

THE EVALUATION OF SELECTED JUNIOR HIGH SCHOOL
PROGRAMS/ IN OKLAHOMA

By

CLIFFORD PITTS WRIGHT

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1936

Master of Arts
Oklahoma State University
Stillwater, Oklahoma
1940

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
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James E. Frasier

Thesis Adviser

Jane Cozine

W. Ware Marsden

Ronald MacLean

Dean of the Graduate School

505333

DEDICATION

This study is dedicated to my wife, Ethel, and to my son, John Clifford, whose love, encouragement, and understanding have been of great assistance. I am indebted to them for their help and assurance.

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The writer wishes to express his appreciation to the Oklahoma Curriculum Improvement Commission for permission to report the results from the Oklahoma Manual for Evaluation of Junior High Schools and for help in soliciting replies to items in the manual. The writer also extends sincere gratitude to teachers, administrators, and parents who devoted many hours to the evaluation program in the respective schools. The writer acknowledges the advice and suggestions of his committee. The help and encouragement from each member has been most gratifying. The writer is humbly grateful to Professor James E. Frasier for his counsel and guidance in this study. The inspiration provided by him has been a great motivating factor in completing this work.

TABLE OF CONTENTS

	Page
DEDICATION.	iii
ACKNOWLEDGEMENTS.	iv
LIST OF TABLES.	vii
LIST OF ILLUSTRATIONS	ix
 Chapter	
I. THE PROBLEM.	1
Statement of Current Study.	3
Background of Study	4
Basic Assumption for the Development of the Instrument	4
Procedures of the Study	5
Limitations of the Study.	6
Sources of Data	7
Treatment of Data	8
II. THE DEVELOPMENT OF THE JUNIOR HIGH SCHOOL EVALUATIVE CRITERIA SINCE 1940.	12
Methods and Types of Evaluation	12
National Study of Secondary School Evaluation	14
Planning for American Youth	18
Co-operative Study of the Public Schools of Lincoln, Nebraska	20
The Texas High School Criteria Study for 1956	22
III. THE OKLAHOMA MANUAL OF EVALUATION FOR A JUNIOR HIGH SCHOOL.	25
Sponsorship and Development of the Manual	25
Characteristics and Needs of Junior High School Pupils	27
Philosophy, Function, and Outcome	30
Purpose of Evaluation Program	33
Specific Suggestions for Use of this Manual	33
IV. EVALUATION TABLES FOR GENERAL OPERATIONAL PRACTICES AND FACILITIES.	35
Functions	36
The School Community.	41
Administration.	43

TABLE OF CONTENTS (continued)

Chapter	Page
The Staff	44
Guidance and Counseling Services	46
Activities	48
Service Units	50
Library	52
School Plant	54
 V. THE EDUCATION PROGRAM	 57
Program of Studies	58
The Core	59
Art	66
Business Education	69
Foreign Language	73
Health and Physical and Safety Education	78
Home Economics	83
Industrial Arts	88
Language Arts	94
Mathematics	102
Music	108
Science	112
Social Studies	120
 VI. SUMMARY SCALE OF THE GENERAL OPERATIONAL PRACTICES AND FACILITIES AND THE EDUCATION PROGRAM.	 124
 VII. SUMMARY AND SUGGESTIONS FOR FURTHER STUDY	 130
 ANNOTATED BIBLIOGRAPHY	 137
 APPENDIXES.	 145

LIST OF TABLES

Table	Page
I. Number of Schools Reporting, Number of Staff Personnel, and Average Pupil Enrollment of 70 Respondent Schools.	10
II. Evaluation by 70 Junior High Schools on the Items of Functions.	36
III. Evaluation by 70 Junior High Schools on the Items of the School Community	41
IV. Evaluation by 70 Junior High Schools on the Items of the Administration	43
V. Evaluation by 70 Junior High Schools on the Items of the Staff.	44
VI. Evaluation by 70 Junior High Schools on the Items of Guidance and Counseling Services	46
VII. Evaluation by 70 Junior High Schools on the Items of Activities	48
VIII. Evaluation by 70 Junior High Schools on the Items of Service Units	50
IX. Evaluation by 70 Junior High Schools on the Items of Library.	52
X. Evaluation by 70 Junior High Schools on the Items of the School Plant	54
XI. Evaluation by 70 Junior High Schools on the Items of the Program of Studies	58
XII. Evaluation by 70 Junior High Schools on the Items of the Core	59
XIII. Evaluation by 70 Junior High Schools on the Items of Art.	66
XIV. Evaluation by 70 Junior High Schools on the Items of Business Education	69
XV. Evaluation by 70 Junior High Schools on the Items of Foreign Language	73
XVI. Evaluation by 70 Junior High Schools on the Items of Health and Physical and Safety Education	78

LIST OF TABLES (continued)

Table	Page
XVII. Evaluation by 70 Junior High Schools on the Items of Home Economics	83
XVIII. Evaluation by 70 Junior High Schools on the Items of Industrial Arts.	88
XIX. Evaluation by 70 Junior High Schools on the Items of Language Arts.	94
XX. Evaluation by 70 Junior High Schools on the Items of Mathematics.	102
XXI. Evaluation by 70 Junior High Schools on the Items of Music.	108
XXII. Evaluation by 70 Junior High Schools on the Items of Science.	112
XXIII. Evaluation by 70 Junior High Schools on the Items of Social Studies	120
XXIV. Evaluation by 70 Junior High Schools on the Summary of each Area of Concern	125

LIST OF ILLUSTRATIONS

Figure	Page
1. Geographical Distributions by Counties of 70 Oklahoma Junior High Schools returning Completed Evaluation Manual.	9

CHAPTER I

THE PROBLEM

For the second time in its short history, the junior high school today is experiencing rapid development. The first such period came immediately after World War I, when the junior high school was a new addition to the American school system. Not until the 1920's did the junior high school, however, become firmly established as an administrative unit in the American Schools.

As in the 1920's, a tremendous increase is taking place in elementary and secondary school enrollments. Community after community is engaged in an extensive school building program to meet this increase. Because of its position between the elementary school and the high school, the junior high school frequently provides a ready solution to the pressure of increased enrollments. A time when new buildings are being constructed is, therefore, an appropriate time in some communities to introduce the junior high school plan of organization.

At this point, it might be appropriate to define the term "junior high school," because it is used in different ways by different people. Gruhn has defined the junior high school as "an educational program which is designed particularly to meet the needs, the interests, and the abilities of boys and girls during early adolescence."¹

¹William T. Gruhn and Harl R. Douglass, The Modern Junior High School, The Ronald Press Company, New York, pp. 3-4.

Is the rapid increase in junior high schools during the last ten or fifteen years due to a tendency to imitate, or is it a new departure in educational practice which serves a vital need in the scheme of public education, and which is destined to become a permanent unit in the American public school program? It would seem that there has been a sufficient number of junior high schools in existence for over a decade to demand that some attempt be made to appraise this new unit of school organization.²

The first edition of the Evaluative Criteria³ appeared in 1940 to be used in the secondary schools. A consequent interest in junior high school evaluation seemed to develop as a result of the use of this evaluation instrument. It was noted in one of the changes for the 1960 edition, Item 14 concerned the Junior High School.

Many interested in the junior high school urged that more attention be given in the 1960 edition to that part of the school system. This was kept in mind during the revision, and changes incorporate reference to the first part of secondary education specifically. It needs to be borne in mind that for many of the general areas (instructional materials, services, plant, administration) the service to junior high schools will not vary materially from that given to senior or four-year schools. In other sections (guidance, student activities, and subject areas) the treatment will vary with different levels. It should be kept in mind,

²Department of Superintendence, Fifth Yearbook, The Junior High School Curriculum, p. 68.

³Cooperative Study of Secondary School Standards, Evaluative Criteria: 1940 Edition, Washington D. C. (The Cooperative Study of Secondary School Standards, 1940).

also, that changes can be made in the text to make the materials more accurately describe the work of the school being evaluated; this opportunity should provide the needed flexibility.⁴

Statement of Current Study

The current study is concerned with an evaluation of results received from schools who have used A Manual of Evaluation For A Junior High School.⁵ This self-appraisal scale for evaluation of a junior high school has been used by teachers and principals of junior high schools in all sections of Oklahoma.

The primary purpose of this study is to report the respondents' suggested strengths and needed improvements of Oklahoma junior high school programs shown by the results of the use of this self-evaluation instrument as they were identified by principals and teachers in selected schools in Oklahoma. The second purpose is to give the respondents' report on how the program was organized in each school, the value of the program, and the general suggestion for improvement of the manual. The third purpose is to review some significant attempts already made to evolve evaluative criteria for junior high schools and to show the similarity of procedure development and content of evaluation manuals for junior high schools.

⁴National Study of Secondary School Evaluation. (formerly, Cooperative Study of Secondary School Standards) 1960 edition. Washington 6, D.C. p. 6.

⁵Oklahoma Curriculum Improvement Commission, Manual of Evaluation for a Junior High School. (Oklahoma City: Oklahoma Curriculum Improvement Commission State Department of Education, December, 1958.)

Background of Study

The Oklahoma Secondary School Curriculum Improvement Commission was organized in 1952 by the Oklahoma Secondary School Principals Association with the encouragement and assistance of the Oklahoma State Department of Education. The name was changed to the Oklahoma Curriculum Improvement Commission in 1956. This new organization is sponsored by the Oklahoma Elementary School Administrators Association, the Oklahoma Secondary School Principals Association, and the Oklahoma Association of School Administrators. It is under the auspices of the Oklahoma State Department of Education.

In November, 1956, the Curriculum Commission adopted as one of its several projects the development of an experimental set of criteria for the evaluation of Oklahoma junior high schools. A planning committee, composed of seventeen principals of the junior high schools, members of Oklahoma State University faculty, and State Department of Education was established to carry on this project.

The planning committee was called together on several occasions to plan and develop a preliminary scale which was tested in several pilot centers, and, on the basis of the trials, to develop the present evaluation manual.

Basic Assumptions for the Development of the Instrument

1. The Oklahoma Curriculum Improvement Commission and school administrators consider this problem vitally important.
2. The self-evaluation process has been encouraged in our public schools by many educators.
3. Criteria for evaluating junior high school programs in Oklahoma are now currently available.

4. The aim of the evaluation process whether by individuals or groups, is to lead to improvement of junior high school programs.
5. There has been no attempt to investigate total programs of Oklahoma junior high schools on a state wide basis.
6. The use of the checklist will enable a school more easily to identify the weaknesses and strengths in its program, which may be a means for meeting the imperative needs of youth.

Through the use of this instrument, the Commission hopes to stimulate thinking about the improvement and development of junior high school programs. The Commission is highly interested in the data received from the evaluation instrument. It will be beneficial to all junior high schools in their own self-appraisal and improvement, and will lead to a follow-up program based on the sharing of experiences and ideas. The self-appraisal and improvement of junior high school programs is the final aim of the commission.

Procedure of the Study

In January, 1959, the Oklahoma Curriculum Improvement Commission distributed, A Manual of Evaluation For A Junior High School to 286 junior high schools. These schools were in independent school districts of Oklahoma. A cover letter from the Commission explained that the Commission had adopted as one of its projects the development of an experimental set of criteria for the evaluation of a junior high school. This letter also called attention to the fact that the returns would be tabulated and reported, and schools were asked to return a completed evaluation manual by May, 1959. A letter was enclosed from the writer and his major professor asking that evaluation manuals be returned for reporting purposes. Sufficient copies of the Manual were sent so that a school could retain at least one copy in addition to returning the report

copy. A large, self-addressed envelope with postal permit was enclosed for the convenience of returning the completed forms. On March 23, 1959, a postal card was sent to each of the 286 schools again requesting return of evaluation manuals.

