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A Survey of the Use of Curricular Time in the Naches Valley School District

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A SURVEY OF THE USE OF CURRICULAR
TIME IN THE NACHES
VALLEY SCHOOL DISTRICT

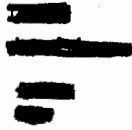
A Thesis
Presented to
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In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Alan F. Tinsley
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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

Our American educational system has recently been the target of much adverse criticism. The use of curricular time is many times the subject of such criticism. In some instances, distortion by unqualified individuals has set back American education by making it more difficult to see the value of the progress being made.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine (1) how curriculum time is utilized or lost in the Naches Valley School District; (2) what changes might be possible and feasible; and (3) possible methods of achieving these changes.

Importance of the study. Many problems are created by the time factor in the Naches Valley School District. Some in the community feel that too much time is spent on the physical education program. Others feel that such subjects as band, chorus, shop, and home economics are frills and have no place in the curriculum. Among the teachers, time and problems concerning teacher communication, athletics, audio-visual aids, absenteeism and others have

been a plague. Often it has been said that there has never been a satisfactory music program from a time standpoint. In addition, the lunch program and its scheduling have offered still more problems.

Objectives to be achieved. The proposed objectives were (1) to survey time-use in twenty selected areas; (2) to detect areas where time is possibly being lost to the curriculum; and (3) to provide a plan that would lead to an improvement in use of time.

Limitations of the study. The study was based primarily on data gathered with a questionnaire administered by personal interview of teachers. A variety of educational philosophies were represented by this group. When any study is conducted where questions are asked about the job being done, those engaged in the job are sometimes troubled. They may feel that the information derived will be used in a way that would not be to their advantage. Professional people, such as this group represents, are apt to be reluctant to admit shortcomings in order to avoid criticism. The author attempted to so word and present the questionnaire that these people would not take a negative approach to the study.

Another factor that might place a limitation on the study is the fact that our district, being a small rural

district, has a greater turnover of personnel than those of more urban locations. Because of this the number of new and first year teachers is larger than might be desirable. Since each year some of the teachers will be new, their acquaintance with the system may not be complete enough for their information to be wholly valid. It was hoped that the use of the personal interview might help to reduce the limitations of this study.

II. A PREVIEW OF FOLLOWING CHAPTERS

The following chapters will give information from related literature, methods and devices used in research, results, conclusions, and recommendations obtained from the research. A copy of the interview questionnaire used in the study will be found in the Appendix.

CHAPTER II

REVIEW OF RELATED LITERATURE

Time is the one thing that cannot be recovered once it is lost or misspent. For this reason we as educators should be very careful how we use it. Since there is a limit to the amount of time available for learning situations, we must be mindful of the selectivity of the experiences as well as the effective management of our time. If we set our sights on a goal of this type, our chances for more effective and efficient learning in the classroom should be greater.

I. CURRICULUM CRITICS

Several groups of individuals take it upon themselves to criticise our educational system. Among them are those self-appointed experts such as Arthur Bestor, Rudolf Flesh, Albert Lynd, Mortimer Smith, and Admiral Rickover. These individuals usually play upon some isolated unsuccessful incident of our educational system rather than consistent happenings. Seldom if ever do they quote or use research findings when expressing their opinions. They seem to play on progressive education as if it were a disease rather than an experimentation being carried on to improve

educational methods and procedures.

Dr. Gilbert E. Case has this to say about one such man:

In the March issue of the Atlantic Monthly there appears under the title "Quackery in the Public Schools," an article by Albert Lynd, who is referred to in the foreword as "an ex-teacher now happily established in business in Boston." Mr. Lynd, Harvard A.B. and A.M., delivers himself of an omnibus of complaints regarding what he considers to be fundamental and damning defects in the current American public education picture. With much of what he contends I am in sympathy, but with his interpretation of the implications, causes, and solutions of these educational shortcomings I am in sharp disagreement.

In his first paragraph, Mr. Lynd laments the prevalence of a type of high school principal who, though he may be able to lead "an enraptured class discussion in a Democratic Solution of Our Traffic Problem," has difficulty in deciphering the Latin date on the corner stone of his school building. Such a predicament of course, is too bad. But even though, Mr. Lynd has a point here, I still feel that if one had to make a choice of a school administrator on the basis of even such trivial abilities I'd favor the man interested in today's traffic problems, which involve life, limb, and the pursuit of happiness. The Roman system of number symbols was a clumsy arrangement that effectively blocked Roman mathematical progress for centuries and perhaps ought not be on a modern high school building. After all, we are in Anno Domini MCML face to face with the mathematics of the Atomic Age (11:177-182).

The next group consists of the alarmists, who after Russia forged ahead in the space race, immediately blamed our educational system for the shortcoming, when actually it was probably the fault of some Federal agency.

The third group of critics would include people we would call constructive critics. Men such as James B. Conant, who realize the problems and attempt to arrive at

constructive solutions, would be included in this group. "Groups which have worked at constructive criticism are exemplified by the American Association of School Administrators, the Association for Supervision and Curriculum Development, and the Educational Policies Commission" (6:652).

In order that we may effectively evaluate our curricular programs, we must be familiar with what the critics have said both for and against our educational programs. Probably one of the best answers to the critics of education has been offered by Ernest O. Melby:

It does no good to bewail the educational mistakes of the past, but it is important to ask how adequate professional leadership in planning and adequate professional autonomy in carrying through a total educational program can be attained in the future (12:604).

