

FIFTH AND SIXTH GRADE TEACHERS' AND PUPILS' OPINIONS AND
ATTITUDES TOWARD A SEMI-DEPARTMENTALIZED ORGANIZATION
IN MARLATT ELEMENTARY SCHOOL, MANHATTAN, KANSAS

by 632

MARY JO BROGAN

B.S., Kansas State University, 1966

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education
Department of Curriculum and Instruction

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

Approved by:

Harry McAnarney
Major Professor

LD
2668
R4
1970
B75
C.2

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . .	1
The Problem	1
Statement of the problem	1
Importance of the study	2
Definitions of Terms Used	2
Ability grouping	2
Departmentalization	2
Elementary school	2
Intermediate grades	3
Self-contained classroom	3
Semi-departmentalization	3
Specialist	3
Description of the setting	3
Organization of remainder of the report .	6
Limitations of the study	6
II. REVIEW OF THE LITERATURE	7
Literature concerning the advantages of departmentalization	7
Literature concerning the disadvantages of departmentalization	10
Research studies on departmentalization . .	14
Summary	17
III. PROCEDURE	19

	iii
CHAPTER	PAGE
Construction	19
Evaluation of student questionnaire . .	19
Evaluation of teacher questionnaire . .	27
IV. CONCLUSION	33
BIBLIOGRAPHY	36
APPENDIX	41

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For many years a difference of opinion has existed regarding the merits of a departmentalized organization in the intermediate grades. During the school year 1967-1968, Marlatt Elementary School, Manhattan, Kansas, set up a semi-departmentalized organization in grades five and six. The teachers at Marlatt felt the program was a great success and planned to continue it in the following school year. However, no concerted effort was made to record an evaluation of this organization from a teacher's and a student's point of view. Since many criticisms of the departmental system stem from its effects on teachers and students, it therefore appeared necessary to devise a basis for evaluating teacher and student attitudes and opinions toward the newly established organization at Marlatt School.

I. THE PROBLEM

Statement of the problem. The objective of the study was to determine: What were the opinions and attitudes of Marlatt's fifth and sixth grade teachers and pupils concerning the semi-departmentalized organization in which they were involved?

Importance of the study. The issue of departmentalization in the intermediate grades is a highly debatable one. Therefore, each school should carefully evaluate any change in this direction in light of the advantages and disadvantages of a departmentalized organization. This study is an attempt to discover teachers' and students' views toward the newly established semi-departmentalized program at Marlatt. From this study, valuable information can be gained to help the teachers and administrators determine the success or failure of this departmentalized setup.

II. DEFINITIONS OF TERMS USED

Ability grouping. Pupils are classified into homogeneous sections with reference to intelligence and/or aptitude for the purpose of instruction.

Departmentalization. Each instructor teaches only one or two subjects in which he is a specialist; either the teacher moves from room to room to teach the various classes or the pupils shift from room to room during the successive periods of the school day.

Elementary school. The elementary school includes grades one through six unless expressly stated to include grades seven and eight.

Intermediate grades. Grades four, five, and six are referred to as intermediate grades.

Self-contained classroom. Only one teacher is assigned to each grade or group and each pupil has, therefore, only one teacher.

Semi-departmentalization. A given grade is departmentalized in only some subject areas. The remaining subjects are taught in a self-contained classroom.

Specialist. A teacher has completed with distinction an undergraduate major or an undergraduate minor in a specific academic area.

Description of the setting. The fifth and sixth grade students at Marlatt are located in a new wing of the building. This wing is in the shape of a block with three rooms on either side of a centralized planter. The three fifth grade rooms are on the north side of the building, and the three sixth grade rooms are on the south side. For ease of explanation, only the fifth grade rooms will be described, as the sixth grade rooms are arranged in exactly the same pattern except for being on the opposite side of the new wing.

The middle room has movable walls on the east and west sides. The walls may be moved back, resulting in one large room made up of the three individual rooms. When the movable

walls are closed, the students must pass from room to room through the outer hallway or through inner doors which connect each of the two outer rooms with the middle room. The movable walls remain closed except during music, and when it is desirable to have all three rooms together for an instructional presentation or group work. Students are organized with approximately twenty-six pupils to a homeroom. Each homeroom belongs to one teacher, known as the homeroom teacher. Each teacher is wholly responsible for the approximate twenty-six students in her homeroom. This includes grading, record-keeping, and any other requirements that would be true of a teacher in a self-contained classroom.

Science, social studies and English are departmentalized with each subject taught in a different room, therefore, students exchange rooms for the two subjects not taught in their homeroom.

From 9-10 A.M., each student remains with his homeroom teacher for the opening exercises, lunch count, math, and spelling. At 10 A.M., the first switch in classrooms takes place. For example, teacher A's children go to teacher B's room for English, teacher B's children go to teacher C's room for social studies, and teacher C's children go to teacher A's room for science. This period ends at 10:40 A.M. when a bell rung by one of the students, dismisses the children for recess. At 11 A.M., the children begin reading.

Each pupil goes into one of the three classrooms according to his reading ability. The low group gathers in one end-room, the average group in the other end-room, and the high group gathers in the middle-room.

At 1 P.M., each teacher again has her homeroom students. From 1-2 P.M., the teacher reads to her children, has a study hall, or engages in an activity of her own choosing. The teacher then uses the remainder of the period to teach her special subject to her homeroom children, (science, social studies, or English). At 2 P.M., the second switch takes place. The children move in the opposite direction from that described above. In this class, the child receives instruction in the third area, (science, social studies, or English). At 2:40 P.M., a bell dismisses the group for recess.