Evaluation manuals were returned by 71 respondents by May 15, 1959. No evaluation manuals were received after this date. One of the schools returning the manuals omitted filling out the check lists for detailed scale, so this incomplete manual was not tabulated in the evaluation results. A total of 70 evaluation manuals were thus available from which data on strengths and weaknesses of selected Oklahoma Junior High Schools could be obtained.

Limitations of Problem

This study is the first attempt to investigate total programs of Oklahoma junior high schools on a state wide basis with all junior high schools being invited to participate. The data on special strengths and needed improvements in each area of concern were obtained from written replies to A Manual of Evaluation for a Junior High School.

This manual was sent to all junior high schools in Oklahoma. Schools in 39 counties out of the 77 counties reported the results of their evaluation. The study was limited to the 70 Oklahoma junior high schools having completed and returned a copy of the evaluation manual. The evaluations were regarded as valid during the second semester of the 1958-59 school year when these evaluations were conducted. Participation in the self-evaluation and return of a manual reporting a school's evaluation was on a voluntary basis.

The returned evaluation data were representative of schools of

various size. Nine per-cent of the schools had an enrollment of less than 100. Forty-seven per-cent of the schools had an enrollment from 100-325. Sixteen per-cent of the schools had an average enrollment from 325-550. Thirteen per-cent had an average enrollment from 550 to 775. One per-cent of the schools had an average enrollment over 500. Forty-seven per-cent had an average enrollment of 100-325, and it was felt this represented the typical size of Oklahoma junior high schools.

The evaluations of schools were limited by the instrument itself. It was assumed that the respondent schools had available time and interest for the evaluation of their junior high school program. It was felt that some schools had other activities and probably were involved in an in-service program and could not participate in this evaluation at this particular time.

Sources of Data

The data of this study represents the written evaluation of 70 Oklahoma junior high schools based on A Manual of Evaluation For A Junior High School. Oklahoma junior high schools reported the results of their evaluation from 39 of 77 counties. Figure I on page 9 indicates the numerical distribution of responding schools by counties. The respondents were asked to conduct a self-evaluation of the school with parents, teachers, principals and supervisors participating in the evaluation. A report sheet was included for each school to give information about the size of the school and the organization used in its evaluation. Information supplied on this sheet was provided on a voluntary basis by the respondent schools. Table I on page 10 reports the number of respondent schools by size of teaching staff and the

average pupil enrollment⁶ for these schools. The number of teachers in a school ranged from 4 to 72. The average enrollments ranged from 67 to 2160.

Treatment of Data

A Manual of Evaluation For A Junior High School contained sections on general operational practices and facilities and on curriculum areas.⁷ This evaluation instrument provided spaces for checking items listed under topics, and for comments on special strengths and needed improvements. Six categories were given space for each item in the manual. For each item of the instrument, one response was to be checked. The categories state the degree to which a practice exists. The definitions of the ratings are as follows:

- | | |
|-------------------|---|
| 5. Excellent | (Meets the condition of provision) |
| 4. Very good | (Condition or provision received much emphasis) |
| 3. Good | (Condition or provision received some emphasis) |
| 2. Fair | (Condition or provision received little emphasis) |
| 1. Poor | (Seldom meets the condition or provision) |
| N. Does not apply | |

The number of schools evaluating each item under a certain category will be reported in percentage.⁸ The data will be presented by tables arranged in the same order as the sections and the several topics of the manual. Inferences of special strengths and needed improvements may be

⁶The average enrollment was determined by the number of schools having the same number of teachers.

⁷A more complete description of the manual is presented in Chapter III.

⁸The percentage figures were rounded off, using .5 as the critical number. For example, 50.49% was rounded off to 50% and 50.56% was rounded off to 51%. The totals of the evaluation percentage for an item, therefore, add up to 99 to 100. In a very few instances the total of the evaluation percentages add up to 101.

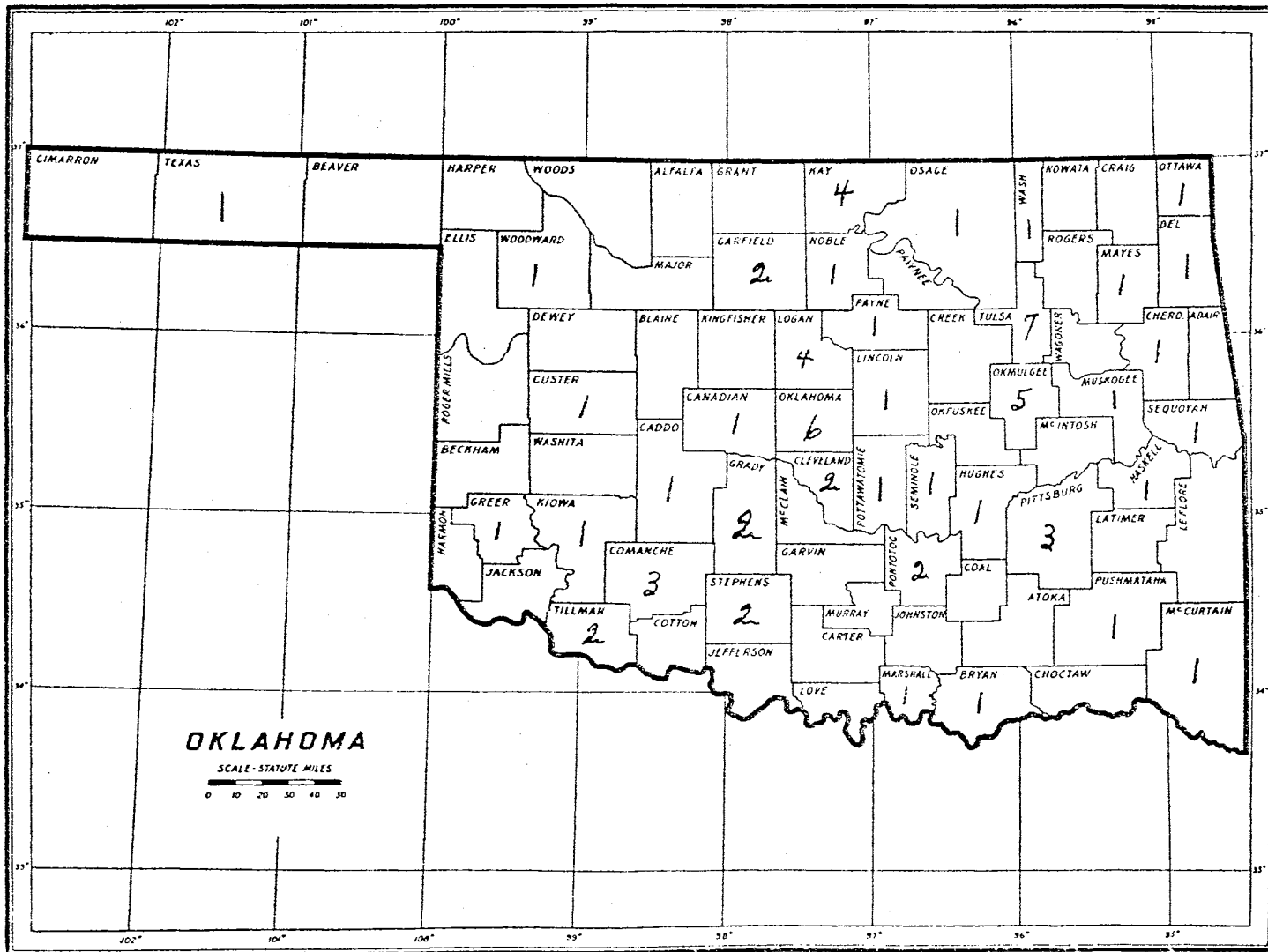


Figure 1. Geographical distribution by counties of 70 Oklahoma Junior High Schools returning completed evaluation manual.

TABLE I

NUMBER OF SCHOOLS REPORTING, NUMBER OF STAFF PERSONNEL,
AND AVERAGE PUPIL ENROLLMENT OF 70 RESPONDENT SCHOOLS

Number of Teachers	Number of Schools	Average Enrollment
4	6	70
5	6	119
6	6	125
7	5	146
8	3	201
9	2	219
10	4	200
11	3	154
12	1	269*
14	3	303
15	2	365
16	1	431*
18	3	426
19	3	509
20	1	434*
21	1	420*
22	1	585*
25	1	730*
27	3	698
28	2	696
29	2	688
32	1	821*
35	1	1001*
38	2	1071
39	1	1041*
42	1	1147*
46	2	1138
51	1	1350*
58	1	1350*
72	1	2160*
Total	70	

*Only one school reporting.

drawn from these tables. The special strengths and needed improvements were determined by the extremes of the ratings.

The special strengths were determined by a preponderance of evaluations checked, excellent and very good. Where these two ratings were more than the sum of the remaining evaluations, the evaluation of that item was regarded as indicating a strength.⁹

Space was provided in the front of the manual for comments on the following items:

How was the program organized?

Value of the program.

General suggestions for improvement of the manual.

Respondents' suggestions to these items are listed in the appendixes.

⁹The simple preponderance of evaluation ratings was the only criteria used in suggesting special strengths and needed improvements of the items. No arbitrary sum of the percentages of the two columns at either extreme was used.

CHAPTER II

THE DEVELOPMENT OF JUNIOR HIGH SCHOOL EVALUATIVE CRITERIA SINCE 1940

Statements of the methods and type of evaluation and reviews of evaluation reports and instruments developed since 1940 for evaluating junior high school programs are presented in this section of the study. Similarities in forms of setting up junior high evaluative criteria are shown in the reviews of these evaluation instruments. Common to these instruments are experimental editions, incorporation of suggestions, improvements in revised editions of manuals and pilot trials by schools. The selected reviews will be presented in chronological order.

Methods and Type of Evaluation

The school's progress toward goals of learning, effective and individual participation, and social objectives is aided greatly when the total school program is evaluated systematically and periodically. The use of evaluation procedures provides teachers, pupils and parents with an opportunity to contribute their ideas to the betterment of the school. As a result, teachers seek to refine teaching procedures, pupils take pride in individual progress, and parents become highly interested in the coordination of teaching and learning. Continued self-evaluation is important.

Wrightstone and others state the following: "Educational evaluation is the estimation of the growth and progress of pupils toward

objectives or values in the curriculum."¹ This statement indicates that evaluation should be based upon clearly defined objectives, and techniques and procedures must be devised to determine the degree to which the purposes have been realized.

A joint study conducted by the Commission on Secondary Schools and the Commission on Research and Service gives the purposes of evaluation as follows:²

- (1) To help students determine their growth status in relation to the objectives, and their actual growth toward the objectives as a result of the learning experience.
- (2) To assist students in identifying strengths and weaknesses so that they can capitalize upon desirable growth in behavior and concentrate upon improving inadequacies.
- (3) To determine the desirability and effectiveness of curriculum experiences developed in the classroom. Evidence should be available so that the teacher and students will know whether or not an experience has actually resulted in the achievement of the objectives. These data will throw light on the validity of the objectives and will also help in the improvement of the curriculum.
- (4) To provide data which will be used in reporting the progress of students. If the evaluation is comprehensive, such information should be available for conferences with parents.

¹J. Wayne Wrightstone, Joseph Justman and Irving Robbins, *Evaluation in Modern Education* (New York, 1956), p. 16.

²The Southern Association of Colleges and Secondary Schools, 795 Peachtree Street, N.E. Atlanta 8, Georgia. *The Junior High School Program*. pp. 106-107.

(5) To supply information which could be used in a school study designed to evaluate the total junior high program. Data regarding the growth of students should be the most significant information in such an appraisal.

Evaluation suggests and clarifies goals for the school; it is a study of values generally accepted by educators and acceptance of the value implications for practice.

Evaluation has been employed in estimating the degree to which a school or class is achieving the objectives which are expressed or implied in a curricular program.