In addition to the attacks made by individuals through various medias, whole systems of newspapers have joined in the attacks on education.

The National Education Association completed a study in 1951, during which they examined 256 items which appeared in 168 different newspapers, during a 12 week period of that year. The National Educational Association tabulators grouped the items in various categories and they together with the other facts appear in the following tables (4:285).

It is easy to see from the tables that our system of education is under constant fire. If some of the energies put forth in the adverse criticism were used in a constructive way, possibly the severity of the problem might be reduced.

TABLE I

REFERENCES TO ATTACKS ON PUBLIC SCHOOLS BY NEWSPAPERS (3:286)

Type of attack	Percent of articles
Alleged subversive teaching	44%
Three R's or fundamentals	27
General or miscellaneous	23
Teaching methods	21
U. S. History, Geography and Citizenship	19
Moral and spiritual values	16
Cost of schools	12
Fads and frills	9

TABLE II

NUMBER OF REFERENCES TO ATTACKS ON PUBLIC SCHOOLS AS FOUND
IN NEWSPAPERS BY TYPE OF ATTACK (3:287)

Type of attack	News stories	Editorials	Columnists' articles	Letters to the editor	Total
1	2	3	4	5	6
Three R's	18	17	22	12	69
Fads and frills	3	7	5	8	23
Cost of schools	8	9	6	7	30
Moral and spiritual values	14	5	7	14	40
U. S. History, Geography and Citizenship	14	22	5	8	49
Subversive teaching	32	41	28	12	113
Teaching methods	10	11	23	11	55
Lay Partnership	5	3	3	--	11
General and miscellaneous	12	29	8	10	59
Number of items	60	93	47	56	256

II. IMPROVING TIME USAGE

Many educators have put forth ideas as to how curricular time might be better used. One such man is Dr. Lloyd J. Trump. "Dr. Trump is the director of the Experimental Study of the Utilization of the Staff in the Secondary School" (13:46). He has found that it is impossible for our teaching staff in its present structure to accomplish as much as our critics say we must. Dr. Trump states, "A democracy demands of its education both quantity and quality" (13:5). He has also come up with some possible solutions in his brochure Images of the Future.

Instead of a single teacher being in charge of 30 or 40 students, Dr. Trump advocates a team of educators instructing a large group of about 400 students. This team would include 10 master teachers; 200 service hours each week by instruction assistants; 100 service hours each week by clerks; 50 service hours each week by general aides, and an indefinite amount of aid from community consultants and staff specialists. The 10 professional teachers would have Master's degrees with additional training and specialization as needed. Instruction assistants would be college graduates trained for specific duties assigned below the professional teaching level. Clerks would be high school graduates with emphasis on business education. General aides would be high school graduates

who have had general courses, with some college desirable. Community consultants would be persons of unusual competence selected from a file of available persons. The staff specialists would be people highly trained in special areas. Only the professional teachers and their assistants would be in the classroom. The remainder of the staff would assist with tasks outside of the classroom, with the exception of community consultants and staff specialists, who would be in the classroom on occasions. This type of program would have many advantages, since it would depend on several minds instead of one. The experiences of these specialists would far exceed that of the best teachers and would lead to an enriched educational program. This type of program could be provided in schools with as little as 400 enrollment. In the smaller schools the cost would naturally be higher due to the smaller number of students being served. However, this cost might be off-set by the increase in classroom effectiveness, which cannot be measured in dollars and cents.

III. TEACHER SELF-IMPROVEMENT

Educators in many fields of study have often stated that the teacher is the most important single feature of any school.

The teaching staff of any educational institution is its most essential item of equipment. Providing suitable teachers for American high schools is a task so colossal that our civilization is staggered in its effort to meet the demand Our ability or inability to provide competent teachers will determine the success or failure of the American experiment of universal secondary education (10:515).

In the self-contained classroom, the type in operation in many of the grade and primary schools of the country, an individual teacher is responsible for teaching the children all of the subject areas. In many self-contained classes the teachers may have limited interests. This may lead them to spend a great deal of time in a few areas and completely neglect others. Still other teachers may have certain curricular dislikes and avoid these areas completely. It is the student who suffers. Francis Parker, whose influence on modern public education has been great, wrote:

There is not a coin small enough, ever stamped by the hand of man, to pay a salary of a poor teacher, there is not gold enough in the mines of the world to measure the value of a teacher who lifts the souls of children to the true dignity of life and living (4:59).

In addition to being good teachers and time managers, we must keep up with progress being made in education in order to be more effective in the classroom. The usual methods employed by teachers for in-service training and improvement are:

1. Professional Reading. If the school does not have a professional library, the teacher should subscribe to a few professional magazines,

purchase a few books each year, and exchange with or borrow from fellow teachers.

2. Attending Professional Meetings. In nearly all parts of the United States, teachers are organized into professional study groups. Often, outside speakers are invited to address these groups, or current topics and problems are discussed.
3. Home-study Courses. Although it is better to pursue a course of study in residence, if this is not possible one should take advantage of the correspondence or extension courses offered by a large number of teacher-training schools.
4. Summer-school Attendance. Summer-school enrollments are increasing, mainly by teachers pursuing courses for either the bachelor's or the master's degree. The increased requirements, especially for principals and superintendents of accredited high schools, is partly responsible for this increase. Requirements for certification are increasing and the wise teacher will not postpone preparing herself for the increasing requirements.
5. Travel. Tours for teachers during vacations are becoming popular. Thousands travel in small groups by car during the summer. Many prefer to attend summer school at distantly located universities in order that study and travel may be combined.
6. Observation and Supervision. Teachers should never miss an opportunity to observe the work of superior teachers and try to emulate their techniques. One of the duties of principals and superintendents is that of improving teachers in service, and it is ethical for teachers to request help from them. Likewise special supervisors are often available for helping teachers improve themselves (2:487-488).

