commonly found among this group are "unified studies," "block class," and "self-contained classroom."

Among schools reporting B, C, or D type programs, one-half refer to their programs as "core." The combination of individual subject names, such as English-social studies, reported by 15 percent of the schools, is the next most common usage. Following in order of frequency of use are "unified studies," "social living," "self-contained classroom," and "basic education."

A few schools reported the use of more than one term to designate their programs. These have been included in the total count in table 8. Sometimes there were in fact two different kinds of block classes offered in a school, such as "core" and "mathematics-science"; and in three schools a different name was given to the program at each grade level.

The use of "core" for type A programs, which by definition are block-time classes of separate subjects, with or without planned cor-

relation, would seem to represent either a lack of preciseness of understanding or of acceptance of the meaning of the term. There is a vast difference in method and in content between (1) the program in which one teacher simply attempts to correlate two separately taught subjects in a block of time, as in the A-type program, and (2) the program which draws its content from any subject area that can contribute to the solution of a problem related to the personal-social needs and interests of adolescents in this society and which makes use of problem-solving techniques and democratic procedures, as do the type C and D programs.

Table 7.—Names used by schools for their block-time classes, by type of program.

Names	Number of schools		
	Type A programs	Type B, C, D programs	Total
Core.....	78	81	159
Unified studies.....	39	18	57
Block class.....	31	5	36
Self-contained classroom.....	25	11	36
Basic education.....	18	11	29
General education.....	16	6	22
Common learnings.....	15	4	19
Social living.....	12	12	24
Multiple or double period.....	8	1	9
Combined studies.....	5	5
Homeroom.....	4	2	6
Team.....	3	3
Integrated class.....	3	3
Miscellaneous: fusion, fundamental learning, modified program, extended period, correlated class, etc. (1 or 2 mentions each)	11	6	17
Subject names, such as English-social studies class.....	73	23	96
Total	341	180	521

¹ Some schools use more than one name, thus bringing the total above 487.

Year of Introduction of Block-Time Programs

The years that block-time programs were introduced as given by the 444 principals responding to the question are shown in table 8. A number of the 43 principals not specifying a date stated they had no knowledge of the time of its beginning.

Except for one school which had a limited seventh-grade common-learning program dating back to 1927, the earliest block-time programs in this study were developed in the years just preceding World War II. This was the period during which the Eight-Year Study¹⁰ was in progress, and it was this period that saw the initial spurt in the

¹⁰ Aikin, Wilford M. *The Story of the Eight-Year Study*. New York, Harper & Bros., 1942.

development of block-time and core programs. Much of the experimentation engendered during that period ceased with the outbreak of World War II. During the war years, 1942-45, an estimated 26 programs in the present study were begun and have continued to the present time. In the following four post-war years, 81 programs, or three times as many, were developed and have continued.

Table 8.—Year of introduction of block-time classes by type of program, as reported by 444 principals.

Year of introduction	Number of schools		
	Type A programs	Type B, C, D programs	Total
1	2	3	4
1927.....	1		1
Pre-war years, 1935-1941.....	15	14	29
World War II years, 1942-45.....	15	11	26
Post-war years, 1946-49.....	43	38	81
1950.....	30	17	47
1951.....	14	7	21
1952.....	26	13	39
1953.....	31	6	37
1954.....	37	16	53
1955.....	39	13	52
1956.....	48	10	58
Total.....	290	145	444

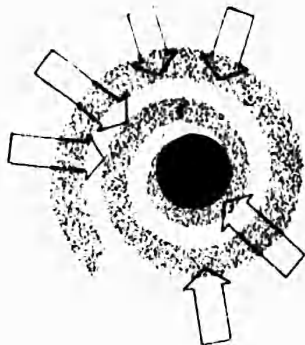
As to types of programs, it can be seen from table 8 that through 1950, only 35 percent of the existing A programs had been begun, while 55 percent of the existing B-C-D type programs had been started. This might indicate either (1) a slackening of the development of unified studies and core programs and an increase in the development of combined studies programs, or (2) that programs begin with the block-time organization and develop into core.

For readers interested in the extent to which core programs once begun tend to continue, it may be determined from table 8 that a total of 137 programs in this study were begun prior to 1950. If this number is enlarged for all junior and junior-senior high schools, it will be found not very different from the total of 570 such schools reported in the Office of Education's 1949 study.¹¹

¹¹ Wright, *op. cit.*, Bulletin 1950, No. 5, p. 11.

I PART 2

Part II.



DEVELOPING A CORE PROGRAM

ONLY THOSE schools reporting type B, C, and D programs from the sample of 487 schools with block-time classes, as described in part I, were asked to fill in the second half of the questionnaire, which forms the basis for part II of this study. Many of the principals of these 159 schools submitted materials describing their programs. These sources of information are drawn upon for illustrative purposes.

In discussing the data derived from the second half of the questionnaire, distinctions are made between type B programs, unified studies or subject-centered core, and types C and D, when differences are discernible. Frequently, however, the three types of programs are considered together and referred to collectively as "core."

Unified studies and core classes do have many similarities. There is first of all the block organization; as part of the school's general education program they are concerned with information and skills needed by all pupils; the unit method of instruction with cooperative planning of activities is used; and communication skills are taught as they are needed in the effective development of the unit in progress. The big difference lies in content emphasis. Smith, Stanley, and Shores state this difference succinctly:¹

¹Smith, B. O., Stanley, W. O., and Shores, J. H. *Fundamentals of Curriculum Development*. New York, World Book Co. Rev. ed. 1957. p. 310.

The most serious criticism of unified courses, as an exemplification of a core program, is the fact that they are divorced from social problems now plaguing the world and from any deliberate consideration of values and social goals. The first and most vital of the distinctive elements of a core curriculum is a constant and consistent social orientation—one which requires that democracy as a system of values be apparent in the goals, selection of experiences, and methods of teaching. The program called a "unified-courses core" emphasizes the content of organized fields of knowledge and, like other forms of subject organization, neglects social-moral ideals and social goals.

Initial Steps

The success of a core program is contingent upon many factors, one of the most important being the manner in which it is introduced. Too often in the past some teacher was heard to remark, "I've been told I'm to teach core next fall, and I don't even know what it is."

Planning for a Core Program

Ideally a decision to have a core program is a shared one. It evolves after considerable study by the entire staff of the school's objectives and methods of attaining them. The staff may be joined in its study by representative parents and pupils.

The extent to which teachers and others were involved in the introduction of the core program in the responding schools in this study is shown below:

The idea to have a core program was initiated by—	<i>Percent of schools (151 responses)</i>
Administrator(s).....	48
Teachers.....	9
Administrator(s) and teachers.....	34
Administrator(s), teachers, and public.....	9
Before the program was started, there was orientation of—	<i>Percent of schools (150 responses)</i>
Teachers who would be actively involved, such as core teachers, librarian, guidance counselor.....	52
Entire faculty.....	22
Faculty and public.....	10
Faculty and pupils.....	3
Faculty, public, and pupils.....	13

When curriculum reorganization is to result in a core program, a period of inservice study and preparation by the teachers who are to teach core classes is essential, especially if these teachers have had no

previous training or experience in achieving the goals of a core program. During this period other members of the faculty render assistance whenever it is needed. A consultant may or may not be called in, usually depending upon whether a qualified curriculum coordinator is available locally to work with teachers.

Some of the kinds of things that need to be developed, or at least considered, during this preintroductory period are set forth in the following seven steps in the development of a core program formulated by Alberty:²

1. Formulate the philosophy and purposes of the school.
2. Determine the common needs (or problems) of students.
3. Establish and organize problem areas (scope).
4. Establish a basis for determining sequence.
5. Develop resource materials based upon the problem areas.
6. Develop learning units in the classroom.
7. Set up a program of evaluation consistent with the philosophy underlying this type of program.

Principals in this study were asked to indicate the length of time the staff was engaged in studying and planning after the decision to have a core program was reached. The 139 principals responding to this item on the questionnaire reported as follows:

<i>Planning time</i>	<i>Percent of schools</i>
2 weeks or less	14
3-6 weeks	15
Approximately 1 year	49
More than a year	22

Thus, slightly more than one-fourth of the schools had devoted 6 weeks or less to study and preplanning, while in nearly three-fourths of the schools a year or more was given to such preparation. The failure of 20 principals to respond to the item about the extent of preplanning, may indicate an absence of any preplanning, or it may indicate only that they were unable now to say how much of it there had been.

How long the preintroduction period of preparation should be for optimum growth of teachers and success of the program depends upon what the principal expects of his teachers the first year. In some instances a staff prefers the gradual approach, beginning with the block of time in which teachers simply correlate subjects to the extent that is feasible and assume the additional guidance responsibilities made possible by the longer class period. Then by providing continuing programs of inservice education or helping them informally as they work with their classes, the principal or supervisor facilitates

² Alberty, Harold. *Reorganizing the High School Curriculum*. New York, The Macmillan Co. Rev. ed. 1953. p. 260.

their taking the next easy step, and the next, and the next, until a core program is achieved—not necessarily by all teachers at the same time. Several principals reported introducing the program in one grade only, usually the seventh, and adding a grade each year. The seventh-grade teachers of the first year of the experiment become the second year's eighth-grade teachers. A new group of teachers who are interested and who have shared in planning sessions with the first group take the new seventh graders.

Lapeer, Mich., High School used the gradual approach. It began with the simple combination of civics and English classes in the ninth grade. In this instance, the program was extended downward to the seventh and eighth grades and upward into the tenth grade. Individual teachers were encouraged to experiment, moving towards a core program as they gained assurance in methods of working. The principal reported a type-D program predominating. According to their handbook, the plan has operated in a generally satisfactory manner. The fact that few teachers have received college training in core techniques, however, has made it necessary for new teachers more or less to feel their way as they go along.³

For the most part they have proceeded carefully * * * starting the year with clearly defined subject lines, using 1 hour for one subject and the second for the other. As they have become more sure of themselves, the general pattern has been to begin to correlate the subjects and finally to work for a considerable amount of integration.