National Study of Secondary School Evaluation
Formerly, Cooperative Study of Secondary School Standards

Among the significant factors in the progressive development of secondary education in the United States, the regional associations of colleges and secondary schools are outstanding. For two score years these accrediting agencies have wielded strong, positive, helpful influence on this as well as on other phases of Education.³

To their regional associations belong much of the credit for determining and maintaining high standards. (1) In buildings and teaching equipment, (2) in the establishment of libraries and improvement of library service, (3) in teachers preparation and improvement of instruction, and (4) in the establishment and maintenance of better teaching conditions. It is these associations which brought into existence the present Cooperative Study of Secondary School Standards.

³Cooperative Study of Secondary School Standards. Evaluation of Secondary Schools. 744 Jackson Place, Washington, D. C. 1939. p. v.

Operating through the general committee, they have carried forward the work over a period of six years in a self-imposed, intensive effort to discover the characteristics of a good secondary school and the procedures by which the regional association can most effectively stimulate schools to continuous growth.

In 1895, the North Central Association of Colleges and Secondary Schools was organized in Chicago. In 1901, dissatisfaction with relationships then existing led the association to determine "that a permanent commission be formed to be called the Commission on Accredited Schools, and that it be made the duty of this commission to define and describe unit courses of study in the various subjects of the High School Program; to serve as a standing committee on uniformity of admission requirements for the college and universities of this Association -- to prepare a list of high schools within the territory of this Association which are entitled to the accredited relationship."⁴ At the same meeting the members of the commission were appointed and the commission was organized. The following year a body of standards was adopted to serve as a basis for admitting schools to the accrediting list.

The Cooperative Study of Secondary School Standards was formally organized by representatives of four of the six regional associations of colleges and secondary schools in a conference held in Washington, D. C. August 18 and 19, 1933.⁵ The work of the Cooperative Study continued for the next six years.

First approval of the criteria was given in May, 1939, and the first

⁴Ibid., p. 71.

⁵Ibid., p. 18.

large edition was published in 1940. The next edition was published in 1950, the last edition in 1960. This last edition is called the National Study of Secondary School Evaluation; whereas, the other two were called the Cooperative Study of Secondary School Standards.

The Cooperative Study, from the beginning, accepted a qualitative viewpoint. It was not interested in producing simply another report to gather dust on library shelves, but, rather, intended to develop materials and procedures capable of influencing significantly the actual operation of the secondary schools of the country!⁶

Suggestions and improvements were given by the hundreds of users of the 1950 Evaluative Criteria, and reactions to the materials and procedures were submitted by members of visiting committees, administrators of evaluated schools, and others. State and regional leaders in evaluation gave their experiences regarding the use of the instrument, and approximately thirty educational organizations, national in scope, gave their suggestions for improvement. The materials for the new Evaluative Criteria was given a critical study in the summer of 1958 by thirty-seven experts. The general committee reviewed the revision program in 1954, 1957, and in 1959. The materials were examined section by section and page by page.

These Criteria may be used by the schools as a whole or for certain areas. The manual for Evaluative Criteria covers every phase of the school program: Philosophy and Objectives; School and Community; the Educational Program includes the Program of Studies, School Plant, Staff and Administration and Individual Staff Member. The Summary includes

⁶Ibid., p. 29.

Statistical Summary of Evaluation and Graphic Summary. It can be used for self-evaluation carried out by the school staff. If a school is to have a complete evaluation, it is required to have a visiting committee. Listed below are the instructions for the Evaluative Criteria.

⁷The checklists consist of provisions, conditions, or characteristics found in good secondary schools. Some may not be necessary, or even applicable in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places.

The use of the checklists requires five letters:

- E Provision or condition is made extensively.
- S Provision or condition is made to a moderate extent.
- L Provision or condition is very limited or missing but needed.
- M Provision or condition is missing but its need is questioned.
This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
- N Provision or condition is not desirable or does not apply.

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the visiting committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation

⁷National Study of Secondary School Evaluation. (formerly, Cooperative Study of Secondary School Standards) 1960 edition, Washington 6, D. C. P. 194.

item, using the ratings defined below, he would consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. Excellent: the provisions or conditions are extensive and are functioning excellently.
4. Very Good:
 - a. The provisions or conditions are extensive and are functioning well or
 - b. The provisions and conditions are moderately extensive but are functioning excellently.
3. Good: The provisions or conditions are moderately extensive and are functioning well.
2. Fair:
 - a. The provisions or conditions are moderately extensive but are functioning poorly, or
 - b. The provisions or conditions are limited in extent but are functioning well.
1. Poor: The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.
- M. Missing: The provisions or conditions are missing but their need is questioned.
- N. Does Not Apply: The provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

Planning For American Youth
(An Educational Program for Youth of
Secondary-School Age.)

This publication is written to help teachers, parents, and administrators plan the type of school experience which will educate all youth.

The first edition followed closely the Education for All American Youth.⁸

Planning for American Youth is a graphic description of urban and rural school systems, realizable throughout America. It is based on the

⁸Education for All American Youth, Educational Policies Commission, National Education Association, 1944.

assumption that education should be planned for all youth, be free, be suited to personal and social needs, and to be continuous.⁹

The first part of this publication lists some problems of youth and prints affective education. The imperative needs of society and the imperative needs of youth are given.

Of course there are many problems, but we have to have some basic principles.

The State of Columbia is selected to be a representative state. A brief resume is given about the development of its educational program.

A typical rural town, Farmville, is selected to represent the small community in the State of Columbia. The educational program is presented in a way to show how the schools can best meet the needs of its youth in this type of a community.

A typical small high school is presented to show how the youth are taken care of who are not able to attend Farmville or the larger City High School. Frost County provides small high schools for its youth.¹⁰ There are twenty such high schools in the state of Columbia.

Urban America is represented by American City. This is where two thirds of the American people live. The development of the school program is described as the representative of urban America.

The last part of this document lists more criteria for schools meeting needs of youth. Any school trying to meet the needs of all its youth will need to check its program constantly.¹¹ A few sample questions are listed

⁹Planning for American Youth, National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W. Washington 6, D. C., p. 2.

¹⁰Ibid., p. 33.

¹¹Ibid., p. 62.

that can be used to evaluate the extent to which The Imperative Needs of Youth¹² are being used.

A Cooperative Study of the Public Schools
Lincoln, Nebraska, 1947

A Cooperative Study of the Public Schools Lincoln, Nebraska¹³ was started in November 1945 and the report made in 1947. This was a unique type of school survey.

This study includes the staff, professional educators from outside the system, the directors, the editor and ten consultants in special areas. This study report was a cooperative enterprise.

The numerous committees decided what aspects of the schools were to be studied and how the problems were to be attacked. They proceeded to gather the facts about the present school situation and make specific recommendations for its improvement, and in the majority of cases actually prepared separate sections of the Study report. The local and non-local groups worked closely together. The local staff has gone far beyond that of previous surveys under the direction of outside experts.

The committees of the Cooperative Study were: 1. Advisory Committee; 2. Fact-Collecting Steering Committee; 3. The Evaluating Committee; 4. Fact-Finding Committees and Sub-committees.

¹²For a full statement of the Imperative Needs of Youth, see page 10 of this publication. For a more comprehensive list of questions to use as a checklist, see the Bulletin of the National Association of Secondary-School Principals. No. 164, October, 1949, pp. 8-46, or the reprint of the article, p. 62.

¹³Report of the Cooperative Study of the Lincoln Schools, 1945-46. Board of Education of the school district of Lincoln, Nebraska, 1947.

¹⁴In preparing this tentative report, the directors were guided chiefly by the following three considerations. First, the completed report had to present a comprehensive picture of the Lincoln schools and their problems. Second, the recommendations made had to be in conformity with the best contemporary educational thinking and school practice, as understood by the directors. Third, the report had to be consistent throughout and written in language understandable to the average citizen.

In order to preserve the fundamental nature of the study as a cooperative enterprise and to make the final report a more useful document for the improvement of the schools, the tentative report was subjected to an evaluation process believed to be unique in school surveys. All who originally worked on any part of the study shared in this evaluation. In addition, the report was reviewed by a special Evaluating Committee of fourteen Lincoln citizens who had no official connection with the school system and who had not previously been identified with the study. Separate sections went to the committees, which had originally prepared the materials: The executive committees, the members of the Advisory Committee, the Steering Committee, the Evaluating Committee, and the consultants. Comments and suggestions were invited from all these individuals. Reactions to modifications in original material were obtained. Committee members and consultants had an opportunity to raise questions or make objections concerning any point. All comments and suggestions were carefully weighed by the directors. In some cases, debatable or doubtful points were further taken up with members of the Lincoln staff or with consultants. As a result considerable new material

¹⁴Ibid., pp. vi-vii.

was added, many recommendations were modified, and a number of new recommendations were added.

This cooperative study seemed to have a good effect upon the school staff. It brought about better understanding not only with the staff, but with the parents. There was no personal criticism of any individual in the Study report.

This report was designed to give a fairly comprehensive picture of the Lincoln schools as they are today. The report is designed to evaluate the present program and practices and to point out where and how improvements can be made.

The Texas Junior High School Criteria Study 1956

In 1951, at the University of Texas, a committee accepted the task of developing an evaluative instrument for the Junior High Schools in Texas.¹⁵

The Texas Association of Secondary School Principals endorsed the program and referred it to the Texas Study of Secondary Education. The Southern Association of Colleges and Secondary Schools made a substantial contribution to help carry on the work and referred the sub-group further to the Texas Association of School Administrators.

The preliminary study was continued until final revision served as a blueprint for the production group. Thirteen people took active parts in the actual production of this evaluative instrument.

The production group decided early to organize the evaluative

¹⁵The Texas Study of Secondary Education, Research Study number * twenty-one, Criteria for Evaluation Junior High Schools. (Austin, Texas 1956).

instrument into two main divisions. The first of these consist of a comprehensive list of the characteristics of junior high school pupils, together with the implication those have for the educational program. The second division offers specific criteria for the subject areas usually found in junior high schools as well as for the all-school activities areas, such as guidance and library services.

The criteria for each section consist of series of statements or items numbered consecutively. To the right of each item are three spaces labelled "none", "some", and "much", respectively.

It was suggested that schools working with this instrument should furnish all staff members with the total instrument. Each section dealing with a subject area should be checked by those working in that area and then perhaps reviewed by other members of the staff.¹⁶ The idea to view the junior high program as a unit and not a group of subdivisions.

It was urged throughout the evaluation process that great stress be placed on the two ideas, self-appraisal and improvement.¹⁷

The criteria for Evaluating Junior High School is composed of ten sections.

- | | |
|-------------|--|
| Section I | - School, Community and Pupil Population |
| Section II | - Junior High School Administration |
| Section III | - School Plant, Facilities and Equipment |
| Section IV | - The Staff |
| Section V | - The Junior High School Pupil |

¹⁶Ibid., p. iv.

¹⁷Ibid., p. iv.

Section VI	- The Educational Program of the Junior High School
Section VI-a	- The Core Program in the Junior High School
Section VI-b	- Art
Section VI-c	- Business Education
Section VI-d	- Foreign Languages
Section VI-e	- Health, Physical and Safety Education
Section VI-f	- Homemaking Education
Section VI-g	- Industrial Arts
Section VI-h	- Language Arts
Section VI-i	- Mathematics
Section VI-j	- Music
Section VI-k	- Science
Section VI-l	- Social Studies
Section VI-m	- Special Education
Section VII	- Library Service
Section VIII	- Pupil Activities
Section IX	- Guidance Service
Section X	- General Bibliography

CHAPTER III

THE OKLAHOMA MANUAL FOR EVALUATING A JUNIOR HIGH SCHOOL

Sponsorship and Development of the Manual

The Oklahoma Secondary School Curriculum Improvement Commission was organized in 1952. This commission was organized due to the criticism of our public schools. The first meeting was held at Norman, Oklahoma on September 12, 1952. One of its objectives concerned stimulating and conducting "research studies pertinent to basic educational problems in Oklahoma on a local and state level which would lead to curriculum improvement."¹ Another objective was to publish and distribute materials and other resources for Oklahoma Schools. This Commission was organized and sponsored by the Oklahoma Secondary School Principals Association with the encouragement and assistance of the State Department of Education. The name was changed to the Oklahoma Curriculum Improvement Commission in 1956. This organization is sponsored by the Oklahoma Elementary School Administrators Association, the Oklahoma Secondary School Principals Association, and the Oklahoma Association of School Administrators. It is under the auspices of the State Department of Education.