As educators and professional people, we should take advantage of these opportunities to improve ourselves.

IV. SPECIFIC PROBLEMS

According to related literature, specific problem areas are as follows:

How much emphasis should be placed upon each part of the instructional program? This is a question of considerable practical importance, and its answer involves at least three related questions. First, how many years of the total education program should be given to a particular subject or study? Second, how many times each week should it be taught? Third, how much of the school day should be devoted to it?

Another way of looking at this problem is to consider how the total number of years devoted to public education should be used. Communities usually give the schools twelve years to educate the young. If the nursery school, kindergarten, and the Junior college are included, the total number of years may run as high as seventeen. Should the time allotted to a subject be concentrated in a few semesters or distributed over a longer period of time, perhaps over twelve or more school years? This question will involve others. How often should a class meet--five times a week, three times, only once? And how long should the class period be? Should it be thirty minutes, forty minutes, or ninety minutes?

The amount of time allotted in any case is the result of practical experience and a judgment of the relative importance of the objectives to be met through various subjects and activities (12:196-197).

When communities allow a certain amount of time to educate their youth, educators must use this time wisely. The total amount of time spent in educating youth does not vary a great deal from one community to another. How the time is used does vary. What may be considered a waste of time in one community may be an important part of another's curriculum. Some communities feel that the social studies

is an area of great importance; others feel differently.

An example of this neglect may be found in Ralph C.

Preston's Teaching Social Studies in the Elementary School:

Some teachers are discouraged about the social studies program because there seems to be so little time for it. There are schools in which little more than 1 per cent of the school day is devoted to social studies in the primary grades and a little under 8 per cent in the intermediate grades. A time allotment plan can help a teacher steer a middle course between rigid time control on the one hand and blurry planlessness on the other (10:10).

When subject areas are neglected, as in the example above, steps must be taken to correct the situation.

V. MOONLIGHTING

Teachers who believe they are forced through economic circumstances to hold part or full-time jobs in addition to teaching are robbing time from teacher preparation and planning:

A substantial number of the nation's elementary and secondary school teachers hold more than one job, and the number seems to be growing. So says the U.S. Department of Labor in a report on "moonlighting."

Nearly 24% of all men teachers below college level are earning some of their income outside the classroom. No other occupational category, professional or nonprofessional, male or female, has nearly as high a ratio. Who moonlights? Here are excerpts from the Bureau of Labor Statistics tables which show the percentage of persons, by occupational categories, holding two or more jobs (The occupational categories are the primary jobs) (7:67-68).

TABLE III
MOONLIGHTING (7:67)

Occupational group	Both sexes	Male	Female
All occupations	4.6%	5.9%	2.0%
All professional workers	7.2	8.9	3.9
Teachers, except college	8.9	23.5	2.5
Clerical workers	3.5	7.5	1.6

From the above table we can see that nearly three male teachers are engaged in more than one job for each person in the other professions.

VI. COMMUNICATION

Communication between teachers and administrators is very important to the operation of an efficient school program. One superintendent has this to say:

The thing that is most interesting to me is the way teachers seem to crave some direct communication from the superintendent. So many of them have come up to me after each meeting and said something like this: "It's really good to hear your voice and to see you, and to know first hand what you think about these things. We hear so darn many things secondhand,

rumors about what you're supposed to be thinking and planning. . . ."

I think teachers and everyone else in the system are entitled to this direct communication (5:70-71).

VII. CLERICAL TASKS

Freeing teachers from the labors of time consuming clerical tasks has long been an administrator's problem. One administrator, Willis P. Kern, believes he may have a solution:

Like most school districts throughout the United States, we have been experiencing a serious problem as a result of two situations--rapidly expanding enrollments and a shortage of instructional personnel.

With this in mind, our administrators and school board decided that we had to free our teachers of many of the clerical and routine accounting duties normally associated with teaching. We recognized that it was wasteful to use instructional personnel for duties below the level of their greatest contribution. Moreover, the cost to our taxpayers--both in dollars and efficiency--was quite plainly excessive.

Taking our cue from business and industry, we decided that an automatic data processing system would be the most efficient way to provide our teachers with more time to devote to teaching, while at the same time speeding our essential clerical work (8:76).

This use of business machines may free teachers to some extent; however, many of the smaller school districts will not be able to stand the cost.

VIII. AUDIO-VISUAL AIDS

There are thousands of films, film strips, and other visual-aids available for teachers to use, yet many are unable to make efficient use of them. The lack of proper physical facilities is probably a leading reason for this. Dr. J. Roy Barron has this to say about the problem:

More than 10,000 different films are currently available to our educational systems, yet students in many of our schools rarely see them.

Films and filmstrips communicate ideas, form attitudes and provide background for the development of skills. They can, in effect, recreate authentic events captured on film as they happen. Why, then, are so many teachers unable or unwilling to take advantage of them?

Too often a lack of adequate light control facilities or a shortage of equipment prevents it. When classrooms lack adequate projection facilities, films are often labeled "gimmicks" of doubtful educational value--more trouble than they are worth.