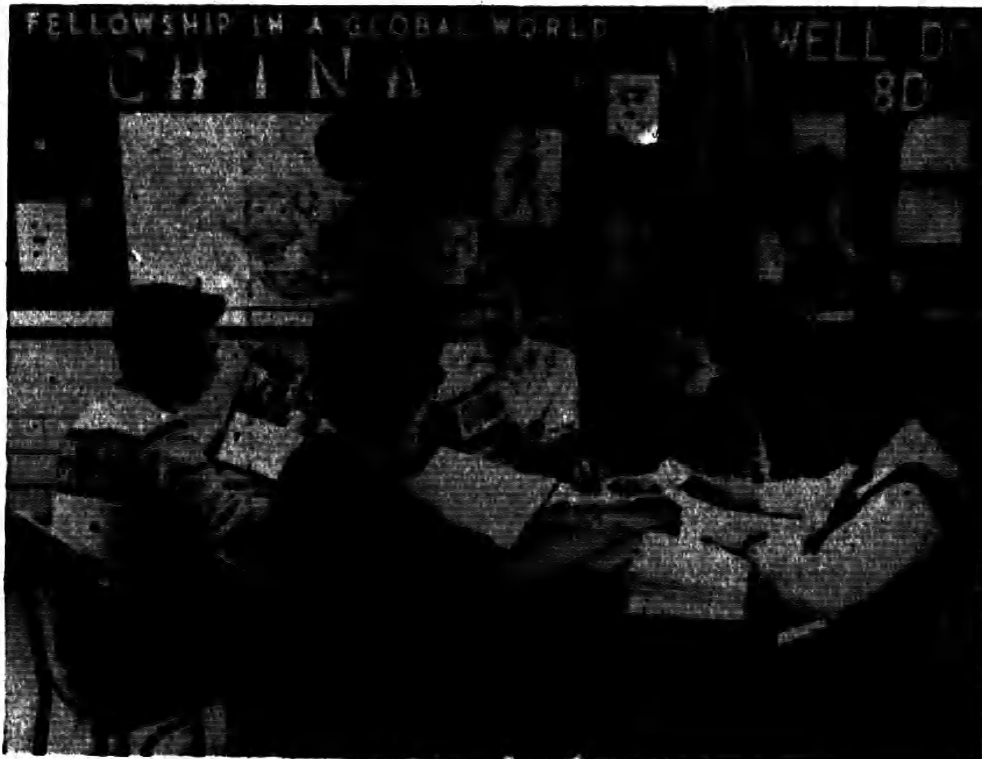
The degree to which the content of the courses is kept within the subject area framework and the degree to which the content is selected by the students, based upon their personal interests, is left largely to the discretion of each individual teacher. New teachers as well as students usually feel more comfortable if the pattern to which they have been accustomed is not too abruptly changed.

The success of a core program depends to a high degree upon the enthusiasm and "pioneering" spirit which individual teachers have for working in a new and fairly untried field.

Stating the Purposes and Objectives

When the staff of a school or school system has decided to have a core program, it frequently spells out the purposes the program is to serve or sets up objectives for core in terms of its overall philosophy and the common needs and problems of students. A third of the principals answered "yes" to the question, "Do you have a prepared statement of the philosophy, purposes, or major objectives of your core program?" Illustrative of the several statements received are the following from schools in Maryland, Pennsylvania, Ohio, and California:

³ Lapeer, Mich., Public Schools. Handbook for Teachers of Core, 1956. p. 1.



Courtesy of Baltimore County Md. Public Schools

Pupils work individually and in groups to achieve their goals.

Bel Alton High School, Charles County, Md.

A core program should enable the pupil to see life and live it in the school, home, and community as a unifying experience. The problems should be developed to meet the needs according to abilities, interests and conditions of each individual.

Democratic living should be practiced by giving pupils an active part in shaping their society. Situations should be created in which pupils may develop a sense of responsibility towards themselves and their group.

An interest should be manifested in the growth and behavior of the pupil by offering experiences through which the pupil may develop socially, mentally, and physically, thereby becoming capable of making profitable use of his leisure time.

Opportunities should be offered which will lead the child through continuous growth for life whether he is mentally retarded or socially maladjusted.

Gillespie Junior High School, Philadelphia, Pa.

The purposes of our core program are to teach the pupils of all classes and levels to live together harmoniously, to give the teacher a better understanding of her pupils so she may better teach them, to forward their formal education in harmony with the demands of the city and Commonwealth as evidenced in the various guides, and to meet their immediate problems of adolescence.

Involved in this are the following goals:

- (1) Joint planning and evaluation
- (2) Real and creative experiences
- (3) Leadership
- (4) Variety of methods of learning
- (5) Class sharing

Columbus, Ohio (Self-Contained Classrooms)

To strive for the discovery and full development of the potentialities of each individual through meeting his needs and interests.

To develop respect for the personality and rights of every individual.

To emphasize good human relations in the home, school, community, nation and world.

To develop understanding, appreciation, and practice of the principles and ideals of democracy and a responsibility for their perpetuation.

To provide practical experiences in democratic procedures and cooperative living through planning, working, and evaluating together.

To relate educational experiences to the civic, economic, and social life-situations faced by the learner.

To develop the skills, knowledge, and attitudes necessary for effective living.

To meet the needs of the learner through the use of a variety of materials and methods.

To encourage wide use of community resources.

To develop an intellectual curiosity and the ability to think critically.

Burbank, Calif.

Because the chief responsibilities of the teacher of social living are in the fields of English, the social studies, and guidance, the instructional program in the two-period English-social studies core is planned to emphasize the following aims:

a. To help pupils grow in effective democratic citizenship through learning experiences which help to develop an increasing understanding of the privileges and responsibilities of American democracy and a deeper awareness of the values of the democratic way of life for all peoples, and through opportunities both as individuals and as members of the group to practice the democratic way of life.

b. To help pupils achieve more effective human relationships through helping them to solve their problems of personal and social adjustment.

c. To help pupils become more effective in their ability to use the fundamental skills, habits, and abilities through providing learning experiences that will help them to grow in reading, speaking, listening, writing, critical thinking, and desirable work habits.

d. To provide experiences that may lead later to vocational choices through: (1) An introductory study of vocations on the ninth grade level; and (2) guidance in selecting courses to be taken on the 9th- and 10th-grade levels.



Courtesy of Prince Georges County Md. Public Schools

Planning and working in small groups develop a sense of individual responsibility and appreciation of the contributions of others.

Selection of Teachers

Principals were asked to rank in order of their significance the factors they consider in selecting teachers for core classes. Table 9 shows for the seven factors listed the number of times each was ranked first, second, or third.

When any list of competencies needed by core teachers is formulated, one that invariably appears at or near the top of the list is broad informational and general education background with ability to utilize contributions of various fields of knowledge. The data in this study reveal that principals are in more general agreement on this qualification than upon any other. As can be seen in table 9, 64 or nearly half of the 138 principals gave first priority to the item "broad general education and experience." No other item received such clear-cut acceptance for top rank. Next highest, checked by 28 principals as first choice, was the teacher's expressed interest in teaching core. Saying it another way, at least one-fifth of the principals would not ask a teacher to take a core class who was not actively interested in doing so.

Do principals selecting core teachers give preference to those prepared for elementary school teaching over those prepared as high school subject teachers, as is sometimes suggested? Responses in this study are not conclusive. More principals gave first place to elementary-teacher preparation, but for the total of first three places, there were 63 principals considering high-school teacher preparation as opposed to 41 considering elementary-teacher preparation.

Table 9.—Factors to which principals give priority in selecting teachers for core classes.¹

Factors	Number of times checked —			
	As first choice	As second choice	As third choice	Total
Broad general education and experience	64	21	9	94
Expressed interest in such as assignment	28	20	20	68
Elementary-teaching preparation or experience	14	18	9	41
College preparation for core	13	17	14	44
Teaching experience in one of the subjects involved or a major therein	9	23	31	63
Participation in core workshops or similar in-service experiences	6	11	24	41
Course work in child growth and development	4	20	16	40
Total	138	130	123	391

¹ The data were studied in relation both to size of school and type of program, but no significant differences were observed.

Selection of Content and Preparation of Resource Units

The content or scope of the core program in any school is of course consonant with the philosophy of the school or school system. In schools having a unified studies or subject-centered core program (type B), there may be a central theme or center of interest for each grade, such as in grade 8, Our American Heritage, with units from American history studied chronologically. Or there may be a series of broad units, again drawn from the subjects fused in the block class. Risinger's analysis of the many teaching units sent him by core teachers in his study revealed that a relatively high number were subject-matter units, such as one might find in any other type of curriculum pattern. At the same time, 96 percent of the principals in his study agreed, strongly or partially, that a greater emphasis on life problems would improve their core program.⁴

⁴ Risinger, Robert G. *An Investigation of the Core Curriculum in the Junior High Schools of the United States*. Doctor's thesis, 1955. Boulder, University of Colorado. p. 451.

The content or scope of type C and D programs is centered in problem areas identified as those in which boys and girls of the grade level have common problems, as was explained in an earlier section of this bulletin. In the unstructured core program (type D) the areas of pupil concern are identified in the classroom through teacher-pupil planning. Prepared lists of possible areas may or may not be available to guide them. Usually, in type C programs, 3 or 4 problem areas which the staff has deemed pertinent for a particular grade level are pegged for that grade with 2 or 3 others listed as optional. From this latter group choices are made in each class by teacher and pupils planning together.

To aid the teacher in identifying a problem within a broad category or problem area and in developing a learning unit with his class, many schools provide resource units, or resource guides, for each of the problem areas comprising the scope of their program. These resource guides include a variety of sources of information. The two sections that follow provide some examples of the kinds of topics and problem areas that are used by schools in the present study, and discuss the ways in which resource units are developed.

Problem Areas, Problems, and Units of Work

Several lists of comprehensive problem areas have been compiled by individuals working in the field. Lurry, who defined a problem area as "a broad category around which a large number of adolescent problems cluster," identified 16 such areas which may become "a basis for the scope of an adequate core program." These categories include school living, self-understanding, values by which we live, social relationships, vocations, conservation of natural resources, education, use of leisure, family living, communication, democratic government, community and personal health, economic relationships in a democracy, achieving world peace, intercultural relations, and critical thinking.⁶ Some of the following illustrations of practice can be readily identified with these problem areas; others are not so clear-cut.

The units of work or areas studied in the eighth grade of the Royster Junior High School, Chanute, Kans., are typical of those found in the unified studies program which has American history as one of the subjects combined in the block class. As can be observed from the following list, there is a chronological approach to the study of areas of American history.

⁶ Lurry, Lucile L. *Developing a High School Core Program*. New York, Macmillan Co., 1957. p. 20, 60.