Beginning about 3 P.M., the children participate in music or art. For this, they are seated at their own homeroom desks. Music is taught by one teacher, after opening the movable doors between the classrooms. On alternate days with music, art is taught in each of the separate rooms, with the movable walls closed.

As can be seen, a semi-departmentalized system exists with science, social studies, and English being the departmentalized subjects. The remaining subjects are taught by the homeroom teacher, though children may have any one of the

three teachers for reading, depending on what ability group they are in. All moving is done by the children. Thus, teachers do not exchange rooms.

Organization of remainder of the report. Chapter II will review the related literature and research since 1960. In this chapter, the advantages and disadvantages of a departmentalized system and recent research will be discussed. Chapter III will center around the construction and evaluation of the study. Chapter IV will state the conclusions from this evaluation. An annotated bibliography will come after the last chapter, followed by an Appendix containing the questionnaires given to teachers and pupils.

Limitations of the study. The review of literature has been limited to those articles and books written between 1960 and 1968. In addition, generalizations and conclusions made from an evaluation of the questionnaires will be limited to the situation at Marlatt Elementary School. The study will further be limited to fifth and sixth grade teachers and pupils.

CHAPTER II

REVIEW OF THE LITERATURE

By the mid century, 1959, departmentalization was losing favor as a method of organization in the elementary school. However, there appeared to be a slight trend toward more departmentalization just three years later in 1962. This trend seemed to be steadily increasing, though still far from replacing the self-contained classroom organization. The review of literature presented here has been limited to that written after 1960, due to this new interest in departmentalization in grades four, five, and six, and up to 1968, when this evaluation took place. This review will examine the literature and research related to the advantages and disadvantages of departmentalization in elementary grades.

Literature concerning the advantages of departmentalization. Most authors agree that departmentalization in the elementary grades does not belong before fourth grade. Many feel it should not be initiated until at least fifth grade. When departmentalization is put into effect in these intermediate grades, many advantages can be found. Johnson points this out by saying, "Full departmentalization is a rarity today and even semi-departmentalization is confined almost entirely to intermediate grades. But for some such measure of semi-departmental organization, there seems to be today

a much stronger case."¹ William B. Ragan² points out several of these advantages claimed for the departmentalized situation. These are:

1. Due to the new demands on subject matter, particularly in science and mathematics, it is no longer possible for just one teacher to keep up. Only a teacher who has specialized in a discipline can do this. Departmentalization would allow this specialization.
2. Departmentalization makes it easier for a teacher to keep up with and provide new methods, materials and equipment because they don't have so many subjects to prepare for.
3. More young men may be attracted to teaching elementary school due to this specialization.
4. It is easier to supply special equipment for one or two rooms than it is to provide the same equipment for all classrooms.

Most authors list these advantages, but ignore other

¹F. H. Johnson, "New Appraisal of Semi-Departmentalization in the Elementary School," Canadian Education and Research Digest, 6:70, March, 1965.

²William Ragan, Modern Elementary Curriculum (third edition, New York: Holt, Rinehart, and Winston, 1966), p. 148.

benefits. F. H. Johnson³ points out some additional advantages as follows:

1. The child receives better instruction when the teacher has time to be well prepared in his or her subject.
2. A subject is not apt to be passed over due to a teacher's inadequate feelings in a particular area.
3. Teacher morale is higher with his confidence of knowledge.
4. A thorough understanding of the processes of learning are more easily presented with departmentalization. This would eliminate overemphasis on the product rather than the process, particularly in science and math.

Further important advantages are summarized by B. B. Hirsch.⁴ They are:

1. Children are exposed to a wide variety of teaching methods and learning experiences.
2. Children's social experiences are broadened by providing additional opportunities to meet new personalities.

³Johnson, op. cit., p. 68.

⁴B. B. Hirsch, "Departmentalization: The Space Age Elementary Program," New York State Education, 51:34-35, October, 1963.

3. Personality conflicts between teachers and students are reduced.
4. Periodic physical movement by the children prevents fatigue and boredom.
5. Short, well-planned and well motivated classes lessen student boredom. The teacher's interest and enthusiasm is contagious.
6. Departmentalization in the intermediate grades facilitates pupils transition to junior high where they must adjust to this type of organization.
7. Children think of a specialist as an authority, a source of enlightenment, and a person they can emulate.
8. A weak and inexperienced teacher would not remain with the pupils all day.

Literature concerning the disadvantages of departmentalization. Many authors concur when presenting the disadvantages of a departmental organization in the intermediate grades. Johnson⁵ points out several limitations of the departmentalized system in elementary grades. These are:

1. There is a problem with integration of learning experiences to insure maximum transfer of learning. This integration of subject matter might be

⁵Johnson, op. cit., pp. 68-69.

achieved more easily by a single teacher.

2. This organization is too regimented. It restricts the freedom of the teacher.
3. Teachers may over-stress their area of interest in relationship to other subjects of the curriculum. This may lead to more homework for the student.
4. Teachers know less about children when they see them in just one subject for a limited time and thus do not get an overall view of the child.
5. The emotional and social adjustment may not be as good as if the child were under a single teacher.

In a summary by the National Education Association,⁶ more disadvantages can be found. They are as follows:

1. Scheduling is difficult, especially in finding large enough blocks of time for thoroughly covering each subject.
2. Children become clock watchers and lose time in changing classes. Changing classes can be confusing.
3. There is a difficulty in finding teachers who are trained in a special field.