The solution does not lie in building more projection rooms, which only result in appalling waste of buildings, money and teacher's time. There can never be enough separate projection rooms--they are not needed, are not adequate, not economical and not educationally sound!

Adequate light control can be provided in the average classroom for \$100 to \$200 using vinyl-coated Fiberglas drapes or full closure (audio-visual) venetian blinds (1:73).

It is very important that educators use every possible approach and useful device to educate our youth. Visual-aids can promote learning and enrich our educational

system, but to do this we must use them and use them effectively.

Time utilization is a topic that needs a great deal of additional research; only the surface has been scratched. It is hoped that many will realize the importance of this problem and open up new ways to save and better use a valuable resource, time!

CHAPTER III

RESEARCH LOCATION AND PROCEDURE

The community of Naches, Washington, is located on U. S. highway number 410, about 15 miles from Yakima, Washington. It has an urban population of about 600 people.

The economic survival of the community depends on two industries. First, is the fruit industry, the growing, packing and shipping of both soft and hard fruits. Second, is the lumber industry, two large sawmills and numerous logging operations.

The school system chosen for this study has a total of four school buildings: one high school comprised of grades (9-12) located within the city limits, one grade school with grades (1-8) located near the community of Glead, Washington, about 7 miles south and east of Naches, Washington; another grade school located at the site of the old high school, in the city, having grades (5-8); and finally the new primary school, located near the present high school, comprised of grades (1-4). The total enrollment of these schools is about 1,200.

The administration of these schools is carried out by four administrators and a school board of five members.

Heading the list of administrators is the district superintendent, whose office is located in the high school building. The district also employs an individual as principal for the high school, one for the Lower Naches Grade School, and one for both the Primary and Naches Grade Schools. The teaching assignments are distributed among 51 certified teachers.

I. PROCEDURE

The method of investigation chosen for this study was personal interview using a questionnaire and check sheet. One of the reasons the author used this type of device to secure the necessary information is that he believed more valid answers might be obtained from those who were to be questioned. Another reason was that the risk of a mailed questionnaire was eliminated. If a questionnaire were to be mailed, one would run the risk of a poorly answered or unreturned questionnaire.

II. INFORMATION SOURCES

The sources of information were comprised chiefly of teachers of the Naches Valley School District. In addition, other employees of the district were interviewed. These included those who were connected with the transportation system of the district and those who were connected with the school lunch program.

III. A PREVIEW OF FOLLOWING CHAPTERS

The following chapters will reveal the results of the data concerning the use of curricular time in our school district. They will also include conclusions and recommendations obtained from the research.

CHAPTER IV

ANALYSIS AND FINDINGS OF RESEARCH DATA

The survey was completed during the 1961-62 school year. There are many areas in most school districts where research of this type can be done; however, in order to keep the problem from becoming too broad, the questionnaire was limited to twenty items. In the following analysis each of the twenty items will be treated individually.

Time Consumed with Clerical Tasks

The first item had to do with the amount of clerical work done by teachers. This clerical problem seemed to exist at the beginning of each school day and also at the beginning and closing of the school year.

In the primary and grade schools, clerical work seems to burden the teachers to a great extent. Not only are the teachers confronted with attendance but also with the collection of room fees, towel fees, lunch money, milk count, and a variety of tasks that take class time. The time taken each day varied with the individual. The time taken was between 5 and 20 minutes each day. The average was about 10 minutes each day. All of the primary and grade school teachers questioned felt that the amount of time taken for clerical work was excessive.

All Naches high school teachers stated that this was not a problem. The only clerical task the high school teachers had to perform was taking roll. All of the other clerical work was taken care of in a central office.

Classroom Interruptions

All but two of the teachers in the primary and grade schools felt that this is not a problem. One of the two has a unique situation. Her room is located across from the office in one building where there is an unattended phone. Since this person is nearer the phone than any of the others, she must answer when the phone rings, causing interruptions when this happens. The other teacher felt that delivering milk to the classroom and making announcements were unnecessary interruptions.

In the high school the problem of classroom interruptions seemed to be great. Eleven of the high school teachers felt that interruptions were excessive. These teachers also agreed that a vast majority of the interruptions were not for valid reasons. One teacher reported that the number of interruptions was terrible. This teacher had as many as eleven interruptions during a single class period. Another teacher said usually students that interrupted wanted to see someone or make an announcement. Still another felt that there were far too many interruptions but could see no way to avoid them.

Second Jobs for Teachers

Should teachers hold part or full time jobs during the school year? The results of the survey revealed a variety of answers to this question. Eighteen of the teachers interviewed agreed that it was permissible for teachers to hold extra jobs during the school year. They also agreed that these teachers should be able to handle the extra work so that their teaching would not suffer. Fifteen agreed that under no circumstances should a teacher hold another job during the teaching year. These people felt that it is impossible to do a good job of teaching while engaged in other employment. Several others said they wished it were not necessary for any teacher to have to work at anything other than teaching. In this group about six teachers are engaged in second jobs.

Planning and Preparation Periods

Due to the teacher shortage many school systems are eliminating the planning and preparation period. Each teacher was asked if he had time each day for preparation and planning. Twenty teachers said they had some time set aside each day, while more than twenty said they did not. Most of the teachers having time were high school teachers. A few grade school teachers were able to be free from class for two or three forty-five minute periods each week while the students are taking band or music. Most of the grade

school and primary teachers did not have any free time and usually have to be with the students all day including lunch periods.