- Orientation (getting acquainted, the library, how to study, parliamentary procedure)
- Understanding our people
- Immigration and colonization
- Understanding our Government (the development and growth of the democratic principles)
- Development and growth of our Nation (territorial expansion)
- Our resources and the growth of our country as an industrial Nation
- United States becomes a world power
- Our cultural growth

Units for the ninth grade in unified studies programs are often quite like those found in core programs. Community civics, frequently the social studies subject for ninth grade, lends itself more readily than do geography and history to the development of units of significance in the lives of boys and girls here and now as well as in the future. Without departing from the area of civics or citizenship, ninth-grade classes can deal with real-life problems of a personal-social nature. The principal of the Chanute, Kans., school referred to above reported his program type B for grades 7 and 8 and type C for ninth grade. He listed the following problem areas for his ninth grade:

- Orientation
- Understanding American citizenship (meaning of democracy and our democratic form of government)
- Comparison of governments
- Understanding our national, State, county and city governments
- Understanding ourselves and others (personality, manners, grooming, emotions and mental health, getting along with others)
- Looking to the future (vocations)

The staff of Druid High School, Tuscaloosa, Ala., believes that activities in a core program should be organized around the personal and social problems common to adolescent boys and girls and should represent real-life situations to provide youth with opportunities to arrive at sound understanding and judgment. The principal reported that the following units were studied in the core program (type D) by seventh- and eighth-grade pupils in 1956-57:

SEVENTH GRADE:

- Orientation
- Know your city—Tuscaloosa
- Using services and buying goods in our community
- Food and the human body
- Gifts from other nations

EIGHTH GRADE:

- Our State government
- Our Federal government
- Improved home and family living

Boy and girl relationships
Understanding the culture of other races

Herndon, Va., High School uses a broad center of interest for its eighth-grade program, reported as type D. Even though some problems for its development are suggested, the broad latitude allowed teachers in type D programs is indicated in the following note accompanying the returned questionnaire:

It is hoped and desired that teachers will constructively criticize the center of interest and the problems indicated for its development. It is not intended that the stated problems limit classroom instruction. There are, no doubt, other problems as worthy of development as these. What has been done in the statement of these problems is simply to relate them, first, to the center of interest, and second, to the interest and maturity level of eighth-grade pupils. It would seem desirable that such additional problems as may be discovered be chosen with these criteria in mind. Further, suggested topics for units of work indicated under each broad problem * * * have been developed as a guide for teachers in planning others peculiar to a given group of pupils. It is emphasized that none perhaps is strictly applicable to instruction in any class. They are suggested as means of providing additional assistance to teachers in building experience units with pupils.

CENTER OF INTEREST

**Development of Pupil's Understanding of Himself
in Relationship to His Environment.**

Suggested Problems:

- How do our soils, water, forests, and minerals affect the kinds of communities in which people live?
- How do community resources determine the manner in which people earn a living?
- How can knowledge of consumer values improve daily living?
- How has the development of systems of transportation made us dependent upon other localities?
- How have modern means of communication caused closer relationships among peoples of distant areas?
- How does the development of our abilities to appreciate art, literature, and music increase our capacity for fuller living?
- How may our school life affect our future?
- How can we better understand our rights, duties, and obligations in a democratic society?
- How can health and safety practices aid the development of improved living conditions?
- How can individual participation in the activities of the church improve our communities?

Frederick County, Md., presents a still different pattern of scope and sequence in its problem areas, revised during the summer of 1957 by a workshop of teachers. The school system's aim for a Type C program in its junior high schools may be seen in the following statement of its problem areas.⁶

Seventh grade—GETTING ALONG WITH OTHERS

- Getting along with others in school: How can I adjust to a new situation and get the most out of my school experience in the seventh grade?
- Conservation of human resources: What do we have to work with and how can we use it to the best advantage?
- Conservation of natural resources: (1) How are our lives affected by our natural resources? (2) How are our natural resources developed and used?
- Our neighbors: (1) How can we live and work democratically with the different social groups in our own community? (2) How are our lives affected by the lives of our continental neighbors?

Eighth grade—OUR AMERICAN HERITAGE

- Maryland as America in miniature: How can we better understand the United States by studying Maryland as America in miniature?
- Citizenship in the United States: How does citizenship in the United States bring privileges and responsibilities?
- Technological changes: How have technological changes influenced and affected our way of life?

Ninth grade—LIVING IN THE WORLD TODAY

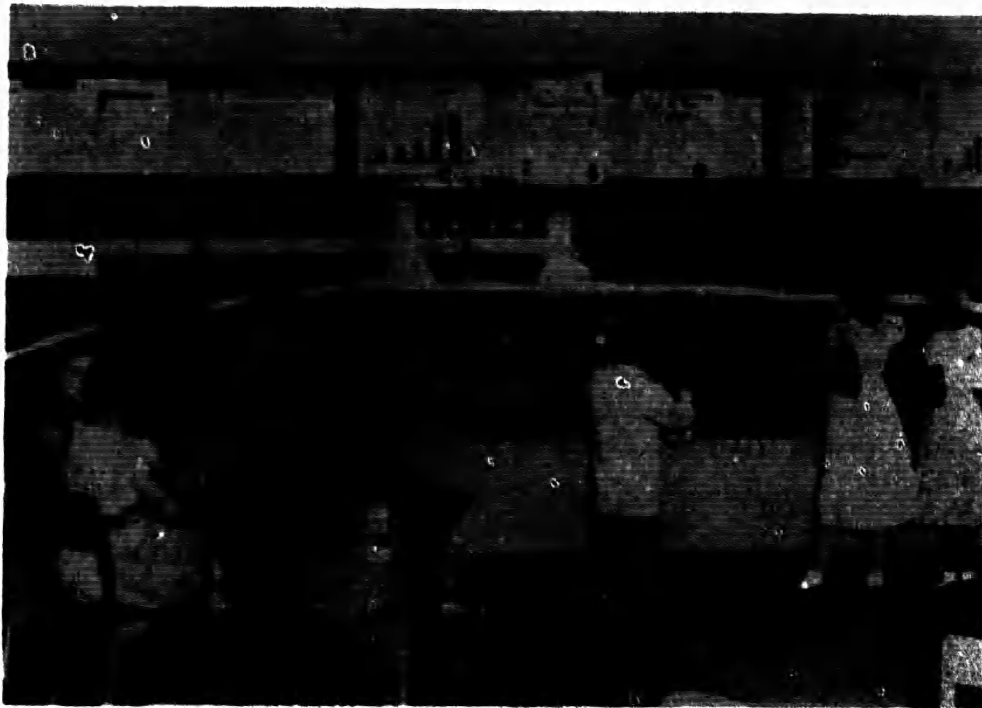
- Orientation to a new class or school situation: (1) How can I adjust to new situations and get the most out of this school year? (2) How does the school serve me and what are my responsibilities to the school?
- Our expanding world and our shrinking world: (1) How big is the world? (Distance—Time) (2) How small is the world? (3) What does it mean to live in the air age?
- Who are the people of the world: (1) How can we get a better understanding of the peoples of other nations? (2) How can we develop a greater appreciation of their contributions to our way of life?
- Educational and vocational opportunities: (1) What are my educational and vocational opportunities? (2) How can I take my place in the world of work?
- Making the best use of the world's goods—consumer education: What are my responsibilities as a good citizen in using the resources and products of my country and my world?

⁶ Frederick County, Md., Board of Education. *Understanding Myself and My World and Living in a Democratic Society*. Frederick, Md., Board of Education, 1957. (Core Bulletin II.)

Preparing Resource Units

The resource unit is the core teacher's curriculum guide. It is not a prescription to be followed but is a compilation of many and varied suggestions helpful in developing a teaching unit. These suggestions should stimulate further thinking and serve as a catalyst in the production of new ideas in total class planning. The Prince Georges County, Md., school system states the purposes of its resource units as follows:

1. To furnish suggestions for materials, methods, activities, teaching aids, and evaluative procedures for building a learning unit.
2. To provide a means for helping the teacher to organize materials so that he can depart from the traditional use of the textbook as a guide in curriculum development.
3. To provide suggestions for the teacher for translating an educational philosophy into practice.
4. To serve as a guide in helping the teacher to include in the learning unit certain important values basic to education in a democracy.



Courtesy of Prince Georges County Md. Public Schools

Observed by teacher and supervisor, a core group completes work on a mural, an activity it chose to contribute to the development of the class' learning unit.

5. To sensitize the teacher to all of the significant problems and issues that have a bearing on an area of living.
6. To utilize the personnel resources of the school appropriate to the cooperative preplanning of a particular unit.
7. To conserve the time of the teacher.
8. To make provision for having teaching materials available when needed.

Many variations are possible in the kinds of information included in a resource unit. In general, however, such a unit defines the scope of the problem area covered, lists possible goals or objectives, and suggests a wide variety of activities from which teacher and pupils may choose those offering the most promise in working on their particular problem. It lists books and other printed materials as well as audio-visual aids that the teacher may bring to the class or suggest to pupils. It suggests ways of evaluating progress as work proceeds and for assessing learning as changed behavior in terms of the class's objectives, upon the completion of the unit. Lapeer, Mich., High School in its *Handbook for Teachers of Core*⁷ cites the following general features of resource units:

1. Growth and development characteristics of children of the ages for which the material is planned.
2. The relation of this resource unit to other work.
3. Important objectives in terms of (a) understanding, (b) attitudes, and (c) skills.
4. Samples of the range of experiences which may be used.
5. Lists of possible activities for pupils under such headings as orientation, research, construction, experimentation, creative work, review applications, culmination, and self-appraisal.
6. Important concepts and information in science, social studies, language arts, mathematics—many of which would be needed in carrying out the suggested activities.
7. Suggestions for teacher-pupil planning and helps for the teacher in guiding learning experiences day by day.
8. A few sample teaching plans developed by other teachers in the school system for this same grade emphasis, or perhaps quotations from logs or diaries of teachers who have successfully guided children through units of work in the general area.
9. Suggestions as to how the teacher or the children—or both, might evaluate the progress made toward the objectives.
10. Lists of instructional material available in the community, in the libraries, and in the individual school.

⁷ Lapeer, Mich., Public Schools, *op. cit.*, p. 5.

Although it is quite possible to have resource units produced on a national scale by experts, for several reasons many people believe they are best produced at the local level. In the first place, many problems of concern to junior high school boys and girls relate to or have a bearing upon the local situation. Teachers acquainted with the community and its resources are in the best position to develop community-related units. Secondly, the philosophy and objectives of a unit should be in accord with the philosophy and objectives of the school in which it will be used. Again local teachers are in the best position to use the school's purposes as a starting point for developing its resource units. A third, and perhaps the most important reason is that when people for whom the units are designed participate in their development, they understand how to use them and their interest in doing so is increased. Alberty reports^a a study by Paul Klohr who found that participation in their development by the teachers who are using them to be one of five factors contributing to the effective use of resource units in the schools surveyed.

In the present study, 103 principals reported that resource units had been developed locally and approximately one-fourth of the 103 indicated that units had been prepared by the teachers of their schools. In most instances, however, resource units were prepared in system-wide workshops of teachers and supervisory or administrative staff members, sometimes with students and parents also involved. Another method frequently cited was their development by curriculum committees of teachers appointed by the board of education. In only a very few instances did the principal report units to have been prepared by an individual, such as the core coordinator or supervisor, or by a group of central office staff members, such as the curriculum division of the school system.

Administering the Program

Scheduling the Core Teacher

The question was asked, "Do teachers of core classes also teach classes outside of core?" Principals in more than half of the 159 schools indicated they do. In 67 instances, principals reported that core teachers do *not* teach classes outside of the core block. Such schools, located in 26 States, are usually large schools, only 17 of them enrolling fewer than 500 pupils. These 67 schools have core classes as follows: in seventh grade, 64 schools; in eighth grade, 57 schools; and in ninth grade, 34 schools.