⁶"Departmentalization in Elementary Schools: Summary," Education Digest, 31:49, April, 1966.

In addition to these disadvantages, Ragan⁷ points out two other disadvantages as follows:

1. This plan encourages a teacher to regard himself as a specialist of subject matter rather than a specialist in working with children.
2. Routine matters such as record-keeping, evaluation, guidance, and reporting to parents are difficult to handle.

Supporters of a departmental or semi-departmental organization in the intermediate grades have ready answers to combat some of these claimed disadvantages. With regard to social adjustment, Johnson⁸ points to the fact that there is no research evidence to support the theory that the child's social adjustment in any way suffers when taught by more than one teacher. Further, Anderson⁹ says that on the basis of present information, it must be assumed that the adjustment of children in a departmental situation is not inferior to that of children in a self-contained classroom.

⁷Ragan, loc. cit.

⁸F. H. Johnson, "New Appraisal of Semi-Departmentalization in the Elementary School," Canadian Education and Research Digest, 6:69, March, 1965.

⁹R. C. Anderson, "Case for Teacher Specialization in Elementary School," The Elementary School Journal, 62:257, February, 1962.

Broadhead¹⁰ supports this belief when he indicates that a thorough study of Education Index and Dissertation Abstracts over the past ten years reveals no research indicating whether a semi-departmental type of elementary school organization promotes good or poor social adjustment among students. Harris¹¹ points out that a departmentalized organization is neither demonstrably helpful nor definitely harmful to children.

When considering the individual attention a child gets under a departmentalized organization, J. M. Bahner¹² suggests that a group of teachers may in fact learn to know one hundred twenty different pupils better than one teacher with her own limited powers of observation can get to know thirty students in a self-contained classroom. Johnson¹³ points out that it is quite possible to pool the knowledge of several teachers about a child under a semi-departmentalized system. As a result of this pooling, the teachers will have a more perceptive view of the child's personality and special

¹⁰F. C. Broadhead, "Pupil Adjustment in the Semi-Departmental Elementary School," The Elementary School Journal, 60:385, April, 1960.

¹¹Chester Harris, (ed.), Encyclopedia of Educational Research (third edition; New York: Macmillan Company, 1960), p. 427.

¹²J. M. Bahner, "Team Teaching in the Elementary School," Education, 85:338, February, 1965.

¹³Johnson, op. cit., p. 71.

abilities. Further, Anderson¹⁴ believes that a teacher who is a master in an area has a frame of reference to evaluate a child's development and can read signs of misunderstanding in a child's behavior to a greater degree than can a teacher in a self-contained organization.

Many authors believe that integration of subject matter is quite possible in a departmentalized organization. As Bahner¹⁵ points out, integration will surely result when several teachers plan together in a departmental situation. He further says that compartmentalization of subject material can result in a self-contained classroom just as easily as in a departmentalized one.

Research studies on departmentalization. Johnson¹⁶ points out that there are many degrees of departmentalization in the intermediate grades. The term has been used to refer to specialists teaching all subjects in all grades and to refer to the use of a few specialists in an otherwise self-contained classroom. Due to this wide use of the term, research has been inconclusive on the subject of departmentalization as compared with the self-contained classroom.

¹⁴Anderson, op. cit., p. 255.

¹⁵Bahner, loc. cit.

¹⁶Johnson, op. cit., p. 65.

In 1968, a survey¹⁷ of elementary principals was conducted. Thousands of principals were sent questionnaires concerning their methods of organization. About sixty-six principals in one hundred considered departmentalization a very valuable plan for upper elementary grades.

One departmental plan is the "Dual Progress Plan" described by George B. Stoddard.¹⁸ It represents an attempt to combine the main advantages of departmentalization with the stabilizing factor of the homeroom teacher. This program was introduced into the Ossining and Long Beach, New York school systems in 1958-1959. This program, similar in many ways to the program at Marlatt, is working with reported success.

The Tulsa school system is a semi-departmentalized one established as early as 1926. Each class receives instruction from a homeroom teacher for a half day in the core subjects of math, language arts, and social studies. For the rest of the day, these elementary children are taught by specialist teachers. Broadhead¹⁹ did a comparative study

¹⁷The Elementary School Principalship in 1968, A Research Study Prepared by the Department of Elementary School Principals (National Education Association, 1968), p. 103.

¹⁸George D. Stoddard, The Dual Progress Plan, A New Philosophy and Program in Elementary Education (New York: Harper Brothers, 1961).

¹⁹Broadhead, op. cit., pp. 385-390.

using fifth grade Tulsa school children as the experimental group and a norm group of fifth graders from schools where children had been taught in nothing but a self-contained classroom. Social adjustment was evaluated by means of the SRA Junior Inventory. This study found the Tulsa children from semi-departmentalized schools to be superior in social adjustment as compared to the norm group. Livingston²⁰ did another study of the Tulsa school children. He found that Tulsa children who had experienced semi-departmentalization all the way from grade one on showed significantly better scores in personal and social adjustment than did the group that had been semi-departmentalized after grade two. He also found that those children under a semi-departmental situation were better adjusted than the norm group from self-contained classrooms.

In a survey by Coffin,²¹ teachers, parents, and students revealed very favorable attitudes toward their departmentalized elementary program.

Though this study is not directly concerned with academic achievement, a short review of research about achievement is of help in getting an overall view of departmentalization

²⁰A. H. Livingston, "Does Departmental Organization Affect Children's Adjustment," The Elementary School Journal, 61:217-220, January, 1961.