Length of School Day

Some schools in our state and many in the nation have gone to the seven period day. The next question asked of the faculty was concerned with the length of the school day. All but two of the teachers interviewed felt that the length of the school day is long enough. Of the two that felt that the school day should be increased, one believed that it should be increased only for the teachers, the other felt that it should be increased for both teachers and students.

Curricular Activities Other Than Academic

The use of time for curricular activities such as band, plays, dances, parties, and drill teams was the basis of the next question. The reaction of the grade school and primary teachers showed that 2 thought too much time was used in the preparation of grade school parties; 16 high school teachers felt that too much regular class time was spent on these activities (activities specifically mentioned were dances, dramatics, club meetings, drill teams and various activities sponsored by a variety of school clubs); and 7 mentioned that the same students were absent

from class time after time. An example of this would be a student who missed fifteen lessons in Latin during a single quarter.

Athletics and the Curriculum

Athletics and its interference with academics was the theme of the next question. This question applied only to the junior and senior high school grade levels. The problem seemed to be slight in the junior high level. Two teachers felt that athletics interfered with the academic program. English classes are cut to some extent at one grade school by athletics. Over half of the high school teachers interviewed felt that athletics did interfere with the academic program. These teachers seemed to feel that spring sports, baseball and track, caused the greatest loss of time. The reason for this is the large number of students involved in these sports. In track 20 to 30 boys are involved. In baseball 40 or 50 boys are involved on 3 different teams. Some teachers said that students have missed periods four, five and six during the spring sport season.

Music Program

The next question concerned the music program. The music program was considered from a time utilization standpoint only. To properly report the results of this question, we will have to consider the question at four grade levels,

grades 1 to 3, 4 to 6, 7 and 8, and 9 to 12. The teachers on the grade 1 to 3 levels feel that not enough time is being spent on music. At the present time two twenty-five minute periods are spent on music each week. Ten of the primary teachers felt that it should be taught every day. Two of the teachers felt that the classroom teacher should take more part in the program.

In the 4 through 6 grade levels the teachers felt the program was satisfactory from a time utilization standpoint with the exception of two items. These were the scheduling of periods and the inconsistency of the period length.

The 7 and 8 grade phase of the music program seemed to be unsatisfactory. In grades 7 and 8 all of the teachers concerned felt that all students should have the opportunity to take music and not have the class taught on an elective, selective basis. This type of a situation splits the class, leaving the classroom teacher with about one-third of the class to go ahead with some other activity. Three felt that it would be better to eliminate music unless all had the opportunity to take it.

The 7 and 8 grade band offers another opportunity for the loss of time. The primary problem with the band seems to be the loss of time due to the location of the band class. The class is held at the high school, and the

entire group is transported to and from the class by bus. Band is held three times each week with a time loss of fifteen to twenty minutes each time. All teachers agreed that the forty-five to sixty minutes lost due to transportation each week was excessive.

In the high school all teachers questioned felt that the music program in the high school is adequate from a time utilization standpoint.

Allotting Curricular Time

Allotting of curricular time is a problem of time utilization in most public schools. Ten of the teachers in grades 1 to 8 felt this is a serious problem because in the self-contained classroom the teacher alone is responsible for the allotment of time. Several mentioned the fact that those teachers who like certain subjects are liable to favor these and neglect others. Most good teachers attempt to overcome this favoring of certain subjects; however, it is very difficult in the self-contained classroom. Two grade school teachers felt that too much time is being devoted to music. In the high school all of the teachers but three were satisfied with the time allotment. These three teachers felt that the language arts department had an edge in the time scheduling.

Physical Education and Laboratory Type Classes

Sufficient time to properly teach physical education and laboratory type classes was the next item in the survey. It was thought that possibly these classes are not of sufficient length to allow preliminary preparation and clean-up time as well as sufficient class time. As most of the primary teachers handle their own physical education, they felt they had few problems. One of the teachers in the primary grades seemed quite disturbed over the scheduling of the facilities. This facility is the multi-purpose room in the primary building. It seems that on occasion the high school uses this facility, and this seems to be a source of irritation.

In the high school the problem seems to be greater. Four departments felt there is cause for concern over the amount of time they have for their various classes.

The art instructor felt that all of the art classes should be more than the 50 minutes that are allowed. As the reason for his concern, he said that about 20 minutes of the 50 is spent in gathering materials before class and cleaning up after class. This allows only 30 minutes for actual work, and he felt this to be inadequate.

The science teacher felt that the 50 minute periods were adequate for the survey courses, such as sophomore science; however, the laboratory type and advanced classes should have more time.

In industrial arts the problem seemed to be about the same. Out of the 50 minute period only 30 minutes or less is used in actual shop work.

In the physical education department the problems were fewer. The teachers believed that enough time was allowed. One suggestion made concerning time in the physical education department was that during good weather an outside bell could be used for warning in time for the students to shower so they would avoid running into other class periods.

Time for Library Study

Since the library is important to learning, all students should have the opportunity to use it. Since Naches is a bus district for the most part, it is impossible for students to use the library before and after school. In the primary and elementary schools all of the teachers have some time set aside each week for the students to use the library.

In the high school the study hall and the library are together. This makes it possible for those students who have study halls to use the library. Several teachers remarked that it was a difficult situation with these two facilities together. With the study hall full of students, it is difficult for others to fully utilize the library.