^a Alberty, *op. cit.*, p. 440.

The typical core class in these 67 schools meets for 10 periods weekly—the practice reported for 80 of the grades in which core is taught. Considerable variation does exist, however. In 13 grades of 5 schools a core class meets for 7, 8, or 9 periods a week. In 5 grades in 3 schools it is 20 periods a week. In 65 grades core classes are scheduled for from 11 to 16 periods a week, with 15 being the most common.⁹

The present questionnaire did not carry an item about length of period, number of periods in the day, or number of different core classes which are the responsibility of one teacher. While it is probably safe to state that most teachers working only with core classes have but two such classes daily, it is perhaps equally true that some core teachers—some of those with classes meeting 10 or fewer periods a week—have as many as three such classes. In other situations the extra period for those having 2 core classes of 10 or fewer periods weekly, is a conference planning and guidance period. Core teachers of the same grade level work together on some days, and on other days they advise on an individual basis with parents and pupils.

In one system in which seventh- and eighth-grade teachers have 2 core classes daily for a total of 25 periods a week, ninth-grade teachers have 2 core classes totaling 20 periods weekly. These latter teachers are assigned additional duties in relation to the core program. One may have responsibility for ordering audiovisual aids for the entire school, another may be in charge of materials, others may help first-year core teachers, one may sponsor the school newspaper which is a core activity in the junior high schools, and another the student council whose members report back to the homeroom which again is the core class.

Aiding the Core Teacher

Judging from the responses of principals, core teachers are given assistance in a variety of ways by the administration of the school, and this regardless of the type of program or the size of the school. (See table 10.) Principals checked an average of 3.4 aids of the 6 listed on the questionnaire. Roughly, nine-tenths of the schools have inservice training programs; half of them provide free time during the school day for cooperative planning by core teachers; and half provide time and opportunity for special-subject teachers to work cooperatively with core classes. A third of the small schools and

⁹ A few schools with more than one kind of block-time class in a grade have differing numbers of periods for each different subject combination.

Table 10.—Administrative helps provided core teachers in 143 schools reporting.

Helps provided	Schools enrolling			
	Fewer than 500 pupils (52 schools)		More than 500 pupils (91 schools)	
	Number	Percent	Number	Percent
1	2	3	4	5
Inservice training programs—workshops, study groups.....	43	83	83	91
Free time during school day for cooperative planning by core teachers.....	25	48	48	53
Time and opportunity for special subject teachers (art, music, librarian, etc.) to work cooperatively with core classes.....	26	50	42	46
Newsheet or other device whereby core teachers share ideas and information.....	16	31	33	36
An additional allotment of funds for needed materials.....	17	33	40	44
Field trips by core classes for the use of community resources.....	43	83	73	80

nearly a half of the large schools allot additional funds to core teachers for materials.

In answering the question about other kinds of assistance they provide, several principals mentioned curriculum coordinators who work with core teachers, helping teachers who aid in orientation of teachers and in gathering materials, and special consultant service as needed. One or more principals mentioned a visual-aids director; related audio-visual materials and programs; special meetings on local and citywide basis; inschool time for parent conferences; horizontal organization for supervision and planning; trips by teachers to industry in other cities; and freedom to plan, initiate, and experiment.

Following the checklist of helps provided, principals were given an opportunity for a free answer to the question, "What kinds of helps do the core teachers in your school need and desire most?" Inservice education, and experiences that are a part of inservice training; instructional materials; and time for planning, in that order, were named as the big areas of need. Eleven responses emphasized the need for more adequate preparation by colleges, especially through providing practice-teaching opportunities in this type of program. More adequate facilities and equipment were mentioned by only six principals. Flexible or correct administrative framework, smaller classes, clerical help, and several others were mentioned by one or two principals each.

Inservice Education.—Of the 180 helps named by 120 principals, 95 relate to methods and techniques of teaching that can be provided through inservice education. The following received frequent mention:

Workshop experiences

Help with methods and techniques: What to do, how to do it, and when to do it; demonstration of techniques

Help with general planning: Development of meaningful problem areas

Study of resource units prepared by other schools and active participation in preparation of units

Opportunity to visit other core classes

Aid in correlating art, music, and other areas with core

Understanding of the guidance function of core

Understanding of ways of providing for individual differences

Information about techniques of evaluation in core

In his study Risinger identified the extent to which the 266 junior high school principals provide inservice education opportunities similar to those desired by core teachers in the present study.¹⁰ Three-fourths of the principals employed 4 or more of these techniques:

<i>Practices</i>	<i>Percent of principals</i>
Individual teachers experimented with core concepts in their classrooms.....	73
Consultants brought in to help teachers with certain problems.....	69
Visits to other schools having core programs.....	61
Resource units produced on schooltime by teacher groups.....	53
Resource units produced in afterschool hours.....	50
Workshop held at regular intervals throughout the school year.....	48
Summer workshop of several days.....	45
One-day institute.....	36
Brochures prepared on current literature on the core.....	33
Financial help given to teachers to do summer work in colleges and universities.....	17

Instructional Materials.—Since core classes do not depend upon a single textbook for the information they need in developing a unit or problem, but seek help from a variety of sources, instructional materials including audiovisual aids assume an importance in these classes they do not have in most classrooms. In fact, some problems selected for study in the core class may not be covered in the social studies or language arts textbook so that the teacher must rely upon other types of books or upon pamphlet and fugitive materials. Wide diversity in mental ability and reading level among the pupils in any

¹⁰ Risinger, *op. cit.*, p. 308.

class heterogeneously grouped presents another type of materials problem. The teacher must be constantly alerted for related reading materials of high interest and low reading level. In the present study a third of the principals named suitable teaching materials as a kind of help that core teachers need most.

Conference Planning.—More than any other group perhaps, core teachers feel the need for a cooperative relationship with other teachers. This means time during the schoolday in which they can meet together as a grade-level group or in teams with subject teachers to discuss and plan. As one principal put it, "More time is always the cry." Here again nearly a third of the principals said that teachers desire more time for cooperative planning. They expressed it variously, such as more time to work together; to hold the necessary meetings and thus enable a more effective inservice planning program to develop; for planning units and for individual work; for cooperative planning by core teachers and special-subject teachers; to work together on mutual problems; to share techniques, problems, methods, and materials; to plan by team groups; and for counseling and case conference.

Prince Georges County, Md., school system which enrolls more than 15,000 pupils in core classes in the seventh, eighth, and ninth grades, has found it possible to provide a variety of helps for its core teachers.¹¹

HELPING CORE TEACHERS IN PRINCE GEORGES COUNTY

In 1951, the county employed a supervisor to devote most of her time to working with core teachers. An inservice program was launched to give teachers a better understanding of the theory of core and to help them develop needed competencies.

Through discussion groups and reading, efforts were made in the 1951-52 school year to acquaint faculty groups with existing research in the field of core program development. Useful publications and bibliographies were made available to teachers and principals. Also to increase their knowledge of core, a sizable group of teachers and principals were sent out of the State to conferences and to observe in laboratory schools. A few people enrolled in a course on teaching in the core program offered by the University of Maryland.

In June 1952, a countywide workshop for core teachers sought to clarify further a concept of the core program in action. Principals, guidance workers, special-interest area teachers and their supervisors, and parents were invited to participate. Major results of this workshop were: (1) The reorganization of the basic structure of the core program in terms of the common, personal-

¹¹ This section was prepared by Dr. Lucile L. Lurry, formerly Supervisor of Secondary Education, Prince Georges County Schools. For a more detailed statement, see *Developing a High School Core Program* by Dr. Lurry, published by the Macmillan Co. in 1957, p. 247-251.

social problems of youth; (2) the preparation and issuance of a handbook for core teachers; and (3) setting up of plans for quarterly meetings of core teachers on a professional and recreational basis during 1952-53. This exchange of ideas among core teachers and the recognition that other teachers faced similar problems resulted in very tangible evidence of growth in core teaching in the next school year.

New teachers coming into the program in 1953-54 caused experienced teachers to recommend a program of inservice preparation designed especially for newcomers. These teachers inexperienced in core were made acquainted with the philosophy of core, methods and materials of instruction, and the use of the community as a laboratory, through classroom observation, audiovisual aids, small and large-group conferences in which discussions were led by experienced teachers and the supervisor, field trips, and demonstrations.

A definite and constant attempt is made to deal with the expressed problems of teachers. Interclass visitation and interschool visitation have proved a most helpful means of promoting understanding. Funds for substitutes in this program are allocated in the county school budget. Funds are also provided for consultant services and out-of-State conferences. In addition, a sum of \$20 over and above the regular textbook allotment per pupil is allocated to each core teacher with which he may buy materials of instruction.

At one of the quarterly meetings several publishers were invited to set up exhibits of materials felt to be useful in the core program. This experience has grown into an annual materials exhibit participated in by 30 to 40 publishing companies. At this time, core teachers examine materials and make suggestions for purchases during the following year. Another meeting, through a panel discussion, emphasized the improvement of articulation between the core program in the junior high school and instruction in the elementary and senior high school. A third meeting had the services of a consultant to help with teaching for critical thinking.

The steering committee of the core teachers' organization plans the inservice programs for the following year. In 1953-54 the quarterly meetings were devoted to evaluation of the core in terms of present status and proposed next steps. Another year meetings were centered around bridging the gap between an adequate core program and the status quo.

Besides the quarterly meetings, each year there is a midwinter workshop which meets from 7:30 to 10:30 p. m., one night a week for 10 weeks. One year the group concentrated its efforts upon the development of resource guides in line with the basic structure proposed in the 1952 summer workshop, guides which were consistent with the common developmental tasks of adolescents. Participants included teachers and supervisors of core and of such special-interest areas as mathematics, physical education, homemaking, music, and art; principals and vice principals; and librarians. The services of the Institute of Child Study, University of Maryland, were drawn upon for help here. During and following this experience, it was felt that at last insight was being developed into the function of the core program in relation to the special-interest areas and the contributions of each to the other's enrichment.

Another year the midwinter workshop group directed its efforts to developing the core teacher's skill in using art and music in the core program. The following year, the place and use of communication skills in the program was the central theme. In other workshops, emphasis has been placed on science, and the use of a wide variety of community resources related to the problem-area structure.

An inservice technique, followed now for several years, is the production of a newsletter to core teachers. Originally issued from the central office, it has been taken over by the core teachers. There is a newsletter editor and a staff of reporters composed of one representative from each building. The newsletter is made up largely of items sent in by teachers of each of the schools describing promising practices or techniques these teachers developed with a core class and which other teachers might find helpful. Recently this publication has become known as "Teaching in the Core Program," Prince Georges County, Md.

Perhaps one of the most successful techniques used to improve teaching in this large program was the organization of grade-level groups in each school. The chairmen of these groups are experienced and successful core teachers. An inservice program is carried on through the county office for further training of grade-level chairmen and coordination of the program.