²¹G. C. Coffin, "Are Your Elementary Grades Properly Organized?" School Management, 5:62, December, 1961.

in the elementary school. Coffin²² conducted a study based on a battery of tests measuring academic achievement and scholastic aptitudes. Matched pairs of students were designated. It was found that those in the departmentalized program had significantly greater scores than those in the self-contained classroom situation in every subject area but math, where there was no significant difference.

Price²³ believes that it is apparent from her review of the literature on departmentalization that no general conclusions can be drawn regarding its relative instructional efficiency in arithmetic or other curricular areas. She noted that many of the studies on achievement under departmentalization were not carefully designed and were inconsistent in their findings.

Summary. In summary, it may be concluded that there are many advantages and disadvantages to a departmentalized program in the intermediate grades with rather inconclusive research to support either the advantages or the disadvantages. While departmentalization or semi-departmentalization at the elementary level is gaining in popularity at the present time, it remains to be seen what the future movement

²²Ibid.

²³E. B. Price and others, "Comparative Achievement with Departmentalized and Self-contained Classroom Organization," Arithmetic Teacher, 14:212, March, 1967.

will be. It would appear from this review of literature that it will grow steadily as an organizational program in the intermediate grades.

CHAPTER III

PROCEDURE

Construction. Each fifth and sixth grade student at Marlatt Elementary School (ninety-one fifth grade students and seventy sixth grade students) was given a questionnaire on May 26, 1969, during the first hour of the day. One fifth grade teacher gave the questionnaire directions to all fifth grade students at one time, and one sixth grade teacher gave the questionnaire directions to all sixth grade students at the same time. The teacher in charge of giving the questionnaire first read all questions to the students, and then the pupils were given as much time as needed to answer the questionnaire. This questionnaire was designed to evaluate as many of the claimed advantages and disadvantages of a semi-departmentalized system as plausible through student reactions to each question. The questionnaire was answered anonymously. There was, however, a question to indicate grade level. At the same time students were answering their questionnaire, the six fifth and sixth grade teachers responded to a teacher's questionnaire.

Evaluation of student questionnaire. In response to the question, "Do you prefer having more than one teacher?" the results were as follows:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	61	58	119
B. No	9	4	13
C. It makes little or no difference	20	8	28

Students seemed greatly in favor of having several teachers.

The second question was, "Do you believe your three teachers are enthusiastic about the subjects they are teaching?" Responses were:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	83	47	130
B. No	4	11	15
C. Other	3	12	15

Most pupils seemed to feel teachers were enthusiastic. In summary, the comments indicated that some students felt one or two were enthusiastic and the remainder were not. Since a student in a self-contained classroom might possibly have the unenthusiastic teacher all the time, this is a very important advantage to having more than one teacher, as in a departmentalized situation.

"Do you feel your subjects would be more interesting with just one teacher teaching all subjects?" received the following response:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	13	4	17
B. No	76	66	142
C. Other	1	0	1

It was interesting to note that most answers in favor of a single teacher came from fifth grade students who had been in the program only one year. The only comment made indicated the child felt that it made no difference which situation existed.

Another question concerning the teacher-pupil relationship stated, "Do you feel you are getting as much help and attention from the three teachers as you would if you had just one teacher?" Responses were:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	36	29	65
B. No	22	21	43
C. I get more personal attention by having three teachers	22	20	42

The majority again favored having more than one teacher. This would indicate that the disadvantage of no personal attention in a semi-departmentalized program is not valid in the Marlatt situation. The next question also supported this non-validity. "Do you feel that each of the three teachers takes a personal interest in you?" Answers were as follows:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	41	16	57
B. Only two do	14	25	39
C. Only one does	14	19	33
D. None of them seem to take a personal interest in me	20	8	28

It would be interesting to note the opinions of these same students on this question were they in a self-contained situation. Most students said at least one teacher took a personal interest in them. Again it was interesting to note that response "D" was answered mainly by fifth grade students new to the program.

The next question indicated support for an advantage to the departmentalized situation as almost every child found at least one teacher that he could get along with; often not the case in a self-contained situation. Responses to "Do you have trouble getting along with your teachers this year?" were:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. No	52	37	89
B. I have trouble getting along with one	22	27	49
C. I have trouble getting along with two	9	3	12
C. I have trouble getting along with all three	8	0	8

Answers to the following question were very favorable to the program. "Do you think that by having three different teachers you are more enthusiastic about learning?"

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	76	49	125
B. No	12	12	24
C. Other	3	9	12

The twelve comments indicated several thoughts. Four students said that enthusiasm depended on the teacher and the subject. Six students reported that having one or three teachers made no difference in their enthusiasm. Two students flatly admitted they had never been and would never be enthusiastic about learning.

In answer to "Do you like changing classes?" the response was as follows:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	57	58	115
B. No	12	7	19
C. It does not make any difference to me	22	5	27

Most students seemed to enjoy changing classes. Later comments indicated that some students would prefer the teachers changing classes instead of the students changing classes.

Regarding class exchange, the following question was asked: "Does it bother you to have someone else sit in your desk?"

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	8	7	15
B. No	1	6	7
C. Only when they bother my things	82	57	139

The answer to this question indicated that a few problems involving personal property existed.

"How do you feel about the amount of homework you have this year?" received more comment than any other question.