¹ Oklahoma Secondary School Curriculum Improvement Commission, A Guide For the Improvement of Curriculum in Oklahoma Secondary Schools. Bulletin #1, (Oklahoma City: State Department of Education, 1953), p. 8.

During the school year 1955-56 the Oklahoma Curriculum Improvement Commission developed a set of evaluation criteria to be used in self-evaluation programs in Junior High Schools throughout the state.

In November, 1956, the Oklahoma Curriculum Improvement Commission adopted as one of its several projects the development of an experimental set of criteria for the evaluation of Oklahoma Junior High Schools.

A planning committee composed of Junior High School Principals and several consultants was organized. The committee met two days and the editorial committee met twice. As a result a scale for evaluating a Junior High School was developed. The preliminary scale, issued by the Commission in January, 1957, was used experimentally in a number of Junior High Schools.²

A planning group prepared a skeleton outline of the proposed evaluation manual from the experimental use of the scale for evaluating a Junior High School. After considerable discussion and revision of the outline, various individuals agreed to take certain sections of the manual, and, through the cooperation of the staff members, were to develop more complete and appropriate check lists for those sections.

The group of Junior High School educators met several times to review the materials produced by the various groups, to agree upon a uniform format, and make plans for final editing of the manual. The present instrument was developed by this committee and several Junior High Schools, using the preliminary scale as a guide.

²Oklahoma Curriculum Improvement Commission, Scale for Evaluating A Junior High School, Oklahoma City: State Department of Education, 1957.

This experimental manual of evaluation for a Junior High School³ was issued by the Curriculum Commission in December, 1958. This manual is the product of the thinking of several groups including many teachers and a large number of professional educators in various sections of the state.

Characteristics of the Junior High School Pupil

The committee felt that any effort to evaluate the organization and practices of a junior high school would be valid only if it is made in terms of the characteristics of junior high school pupils. The characteristics listed below will be helpful in recognizing and planning to meet the implied needs, if we have some specific information and understanding of pupils of this age. Our increasing knowledge of the facts of human growth and development provide the basis upon which the junior high school must be built. The junior high school student deserves and requires an educational pattern which has been constructed in terms of his characteristics and needs. Any program of evaluation must, therefore, give serious consideration to the pupils being served.

This is by no means a complete list of characteristics which is descriptive of junior high school pupils. It is assumed that this list is representative enough of the behavior of pupils of this age. It should give an evaluator an insight into the types of things which are characteristic of junior high school pupils.

1. The junior high school pupil is undergoing the second growth

³Oklahoma Curriculum Improvement Commission, Manual of Evaluation For A Junior High School. (Oklahoma City: Oklahoma Curriculum Improvement Commission, State Department of Education, December, 1958.)

- period of his life.
- a. He has to adjust to rapid and profound body changes.
 - b. He may be embarrassed and uneasy about these changes.
2. The junior high school pupil has great curiosity.
- a. He becomes interested in himself and in the opposite sex.
 - b. He is a dabbler in ideas, objects and items.
 - c. He is ready to enter into a study of the academic areas.
3. The junior high school pupil is concerned about human relationships.
- a. His peer group culture is all-important.
 - b. He needs to participate as a responsible member of a larger social group.
 - c. He is developing new codes of character.
 - d. He is testing the personal values long held to in a new, larger social setting.
4. The junior high school pupil is searching to achieve independence while keeping the security of childhood.
5. The junior high school pupil tries to improve his personal values.
6. The junior high school pupil likes to express his ideas and feeling through many outlets.
- a. He likes to copy his peers.
 - b. He likes to act out parts and dramatize situations.
 - c. He likes to argue with others to clarify his own thinking and to listen to the sound of his own voice.
 - d. He is able to release his tension through emotional outbursts.
7. The junior high school pupil, in order to proceed on his own, needs to acquire sufficient knowledge and skills.
- a. He wants to know where he stands.
 - b. He has a wide range of skills, interests, and knowledges.
 - c. He is disturbed if he is different from the group.
 - d. He seeks ways to improve any skills that will have some value to him.
8. The junior high school pupil wants to be accepted and responsible member of the social group.
- a. He seeks to be a member of many social groups.
 - b. He seeks to serve the school and community.
 - c. He is concerned about his place as a citizen.

The needs of junior high school youth are deeply rooted in the characteristics of these pupils who have reached the junior high school level of development.

The Imperative Needs of Junior High School Youth*

1. All junior high school youth need to explore their own aptitudes and to have experience basic to occupational proficiency.
2. All junior high school youth need to develop and maintain abundant physical and mental health.
3. All junior high school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.
4. All junior high school youth need experiences and understanding appropriate to their age and development, which are the foundation of successful home and family life.
5. All junior high school youth need to develop a sense of the values of material things and of the rights of ownership.
6. All junior high school youth need to learn about the natural and physical environment and its effect on life, and to have opportunities for using the scientific approach in the solution of problems.
7. All junior high school youth need the enriched living which comes from appreciation of an expression in the arts, and from experiencing the beauty and wonder of the world around them.
8. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.
9. All junior high school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights, and to grow in ethical insights.
10. All junior high school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.

*(Rogers, Helen Jewett, Principal of Louis Pasteur Junior High School, Los Angeles from Bulletin NASSP, April, 1950. These needs were developed by a group of Los Angeles Junior High Schools, from "The Imperative Needs of Youth".)

Philosophy, Functions and Outcomes

Philosophy

The junior high school is conceived as a better way to provide for the mental, physical, social and educational needs of early adolescence, based on a knowledge of child growth and development and the nature of the learning process.

Functions

A consideration of how the junior high school can best function to meet the needs indicates that there are certain general functions which must be known and implemented.

INTEGRATION: To provide learning experiences in which pupils may use the skills, attitudes, interest, ideals, and understandings previously acquired in such a way that these will become co-ordinated and integrated into effective and wholesome pupil behaviour.

EXPLORATION: To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a basis for decisions regarding educational opportunities.

To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a basis for present and future vocational decisions.

To stimulate pupils and provide opportunities for them to develop a continually widening range of cultural, social, civic, avocational, and recreational decisions.

GUIDANCE: To assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future

educational decisions.

To assist pupils to make intelligent decisions regarding present vocational opportunities and to prepare them to make future vocational decisions.

To assist pupils to make satisfactory mental, emotional, and social adjustments to their growth toward wholesome, well-adjusted personalities.

To stimulate and prepare pupils to participate as effectively as possible in learning activities so that they may reach the maximum development of their personal powers and qualities.

DIFFERENTIATION: To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interests, aptitudes, abilities, personalities, and needs of pupils in order that each pupil may realize most economically and most completely the ultimate aims of education.

SOCIALIZATION: To provide increasingly for learning experiences designed to prepare pupils for effective and satisfying participation in the present, complex social order.

ARTICULATION: To provide a gradual transition from pre-adolescent education to an educational program suited to the needs and interests of adolescent boys and girls.

PERSONAL ADJUSTMENT: To provide an environment so each individual will grow up with a sound and healthy personality--healthy attitudes toward himself, healthy attitudes toward others and toward the institution of society and toward life in general.

PREPARATORY: To prepare pupils for senior high school and college by:

1. Expansion and the refinement of vocabulary.
2. Increased skills in the searching for materials and the use of.

3. Development of written and oral expression, particularly, the ability to express oneself calmly and accurately in a classroom with one's peers and with the leaders.
4. A specific training in various subjects and study habits, and skills that are pertinent to the subjects in particular.
5. A definite attention to the basic and more commonly used skills in arithmetic computation and in problem solving.
6. Perhaps most important of all the preservation, extension, and development of interests in intellectual and other areas which may lead to continued reading and study.

Outcomes

If the general functions have been properly implemented, a pupil, upon completion of the junior high schools should be:

1. Active as a good citizen wherever he lives, with an understanding and appreciation of our American tradition and its attendant responsibilities.
2. Sound in mind and body, with information and habits necessary to maintain health.
3. Able to use the fundamentals in his own level of attainment.
4. Prepared sufficiently well to realize his own capabilities and talents and to be interested in selecting a vocation suited to himself and acceptable to society.
5. Prepared to make decisions based on fact--not hearsay.
6. Able to adjust to others, as individuals and as a member of a group.
7. Willing to do this work well and completely for the sake of a job well done.

The first six functions were taken from The Modern Junior High School by Gruhn-Douglass. The last two functions were taken from the bulletin, National Association of Secondary School Principals, April, 1950, from an article by Harl R. Douglass.

Purposes of an Evaluation Program

1. The junior high school is a program of education. It is not a building, a collection of grades, nor an answer to over-crowded elementary and/or senior high school buildings.
2. An evaluation of a segment of education must be consistent with what is known about the nature and needs of the students it serves.
3. Education is a growing and continuous process, and it is rewarding to isolate for study the peculiar functions which any educational program should serve.
4. The program for the junior high school should be unique in order to fit the nature and needs of the persons it serves, while maintaining necessary consistency with the elementary and senior high school programs to allow a minimum of articulation problems.
5. The key idea in an evaluation program should be improvement. To take a stock is not good enough, plotting future action on the basis of current situations is the aim.

Specific Suggestions for Use of This Manual

The following procedure is suggested for use of this Manual. Your school may develop a plan and carry it out with satisfactory results which would be just as good.

1. The entire staff should be involved in the evaluation. In some cases, the parents and Board of Education are included.
2. Sufficient copies of the Manual should be provided for participants.
3. A steering committee should be appointed to organize the program to be followed in the evaluation.
4. The members of the staff should be organized into general operational practices committees and curricular area committees.

5. A definite schedule should be arranged for the meetings. A well-organized meeting every two or three weeks should seem reasonable.
6. Some schools may bring in consultants from their own school system and from colleges and universities.
7. When a group has arrived at a consensus of opinion for an individual item, one rating should be encircled.

The criteria for each area consists of a series of items numbered consecutively. To the right of each item are 5 4 3 2 1 N; circle one.

At the end of each area of concern is an item to be circled for the summary scale. This evaluation should be transferred to the Summary Scale in Division II.

Following each item are these ratings:

- | | | |
|---|----------------|---|
| 5 | Excellent | (Meets the condition or provision) |
| 4 | Very Good | (Condition or provision receives much emphasis) |
| 3 | Good | (Condition or provision receives some emphasis) |
| 2 | Fair | (Condition or provision receives little emphasis) |
| 1 | Poor | (Seldom meets the condition or provision) |
| N | Does Not Apply | |

CHAPTER IV

EVALUATION TABLES FOR GENERAL OPERATIONAL PRACTICES AND FACILITIES

This section of the manual includes nine topical areas concerning general operational practices and facilities.

- Functions
- The School Community
- Administration
- The Staff
- Guidance and Counseling Services
- Activities
- Service Units
- Library
- School Plant

There is a table for each topical area showing the percentage of schools responding to the designated categories for each item. These tables present the evaluations in percentage by 70 Oklahoma junior high schools. The strengths and weaknesses noted for each item can be determined by adding the two extreme evaluations of each item.

Special strengths were determined when a preponderance of evaluations were checked, excellent and very good. Where these two ratings were more than the sum of the remaining evaluations, the evaluation of that item was regarded as indicating a strength.¹

The respondents' suggestions of special strengths and needed improvements for these areas are listed in Appendix D.