It is also quite difficult for those who are studying to concentrate on their studies with traffic going into and out of the library.

Excessive Absences

The next item was that of excessive absences from classes for reasons other than illness.

In the grade schools 10 teachers felt there were too many absences without proper excuse. Sixteen teachers felt that this was no problem. Of the teachers who did feel this was a problem, most were teaching in the upper grades. In this age group a great many incidents of unexcused absences were found to be occurring with the cooperation of the parents. Some of the reasons given by students for absences are as follows: (1) babysitting with younger brothers and sisters while parents are working, (2) staying out of school to help with work on the ranch, or to work out at another job, and (3) taken fishing or hunting by parents.

In the high school the situation was somewhat different. Fifteen of the high school faculty believed this was a distinct problem in the high school. All of these teachers agreed that most of the reasons for missing class were not valid. Some of the reasons for missing classes are as follows: (1) working on cars, (2) students downtown shopping, (3) students at the hairdressers, and (4) students

hunting and fishing.

Many of the high school teachers expressed the opinion that some parents were cooperating with the students in their staying out of school. Twelve of the high school teachers felt that the administrative policy was too lax and therefore contributed to the problem. One teacher reported that 96 students missed a total of 1,625 class periods during a single year. This is an average of about 17 classes per student. Another teacher reported a single student missed the same class 40 times during a single semester. Still another teacher reported that a student stayed out of school working on his car for two days and at the end of this period returned to school and presented an excused absence slip.

Class Passing Time

Time allotted for passing from class to class was the next item of the questionnaire.

This did not seem to be a problem in the grade school since they are predominantly under a self-contained classroom system. The only item concerned with loss of time due to change of classes was that of band, previously discussed in this chapter.

In the high school all but two of the teachers questioned said that the students had enough time to pass from class to class. The two were both located in the hut

some distance from the main building. One teacher said that some students were tardy every day, but this may or may not be due to insufficient passing time.

Punctuality of Driving Students

Question number fourteen concerned the punctuality of those students who drive cars to school. Because of the legal age of driving, this question concerned only those students at the high school. Only three teachers felt that this is a problem. One teacher said that several students who drove cars were constantly late.

Campus Layout

The physical layout of the campus was the theme of the next question. In many school systems buildings and facilities are situated so time is lost by both students and teachers going to and from these facilities.

In the grade schools all of the teachers felt that the buildings and facilities were adequate from a location standpoint.

In the high school eight teachers felt time was being wasted because of the hut, located across the street from the main building.

Communication Between Teachers

Good communication between teachers is essential to a smooth running, efficient educational institution. The

next question on the questionnaire dealt with this problem of communication between teachers both within the buildings and the entire school district. Thirty teachers agreed that communication among teachers was poor. Ten teachers felt that it was good in their own buildings. Twenty teachers said they did not know all of the teachers in the district.

Communication Between Teachers and Administrators

The results of the question concerning communication between teachers and administrators seemed similar to the question concerning teacher communication. Twenty teachers felt this was a distinct problem. These teachers felt this was an administrative problem and should be handled at this level.

School Lunch Program

Often the school lunch program can be a cause of wasted curricular time. Many times the facilities are not able to serve all of the students and allow them to return to classes on time. All but two of the teachers in the district felt the lunch program presented no problem. These two individuals felt some time conflict and possible time loss was caused by the high school students eating in the primary building.

Rest Rooms and Drinking Fountain Facilities

The proper placement and adequate number of rest rooms and drinking fountains are essential to an efficient school plant. Fourteen teachers felt some improvement should be made in this area. Four teachers said that a single drinking fountain had to serve as many as 120 students during a recess. Four teachers felt a need for another drinking fountain in the fifth and sixth grade wing of the Naches Grade School. It was believed that a fountain was also needed in the West end of the upper hall in the Naches Grade School. The third location was in the Naches Primary School where (six out of eight) teachers felt rest room and drinking fountain facilities were inadequate.

Visual Aids

The final question on the questionnaire concerned the amount, use, location, and scheduling of the visual aids equipment. In all buildings it was found that a schedule was maintained to ensure against conflicts during the use of equipment. Twenty-four teachers felt too much time was lost using visual aids equipment. Four said facilities were arranged so poorly they have given up using the media entirely. Some of the comments made by those who were dissatisfied with the visual aids program are as follows:

(1) One teacher had trouble getting operators, (2) fifteen

felt showing facilities were poor, (3) four thought too much time was lost setting up equipment, (4) one thought there were not enough screens and two thought screens should be more portable, (5) one felt the equipment is too often out of order, (6) one said there were too many things to move in the classroom, (7) three said there was a shortage of extension cords and electrical plug-ins, (8) one felt a better place was needed to store equipment, (9) two felt more equipment was needed to avoid moving it so much, (10) three felt the equipment is too old causing frequent breakdowns, and (11) three said we have a poor time consuming system of ordering films. These were the main items mentioned in connection with the loss of curricular time. This was the final item of the questionnaire.

Summary

The study revealed several areas where curricular time is being lost. The faculty felt clerical tasks, class interruptions, free periods, communication, physical facilities, absences, visual-aids, music program, extra-class activities, and athletics were among those items needing attention. These items and others will be discussed in the final chapter.

CHAPTER V

IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

The implications, conclusions, and recommendations set forth in this, the fifth and final chapter, are by no means all-conclusive. These implications, conclusions, and recommendations will be based on the findings of the study and the author's research. All items will be reviewed although some present little or no problem.