The response was:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Too much	23	16	39
B. Not enough	3	2	5
C. About the right amount	60	26	86
D. Other	5	26	31

Though the totals showed about the right amount in the fifth grade, many sixth graders and a few fifth graders made comments on this question. Most of these students felt they had too much homework at one time and not enough homework at other times. They felt the homework should be more evenly distributed on a daily basis. Some felt they had too much homework in some subjects and not enough in others. A few students requested more school study time.

Since students were most closely associated with their homeroom teacher, as they would have been tied to one teacher in a self-contained situation, the answers to "Is the teacher you like best your homeroom teacher?" proved interesting:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	64	25	89
B. No	45	24	69

Reading was the only subject in which ability grouping was used. Responses to "Do you like the grouping method for

reading?" were:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Very much	40	26	66
B. Fairly much	18	13	31
C. Average	14	17	31
D. Not so much	7	6	13
E. Not at all	12	8	20

Though the majority of students to some extent approved the grouping method, it would be interesting to know how individuals in each of the three ability groups voted.

Responses to the following question seemed almost congruous with the previous question. "Do you feel you are getting the help you need in reading?"

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Very much	36	21	57
B. Fairly much	27	21	48
C. Average	15	14	29
D. Not so much	8	8	16
E. Not at all	5	6	11

To the question "Do you feel that having a fairly strict daily schedule limits the in-school activities (committee work, reports, etc.) that you have time for during each class period?", replies were as follows:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	24	17	41
B. No	15	8	23
C. Sometimes	40	34	74
D. Not very often	12	11	23

These replies signified that the fairly strict scheduling can often interfere with class plans.

"Do you think changing classes by moving from one classroom to another is too confusing?" was answered as follows:

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	12	5	17
B. No	58	57	115
C. Makes no difference	21	8	29

This response would indicate that the classroom movement could be handled by the majority of fifth and sixth grade students. Again a few fifth grade pupils experienced confusion, perhaps due to their first year in the program.

The majority of students answered favorably to the following question: "Do you believe your adjustment to the seventh grade will be easier because of your experience in the fifth and sixth grades?"

	<u>Fifth</u>	<u>Sixth</u>	<u>Totals</u>
A. Yes	71	51	122
B. No	11	7	18
C. Will make no difference	9	12	21

The end of the questionnaire provided room for additional comment by stating, "If these questions have not allowed you to express any feeling you might have about this organization in the fifth and sixth grades, please feel free to make any additional comments below." Comments favored the program. Constructive comments were made such as: suggesting teachers should move from room to room, suggesting some teachers should have better class control, suggesting students should not have to take so many books from class to class, and suggesting longer study periods should be provided in school time. Students expressed their enthusiasm for getting to know several teachers and being associated with many other children in their same grade. There were no negative additional comments concerning the program.

Evaluation of teacher questionnaire. Unanimous opinion was received to the question, "As a whole do you like teaching in a semi-departmentalized situation better than a self-contained situation?".

	<u>Teachers</u>
A. Yes	6
B. No	0
C. No difference	0

"Do you feel you are more enthusiastic and interested in teaching due to the fact that you are teaching only a few areas?" This question received favorable response:

	<u>Teachers</u>
A. Yes	5
B. No	0
C. No difference	1

Teachers voted unanimously on the question, "Do you feel you have more time to spend on subject preparation in a semi-departmentalized situation?."

	<u>Teachers</u>
A. Yes	6
B. No	0
C. No difference	0

"Does teaching fewer subjects allow you to have a better knowledge of your subject matter?" received these answers:

	<u>Teachers</u>
A. Yes	5
B. No	0
C. No difference	1

When asked, "Do you keep up with the latest information concerning your particular subject areas? (science, social studies, English)", the teachers seemed well informed in their areas, as indicated by the following:

	<u>Teachers</u>
A. Very well	1
B. Fairly well	5
C. Average	0
D. Not very well	0
E. Not at all	0

All teachers agreed on the following question: "By having one room for each subject (science, social studies, and English) do you think there are more books, equipment, and information in that room about that subject than there would be if all subjects were taught in one room?"

	<u>Teachers</u>
A. Yes	6
B. No	0
C. Other	0

The homeroom teacher was to provide the security of a self-contained teacher. It was interesting to note the answers to the question, "Do you give more attention to the children in your homeroom than you do to other children?".

	<u>Teachers</u>
A. Yes	5
B. No	1
C. No difference	0

One disadvantage of the departmental situation in grade school is that teachers do not get to know their

students as well as in a self-contained situation. Therefore, the answer to the following question proved interesting:

"How well do you know the children in your grade?"

	<u>Teachers</u>
A. Very well	5
B. Fairly well	1
C. Average	0
D. Not very well	0

The next response also pointed out questioning of the same disadvantage. "Do you think you would get to know the children better if you were teaching in a self-contained classroom?"

	<u>Teachers</u>
A. Yes	0
B. No	5
C. No difference	1

"Do you feel there is enough integration of subject matter in this semi-departmental system? In other words, is there enough carry-over from English to social studies, social studies to music, science to English, etc.?" The following split in opinion pointed out possible support for a disadvantage of the system:

	<u>Teachers</u>
A. Yes	3
B. No	3

Teachers from both grades gave a negative response to the

above question.

"Would there be more integration or carry-over of subject matter if you were in a self-contained classroom?" was answered as follows:

	<u>Teachers</u>
A. Yes	3
B. No	1
C. Makes no difference	2

The last two questions showed a need for improved integration of subject matter in this semi-departmentalized situation.