Administrative Problems in Developing the Core

As would quite naturally be expected from their responses to previous questions, principals rated first as a problem in core program development the matter of teacher preparation. Principals were asked to check the 3 most serious obstacles in a list of 9, that they encounter in developing and maintaining a core program. The nine were those reported most often in the 1950-51 study.¹² Obtaining adequately prepared teachers, the need for constant inservice training, and insufficient teacher time for planning account for more than two-thirds of the 429 responses. Table 11 shows the number of responses for each of the categories.

There were no significant differences when the responses were sorted by type of program. Sorting by size of school—under and above 500 in enrollment—indicated that large schools are more concerned than small with obtaining adequately prepared teachers and with problems of scheduling. To small schools, the matter of supplying core teachers with adequate instructional materials is a more serious matter.

Table 11 shows also similarities and differences in rank order of items in the present study and in that conducted in 1950-51, mentioned above. In the earlier study the question asked was of the free-response type whereas in the present study the categories were named. There are, however, many similarities in frequency of response. On the other hand, differences of some significance are present in items concerning inservice training, cooperation of staff, time for planning and especially furniture and equipment where there exists a dif-

¹² Wright, Grace S. *Core Curriculum Development, Problems and Practices*. Washington, U. S. Government Printing Office. (Office of Education, Bulletin 1952, No. 5.) p. 42-45.

ference of six places in rank order. The fact that 40 percent of the responding principals in the earlier study listed furniture and equipment as an obstacle of the first order as against 11 percent in the present study leads to the assumption that schools are rapidly acquiring modern facilities. New schools are supplied with movable furniture and with equipment for conducting a program in which pupils may work in groups of shifting size and may use a variety of materials and work space often not available in the traditional classroom.

Table 11.—Obstacles to core program development reported by 145 principals, and comparison of rank order with that in a 1950-51 study.¹

Obstacles	Number of schools	Rank order	
		1956-57	1950-51
1	2	3	4
Obtaining adequately prepared teachers.....	125	1	1
Insufficient teacher time for planning.....	74	2	5
Necessity for constant inservice training of teachers.....	70	3	6
Lack of adequate instructional materials.....	48	4	3
Teacher reaction against change.....	41	5	4
Scheduling problems.....	29	6	7
Gaining cooperation of other members of the faculty.....	16	7	9
Lack of suitable furniture and equipment.....	16	8	2
Failure to gain public support.....	10	9	8
Total.....	429		

¹ Wright, Grace S. *Core Curriculum Development, Problems and Practices*. Washington, U. S. Government Printing Office. (Office of Education Bulletin 1952, No. 5), p. 44-45.

If 1 of their 3 most serious problems was not included in the 9 listed, principals were asked to write it in. Those named by several principals concerned excessive class size, need for more support from board of education, excessive teacher load, widely divergent abilities of pupils in a heterogeneously grouped class, and the low reading level of pupils. "Constant teacher turnover because of demand for core teachers to serve in administrative and curricular capacities; we train teachers for promotion out of the classroom," was the comment of a principal in a large county system where core is used throughout. Another pertinent and often too true comment was made by the principal of a large junior high school that has had a core program for more than 10 years. This principal who checked none of the problems in the list of nine, speaks from long experience in a difficult situation: "There will not be any problems if the administrator and teachers know what they are trying to do and why." He suggests that it is important not to make a big fuss about the program with

publicity, but just to try to improve learning and pupil adjustment in the school.

Guidance and Evaluation

Guidance Function Carried by Core Teachers

The core program which by its very nature is concerned largely with the personal-social development of boys and girls carries much of the guidance function of the school. Both directly and indirectly the core program seeks to help adolescents with their developmental tasks and their adjustment to the complex society in which we live. Engaging the attention of core classes are such units as healthful living, self-understanding, family relationships, getting along with others, and choosing a vocation. Also, the problem-solving method of core; with its opportunities for teacher-pupil planning, making choices, and working in small groups, gives daily or frequent experience in democratic living, choosing values, gaining self-confidence, learning correct behavior in social situations, respecting the contributions of others, and critical thinking. Group guidance is thus inherent in the core program.



Courtesy of Baltimore County Md. Public Schools

A core group presents the results of its research on the class problem, "Choosing a Vocation."

Individual guidance likewise has its place in the core class. In the longer block of time, the core teacher becomes better acquainted with the child than can single-subject teachers; he observes him in both social and work situations. The teacher checks his observations against the individual's cumulative record and he confers with parents. He finds time during the block class while groups are at work or in special periods designated for guidance if the school is one which provides such periods—to talk with him individually about his interests and concerns. He makes himself approachable. Of course, the teacher's effectiveness in guidance depends very largely upon the extent to which he is able to use what he has learned about the child in conjunction with his knowledge both of child growth and development and of society to help the child develop to his fullest potential. As one principal pointed out, this varies from teacher to teacher.

A program of classroom guidance does not eliminate the need for specialized guidance personnel, but it does mean that such personnel may spend their time differently than they do in schools not having a core program. A larger part of a counselor's time is spent in working closely with core teachers, helping them better to understand, to accept, and to guide their pupils. The counselor continues to work with those pupils whose problems are too severe for the nonspecialized classroom teacher to handle.

Folwell Junior High School in Minneapolis, a school enrolling some 1,100 pupils, is an example of a growing number of schools emphasizing guidance by the classroom teacher to the extent of providing the teacher an extra period daily for guidance and counseling. "Double-period" teachers (the term used in the Minneapolis system) teach two classes and have a period for pupil personnel and guidance work in which they schedule conferences with one or both parents of every child in the total group of 70 as early as possible in the school year. Several conferences may be necessary. When parent and teacher understand each other better, the staff finds that the pupil has a different attitude toward the teacher and his school becomes more effective.

This school has one counselor and one part-time visiting teacher. The counselor works very largely with teachers. She also sets up pupils' programs and supervises testing. The visiting teacher is a trained social worker. Her particular concern is with the attendance situation. She does all the home visiting because it is felt that teachers are not always trained to do home visiting well, and teachers do have an opportunity to talk with parents when they come to school during the scheduled conference periods. The visiting teacher and counselor work closely together, the counselor keeping the

cumulative record file and the visiting teacher keeping special files on problem cases which are not put in the cumulative record. The principal himself spends much of his time with problem youngsters, dealing with them on an individual rather than a group basis. He has worked out a 10-step procedure for handling the acute problem cases referred to him. Double-period teachers are of inestimable value, he reports, in keeping these cases to a minimum and in supplying him with much of the needed information for handling referrals.

Double-period teachers of each grade work together each week, the principal meeting with them. For the week the author visited the school in the fall of 1956 the following schedule of meetings was posted:

Monday—7:55 a. m.	Faculty meeting
Tuesday—8:30 a. m.	Seventh grade double-period teachers' meeting
Wednesday—10:30 a. m.	Eighth and ninth grade double-period teachers' meeting
Thursday—3:45 p. m.	City-wide meeting for double-period teachers in Board of Education building

Advantages of the double-period instructional program for pupil adjustment at Folwell are summed up as follows:

Units of instruction are centered around areas that make a difference in the lives of people now.

Pupils are given opportunities to take part, to take responsibility, and to be respected as individuals.

A greater attempt is made to meet the needs, interests, and problems of youth.

Some teacher in the school gets to know and understand the individual child. The pupil does not remain semianonymous.

Principals in the present study were asked to indicate whether core teachers carry little, much, or all of the responsibility for personal-social, educational, and vocational guidance. Table 12 reports their responses for both individual and group guidance broken down by type of program and size of school. Core teachers have much or all of the responsibility for the three aspects of group guidance here considered in 80 percent of the schools and for individual guidance in 69 percent. In both individual and group situations core teachers most often have major responsibility for personal-social guidance and least often for vocational guidance. In 92 percent of the schools core teachers carry much or all of the responsibility for personal-social guidance in group situations and in only 47 percent of the schools do they carry major responsibility for individual vocational guidance.

No important difference exists in the extent of the guidance function carried by core teachers in large and small schools. In the

larger schools having type C and D programs, there is some tendency for major responsibility to rest with the core teacher more often than it does in the smaller schools having type C and D programs. This is not generally true of type B program schools. In fact, the small differences that do exist are in general of an opposite nature.

Table 12.—Percent of the guidance function carried by core teachers in 140 schools, by size of school and type of program.

Type—enrollment	Guidance—percent of schools ¹								
	Personal-social			Educational			Vocational		
	Little	Much	All	Little	Much	All	Little	Much	All
1	2	3	4	5	6	7	8	9	10
All schools:									
Individual	18	70	11	16	68	10	34	40	7
Group	6	69	23	9	68	18	26	46	16
B (under 500):									
Individual	12	76	12	16	72	4	44	28	8
Group		76	20	8	72	12	28	52	12
B (over 500):									
Individual	18	73	8	16	66	5	37	42	3
Group	8	76	10	13	69	10	32	50	6
C-D (under 500):									
Individual	29	59	7	18	59	15	33	44	7
Group	11	60	29	11	50	26	33	33	29
C-D (over 500):									
Individual	11	70	19	12	73	15	23	46	8
Group	4	65	31	4	73	23	12	50	15

¹ Percents do not always total 100 since schools sometimes failed to respond to one or more of the items; especially was this true for vocational guidance.

In commenting upon the guidance function in their schools, principals returning the questionnaire emphasized again and again that the guidance people work closely with core teachers. Such comments as the following are typical:

Core teachers work with counselor and are assistants in the guidance program.

All information about a pupil, his problems, progress, and adjustments both in and out of school is cleared through the core teacher. Recommendations for action in behalf of a pupil are decided only after consultation with the core teacher.

Each core teacher has one period each day for individual guidance. The program is directed and difficult problems are handled by two full-time guidance people.

From the orientation program in the seventh grade through the preparation for high school in the ninth grade both the core teachers and the counselors work together to advise, guide, and counsel both groups and individual pupils.

We have grade counselors to do the individual guidance which core teachers cannot handle. School assembly does the rest of group guidance.

Core teachers carry on nearly all of the guidance function. They are assisted by the school principal who has scheduled time to assist with individual and group needs.

The San Luis Obispo, Calif., Junior High School principal who reported that the school planned in 1957-58 to provide a counseling period for teacher-counselors of seventh- and eighth-grade students, included a description of the guidance function of the "home class," which is the English-social studies class for seventh-, eighth-, and most of ninth-grade pupils:

The home class is a special-interest group. Here, the proper social adjustment is furthered as well as the urge for acceptable scholarship. The home-class teacher, only, has the opportunity of knowing the pupil in all his activities—his study habits, his relationship with teachers, his associates in school and in the community, his home conditions and environment, his attitudes, interests and abilities. Homeroom understanding and training are reflected in the school spirit and morale of the class. During the social studies homeroom periods, matters of school policy and regulations are discussed and interpreted. . . .