Time Consumed with Clerical Tasks

The teacher being bogged down with clerical tasks is an extremely difficult problem to solve. The faculty offered some recommendations concerning this problem that may help.

At the beginning of the year one or two days could be set aside in all grades as registration days. During this time the classroom teacher would be in the classroom for pre-school orientation and the collection of fees. This could be accomplished on a time schedule and alphabetical basis. If this registration were attended by both the parent and the student, questions could be answered concerning procedures, saving time answering these questions after school starts. Should this system prove successful a packet could be prepared by the faculty or the district

to aid in the registration of students.

Classroom Interruptions

The problem of classroom interruptions is also very difficult to solve. The faculty felt that the individual teacher should be able to control this situation. It is difficult for a student to interrupt a class unless that student is let out of another class. If we are allowing students to interrupt other classes, then we are infringing on the other teacher's rights as a professional person and also taking curricular instruction time from the students.

Second Jobs for Teachers

Research examined revealed that most agree teaching is a full-time job and teachers should not engage in other occupations while teaching. Sometimes, due to low pay, teachers are forced to hold part or full-time jobs in addition to their teaching. An individual teacher has only so much physical and mental energy to expend; in all fairness to the profession and the students this energy should be expended in teaching.

Planning and Preparation Periods

Each teacher, the faculty felt, should have some time every teaching day for planning and preparation. It is difficult for teachers to do all of their planning outside of school. Many facilities are located within the

school, such as supplies, materials, and the library. The professional atmosphere is predominant and free from disturbances at school.

Length of School Day

Concerning the length of the school day, said to be long enough by all but two teachers, the faculty recommended that before we lengthen the school we experiment with the time used in our present school day. It would be unwise to add a period or an hour to our school day if we are losing that much time at present.

Curricular Activities Other Than Academic

Spending curricular time on activities other than academic or athletic was the theme of this item. It is quite true in many districts these activities are considered a part of the program, as they are in this district. The problem seems to be to determine how large a part of the program each should be. The faculty felt that band practice, play practice, drill teams, and dance preparations should not interfere with the academics but should supplement them in the total program. These activities are necessary and advisable for any complete curriculum. The teachers involved in this study suggest time should be found after school, before school, evenings, or on weekends for these extra-class activities. If this recommendation were to be activated,

teachers felt that better learning conditions for the students would result.

Athletics and the Curriculum

The problem of athletics interfering with the academic program did not seem to exist on the grade school level. The faculty revealed a definite problem in the high school in this respect. The spring sports, baseball and track, seem to be the greatest offenders. The faculty felt the only way to be certain athletics do not disrupt classes is to insure their being held outside school hours. The district philosophy holds athletics as part of the curriculum and program. Not all teachers agree with this philosophy although they are employed by this district. If athletics are part of the curriculum, as defined by the philosophy of the district, then the faculty should be sympathetic to this idea. The faculty recommended that a check be made to determine the amount of school time which should be spent on athletics.

Music Program

The teachers in grades one to three seem to feel a need for more music in the curriculum at this level. It seemed evident from the replies of these teachers that a conference should be held among music teachers, classroom teachers, and administrators. It would be hoped that a

meeting of these persons might lead to a desirable balance in the music program.

In grades seven and eight the music program should be reviewed. Music is not available to all students due to a teacher shortage and a workable program that would allow the music teacher to handle larger groups. It was the thinking of the seventh and eighth grade teachers that if music is to be offered in grades seven and eight, all of the students should have the opportunity to take it.

An effort should be made to improve the seventh and eighth grade band situation. The loss of one hour to the classroom each week for thirty to forty students is a waste of time. The faculty felt a simple solution could be to transport one music instructor to the band rather than the band to the music instructor. It was realized some changes would have to be made in the facilities to allow the band to practice in the grade school.

Allotting Curricular Time

The allotting of curricular time in a self-contained classroom is a difficult task. Many teachers tend to favor certain subject areas, usually those they are best acquainted with and enjoy. It is difficult to blame those teachers when they are expected to teach in so many different areas. It is also difficult to excuse them since they are causing an injustice to the student.

A majority of the faculty thought a possible solution might be departmentalization. This would free the teacher from the burden of allotting time and would also allow a higher degree of specialization on the faculty.

In the high school it might be well to review the curriculum concerning time allotment. Part of the high school faculty felt the language arts had a favored scheduling. Such an evaluation would be for the purpose of improving the scheduling of all areas.

Physical Education and Laboratory Type Classes

Shop, physical education, and laboratory classes on the high school level seem to be in need of evaluation. Here the problem is insufficient time to properly carry out the program. In the wood shop, science department, and the art department, the need for more time was expressed. Those teachers concerned felt a first step toward a solution could be a survey to see how other districts are meeting this problem. It might be possible to add enough time to these classes to allow for preparation and clean-up as well as class time.

Time for Library Study

Allowing students curricular time for the selection of books, reading, and research is important in this district. A vast majority of the students ride the bus, making it

impossible for them to stay after school to use this facility.

In the primary and grade school every class had a scheduled period to use the library.

In the high school, facilities are limited since the library and the study hall are one and the same. It is hoped that a future building program will take this crowded situation into account and correct it.