A comment was added to the following question indicating some teacher-conflict among the sixth grade teachers. "How closely do you work with the other two teachers?" received the following response:

	<u>Teachers</u>
A. Very closely	4
B. Fairly closely	1
C. Not very closely	1
D. Not closely	0

Response to "Do you share academic and personal information about each child in your grade with the other teachers in your grade?" was:

	<u>Teachers</u>
A. Yes	6
B. No	0

The last question stated, "Please make any other comments you would like to make concerning this organization that you have not had a chance to express in this questionnaire." One teacher said that she felt closer to her home-room students. One teacher replied, "The problem with this type of teaching arrangement is the time factor. If a project or discussion needs more time, it has to be ended or put off until the next day. Art is one of these problem areas." Another teacher commented, "I would hate to think of teaching again in a self-contained classroom. This is a far superior method of teaching. My teaching has improved greatly because I have more time to concentrate on one area."

CHAPTER IV

CONCLUSION

Only a few of those disadvantages stated in the review of literature section of this report were found to exist in the semi-departmentalized situation at Marlatt. They are:

1. There was a need for more integration of subject matter at Marlatt.
2. The daily schedule sometimes interfered with room activities.
3. Particularly in the sixth grade, many pupils felt there was a lack of balance in the amount of home-work assigned.
4. A few students believed the ability grouping for reading was not as satisfactory as it could be.

Almost all of the advantages stated in the review of literature section of this report were applicable to the semi-departmentalized situation at Marlatt. They are:

1. Both teachers and pupils expressed enthusiasm for the program. Also, both expressed an interest and desire for learning as a result of the semi-departmentalized situation.
2. Teachers felt they had more time for subject preparation and could therefore do a better job of teaching. Both teachers and students believed

the teachers were well prepared and interested in their subjects.

3. More equipment for each subject was available in the rooms due to this organization.
4. Personality conflicts between pupils and teachers were reduced.
5. There was no evidence of poor emotional or social adjustment. In fact, the students expressed a liking for getting to know several teachers and many other children in their grade. The majority of students said they received enough personal attention from their teachers.
6. Teachers said they knew their students well and openly shared the personal information and records of each child.
7. Due to fewer subjects to prepare, teachers found that they were free to experiment with a wide variety of teaching experiences and methods. Students responded favorably to this freedom.
8. Physical movement from class to class did not seem confusing to the majority of students, and they believed this experience would help in their adjustment to seventh grade.

The questionnaires given to fifth and sixth grade teachers and pupils revealed favorable opinions and attitudes

toward the semi-departmentalized program at Marlatt.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Good, Carter V. (ed.). Dictionary of Education. Second edition. New York: McGraw Hill, 1959. 676 pp.

A book defining terms commonly used in education.

Harris, Chester W. (ed.). Encyclopedia of Educational Research. Third edition. New York: The Macmillan Company, 1960. 1564 pp.

A book presenting for each educational topic a critical evaluation, synthesis, and interpretation of all the pertinent research, early as well as recent.

Ragan, William. Modern Elementary Curriculum. Third edition. New York: Holt, Rinehart, and Winston, 1966. 544 pp.

A book describing curriculum and including a section on elementary school organization.

Smith, Edward W., and others. The Educators Encyclopedia. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962. 914 pp.

An encyclopedia presenting a clear and concise view of the most significant aspects of American education both elementary and secondary.

Stoddard, George D. The Dual Progress Plan, A New Philosophy and Program in Elementary Education. New York: Harper Brothers, 1961. [n.p.].

A book describing a semi-departmentalized plan now in effect in two New York school systems.

Woods, Roy C. Change and Innovation in Elementary School Organization. New York: Holt, Rinehart and Winston, 1965. [n.p.]

A book containing a good section on the relative merits of departmental and non-departmental elementary schools.

B. PERIODICALS

Anderson, R. C. "Case for Teacher Specialization in Elementary School," The Elementary School Journal, 62:253-260, February, 1962.

An article describing a departmentalized program in East Brunswick.

Bahner, J. M. "Team Teaching in the Elementary School," Education, 85:337-341, February, 1965.

An article suggesting and supporting a combination of a self-contained classroom and a departmental organization into a team teaching situation.

Barnes, R. E. "Survey of Status and Trends in Departmentalization in Elementary Schools," Journal of Educational Research, 55:291-292, March, 1962.

A survey determining whether or not proposals for subject matter emphasis in science, math, and reading were reinforcing or reversing trends in departmentalization in city elementary schools.

Broadhead, F. C. "Pupil Adjustment in the Semi-departmental Elementary School," Elementary School Journal, 60:385-390, April, 1960.

A research study of Tulsa schools evaluating pupils social adjustment to a semi-departmentalized organization in grade five.

Brother Albert William. "Teacher an Expert; the Advantages of Departmentalization," National Catholic Educational Association Bulletin, 57:376-381, August, 1960.

An article evaluating the advantages of a departmentalized system.

Coffin, G. C. "Are Your Elementary Grades Properly Organized?" School Management, 5:61-62+, December, 1961.

An article describing departmentalization in the intermediate grades of North Reading, Mass.

Conley, H. "Departmentalization Eases Teacher Load," The Catholic School Journal, 63:4, May, 1963.

An article supporting departmentalization in grades five through eight.

"Departmentalization in Elementary Schools; Summary," Education Digest, 31:48-49, April, 1966.

A summary of a survey questionnaire sent to ninety-seven large school systems which in 1964-1965 were using departmentalization in one or more elementary schools.

Grieder, C. "Departments in K-6 Schools will be Coming on Strong," Nation's Schools, 78:10, November, 1966.

An article foreseeing future implement of departmentalization in elementary schools.