The homeroom teacher watches and studies the members of his group. He engages the members in conversation and discovers their enthusiasms, their knowledge of games, stamps, music, or stories. He finds out about their educational, vocational, and leisure time interests and ambitions.

The homeroom teacher is the most important person in our guidance organization because he is the one person in the school who knows all the members of his group in terms of their fears and failures, their success and aspirations. He knows these students as the family doctor knows his patients, and he can assist them in getting information about themselves and about courses and careers. As an unofficial member of all the committees that the group has established to carry on its program, he stands by to give his counsel and advice when asked or when the group is obviously in danger of acting on an unwise decision.

The student soon learns that the homeroom teacher is his friend. If in trouble he should go to his homeroom teacher who will protect him in every way he can from the pressure of rules and regulations, and help smooth out any difficulties. The friendship is in direct proportion to the student's need for support and wise counsel.

Evaluation in the Core Class

Evaluation in terms of its objectives is the process by which the core class and its teacher judge the effectiveness of their work. Evaluation in terms of its objectives should be an important aspect of the work of any class, but in core, evaluation is not only important, it is an integral and component part of the core process. Without it, problem-solving, the method of core, cannot be said to be used. Objectives are determined through teacher-pupil planning and are

kept constantly before the pupils. Often these objectives have squatters' rights to a corner of the blackboard, remaining there throughout the year, with changes being made at the beginning of the unit if the class rethinks its objectives for each unit, or as they are needed if the class sets up its objectives as goals for the entire year's work.

The objectives of core are widespread in their scope. They involve not only the acquisition of the kinds of knowledge and skills which are the objectives of the usual single subject class, but they cover personal and social development and growth in the use of democratic processes. Evaluation of such objectives requires more than standardized and teacher-made achievement tests. Attitude scales, interest inventories, and self-rating devices are important. Table 13 shows the extent of use of several types of evaluative techniques in core classes as reported by 146 principals, and indicates the percentage of schools in which the techniques are reported to be used rarely if at all with noncore classes. In general, there is little difference in their use by type of program or by size of school except that sociometric devices and self-rating and interest inventories are used more often in large than in small schools.

Table 13.—Percentage of 146 schools using types of evaluative instruments or techniques with pupils in core classes, and using them rarely if at all with noncore classes.

Evaluative instruments or techniques	Percent used with core classes	Percent used rarely if at all in non-core classes
Standardized tests	95	2
Self-rating inventories of personal and social adjustment	78	20
Teacher made tests	97	3
Sociometric devices	59	28
Interest inventories	72	20
Attitude scales	36	19
Teacher observation and rating	91	7
Post-mortem reaction sheet of effectiveness of group work	34	20

Examples of the Development of a Core Program

In 1949 in St. Paul, Minn., and in 1950 in Dade County, Fla. block-time classes were introduced and a type of core program begun experimentally in some of the junior high schools. In 1951, New York City designated several of its junior high schools as experimental centers for the development of a core program. Since their beginnings the program has developed steadily in each of these school systems. The following accounts of the operation of the core program illustrate in detail many of the problems discussed in this bulletin.

St. Paul, Minn.

CORE PATTERN AT HAZEL PARK JUNIOR HIGH SCHOOL—ST. PAUL, MINN.¹³

Hazel Park Junior High School, a new school, opened in September 1955. The chief problem early in the year was the coordination of all the complex parts of a smooth-working core program. Teachers had to orient themselves to the physical plant and to each other as colleagues. Besides, the problem was to launch and develop, full-fledged, a new and thoroughgoing program of activities and clubs.

Core teachers meet their core classes four times a week; they teach an additional class four times a week; they sponsor one activity a week and a club program which functions on alternate weeks with the scheduled assembly program. Time is provided for student and for parent conferences. A typical teacher's schedule looks like this:

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1.....	E-SS	E-SS	Free	E-SS	E-SS
2.....	E-SS	E-SS	Algebra	E-SS	E-SS
3.....	Algebra	Free	Club	Algebra	Algebra
4.....	Conf	Conf	E-SS	Conf	Conf
5.....	E-SS	E-SS	E-SS	E-SS	Free
6.....	E-SS	E-SS	Act.	Free	E-SS

Guidance.—Core teachers are particularly interested in and concerned with their role in guidance. There are separate lockable file cases in core classrooms for confidential records. There is access to all the other office records that are kept on a student. Students may be on call from other classes, with proper arrangements for personal conferences.

Each teacher has his own favorite way of handling the situation. One way has been to work alphabetically through the roll call of children in the classroom both for personal conferences with them and separate interviews with at least one parent. Parent interviews are held either at home or at school as the parent wishes. A teacher leaves the building during her conference period for home meetings. A school counselor works directly with pupils and through teacher counselors. School counselor and teacher counselors coordinate their conference reports.

Resources.—Almost constant use is made of community resources. Nearly every day small working groups of pupils leave school to find and use first-hand resources of the community. This is in addition to the ordinary field trips taken by entire classes. Teachers bring parents and others to the classroom to serve as resource persons in areas of their competencies. This flexibility in school routine to accommodate community use has meant an increased interest and sense of responsibility by teachers in understanding the importance of public relations.

¹³ From a statement submitted by H. M. Woll, Principal of Hazel Park Junior High School, St. Paul, Minn.

Within the classroom there are collections of books charged from the school library and changed as each new unit comes up for study. Each classroom has at least 12 to 14 different magazines. The school library is a focal point for gathering information by members of core classes.

With a core resource teacher on duty part time there is a teacher-conference room where core teachers may consult commercial catalogs of current materials, written units, and other professional helps such as professional books, pamphlets, and magazines. A core resource teacher works closely with the librarian to suggest materials useful to core classes, building pamphlet files, and coordinating library services.

Inservice meetings.—Grade-level inservice meetings are held each week with the part-time core resource teacher. There are about 5 different areas in which discussion usually centers: Fundamentals, teaching techniques, provision for individual differences in the classroom, evaluation, and teacher counseling. Core teachers found they had these objectives in common: To teach human relationships (getting along with others, being adept in democratic processes), to teach critical thinking, and to teach the skills of reading, writing, speaking, and listening in all their ramifications.

An observation classroom with two-way glass and microphone connections is installed at Hazel Park. Possibilities of its use by core teachers as a laboratory for exploration in group dynamics and teaching techniques are unlimited. This year (1957-58) the room is being used by a few core teachers to show other teachers how certain problem areas are developed. This is an arrangement made between core teachers so that each one will do some demonstrating for the others. Observers hold a personal conference with the teacher observed. Observation sheets containing pertinent information about the abilities, programs, and personalities of the student members of the class are available during observation. Another plan for the use of the room is to have one class observe another class to show how certain work is carried on within a class.

Teaching Techniques.—Teachers in the 7th grade set aside time periodically to work specifically and individually on writing or usage skills. Each teacher has his own techniques for accomplishing this. There is a general feeling that careful evaluation by using standardized tests in the skills is useful and meaningful for purposes of comparison and growth.

In a unit such as "Life in the Colonial Period and Its Relationship With Present-Day Life in the United States," there is planned reading for pleasure and leisure. There is also opportunity for social studies material to be read for facts and for making of generalizations. In the seventh-grade unit, "Learning About Our World," such basic reading skills as map and globe reading are emphasized. Some teachers take special time periodically for a developmental reading program, stressing remedial techniques.

In consideration of other fundamentals such as human relationships or democratic group processes in each unit, student chairmen are taught to conduct meetings and to serve on working committees just as specifically as they are taught to paragraph or to spell. For example, they are taught democratic group processes through such means as panel discussions. The problems of living and adjusting to each other and of building good work-study habits are present in each unit and opportunities for learning are provided.

In like manner, ways of teaching critical thinking are inherent in each unit. A teacher whose class was interested in the Civil and the Revolutionary wars

used them as points of reference to note advancements in medicine, the problems of segregation, changes in warfare and weapons, and organization of our armed forces.

The administration believes that from the pattern that the Hazel Park Junior High School core teachers are making, a sound core program based on children's needs and interests may develop.

Dade County, Fla.

DEVELOPMENT OF BASIC EDUCATION (CORE PROGRAM) IN DADE COUNTY, FLA., PUBLIC SCHOOLS.¹⁴

The basic education program was introduced as the result of planning in the postschool Dade County Workshop in June, 1950. Many junior high teachers and principals were convinced that there was a need for curriculum reorganization for junior high school youth. To meet the need, committees of the 1951 workshop developed a framework around which a good junior high school program could be constructed. Subsequent workshops revised this framework and enumerated seven characteristics of a good junior high school program:

1. Provision for a smooth transition from the elementary school and into the senior high school
2. Sufficient flexibility in organization and administration to provide opportunities for teachers to understand pupils and to plan some ways of caring for the individual needs of pupils
3. Opportunity for each pupil to participate in activities and to develop the competencies which make for happy personal and community living
4. Provision for opportunities to explore areas of work of immediate value and also of vocational possibilities
5. Use of all desirable types of instructional materials and community resources in order to provide for a great range of individual abilities, interests, backgrounds, and personality structures
6. Greater opportunity for adequate individual and group guidance activities due to the longer period of time in which the teacher has to become well acquainted with the pupils
7. Assistance to pupils in development of worthwhile personal values for the improvement and continuance of personal living in our democratic society.

Guided by these seven characteristics, the Dade County principals in their June 1955 workshop expanded the purposes of the junior high schools in the county: "To provide an environment concerned with the further development of (a) physical, mental, and emotional health; (b) citizenship; (c) home and family life; (d) worthy use of leisure time; and (e) preparation for a life work."

The basic education program was devised to meet the purposes as outlined by the principals and to include the characteristics of a good junior high pro-

¹⁴This statement is compiled from "Why . . . Basic Education?" 1957. (Bulletin 10) Dade County Public Schools, Miami, Fla., and from supplemental information furnished by Mrs. Madolyn Brown, social studies supervisor.

gram. Three periods daily are allotted for basic education in grade 7, two periods daily in grades 8 and 9. Science is included with language arts and social studies in grade 7. In grade 8, the two-period block may consist of science and social studies, or any other subject area combinations, depending upon an individual school's program.

Types of Programs.

Basic education classes may be grouped into three stages of development:

1. A 2- or 3-hour block of time in which the subjects are taught separately
2. A 2- or 3-hour block of time in which the subjects are closely correlated so that subject lines tend to disappear
3. A 2- or 3-hour block of time in which units of study are developed according to the interests and needs of the pupils and in which the various subjects may lose their separate identities (but with even greater emphasis on *needed* content).

The new teacher advances from one stage to another as he gains confidence in the new procedure. The advance is gradual and takes place only when the teacher feels ready to make the change.