¹The simple preponderance of evaluation ratings was the only criteria used in suggesting special strengths and needed improvements of the items. No arbitrary sum of the percentages of the two columns at either extreme was used.

TABLE II
A. FUNCTIONS

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF FUNCTIONS						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Integration						
a. Are there provisions for continuing use and integration of the skills, attitudes, ideals, and understandings acquired at the elementary level?	29	60	9			3
b. Are there provisions for all pupils to acquire the basic education which will produce wholesome, well-integrated individuals with common, essential skills, attitudes, ideals, and understanding?	31	51	10	4		3
2. Exploration						
a. Does the administrative organization of the school enable the pupil to find himself as an individual?	16	50	25	6		3
b. Are there informative, exploratory, and try-out classes through which pupils get first-hand experience with various types of vocational and avocational activities?	13	29	23	20	6	10
c. Are there facilities for practical arts, such as homemaking, industrial arts, with correspondingly modern methods of instruction?	47	31	9	6	1	6
d. Is there provision for activity of laboratory types of classwork?	17	33	40	4		6
e. Are there regularly scheduled visits on school time and at school expense to industries, businesses, professions, governmental agencies, etc.?	4	10	31	20	25	9
f. Do the non-commercial values of life, such as art, music, dramatics, literature, receive definite attention?	23	46	19	9	1	3

TABLE II (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
g. Are there provisions for self-evaluation in academic and practical fields, in the arts, in personal qualities, etc.?	1	19	50	20	3	7
3. Guidance						
a. Is there a personal advisement plan conducted and directed by a trained advisor with enough assistants to guarantee careful attention to each pupil in order to ascertain his present and future needs?	1	14	33	14	24	13
b. Is some form of home room plan followed?	20	37	21	4	4	13
c. Are guidance and achievement studies and activities conducted which help pupils to make tentative choices of life goals?	4	25	37	19	9	6
d. Do pupils receive employment and occupational information through the use of films, radio, talk, and a variety of other means?	11	20	30	21	9	9
e. Are all pupils given thorough and complete physical examinations upon entering junior high school and at regular intervals thereafter?	4	7	16	14	33	25
4. Differentiation						
a. Are the school facilities planned for and used exclusively by pupils of junior high age during school hours?	36	20	13	7	14	10
b. Are all classrooms built to conform with the activities and subject matter of the curriculum?	11	29	39	16	3	3
c. Are pupils programmed in accordance with their abilities? For example, are advanced pupils assigned to classes which fully utilize their abilities? Are pupils deficient in						

TABLE II (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
their command of the fundamentals assigned to remedial work?	16	29	21	13	14	7
d. Are all subjects planned, organized and taught so as to provide for individual differences?	6	39	40	7	6	3
e. Are retarded pupils taught in classes small enough to assure individual attention and with objectives within their ability to attain?	14	4	24	20	21	16
f. Are there special classes for pupils in need of individual help in order to aid them to make up their deficiencies and be returned to regular classes as soon as possible?	6	14	17	16	27	20
g. Is it comparatively easy through guidance to transfer pupils from one class or course to another?	16	16	30	20	9	10
h. Are there provisions for remedial or corrective physical activities for those pupils with physical deficiencies?	3	10	14	11	40	21
5. Socialization						
a. Is the emphasis upon human relationship and human values? Is the child put foremost, rather than the subject of the school?		20	37	39	1	3
b. Does the school function as a social unit, as a totality cutting across all artificial lines; race, sex, economics, status, etc.?	46	39	19	3	1	3
c. Are all-school governmental activities participated in and shared by the pupils, teachers, and administrators?	30	44	17	1	4	3
d. Are all pupil organizations self-organized and self-governed with optimum adult encouragement and counsel?	31	36	24	3	1	4

TABLE II (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
e. Is there a system of home rooms or an equivalent for integrative, informative, and administrative purposes?	37	25	23	3	3	9
f. Do teachers use methods which develop social situations in which pupils necessarily participate naturally and fully?	7	46	40	3		4
g. Are pupils imbued with the spirit of the privileges and responsibilities of American democracy?	30	51	14	1		3
h. Are minorities--political, religious, racial--studied and given their full rights and responsibilities in and out of school?	37	43	13	1		6
6. Articulation						
a. Is promotion to junior high on the basis of age and social maturity as well as academic achievement?	31	47	16	1	1	3
b. Is there a smooth transition from elementary to secondary education, a definite tapering off of elementary purposes and practices and an increasing preparation for senior high methods and activities?	34	41	17	4		3
c. Is there a gradual introduction of the departmentalization, of the plan of having different teachers for different subjects?	19	40	20	10	4	7
d. Is there provisions for more and more specialization as the individual progresses?	19	39	30	7	1	4
e. Are there increasing opportunities for pupil choices of subjects and curriculum?	20	40	26	6	1	7
f. Is there a plan of collaboration between the junior high and elementary faculties for articulation of the two levels?	10	27	33	16	7	7

TABLE II (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
g. Is there a plan of collaboration between the junior and senior high faculties for articulation of the two levels?	24	36	29	4	1	6
7. Personal Adjustment						
a. Are there opportunities for the pupil to develop his knowledge and skill in various subjects?	30	44	20	1		4
b. Are activities provided for the pupils to develop health attitudes and a healthy personality?	40	40	13	1	1	4
8. Preparatory						
a. Are there opportunities for increased skills in the searching for materials and the use of books and periodicals in general?	26	46	21	3		4
b. Does the pupil show some development in the expansion and the refinement of his vocabulary?	16	54	25			4
c. Is there a development of interest in intellectual and other areas which may lead to continuous reading and study?	16	54	20	4		6

TABLE III

B. SCHOOL COMMUNITY

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF SCHOOL COMMUNITY						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is there a map of the school district available with necessary school data?	53	25	10	4	4	3
2. Are the members of the staff acquainted with the enrollment and age-grade distribution of the students?	50	37	9	1	1	1
3. Is the information on mental tests used regularly to help plan for each student?	31	26	23	7	7	6
4. Are there data concerning the educational and occupational intention of the pupils?	10	23	27	14	10	16
5. Is there a planned time for visitation of patrons?	23	23	17	12	10	14
6. Are the aims and objectives of the school well designed and approved by teachers, parents, and students?	19	49	24	6	1	1
7. Are there data available concerning the type of home the children are living in?	6	29	24	14	16	11
8. Does the school co-operate with other organizations to help provide for underprivileged pupils?	49	31	14	4		1
9. Does the school keep the community informed of its activities through various media of communication?	47	31	17	3		1
10. Is information available showing what services are available in the community which might improve the educational progress?	17	34	34	4	1	9
11. Are the parents encouraged to participate in the school program?	46	31	17	1	1	3
12. Do the students share community responsibility through participation in various projects?	33	33	25	7		1

TABLE III (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
13. Are there regular studies concerning withdrawals to provide data in revising the curriculum?	3	14	30	11	20	21
14. Are there data available concerning the education of the adults in the community?	6	14	27	14	20	19
15. Are there data concerning the recreational and leisure facilities and pursuits of the community?	16	21	40	3	9	11
16. Are the members of the staff acquainted with agencies in the community affecting education?	34	41	11	6	1	6

TABLE IV
C. ADMINISTRATION

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF ADMINISTRATION						
ITEMS	Evaluation of Percentage					N
	5	4	3	2	1	
1. Does he serve to bring out the leadership qualities in the staff?	31	53	9	3		4
2. Does he show evidence of leadership?	40	49	6	1		4
3. Is the school well organized?	43	43	10			4
4. Is he alert and progressive, abreast of education developments?	56	34	4	1		4
5. Special preparation for its junior high school administration?	43	34	16	1	1	4
6. Is the staff adequate in numbers?	24	34	29	6	3	4
7. Does the principal belong and participate in professional activities?	70	19	3	3		6
8. Is there a good school-community relationship?	49	41	4	1	1	3
9. Does the principal assume the responsibility for the quality of teaching in the school?	41	33	16	3	4	3
10. Does the principal encourage the improvement of his teachers by self-evaluation?	31	50	9	4		6
11. Are the number of classes and extra classes responsibilities equalized?	34	44	16			6
12. Is there a continuous self-appraisal of the practices in terms of the school philosophy to improve areas which need improvement?	40	43	9	3		6

TABLE V

D. THE STAFF

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF THE STAFF		Evaluation in Percentage					
ITEMS	5	4	3	2	1	N	
1. In personal traits, are they							
a. Influential with boys and girls?	20	63	16			1	
b. Understanding and patient?	11	72	14	1		1	
c. Friendly?	47	44	7			1	
d. Of good appearance?	50	43	6			1	
e. Enthusiastic?	29	56	13	1		1	
f. Of pleasing voice?	17	68	13	1		1	
g. Possessed of a sense of humor?	20	64	14			1	
h. Co-operative?	53	40	7			1	
2. Do they							
a. Have special preparation in junior high school training?	26	43	26	4		1	
b. Understand the purposes and functions of the junior high school?	41	44	13			1	
c. Understand counseling and guidance techniques used in good classroom teaching?	14	41	37	6		1	
d. Achieve discipline through good lesson planning and methods of teaching?	17	63	19			1	
e. Plan for block and core classes?	4	27	16	9	6	39	
f. Plan for a semester?	26	49	19	6		1	
g. Plan routines peculiar to opening and closing days of a semester?	40	43	11	1		4	
h. Develop and manage homeroom programs?	19	24	26	7	4	20	

TABLE V (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
i. Sponsor clubs and activity programs?	27	36	23	9		4
j. Provide for individual differences (gifted as well as average and slow)?	10	39	41	4	3	3
k. Know materials to use for individual differences?	9	50	26	3		3
l. Help with reading difficulties in subject-matter areas?	7	40	44	7		1
m. Improve study habits?	17	46	31	4		1

TABLE VI

E. GUIDANCE AND COUNSELING SERVICES

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF GUIDANCE AND COUNSELING SERVICES		Evaluation in Percentage					
ITEMS		5	4	3	2	1	N
Basic Questions:							
	To what degree are they provided and used?	3	26	40	11	3	17
1.	Is guidance a basic concept of the school?	21	29	39	14	1	4
2.	Are there staff members especially competent?	16	39	29	17	4	4
3.	Is guidance (appropriate to the position) an accepted responsibility of all members of the staff?	19	40	26	11	3	1
4.	Are appropriate, adequate, and meaningful guidance records maintained?	13	33	19	13	9	14
	a. Are cumulative records kept?	36	29	20	6	3	7
	1. Scholastic?	63	26	7		1	3
	2. Activities?	34	29	19	6	6	7
	3. Psychological?	14	24	16	21	11	13
	b. Are all records available to all who can make professional use of them (classroom teachers, counselors, authorized agencies)?	64	20	9	4		3
	c. Are all records used professionally?	49	26	17	4	1	3
	d. To what extent are records used in educational guidance and placement?	19	39	29	10		4
5.	Are classroom teachers aware of the emotional and physical problems of adolescents?	31	41	20	4		3

TABLE VI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
6. Do classroom teachers make an effort to learn about the home and family background of the pupils?	14	51	28	4	1	1
7. Are up-to-date personal inventory records kept?	9	29	21	14	11	16
8. Are these inventory records used by the classroom teachers?	3	24	29	21	7	16
9. Are consultant services used?	11	19	27	14	14	14
10. Are careful preparations made for interviews?	10	29	29	10	10	13
11. Does the in-service training program for teachers include close counselor-teacher working situations?	4	23	23	19	10	21
12. Does the in-service training program for teachers include time for study of implications involved in the interpretation and use of test scores?	6	17	29	19	14	16
13. Do your follow-up surveys contribute to the improvement of the educational program?	9	17	39	9	10	17