Gunn, J. L. "How Small Districts Can Use Departmentalization and Ability Grouping," School Management, 8:51-53, August, 1964.

A description of a combination of homogeneous ability grouping and departmentalization in grades four, five, and six.

Hearn, R. "Operation Move Up: Easing the Change from a Self-Contained Classroom to a Departmentalized Set Up," Clearing House, 42:156-158, November, 1967.

An article describing a plan for helping sixth graders adjust to Junior High.

Hirsch, B. B. "Departmentalization: The Space Age Elementary Program," New York State Education, 51:34-35, October, 1963.

An article recommending and supporting a departmental structure in the elementary grades.

Johnson, F. H. "New Appraisal of Semi-Departmentalization in the Elementary School," Canadian Education and Research Digest, 6:65-73, March, 1966.

An excellent review of the literature and a support for a semi-departmentalized program in the elementary school.

Livingston, A. H. "Does Departmental Organization Affect Children's Adjustment," Elementary School Journal, 61:217-220, January, 1961.

A comparative research study in the Tulsa schools of pupil's social adjustment to a semi-departmental organization.

Morrison, R. R. "Is Specialization the Answer? The Departmental Classroom Revisited," Elementary School Journal, 68:206-212, January, 1968.

A study comparing the achievement in arithmetic of a group of sixth and seventh grade students in a departmentalized situation with a group in a comparable self-contained classroom situation.

"On Departmentalization: What Grades?" Catholic School Journal, 65:88+, February, 1965.

Sisters from over the United States comment on when they believe departmentalization should be introduced into the schools.

Price, E. B., and others. "Comparative Achievement with Departmentalized and Self-Contained Classroom Organization," Arithmetic Teacher, 14:212-215, March, 1967.

A research study involving math and achievement in a departmental organization versus a self-contained classroom organization.

Robinson, G. "Principals' Opinions about School Organization," The National Elementary Principal, 41:39-42, November, 1961.

A NEA Research Division poll of a representative sample of the nation's elementary school principals on questions concerning organization of the elementary school.

"Sound Off: Partial Departmentalization Above Grade Three is the Answer to Better Instruction," Instructor, 72:10-11, February, 1963.

An Article giving the pros and cons of a departmental program above grade three as viewed by professionals in teaching.

Worth, W. H. "Critical Issues in Elementary Education: Departmentalization," Canadian Education and Research Digest, 2:191, September, 1962.

An examination of departmentalization in the elementary grades in light of literature and research on the subject.

C. UNPUBLISHED MATERIALS

McDonald, Marilyn Joy. "Departmentalization in the Elementary School." Unpublished Master's report, Kansas State University, Manhattan, Kansas, 1967.

A review of the literature on departmentalization in the elementary schools.

D. OTHER

The Elementary School Principalship in 1968. A Research Study Prepared by the Department of Elementary School Principals, National Education Association, 1968. 167 pp.

An evaluation of surveys based on questionnaires sent to thousands of principals throughout the United States.

APPENDIX

STUDENT QUESTIONNAIRE

This questionnaire is being given to you to help us evaluate the effectiveness of our teaching in the fifth and sixth grades. Each questionnaire will be filled out anonymously. Mrs. Brogan will compile information and report the findings to Marlatt School. The purpose of this questionnaire is to help us to help you by doing the best job of teaching we know how to do in the most effective way possible. Therefore, please fill out this questionnaire as honestly as you can and without reservations. Each question will be read to you and time will be given for you to make an X in the blank of your choice and to make any additional comments you may wish to make.

1. What grade are you presently in?
 - A. 5th _____
 - B. 6th _____
2. Do you prefer having more than one teacher?
 - A. Yes _____
 - B. No _____
 - C. It makes little or no difference _____
3. Do you believe your three teachers are enthusiastic about the subjects they are teaching?
 - A. Yes _____
 - B. No _____
 - C. Other (explain) _____

4. Do you feel your subjects would be more interesting with just one teacher teaching all subjects?
- A. Yes _____
- B. No _____
- C. Other (explain) _____
5. Do you feel you are getting as much help and attention from the three teachers as you would if you had just one teacher?
- A. Yes _____
- B. No _____
- C. I get more personal attention by having three teachers _____
6. Do you feel that each of the three teachers takes a personal interest in you?
- A. Yes _____
- B. Only two do _____
- C. Only one does _____
- D. None of them seem to take a personal interest in me _____
7. Do you have trouble getting along with your teachers this year?
- A. No _____
- B. I have trouble getting along with one _____
- C. I have trouble getting along with two _____
- D. I have trouble getting along with all three _____

8. Do you think that by having three different teachers you are more enthusiastic about learning?
- A. Yes _____
- B. No _____
- C. Other (explain) _____
9. Do you like changing classes?
- A. Yes _____
- B. No _____
- C. It does not make any difference to me _____
10. Does it bother you to have someone else sit in your desk?
- A. Yes _____
- B. No _____
- C. Only when they bother my things _____
11. How do you feel about the amount of homework you have this year?
- A. Too much _____
- B. Not enough _____
- C. About the right amount _____
- D. Other (explain) _____
12. Is the teacher you like best your homeroom teacher?
- A. Yes _____
- B. No _____
13. Do you like the grouping method for reading?
- A. Very much _____
- B. Fairly much _____

- C. Average ____
- D. Not so much ____
- E. Not at all ____
14. Do you feel you are getting the help you need in reading?
- A. Very much ____
- B. Fairly much ____
- C. Average ____
- D. Not very much ____
- E. Not at all ____
15. Do you feel that having a fairly strict daily schedule limits the in-school activities (committee work, reports, etc.) that you have time for during each class period?
- A. Yes ____
- B. No ____
- C. Sometimes ____
- D. Not very often ____
16. Do you think changing classes by moving from one classroom to another is too confusing?
- A. Yes ____
- B. No ____
17. Do you believe that your adjustment to the seventh grade will be easier because of your experience in the fifth and sixth grades?
- A. Yes ____
- B. No ____
- C. Will make no difference ____

18. If these questions have not allowed you to express any feeling you might have about this organization in the fifth and sixth grades, please feel free to make any additional comments below.