Excessive Absences

Excessive unexcused absences are a cause of great concern in many schools. In the grade schools the upper grades seem to be the greatest offenders. Many students have stayed at home or have been places other than school with the parents' knowledge. The parent is at fault, and it puts the school in a difficult position. Where the parent has held the child out of school to fish or hunt, some action should be taken. If the parent holds the school attendance in low regard, the student may also reflect this feeling.

The faculty felt a partial solution to this problem might be a stronger policy by the administration toward absentees, possibly requiring a note, signed by the parent, stating the reason for the absence.

This same problem exists in the high school with greater intensity. A survey of this problem appears in

Chapter IV. In the high school it was felt that a beginning to the solution might be found in a stronger policy toward excessive absences. On a part time basis a faculty member could check on some of the absentees by phone, and in extreme cases checking could be done by actual visitation. A system similar to this has been used in neighboring Selah, Washington, with success.

Class Passing Time

Most of the teachers in the high school felt there is adequate time allowed for students to pass from class to class. Eight teachers felt that the only possible exception to adequate class passing time was that of the hut. The faculty suggested two possible answers concerning late students coming from the hut. The first is to increase the time allowed to pass from class to class. The second is to eliminate the hut as a classroom. It is possible the latter may be accomplished with the proposed plan for new facilities.

Punctuality of Driving Students

Students who wish to take part in after school sports and other activities have a definite problem in a bus district. Many of the students are solving this problem by driving their own cars to school. Only one teacher felt that her students were consistently late as a result of driving cars to school. In addition three teachers said

they had several students who were late once in a while. Nearly all of these students were tardy after lunch. A solution to this problem, which is not one of great concern, is to not allow students to drive at noon.

Campus Layout

Time lost due to the layout of the campus seemed to be limited to the poor location of the hut. The proposed building plan should solve this problem in the near future.

Communication Between Teachers

Communication between teachers is a problem in our district. Most of the problem is caused by the spread location of the buildings. Many of the teachers in the district do not know each other. This condition should not exist in a district that employs about fifty teachers.

One possible solution might be to give these people more opportunity to meet each other. Once at the beginning of the school year these people are brought together, then for the balance of the year they seldom see each other. This is not a good condition in a profession with a common goal. Several members of the faculty thought it might be possible to start a unified district teachers' organization, to bring these people closer together. The result could be greater cooperation among faculty members with many time saving possibilities.

Communication Between Teachers and Administrators

Communication between teachers and administrators can be a great time saving device from a teaching standpoint. It is not possible to have a smooth operation and an efficient facility, when teachers and administrators do not work closely together. Twenty teachers, for the most part in the grade schools, felt this is a distinct problem. Since this is an administrative-centered problem, it should be correctively approached from this direction.

School Lunch Program

In the lunch program operation there seems to be very little time lost. The only possible conflict from a time standpoint seemed to be in the primary lunch room where several teachers felt the times scheduled for eating in the lunch room was not adequate. A check could be made on this phase of the lunch program in another study.

Rest Rooms and Drinking Fountain Facilities

Correct placement and an adequate number of drinking fountains can be a time saver in a good learning facility. It is recommended that the drinking fountain condition be examined in the primary and grade school buildings. The high school lavatory facilities for the girls should also be examined and some corrective steps taken.

Visual Aids

The problems involved in use of audio-visual equipment must be quite severe if some teachers have given up using the media.

One teacher had a problem getting operators. This should never be a problem since every teacher should have operating knowledge of audio-visual equipment.

Several faculty members felt the problem of poor showing conditions might be overcome by selecting and equipping with blackout curtains a central showing area. Administrators might survey the equipment to see if the amount is adequate, in proper repair, and if storage facilities are available. Several teachers suggested the idea of having a teacher in charge of audio-visual equipment in each building.

This survey concerning time use is only a beginning. It is hoped that some of the areas studied will get further study and improvement will evolve.

Dr. Ernest O. Melby had this to say:

Generally speaking, we are too isolated, too exclusive, and too narrowly professional. It is important that we learn how to talk about education in language that people can understand; that we become better students and practitioners of the group process. We must be less thin-skinned when it comes to sincere criticism of what we do (9:15).

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APPENDIX

QUESTIONNAIRE

1. How much time is consumed with clerical tasks before you can begin your classes in the morning?
2. Are there interruptions encountered during the day that could wait until some less disturbing time?
3. Do you feel that teachers should hold part or full-time jobs while teaching?
4. Do you have some time set aside each day for preparation and planning?
5. Is the length of the school day adequate?
6. Do you feel that too much time is spent on curricular activities, other than athletic or academic, during school hours?
7. Do you feel that the athletic program interferes with the academic program?
8. Is the music program satisfactory from a time utilization standpoint?
9. Do you feel that curricular time is allotted fairly to all subjects?
10. Are physical education and shop type classes long enough to provide adequate time for clean-up and preparation as well as class time?
11. Are students allowed curricular time in the library to do research and reading?

12. Are there excessive absences from school for reasons other than illness?
13. Is there adequate time allowed for students to pass from class to class?
14. Are those students who drive cars to school as punctual as those who do not?
15. Is there any loss of time due to the physical layout of the campus?
16. Is the communication between teachers adequate in your building and in the district?
17. Is there adequate communication between the teachers and the administrators?
18. Is the lunch program able to serve all of the students in time for them to return to classes on time?
19. Are the rest rooms and drinking fountains adequate in number and located where students can use them easily?
20. Is the audio-visual equipment adequate and located so a minimum amount of time will be lost in setting up this equipment?