TABLE VII
F. PUPIL ACTIVITIES

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF PUPIL ACTIVITIES						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Are the school activities a part of the program of studies?	37	31	23	4	1	3
2. Are the school activities under the control and sponsorship of the school?	77	17	4			1
3. Do the activities meet the needs and interest of the students?	20	44	27	7		1
4. Are the students informed about the activities in which they are interested and wish to participate?	53	30	14		1	1
5. Is there an opportunity for pupils to manage the activity?	23	37	34	4		1
6. Are pupils allowed voluntary participation in the activity of their selection?	50	36	10		1	3
7. Do the teachers have the choice of activity they will sponsor?	26	28	20	9	9	9
8. Do the sponsors provide co-operative guidance and repercussion of the activities?	17	47	21	6		9
9. Is there a student-teacher committee to co-ordinate the student activity program?	10	23	23	9	17	19
10. Is there a definite time provided for the activity program?	41	30	16	6	1	6
11. Does the student activity program help to develop democratic leaders and processes?	39	36	23	1		1
12. Does the activity program help to develop a healthy school spirit?	40	44	11	1		3

TABLE VII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
13. Do you have the following activities?						
a. Student Council?	59	14	4		1	21
b. Home room?	40	21	16	7	3	13
c. School publication?	39	31	10	6	6	9
d. Assemblies?	59	19	17	1	1	3
e. Music activities?	69	17	7	3	3	1
f. Social activities?	36	26	24	7	4	3
g. School clubs?	29	19	21	14	9	9
h. School plays?	40	19	19	5	9	9
14. Do these activities provide oppor- tunities for leadership and partici- pation for the students?	54	19	19	6	1	1

TABLE VIII
G. SERVICE UNITS

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF SERVICE UNITS						
To what degree and how successfully are the following services provided?						
1. Health service (nurses, physicians, etc.)?	13	26	26	16	10	10
2. Library?	34	39	20	3	1	3
3. Curriculum Materials?	14	46	36	1		3
4. Audio-Visual facilities, both special and regular classrooms?	27	41	20	9		3
5. Lunchroom?	50	29	9	6	3	4
6. Custodial Services?	34	39	19	6	3	4
7. Educational clinics?	4	6	19	20	11	40
a. Psychological service?	4	6	19	20	11	40
b. Psychiatric service?	1	7	14	12	21	44
8. Special provisions for the handicapped?						
a. For the maladjusted?	1	10	23	21	23	21
b. For the slow learners?	6	21	27	17	16	13
c. For poor readers?	6	21	26	27	10	10
d. For those with speech difficulties?	6	4	24	14	30	21
e. For the hard of hearing?	4	4	21	26	23	21
f. For the visually handicapped?	6	16	24	20	20	14
g. For the physically handicapped?	3	19	19	23	17	20
9. Are home visitors provided?	7	19	16	19	13	27
a. Attendance officers?	13	20	14	10	10	33

TABLE VIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
b. Teachers for homebound pupils?	21	16	14	7	10	31
10. Supervisors to help and guide teachers (subject and activity supervisors)?	9	14	17	6	17	37

TABLE IX

H. LIBRARY

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is there a qualified librarian who administers the program of library service?	44	21	17	6	3	9
2. Does the librarian provide leadership in developing the over-all library programs?	31	31	23	6		9
3. Are the library books and other materials adequately organized for effective use?	46	29	19	1		6
4. Is there sufficient clerical help?	19	23	31	14	4	9
5. Are the facilities of the library readily accessible to the pupils?	49	20	14	6	6	6
6. Are the students encouraged to explore interests voluntarily in using the library resources?	34	24	26	9	1	6
7. Is there co-operative planning of the teachers, pupils, and librarian to assure adequate context and variety of materials?	17	33	27	9	7	7
8. Does the library serve as a laboratory in planning the pupil activity programs?	7	20	29	16	11	17
9. Does the library's physical facilities meet state and national standards?	40	27	20	3	1	9
10. Are continuous improvements being planned for the library?	41	30	17	3	1	7
11. Do the physical facilities provide enough space provisions and storage space?	19	19	36	13	7	7
12. Are the books and material used extensively by the pupils?	21	49	20	1	1	7

TABLE IX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
13. Is there a regular evaluation in identifying the library needs and suggestions for improvements?	24	29	27	9	4	7
14. Does the library have a well balanced collection for books?	30	34	24	7		6
15. Does the administration recognize what the library can do for the school?	53	27	14	1		4

TABLE X
I. THE SCHOOL PLANT

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF THE SCHOOL PLANT						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is the school centrally located in the community or area it serves?	64	17	11	4		3
2. Is the school well located in relation to business areas and major traffic thoroughfares?	43	23	20	7	4	3
3. Is the school site large enough to provide for adequate playground space, athletic fields, and parking areas?	27	10	21	15	23	3
4. Is the school site landscaped and kept clean and attractive?	26	33	21	14	3	3
5. Is the school site large enough to provide space for future expansion?	29	11	13	11	31	4
6. Are classrooms adequate in size and suitably equipped to accommodate the type of program assigned to each?	13	44	26	9	6	3
7. Is adequate space and necessary equipment provided in special areas?						
a. Industrial Art classes	26	29	20	10	7	9
b. Homemaking classes	36	37	11	3	3	10
c. Art classes	11	16	19	11	17	26
d. Science laboratories	20	21	29	19	6	6
e. Library	27	37	24	3	4	4
f. Instrumental music	37	31	20	3		9
g. Vocal music	27	36	23	6	3	6
h. Health and Physical Education	24	29	31	9	4	3
i. Auditorium	31	26	17	11	10	4

TABLE X (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
j. Guidance and counseling	11	14	29	19	14	13
k. Special Education classes	7	14	13	10	16	40
l. Hospital Room and First Aid Center	6	23	17	24	23	7
m. Audio-Visual Aids	14	41	30	7	4	3
8. Are classroom areas ventilated, lighted, and heated properly?	20	23	19	7		31
9. Are special purpose areas, such as the auditorium, gymnasium, and cafeteria, ventilated, lighted, and heated properly?	31	33	24	9		3
10. Are all areas decorated tastefully and treated acoustically to create an environment conducive to teaching and learning?	20	24	39	10	4	3
11. Does each classroom have ample storage space for equipment and supplies?	11	26	36	16	9	3
12. Are locker facilities sufficient to meet the needs of students?	30	16	23	14	11	6
13. Are rest rooms located conveniently?	34	21	31	9	1	3
14. Are rest room facilities adequate?	30	27	17	14	10	1
15. Are rest rooms clean?	37	23	23	10	4	3
16. Are dressing room areas and shower facilities adequate for:						
a. Girl's physical education classes?	27	23	17	10	16	7
b. Boy's physical education classes?	21	26	27	11	11	3
17. Are drinking fountain facilities						
a. Adequate in number?	34	29	23	6	6	3
b. Refrigerated?	47	19	13	3	9	10
18. Do administration offices afford ample space for:						
a. Reception room and secretarial staff?	19	21	27	13	10	10

TABLE X (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
b. Conference rooms?	9	16	24	14	27	10
c. Principal's Office?	27	27	26	14	3	3
d. Vice-Principal's Office?	11	9	4	6	4	66
19. Is there a public address system?	40	13	11	1	4	30
20. Does the school plant have the general appearance of being well kept and clean at all times?	31	33	24	4	3	4

CHAPTER V

THE EDUCATION PROGRAM

This chapter includes thirteen topical areas with check lists showing the evaluation in percentages as returned by the seventy junior high schools.

- Program of Studies
- The Core
- Art
- Business Education
- Foreign Languages
- Health, Physical, and Safety
Education
- Home Economics
- Industrial Arts
- Language Arts
- Mathematics
- Music
- Science
- Social Studies

The strengths and weaknesses of each item can be determined by adding the two extreme evaluations of each item. The respondents' suggestions of special strengths and needed improvements for these areas are listed in Appendix E.

TABLE XI

J. PROGRAM OF STUDIES

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF THE PROGRAM OF STUDIES

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Does it enable youth to explore their own aptitudes and to have basic occupational experience in the classroom?	9	37	34	14		6
2. Does it enable youth to develop and maintain abundant mental and physical health?	14	41	34	6		4
3. Does it enable youth to be participating citizens of their school and community and to become increasingly oriented to adult citizenship?	17	44	29	4		6
4. Does it provide for experience and understandings fundamental to successful home and family life?	19	36	31	10		4
5. Does it develop a sense of the values of material things and of the rights of ownership?	29	44	19	4		4
6. Does it reveal the material and physical environment and provide for the scientific approach to the solution of problems?	14	36	41	3	1	4
7. Is there provision for appreciation of an expression in arts and experience with the beauty and wonder of the world about?	16	26	40	11	3	4
8. Is there provision for leisure-time experiences, for personal growth, and wholesome group relationship?	14	33	37	10	1	4
9. Are there opportunities for group living, personality and character development, growth in respect for others and their rights, and moral and spiritual values?	23	39	29	4	1	4
10. Are there opportunities to develop ability to observe, listen, read, think, speak, and write with purpose and appreciation?	31	43	17	3	1	4

TABLE XII
J-1 THE CORE

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF THE CORE						
ITEMS	Evaluation in Percentage					N
	5	4	3	2	1	
1. Nature of Offerings						
1. Does the program emphasize helping students learn how to work out common problems?	7	20	7	6		60
2. Is the program consistent with purposes and objectives of public school education?	13	19	7	1		60
3. Does the solving of problems include the development of many skills besides actual experiences in social behaviors?	4	21	11	3		60
4. Are the pupils encouraged to develop formal and informal discussion groups and techniques?	10	17	9	4		60
5. Does the program emphasize the development of desirable personal characteristics?	14	20	3	3		60
6. Does the program shift the interest from subject matter as an end to the purpose of improving the life of the pupils?	6	21	10	4		59
7. Are fundamental skills taught as they are most likely to be used in life situations?	9	20	9	3		60
8. Does the program provide opportunity to engage in group thinking, making choices, and in using critical judgment?	6	19	14	1		60
9. Are the skills of observing, interviewing, and reporting important in the class program?	3	16	17	4		60

TABLE XII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
10. Does core teaching encourage the learner to assume responsibility for self-evaluation of his learning?	4	10	19	3		64
11. Does the program provide for individual differences for the abilities of the pupils?	6	11	20	1	1	60
12. Does the program include study of current social-economic problems?	7	14	14	4		60
13. Does the program provide for the coordination of instructional activities with other areas of instruction.	6	19	16			60
14. Does the program provide opportunity for the development and the stimulation of interests and appreciations?	6	23	10	1		60
15. Does the program provide for learning experiences in the community?	4	19	13	4		60
2. Staff competencies of special importance.						
1. Have the teachers had preparation in group guidance techniques?	3	19	19	3		66
2. Do the teachers have a favorable attitude toward core teaching processes, purposes, and techniques?	1	21	13	3		61
3. Do the teachers have a broad background and are willing to teach in more than one field?	4	24	11			60
4. Do teachers have a working knowledge of the core, its purposes, processes and techniques?	3	20	14			63
5. Do teachers have the ability to develop group action and techniques in their students?	4	23	13			60
6. Do the teachers have knowledge and preparation in the development of units in teaching?	6	26	7	1		60

TABLE XII (continued)

ITEMS	Evaluation in Percentage					N
	5	4	3	2	1	
7. Do the teachers have a wide background in civic and social activities?	11	16	11	1		60
8. Are the teachers acquainted with a wide variety of resource materials?	11	16	11	1		60
9. Are the teachers educated in the practices and use of child and adolescent psychology?	9	19	10	3		60
10. Are teachers adept in the techniques of pupil-teaching planning?	6	11	19	3	1	60
11. Have teachers had experiences and training in curriculum development?	1	14	20	3		61
3. Organization						
A. Administration						
1. Is the core at least two periods in length?	7	7	7	3	3	73
2. Is the core program required of all pupils?	6	10	7	3	3	71
3. Is planning time provided for core teachers?	7	6	14	1	3	69
4. Does the organization make it possible for pupils to make field trips, excursions, and have community projects?	10	13	7	4	1	64
5. Is an in-service training for core teachers provided to assist in their improvement?	3	6	14	4	4	69
6. Does the administration understand and work in harmony with the purposes and needs of the core program?	9	16	7	1		68
7. Does the scope and sequence of the core program fit in with the overall program of the school?	3	19	10	3		66
B. Classroom						