TEACHER QUESTIONNAIRE

Please fill out the following questionnaire by marking an X in the blank. If any question fails to have an answer that expresses your thoughts, please write in your remarks.

1. As a whole, do you like teaching in a semi-departmentalized situation better than a self-contained situation?
A. Yes _____
B. No _____
C. No difference _____
2. Do you feel you are more enthusiastic and interested in teaching due to the fact that you are teaching only a few areas?
A. Yes _____
B. No _____
C. No difference _____
3. Do you feel you have more time to spend on subject preparation in a semi-departmentalized situation?
A. Yes _____
B. No _____
C. No difference _____
4. Does teaching fewer subjects allow you to have a better knowledge of your subject matter?
A. Yes _____
B. No _____
C. No difference _____

5. Do you keep up with the latest information concerning your particular subject areas? (science, social studies, English)
- A. Very well ____
 - B. Fairly well ____
 - C. Average ____
 - D. Not very well ____
 - E. Not at all ____
6. By having one room for each subject (science, social studies, and English), do you think there are more books, equipment, and information in that room about that subject than there would be if all subjects were taught in one room?
- A. Yes ____
 - B. No ____
 - C. Other (explain) _____
7. Do you give more attention to the children in your home-room than you do to the other children?
- A. Yes ____
 - B. No ____
 - C. No difference ____
8. How well do you know the children in your grade?
- A. Very well ____
 - B. Fairly well ____
 - C. Average ____
 - D. Not very well ____

9. Do you think you would get to know the children better if you were teaching in a self-contained classroom?
- A. Yes _____
- B. No _____
- C. No difference _____
10. Do you feel there is enough integration of subject matter in this semi-departmental system? In other words, is there enough carry-over from English to social studies, social studies to music, science to English, etc.?
- A. Yes _____
- B. No _____
11. Would there be more integration or carry-over of subject matter if you were in a self-contained classroom?
- A. Yes _____
- B. No _____
- C. Makes no difference _____
12. How closely do you work with the other two teachers in your grade?
- A. Very closely _____
- B. Fairly closely _____
- C. Not very closely _____
- D. Not closely _____
13. Do you share academic and personal information about each child in your grade with the other teachers in your grade?
- A. Yes _____
- B. No _____

14. Please make any other comments you would like to make concerning this organization that you have not had a chance to express in this questionnaire.

FIFTH AND SIXTH GRADE TEACHERS' AND PUPILS' OPINIONS AND
ATTITUDES TOWARD A SEMI-DEPARTMENTALIZED ORGANIZATION
IN MARLATT ELEMENTARY SCHOOL, MANHATTAN, KANSAS

by

MARY JO BROGAN

B.S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education
Department of Curriculum and Instruction

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

During the school year 1967-68, Marlatt Elementary School, Manhattan, Kansas, set up a semi-departmentalized organization in grades five and six. The program was continued the following year, 1969-70. A questionnaire was derived and developed from a resumé of literature concerning the advantages and disadvantages of a departmentalized system in the elementary grades. This questionnaire was given to Marlatt's fifth and sixth grade teachers and pupils to provide a basis for evaluating teacher and student attitudes and opinions toward the newly established organization.

Ninety-one fifth grade students and seventy sixth grade students were each given a questionnaire on May 26, 1969. At the same time students were answering their questionnaire, the six fifth and sixth grade teachers responded to a teacher's questionnaire.

According to responses received on the questionnaires, the disadvantages of the semi-departmentalized situation at Marlatt were:

1. There was a need for more integration of subject matter.
2. The daily schedule sometimes interfered with room activities.
3. Particularly in the sixth grade, many pupils felt there was a lack of balance in the amount of home-work assigned.

4. A few students believed the ability grouping for reading was not as satisfactory as it could be.

The advantages of the semi-departmentalized program at Marlatt were:

1. Both teachers and pupils expressed enthusiasm for the program. Also, both expressed an interest and desire for learning as a result of the semi-departmentalized situation.
2. Teachers felt they had more time for subject preparation and could therefore do a better job of teaching. Both teachers and students believed the teachers were well prepared and interested in their subjects.
3. More equipment for each subject was available in the rooms due to this organization.
4. Personality conflicts between pupils and teachers were reduced.
5. There was no evidence of poor emotional or social adjustment. In fact, the students expressed a liking for getting to know several teachers and many other children in their grade. The majority of students said they received enough personal attention from their teachers.
6. Teachers said they knew their students well and openly shared the personal information and records

of each child.

7. Due to fewer subjects to prepare, teachers found that they were free to experiment with a wide variety of teaching experiences and methods. Students responded favorably to this freedom.
8. Physical movement from class to class did not seem confusing to the majority of students, and they believed this experience would help in their adjustment to seventh grade.

The questionnaires given to fifth and sixth grade teachers and pupils revealed favorable opinions and attitudes towards the semi-departmentalized program at Marlatt.