Many school faculties designate interest areas on each grade level and recommend units through which these areas may be presented. Required work does not necessarily restrict freedom of unit choice but may be developed through any one of a variety of units. If the school sets up a definite goal, the teacher is expected to acquaint the pupils with requirements. He exercises freedom in the choice of units and techniques in accomplishing these objectives. Some schools have a more flexible program permitting the selection of units through pupil-teacher cooperation and planning. Such units are selected according to the pupils' interests and needs.

Resource Units.—The resource units used in Dade County have been prepared by the teachers in the school system. They are the result of a composite effort of teacher-pupil and teacher-teacher planning. Available resource units are the following:

GRADE 7—Better food at lower costs; Dade County; Forestry and forest products; Getting acquainted with faraway friends; Human relations; Improving the health conditions of our community; Let's get acquainted; Living things; Man's basic needs; Manufacturing; My country; Our Latin American neighbors; Races of mankind; Use of the land for farming in the United States; Use of the library; Who are the builders of Florida, Dade County, and Miami?; Wind Belts.

GRADE 8—Colonial period; Communication; My rights and privileges as a citizen: Citizenship in local, State, national, and international governments; Our American heritage; Reading magazines for reference and for pleasure; Telling tall tales; The old world finds a new world; Political development of our democratic Government; Transportation; Westward movement; What's your V.Q. (vocabulary quotient)?

GRADE 9—A survey of occupations; How can I improve my personality?; How shall I choose my life's work?; My contribution to society; My rights and privileges as a citizen; Powered flight; Reading for pleasure; Studying people through short stories; Traveling through Florida with poetry and song; Using the library; What are the things which I should know about my school?; What makes a good story good?

Units are usually set up for an appropriate length of time depending upon teacher planning, pupil interest, and available materials. Most units can be developed and concluded in from three to nine weeks' time depending, of course, upon the factors mentioned above.

Guidance.—The techniques which the basic education teacher uses in carrying out his guidance functions include conferences with pupils and parents and other teachers; home visits; autobiographies; anecdotal records of behavior and of health; tests of ability, achievement, aptitude, and interest; group guidance discussions; use of community resources for the assistance of pupils; provision of occupational information; try-out experiences; placement; and assistance in planning programs of study and individual remedial experiences.

Much guidance can take place during the regular educational experiences of the school day. However, the basic education teacher is expected to allow time on some days for individual conferences while other members of the class work by themselves or in committees. Periods for library work may sometimes be utilized for personal conferences with some members of the group. At other times it may be possible for the teacher to use an unassigned period for conference with pupils who may be drawn in from study hall or, in an emergency, from other classes.

A Typical Classroom.—In a typical basic education classroom in Dade County, teacher and pupils plan a unit of work centering on a question or a problem emphasizing pupil needs and growth. Content is developed in answer to the problem, "What do we need to know to answer that question or solve that problem?" The question, "How shall we go about getting the information we need?" determines the learning activities. Using such methods as research, discussions, trips, interviews, resource speakers, group work, exhibits, art work, music, dancing, films, filmstrips, radio, television, recordings, plays, experiments, creative writing, reporting, games, parties, programs, keeping records, testing and evaluating, and others that may be devised by resourceful and creative teachers and pupils, teachers and students mobilize information and express the learnings that they accomplish.

It is essential that common learnings in basic education be the general knowledge, skills, and understandings required in common by all citizens in our democratic society to enable them to live together effectively, regardless of their origins, goals, and individual differences.

Teachers feel that the flexibility and adaptability of this program should not be limited and prescribed by defining precisely those skills and attitudes that are to be taught at the various grade levels. Rather, they believe that the 3-hour and 2-hour blocks of time provide opportunities for the individual teacher to develop the educational program in his classroom to meet the needs of the students in that classroom. The teachers use art materials, resource persons, the library, community resources, field trips, and instructional materials to meet those needs either through planning with the pupils or teacher-recognition of the pupils' needs.

New York City

CORE PROGRAM IN NEW YORK CITY'S JUNIOR HIGH SCHOOLS.¹⁵

In the core program in the experimental junior high schools, children are taught how to make full use of the resources of their environment, in and out of school, and to work toward the solution of their problems * * * An important aspect of the program is the emphasis on the interrelationships of different subject areas. The core junior high schools, within their own unique settings, are experimenting with different combinations of subject areas for more efficient and meaningful learning. [Language arts-social studies alone or with a third subject are the combinations most often found. Mathematics-science and social studies-science cores have so far been less successful.]

The extent to which the subject matter is combined increases with the experience of the teacher. At present, three general stages of development in core classrooms may be noted in the experimental schools.

1. Children are taught two or more subjects by the same teacher. Each subject retains its identity but learnings are correlated. For example, the literature program is correlated with the study of the history of New York. The topics for children's writings are drawn from activities in social studies.
2. Children meet with one teacher and acquire learnings in two or more subject areas. Subject lines are broken down and learnings are fused around unit topics. For example, the class may study a unit about the West within which learnings from social studies and language arts are developed.
3. Children meet with one teacher and acquire learnings from two or more subject areas. The subject matter is integrated as pupils work on problems of personal, social, and civic importance which they and the teacher cooperatively select. For example, study of a problem such as "How can we prepare adequately for our future education?" develops in pupils skills, knowledges, and attitudes in guidance, social studies, and language arts in a meaningful setting.

The beginning teacher may feel more secure by starting her core work at the first stage and then proceeding through the second to the third stage. In general, teachers of 2 or more years' experience with the core program develop work on the third stage.

The core class is usually assigned to one teacher for a block of time during which the class and the teacher planning together, cooperatively select and study problems of general concern to them as individuals, as members of a social group, and as members of a democratic society. In the study of such problems, subject matter pertinent to their solution is drawn from the subject areas. Because of the core organization, there is time for learning in a natural way and pupils have opportunity for participation in democratic practices.

A core program makes possible close pupil-teacher relationships. The core teacher, meeting fewer classes and working with fewer pupils, can observe them

¹⁵ *Core Exchange*, vol. 6, No. 1. New York City Public Schools, October 1957. Printed with permission of Mary A. Kennedy, assistant superintendent.

carefully, secure and record data about them, and check on their interests and achievements in other subject areas. He can arrange for parent interviews as bases for understanding and for cooperative efforts for the pupils' welfare. Many of the guidance functions handled by the homeroom teacher and the grade guidance counselor become the job of the core teacher.

A central and sustaining characteristic of the core is the informal atmosphere of the classroom. The teacher and class plan for and use the room as a workshop in which various core activities are carried on with order and freedom. Movable furniture, tables for conferences, file cabinets, and other facilities for storage of materials contribute to the efficient operation of the core classroom. Where these items are not available, teachers and classes adapt existing facilities. The core class is identifiable by a great variety of activities, all of which are now accepted as part of the learning process. The recitation or developmental lesson is no longer the chief business of the class although it still has a significant place in the program. All pupils in the core class are busily engaged in planning, carrying out, and evaluating their work.

Because group living is an integral part of democracy and because early adolescents are eager to participate in group activities, core classes make extensive use of committees. Pupils accept responsibilities as they work together on common problems. They set up group goals, under teacher guidance, and work cooperatively toward them through well-organized committee procedures. They set up standards for the work and behavior of the individual, of the committee, of the class, and of the school. Thus the core classroom typifies democracy in action.

Teachers in the different subject areas find that the core program permeates the entire school atmosphere. Children are trained to cooperate in planning with their teachers. They are creative in making projects which put their knowledges to practical use. They are able to evaluate themselves and one another.

The training in reading for different purposes which the children receive in the core class is put to use in other classrooms. Children record spelling errors made in different subject areas in their core notebooks. Current affairs bulletin boards in science classrooms reflect learnings received in the core classroom. In the art rooms, children make puppets representing characters in books they read. In music rooms, pupils make oral reports after doing committee research on operas, ballets, and TV programs. In the woodwork shop, classes make magazine racks and bookcases which they use for storing and displaying materials in core rooms.

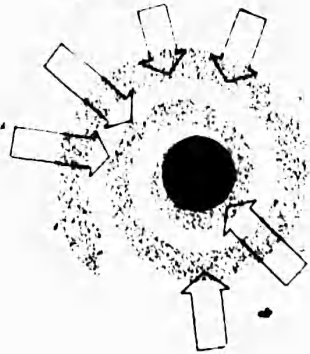
Sometimes, the different teachers of one class meet with the core teacher to decide how the work in their classrooms may be related. For example, the art teacher, when a class is learning to make collages, helps them work out some which reflect the activity and color of the countries they are studying.

At other times, the subject teachers of a class plan a unit cooperatively. The core problem of a seventh-year class, for example, may revolve about city planning. In the science class they will study "water supply" and "insulation." The mathematics teacher will teach percentages in terms of city traffic. The health education teacher will teach safety rules. The art teacher will have children work on their interpretations of the neighborhood in which they live. The music teacher will teach songs about the city.

In many core schools, school-wide activities serve as culminating events for the work done in the core and other classes. A Science and Arts Fair,

planned by teachers and pupils, offers opportunities for children to show what they have been doing as well as to practice some of the skills they have developed. A community problem such as housing may be part of the grade work on every level. The prescribed topics in the courses of study offer many splendid opportunities to integrate learnings through such projects. Culminating activities in which the whole school participates such as exhibits, festivals, or bazaars help children use learnings in subject matter, skills, and attitudes.

It should be evident that no single device, technique, or approach is the exclusive property of the core class. Many of the procedures used can be found in separate subject classes. The aim of the core is to utilize the best elements of teaching to provide increasing opportunities for growth and development toward effective citizenship in our American democracy and our American tradition.



SUMMARY

This is a study of block-time classes (including core and core-type) in a 25-percent sample of 12,052 junior and junior-senior high schools in the United States. Of the 3,013 schools sent questionnaires, returns were received from 2,517, or 83.5 percent.

Block-time classes are defined in this study as classes meeting for a block of time of two or more class periods, and combining or replacing two or more subjects that are required of all pupils and would ordinarily be taught separately.

The main findings follow.

Status of Block-Time Classes

1. Block-time classes are found in 487 or 19.3 percent of the sampled schools. This would indicate that some 2,300 out of all 12,052 junior and junior-senior high schools in the United States have such classes.

2. Among junior high schools alone, 31.4 percent are found to have block-time classes. The comparable figure for junior-senior high schools is 12.1 percent.

3. In eight States—Maryland, Washington, California, Illinois, Wisconsin, New York, New Jersey, and Florida—more than 25 percent of the junior and junior-senior high schools have block-time classes. In the first four of these the percentage is 50 percent or

above. No block-time classes were reported for schools in Montana, Nebraska, Nevada, Vermont, Wyoming, or the District of Columbia.

4. Large schools are more likely than small schools to have block-time classes. Thus 43.5 percent of schools enrolling 500 pupils or more reported such classes, while only 11.3 percent enrolling fewer than 500 pupils reported them.

5. Block-time classes are more characteristic of grade 7 than of grade 8, and of grade 8 than of grade 9. In this study 94 percent of the schools reported such classes in grade 7, 72 percent reported them in grade 8, and 26 percent in grade 9.