TABLE XII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is the program organized to meet the changing needs of youth?	3	21	13	1		61
2. Is the program organized in order that the student is working with a wide range of materials on a problem which is significant to him?	1	19	13	4	1	61
3. Is the program organized so that every student has a chance to contribute in the planning and working out of the problems selected?	1	14	18	4	1	61
4. Is the program organized so that the teacher and pupil work together in the developing evaluative methods and techniques?	1	16	14	3	4	61
5. Is the program organized so that the learning is not restricted to subject boundaries or reasonable time limits?	4	21	7	3	3	61
6. Is the program organized so that extra-curricular activities may be introduced which are important to the solving of the problem selected?	4	21	7	3	3	61
7. Is the problem organized so that important social problems may be studied in their entirety?	4	14	13	1	6	61
4. The Teaching-Learning Situation						
A. Motivation and Instructional Activities						
1. Are activities conducted in a democratic atmosphere?	14	16	7	1		61
2. Do the pupils have a part in identifying and selecting the problems to be worked on?	6	13	10	9	1	61
3. Do the pupils have a part in planning and determining the goals of the problems?	6	14	9	6	3	63

TABLE XII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Do instructional activities emphasize committee and group work in the solution of the problem?	6	13	9	9	1	63
5. Is the knowledge of how to use and the use of varied resource material evident in the learning activities?	6	16	11	4	1	61
6. Are formal and informal discussion groups on problems encouraged by teachers?	11	11	11	3	1	62
7. Is the use of visual aids, excursion, speakers, extra-curricular activities, etc., encouraged in the solution of the problems?	7	20	6	4		63
8. Are the use, co-operation, and help of other departments of the school, such as the guidance department, the library, the visual-aid department, and teachers, in specialized subject-matter areas, etc., active?	9	19	7	3		63
9. Are study and use of the community resources for the selection and solution of common problems evident?	6	17	10	3	1	63
10. Is participation in school and community activities a part of the instructional program evident?	6	14	9	6	1	63
11. Are opportunities provided for active participation for pupils of varying abilities and interests?	7	11	14	4		63
B. Instructional Materials						
1. Are movable chairs and tables available to provide for and encourage group activities?	19	13	3	4		61
2. Are visual aids of all types, including information, material for charts and bulletin boards and maps, available?	13	16	7	3		61

TABLE XIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
3. Is there a well-organized file of reference material available?	10	17	3	6	3	61
4. Are films and slides easily accessible?	10	16	4	7		63
5. Are phonograph records and transcriptions available?	9	19	9	6	4	63
6. Are periodical literature, newspapers, books, and bulletins which assist in the problem-solving needs of the core class available?	9	17	7	6	1	60
7. Is the library helpful in securing any resource material which is needed by core classes?	11	17	7	4		60
8. Is accessible storage space for materials and supplies provided--closets, file cabinets, etc.?	7	11	13	7	1	60
9. Are facilities for use of audio-visual aids provided (electric outlet, darkened rooms, adequate shades, etc.)?	16	7	10	7		60
C. Evaluation Activities						
1. Are evaluation activities a part of each problem-solving unit?	1	17	10	7	3	61
2. Does the pupil assist in evaluating his own achievement in the instructional activities?	4	13	16	4	1	61
3. Is an evaluation made to show the pupil's growth in social skills, attitudes, and interests?	3	14	10	7	3	63
4. Is an evaluation made to show the strengths and weaknesses of the core program to determine which need improvement?	7	7	14	7	1	63
5. Behavior Changes or Outcomes Desired						

TABLE XII (continued)

ITEMS	Evaluation in Percentage					N
	5	4	3	2	1	
1. Is stronger pupil-teacher relationship developed?	10	14	13	1		61
2. Are the pupils better able to work together in solving common problems?	7	16	14	1		61
3. Is pupil-teacher relationship more informal with pupils assuming the responsibility for their own behavior in class?	4	17	11	6		61
4. Are the students better able to understand and react successfully to common social problems?	6	16	10	7		61
5. Are the pupils better able to solve personal problems?	6	13	13	7		61
6. Do the pupils understand and are they able to use proper techniques in problem solving?	7	19	7	6		61
7. Have the pupils developed interest, attitudes, and appreciations which carry over into outside activities?	9	16	9	6		61
8. Are the pupils able to bring together knowledge and understanding from a variety of subject areas and sources for use in solving problems?	11	20	3	2		61
9. Do the pupils exhibit enthusiasm for the core program?	4	10	16	3		68
10. Have the pupils developed more interest in school, community, society problems and their solutions?	4	13	14	4		64

TABLE XIII

J-2 ART

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF ART		Evaluation in Percentage					
ITEMS	5	4	3	2	1	N	
I. Nature of offerings							
1. Is the curriculum geared to junior high interest level?	27	24	11	3		34	
2. Is local talent used to add special "Spice"?	4	17	27	11	6	34	
3. Are media allowing for less direct forms of expressions introduced?	17	13	20	10	3	37	
4. Are good copies of great art on display?	10	10	16	13	14	37	
II. Staff competencies of special importance							
1. Do staff members keep abreast of development in the field?	26	23	11	3	3	34	
2. Do staff members participate in related community activities?	23	21	14	6	1	34	
III. Organization							
A. Provisions made by school administration.							
1. Is a separate room provided for the art department?	34	6	6	4	6	44	
2. Is the laboratory well equipped (sink, lavatory, storage space, drawing boards)?	14	17	10	10	7	41	
3. Is there suitable and sufficient display area?	13	9	29	7	6	37	
4. Are students permitted access to working room other than class hours?	14	6	19	9	10	43	
B. Provisions made within classroom.							

TABLE XIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is group work encouraged?	17	24	17	3	3	36
2. Are individual interests and talents provided for?	20	23	15	4	1	36
3. Are working areas varied?	17	9	19	11	4	40
4. Is the student free to select his working area?	11	13	24	9	6	37
IV. The teaching-learning situation.						
A. Motivation						
1. Is there an atmosphere conducive to inspiration?	14	24	21	3	1	36
2. Is greater consciousness in esthetic performance achieved?	19	19	19	7	1	36
3. Are student interests used as motivation factors?	21	19	17	7		36
4. Are community activities utilized for motivation?	17	24	16	6	1	36
B. Instructional activities.						
1. Do students receive a background of art appreciation through reading and study, visits to museum, art galleries and local art exhibits?	9	16	22	9	6	39
2. Are dynamic demonstrations used to present new methods and materials?	11	24	16	7	3	39
3. Are nature and local color used for models?	29	14	9	6	1	41
C. Instructional materials.						
1. Is a variety of media available?	36	7	11	4	3	39
2. Are these media challenging to junior high students?	20	19	11	6	6	39
3. Are current art magazines provided (books on art and artists)?	26	10	14	3	9	39

TABLE XIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
D. Evaluation activities.						
1. Are students led to constructive criticism and evaluation?	16	27	11	3	6	37
2. Are classroom displays arranged by students?	19	20	21	3	1	26
3. Are others invited in to inspect completed projects?	17	20	20	6	1	36
V. Behavior changes or outcomes desired.						
1. Are students led to a keener interest of the beauties in nature?	27	13	16	7	1	36
2. Do they derive a feeling of satisfaction from their work?	23	20	17	3	1	36
3. Does their experience in the arts influence other areas of their living?	21	17	21	3	1	36

TABLE XIV
J-3 BUSINESS EDUCATION

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF BUSINESS EDUCATION						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings						
1. Are business education courses available for all pupils?	4	6	10	3	1	76
2. Are the objectives of business education well defined?	4	11	6	4		74
3. Is elementary typewriting available to all pupils?	9	1	6	3	3	79
4. Is counseling available by teachers in the business field?	7	4	7	6	1	74
5. Do the business education experiences provide an introduction to many business activities?	6	7	9	4		74
II. Staff competencies of special importance.						
1. Are staff members well qualified in methods of teaching and in the field of general business?	13	6	6	1		74
2. Has each staff member had a successful wage earning experience in some field of business?	11	6	6	3		74
3. Does each member keep up with the development in business education and keep acquainted with current literature?	10	7	7	1		74
III. Organization						
A. Provisions made by school administration.						
1. Are separate rooms provided for the business education department?	13	1	7	1	3	74

TABLE XIV (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Are necessary equipment and supplies provided?	10	6	4	4	1	74
3. Is space provided for storage of pupil work?	7	4	6	4	4	74
4. Is all equipment maintained in good working condition?	9	3	4	3	4	77
B. Provisions made within classroom.						
1. Does the furniture in the room provide for difference in pupil size?	4	3	9	9	1	74
2. Is visual-aid equipment available?	7	7	9	3	1	73
3. Are the lighting facilities adequate?	6	9	9	3		74
IV. The teaching-learning situation.						
A. Motivation						
1. Are students' interest used as a motivation factor?	4	13	7	3		73
2. Are community activities utilized for motivation?	1	11	9	4		74
3. Is there careful teacher-pupil planning for instructional situations?	4	11	7	4		73
4. Are new materials introduced to stimulate interests in reading problems?	7	9	10	1		74
B. Instruction activities.						
1. Does instruction in business education contribute to the school's objectives?	9	11	3	1	1	74
2. Are instructional activities adapted to the individual differences among pupils?	6	10	9	1	1	73
3. Is drill used solely to improve learning already acquired?	3	11	6	3		77

TABLE XIV (continued)

ITEMS	Evaluation in Percentage					N
	5	4	3	2	1	
4. Do pupils share in planning the general business activities?	1	9	9	6		76
5. Are related work experience and class instruction well integrated?	6	4	9	4	1	76
C. Instructional materials.						
1. Are necessary instructional materials provided?	6	11	3	6	1	73
2. Are carefully selected textbooks available?	11	7	4	4		73
3. Are local business forms and records available?	4	4	9	6	3	74
4. Are newspapers and periodicals concerning business display materials provided?	3	9	9	4	3	73
5. Are such materials as charts, maps, graphs, and business display materials provided?	3	9	9	4	3	73
D. Evaluation activities.						
1. Do pupils have a part in evaluation activities?	1	9	7	6	4	73
2. Are aptitude and prognostic tests used as aids in guiding pupils regarding their choice of vocational objective?	4	4	9	4	1	77
3. Are evaluation results used in planning instruction?	3	10	7	6		74
4. Is individual progress recorded and used for further guidance purposes?	6	9	7	3	3	73
5. Are follow-up studies of students used to appraise the educational program?		4	9	7	4	76
V. Behavior changes or outcomes desired.						