6. Of the schools having block-time classes, 87 percent enroll in them all or nearly all of the pupils in the grades in which these classes are provided.

7. English and social studies are the subjects most frequently combined, either alone or with one or more other subjects. Of the 944 grades for which block-time classes are reported in the 487 schools, 86 percent incorporate these subjects.

8. The typical block-time class meets for the same number of periods as the classes it replaces would meet if the subjects were taught separately. Since the typical block-time class replaces 2 subjects, it meets for 10 periods a week. However, in 15 percent of the schools, classes combining English and social studies only were reported to meet for 15 periods weekly.

9. When schools abandon the practice of scheduling block-time classes the reason most frequently cited is inability to obtain adequately prepared teachers. Next in order is scheduling problems, followed by objections of parents, pupils or teachers; failure to obtain desired results; and space and equipment problems.

10. Seven percent of the principals returning the questionnaire reported they were planning to introduce block-time classes or were considering the feasibility of doing so.

11. When block-time classes are grouped into four types of programs identified in the study, the percentage of schools of each type is as follows: (1) 68 percent teach separately the subjects combined in the block class; (2) 20 percent unify or fuse subjects in a subject-centered core program; (3) 6 percent have an experience-centered core program with structured or predetermined problem areas; and (4) 6 percent have an unstructured core program.

12. Seventeen percent of the principals with block-time classes in which subjects are taught separately reported they planned to change to one of the other types. Five percent of those having a unified studies program reported plans to develop an experience-centered core program.

13. In more than two-thirds of the schools block-time classes were introduced in 1950 or later, according to responses of 444 principals. The earliest date reported for any school was 1927.

14. For all types of programs, "core" is the name most commonly used by schools to identify their block-time classes. Other terms frequently used are unified studies, block classes, and self-contained classrooms. In all, 13 different names were used by 3 or more schools each.

Developing a Core Program

1. In this study 159 schools, or 33 percent of those having block-time classes, reported programs that are unified studies or core in nature and which, for study purposes, are referred to as core programs. Not all 159 schools responded to every question. In each of the following items the percentages are based upon the responses for that item.
2. The idea of having a core program was initiated by the administrator in 48 percent of the schools, and by the administrator and teachers in 34 percent.
3. Before the program was started there was a period of orientation which, in 52 percent of the schools, included only the teachers who would be actively involved, and in 22 percent of the schools included the entire faculty. In other schools, parents and or pupils were also involved in the orientation program.
4. The duration of the orientation period was approximately a year in 49 percent of the schools, more than a year in 22 percent, and substantially less than a year in 29 percent.
5. In selecting personnel for core classes, principals tend to seek first the teachers who have broad general education and experience. This was true in 68 percent of the schools. Factors considered next were expressed interest in such an assignment and teaching experience in one of the subjects involved or a major therein.
6. About two-thirds of the schools reported that resource units or resource guides had been developed locally for use by core teachers.
7. In 42 percent of the schools teachers do not teach classes other than core.
8. Inservice education programs are provided for core teachers in 88 percent of the schools. In general, large schools provide more administrative helps to core teachers than do small schools. Free time during the school day for cooperative planning by core teachers is provided by only half of the schools.

9. Principals in this study believe core teachers need the kinds of help that can be provided through inservice education programs, 80 percent mentioning such items as workshop experience, helps with methods and techniques, and general planning. A third of the principals indicated teachers' need for instructional materials, and another third said time during the school day was needed for co-operative planning.

10. Among administrative problems reported by the principals, difficulties in obtaining adequately prepared teachers heads the list, with 86 percent checking this item. Next in order are insufficient teacher time for planning (51 percent) and necessity for constant inservice training of teachers (48 percent).

11. In general, core classes carry much or all of the responsibility for personal-social and educational guidance, especially group as opposed to individual guidance. Core classes are less likely to carry major responsibility for vocational guidance.

12. For evaluating the work of pupils in core classes, the principals reported that most teachers use standardized tests, teacher-made tests, and teacher observation and rating—in much the same way as these methods are used by teachers of subject classes. Techniques used frequently with core classes but less often with other classes are self-rating inventories of personal and social adjustment, interest inventories, and sociometric devices.

APPENDIX

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D.C.

INQUIRY ON THE OPERATION OF BLOCK-TIME (INCLUDING CORE OR CORE-TYPE) CLASSES IN GRADES 7-9 OF JUNIOR HIGH AND 6-YEAR SECONDARY SCHOOLS

Name of School _____ City and State _____
Type of school (check one): separate jr h.s. _____ Enrollment: grade 7 _____
combined jr-sr h.s. _____ grade 8 _____
undivided 6-year h.s. _____ grade 9 _____

For the purposes of this study, *block-time (including core and core-type) classes are those meeting for a block of time of two or more class periods, and combining or replacing two or more subjects that are required of all pupils and would ordinarily be taught separately.*

1. Does your school have a program of block-time classes which fits the definition in the preceding paragraph? Yes _____ No _____
2. If the answer is NO, (a) has your school ever had such a program? Yes _____ No _____ If your school abandoned it, what was the reason? _____
_____ (b) has your school plans now for introducing block-time classes? Yes _____ No _____ If yes, when? _____

If the answer to item 1 above is NO, please skip to page 4, sign this questionnaire and then return it to the Office of Education in the enclosed envelope requiring no postage.

If the answer to 1 above is YES, please respond to the items that follow.

3. By what name do you most commonly refer to your block-time classes?
_____ Basic education _____ General education _____ Unified studies
_____ Common learnings _____ Self-contained classroom _____ Other (name) _____
_____ Core _____ Social living _____
4. What year was the program inaugurated? _____

5. How many pupils are enrolled in block-time classes in grades 7 ___ 8 ___ 9 ___?
6. How many regular class periods per week (40-60 minutes) do block-time classes meet in grades 7 ___ 8 ___ 9 ___?
7. What subjects are combined or replaced by the block-time class in
 Grade 7 _____
 Grade 8 _____
 Grade 9 _____
8. Check the statement which *best describes most common practice* in your school.
 Check ONLY ONE.

A. Each subject retains its identity in the block-time class, that is, separate subjects are taught

- ___ (1) with consciously planned correlation
 ___ (2) with no planned correlation

___ B. Subjects included in the block-time class are unified or fused around a central theme or units of work or problems stemming from one or more of the subject fields in the block-time class. (Please attach list of the units for each grade.)

___ C. Predetermined problem areas based upon the personal-social needs of adolescents—both needs that adolescents themselves have identified and needs as society sees them—determine the scope of the core program. Subject matter is brought in as needed in working on the problems. Pupils may or may not have a choice from among several of these problem areas; they will, however, have some responsibility for suggesting and choosing activities in developing units of study. (Please attach list of the problem areas for each grade.)

___ D. The scope of the core program is not predetermined. Pupils and teacher are free to select the problems upon which they wish to work. Subject matter content is brought in as needed to develop or to help solve the problems. (If available, please attach a list of the problem areas or units covered last year by each grade.)

Comments:

9. Do you plan to change from the type of program you have checked in item 8 to another type? Yes ___ No ___

If YES, to which type will you change? A(1) ___ A(2) ___ B ___ C ___ D ___

If you checked 8A (1) or (2), please sign this questionnaire on page 4 and return it to the Office of Education in the enclosed envelope.

If you checked B, C, or D in item 8, please answer the remainder of the items in this questionnaire. These items relate to "core" programs. For the purposes of this questionnaire, B, C, and D define types of core programs.

10. Have you a prepared statement of the philosophy, purpose, or major objectives of your core program? Yes No If YES please attach a copy.

11. How was the core program inaugurated in your school?

The idea was initiated by the administrator(s), teacher(s), public.

Before the program was started, there was orientation of

<input type="checkbox"/> those teachers who would be actively involved, such as the core teachers, librarian, guidance counselors	<input type="checkbox"/> the entire faculty
	<input type="checkbox"/> the pupils
	<input type="checkbox"/> the public

After the decision to have a core program was reached and before the program was started, the staff was involved in studying and planning for it for over a period of

<input type="checkbox"/> 2 weeks or less	<input type="checkbox"/> approximately 1 year
<input type="checkbox"/> 3-6 weeks	<input type="checkbox"/> more than a year

12. Have resource units or resource guides been developed locally for teachers of core classes? Yes No By what groups or agencies were they prepared?

13. In general, do teachers of core classes also teach classes outside of core? Yes No

14. Please number in order of their significance (1, 2, 3, etc.) the factors you consider in selecting teachers for core classes.

<input type="checkbox"/> broad general education and experience	<input type="checkbox"/> college preparation for core
<input type="checkbox"/> elementary-teaching preparation or experience	<input type="checkbox"/> participation in core workshops or similar inservice experiences
<input type="checkbox"/> teaching experience in one of the subjects involved or a major therein	<input type="checkbox"/> expressed interest in such an assignment
<input type="checkbox"/> course work in child growth and development	<input type="checkbox"/> other (specify) _____

15. What administrative helps are provided specifically for the core teacher and/or core classes?

- Inservice training programs—workshops, study groups
- Newsheet or similar device whereby core teachers can share ideas and useful information about practices and materials
- Free time during the school day for cooperative planning by core teachers
- An additional allotment of funds to core teachers for needed materials
- Time and opportunity for special subject teachers (art, music, librarian, etc.) to work cooperatively with core classes
- Field trips by core classes for the use of community resources
- Others (specify) _____

16. What kinds of help do the core teachers in your school need and desire most?

17. How much of the guidance function is carried on by core teachers? Use L, M, or A to indicate Little, Much, or All or nearly all.

a. individual guidance:

personal-social
 educational
 vocational

b. group guidance:

personal-social
 educational
 vocational

Comment _____

18. (a) Check the evaluative instruments or techniques used with pupils in core classes; (b) from among those, *double check* the items used rarely if at all with *noncore* classes.

standardized achievement tests

attitude scales

teacher-made tests

teacher observation and rating

self-rating inventories of personal and social adjustment

post-mortem reaction sheet of effectiveness of group work

sociometric devices

other (name) _____

interest inventories

19. What are the chief obstacles you have encountered in developing and maintaining a core program? Check the 3 most serious problems.

obtaining adequately prepared teachers

teacher reaction against change

necessity for constant inservice training of teachers

gaining cooperation of other members of the faculty

failure to gain public support

lack of adequate instructional materials

lack of suitable furniture and equipment

insufficient teacher time for planning

scheduling problems

other (cite) _____

20. Please check below any descriptive material you have developed on your core program. film recording evaluative data

filmstrip teachers' handbook descriptions of practice

Reminder of requested enclosures:

1. List of problem areas or units studied for each grade having a core program (see item 8).
2. Statement of philosophy, purpose, or major objectives of your core program (see item 10).

 Name and title of person filling in form

PS-14-58