TABLE XIV (continued)

ITEMS	Evaluation in Percentage					N
	5	4	3	2	1	
1. Do the students have a feeling of satisfaction from their work?	6	11	6	4		73
2. To what extent do pupils develop knowledge and skills to meet their consumer business needs?		10	11	4		74
3. To what degree are pupils developing moral and ethical standards related to business?	3	11	9	4		72
4. Do pupils obtain the kind of work for which they are trained?	1	10	6	3	3	77
5. Have the students developed a business sense of self-direction?	13	7	1	4		74

TABLE XV
J-4 FOREIGN LANGUAGE

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE ITEMS OF FOREIGN LANGUAGE						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Are first year foreign languages available to all ninth grade students?	19	3	7	3	3	66
2. Is competent counseling available?	14	6	11	4		64
3. Are long-range plans made for continued foreign language study, beginning with junior high through high schools?	16	9	6	4	1	64
4. Is the area of communication emphasized in foreign languages instructions?	11	10	7			71
5. Are typical samplings of the foreign languages contained in the exploratory courses?	4	6	6	6		79
II. Staff competencies of special importance.						
1. Have all members of the foreign language department had training in more than one foreign language?	21	6	6		1	66
2. Are all members of the foreign language department able to read and translate the language they are teaching?	29	6				66
3. Are all members of the foreign language department able to enunciate and pronounce the foreign language they are teaching?	33	1				66
4. Are all members proficient in writing the foreign language they are teaching?	19	14	1			66

TABLE XV (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
5. Are all members able to speak fluently the foreign language they are teaching?	9	7	9	1	1	73
6. Are all members trained in the methods of teaching foreign language?	19	14	1			66
7. Are all members familiar with the history and culture of the foreign people?	24	9	1			66
8. Are all members diligent in keeping up-to-date with current developments in teaching foreign languages?	16	11	7			66
9. Are all members continuing in-service training?	9	11	4	4	4	68
10. Have all members studied or traveled in a country where the language is or once was used commonly?	11	3	4	1	9	71
11. Do all members help select the foreign language reading material for the library?	9	6	6	4	6	70
III. Organization.						
A. Provisions made by school administration.						
1. Is movable furniture available for the classrooms?	9	10	7		4	70
2. Are audio-visual aids available?	27	3	3	1		66
3. Is plentiful storage space provided for books, magazines, and other needed materials?	14	6	13	1	1	64
4. Are record player, recordings, and recording equipment provided?	6	10	7	6	4	68
5. Is a display area for exhibiting materials provided?	10	9	11	4	1	64

TABLE XV (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
B. Provisions made within classroom.						
1. Is minimum use of English observed?	3	11	14	3	1	68
2. Is correct and practical use of the foreign language in conversation emphasized?	11	13	3	3		70
3. Is "learn by doing" a high point in study?	20	14	1			64
4. Are attempts to correlate foreign language study with other appropriate subjects emphasized?	14	3	4	1	1	66
II. The teaching-learning situation.						
A. Motivation						
1. Are materials studied within the experience and understanding of pupils?	16	16	4			64
2. Is free or voluntary reading activities provided?	10	11	7	6	1	64
3. Is creative writing in the language encouraged for the pupils?	6	9	9	3	4	70
4. Is there careful teacher-pupil planning and preparation?	10	14	10		1	64
B. Instructional activities						
1. Are interest of pupils utilized if possible in planning instructional activities?	13	11	9			68
2. Is differentiation of instruction, within the class, provided to help meet individual needs?	9	9	14	3		66
3. Are instructional activities carried on in relationship to other school subjects when appropriate?	10	14	10		1	64

TABLE XV (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Is drill conducted to improve facility or skill?	19	11	4		1	64
5. Do pupils carry on correspondence with pupils in other countries?	9	7	1	14	1	68
C. Instructional materials						
1. Are materials prepared by the teachers for the class?	17	10	7		1	64
2. Is a variety of reading material provided for different achievement levels, abilities, and interest of pupils?	10	6	9	7	3	66
3. Are vocabulary lists provided?	20	9	4		1	66
4. Are newspapers in foreign language available?	6	4	4	4	7	74
5. Are novels, short stories, drama, poetry, folklore writings, and similar materials, available?	4	4	11	7	3	70
6. Are periodicals in the foreign language available?	7	4	4	7	1	76
7. Is music of the foreign country provided?	6	9	10	4	1	70
8. Is art of the foreign country available?	9	4	4	6	9	69
9. Are maps, travel literature, and advertisements of the foreign country provided?	9	6	7	10	3	66
10. Are posters, post cards, craft materials, calendars, samples used?	6	6	9	11	3	66
11. Are reference books in English concerning the foreign language provided?	10	6	9	1	6	69
D. Evaluation activities.						

TABLE XV (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Does evaluation have an important place in the teaching-learning activities?	11		16	7	1	64
2. Do test results help in revising instructional programs?	13	13	9	1	1	64
E. Behavior changes or outcome desired.						
1. Are social activities cultivated to promote better understandings of people whose language is studied?	7	9	9	7	1	68
2. Are tests used to reveal areas for improvements as well as strengths?	13	17	4	1		64

TABLE XVI

J-5 HEALTH, PHYSICAL, AND SAFETY EDUCATION

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF HEALTH, PHYSICAL, AND SAFETY EDUCATION

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Are the students required to take a physical examination during the junior high school years? (Preferably the first year.)	20	9	10	10	24	27
2. Is a cumulative health record of each pupil used?	14	9	20	13	23	21
3. Is the program of activities varied enough to provide for the physical, social, mental and emotional development of all children?	21	24	30	11	9	4
4. Are experiences provided in team sports, individual and dual sports, aquatics, remedial activities, rhythms, gymnastics and tumbling, and social and recreational games?	20	21	33	19	3	4
5. Are activities selected so that they increase in difficulty according to ability and the maturity of the junior high school student?	20	20	30	10	11	9
6. Are modified activities offered for students who cannot participate in the regular program?	7	14	21	23	19	16
7. Are experiences provided which will help to develop goals for safe and healthful living?	19	34	20	17	1	9
8. In addition to class instruction, does your school offer participation in an intramural, interscholastic, and recreational program?	26	30	19	14	6	6

II. Staff competencies of special importance.

TABLE XVI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is the staff certified to teach Health and Physical Education?	51	14	17	6	6	6
2. Are the staff members continuing their improvement while in-service?	39	20	20	9	3	10
3. To what degree does the staff respond to in-service training workshops, extension courses, summer school, and to professional organizations?	30	26	21	9	6	9
III. Organization.						
A. Provisions made by school administration.						
1. Is there a functioning health council in your school?	10	11	11	11	24	32
2. Are the facilities used by the community as well as by the school?	17	16	19	9	14	26
3. Are the buildings constructed so as to promote and safeguard health?	21	30	19	10	11	9
4. Do proper authorities make regular health and safety inspections of the facilities, equipment and practice?	19	23	33	10	4	11
5. Are offices provided for physical education instructors?	27	14	14	7	21	16
6. Is the indoor area suitable and accessible?	27	26	21	13	6	8
7. Is the outdoor area suitable and accessible according to recognized standards?	13	21	29	16	10	11
8. Is there a school cafeteria or lunchroom?	59	20	6	1	3	11
9. Are adequate time and facilities provided for the teaching of Health?	19	26	34	10	4	7
10. Is there sufficient room and storage space provided for equipment and supplies?	26	20	23	20	6	6

TABLE XVI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
B. Provisions made within classroom.						
1. Is group as well as individual performance encouraged?	39	36	13	6	3	4
2. Are the class sizes kept small enough to allow adequate pupil activity and efficient teaching?	17	27	29	17	6	4
3. Does the program provide for participation in suitable co-educational activities?	10	19	20	16	13	23
4. Is the class work planned and organized to include daily and seasonal instruction which furnishes a progressive program for all students?	24	36	14	11	4	10
5. Are daily lesson plans required in physical education?	14	19	9	9	16	34
6. Is the health instruction planned?	26	20	20	11	10	13
IV. The teaching-learning situation.						
A. Motivation						
1. Are constructive attitudes toward health, physical, and safety education being developed?	30	34	17	7	4	7
2. Does the school cooperate with local, state and national health organizations?	41	27	14	6	1	10
3. Does the school cooperate with local, state and national physical education organizations?	36	26	17	7	4	10
4. Does the school cooperate with local, state and national safety organizations?	43	21	21	6		9
B. Instructional activities.						

TABLE XVI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Are the activities of the health, physical and safety program board varied?	21	36	20	6	6	11
2. Do the pupils participate in planning the instructional activities?	6	19	31	13	9	23
3. Does the program include daily physical activity?	41	24	14	10	3	7
4. Does the program meet the health and safety needs of daily living?	21	30	24	13	4	7
5. Are necessary equipment and supplies provided for health education?	16	14	36	17	9	9
6. Are necessary equipment and supplies provided for physical education?	27	23	31	9	4	6
7. Are necessary Equipment and supplies provided for safety education?	13	17	31	16	11	11
8. Are adequate instructional materials available for the teaching of health?	16	23	27	11	11	11
9. Are adequate instructional materials available for the teaching of physical education?	23	30	26	9	6	7
10. Are adequate instructional materials available for the teaching of safety?	9	26	30	13	10	13
11. Are test materials available for use? (knowledge, health, and safety)	11	17	20	21	14	16
C. Evaluation activities.						
1. Are testing techniques used?	17	17	33	9	10	14
2. Does the evaluation consider the individual aptitudes and abilities?	17	30	21	9	6	16
3. Are the students encouraged to make constructive criticism and evaluation?	19	29	21	4	11	16

V. Behavioral changes or outcomes desired.

TABLE XVI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Do the students improve in desirable skills, habits, knowledge, and attitudes which contribute to the aims of education?	26	39	16	11	1	7
2. Do the students show a better understanding of personal health and safety?	21	36	17	11	4	10
3. Are the students concerned about the need for physical fitness?	20	29	26	13	7	6
4. Do the students seem to have an understanding of community health and safety problems?	11	31	30	11	6	10
5. Do the students develop recreational skills and attitudes which will enable them to enjoy participation in recreational activities?	29	31	21	9	4	6
6. Does the program foster leadership?	34	31	15	11	1	7

TABLE XVII
J-6 HOME ECONOMICS

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF HOME ECONOMICS						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Are the program organization and goals based on over-all objectives which meet the needs of the community which it serves?	44	29	11	6		10
2. Is the home economics program co-ordinated with related areas in the over-all school program?	33	27	21	6	3	10
II. Staff competencies of special importance.						
1. Does each teacher exemplify high standards in personal appearance, character traits, and ability to get along with co-workers?	49	31	7	3		10
2. Does each teacher have a B.S. degree with a general major in home economics, including student teaching?	77	7	6			10
3. Does each teacher have practical home-making experiences sufficient to assume responsibility for the management of a home?	68	16	7			10
4. Does each teacher contribute to the enrichment of home and family living in the community?	44	27	13	6		10
5. Does each teacher use initiative and resourcefulness in meeting problems of program development as they are related to changing family conditions?	37	31	19	3		10
III. Organization.						
A. Provisions made by school administration.						

TABLE XVII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Are elementary and secondary programs co-ordinated throughout the school system?	11	26	21	3	4	34
2. Is provision made for pupils to participate in the program each year?	43	19	13	3	7	16
3. Are home economics periods provided daily and extended over a sufficient period of time to provide an opportunity for learning?	60	13	14	1	1	10
4. Is the budget of sufficient size to provide instructional supplies, materials, and equipment necessary for achievement of objectives?	29	27	17	9	7	10
5. Are a sufficient number of teachers employed in the department to make it possible to meet individual needs and differences of the students so that each may progress according to ability?	41	20	20	6	3	10
B. Provisions made within classroom.						
1. Does the program employ democratic procedures, providing for pupil-teacher participation in planning, conducting, and evaluating learning experiences and problem solving?	37	36	13	3	1	10
2. Are appreciation, attitudes, and understandings emphasized as well as basic skill?	43	39	7	1		10
3. Do pupils have opportunities for sharing in leadership responsibility?	41	40	7	1		10
IV. The teaching-learning situation.						
A. Motivation						
1. Is home economics instruction based on the needs, interests, and abilities of the junior high school age pupil-try out, exploratory and prevocational?	46	30	13		1	10

TABLE XVII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Are instructional experiences and activities centered on everyday problems in homemaking which involve the home, school, and community in their solution?	41	37	10	1		10
3. Does the curriculum provide maximum opportunity for pupil activity and expression?	39	31	14	6		10
4. Is the curriculum flexible and adjustable to meet the varying needs of individual pupils and current problems?	39	31	17	1	1	10
B. Instructional Activities.						
1. Are instructional experiences based on over-all goals to meet individual needs?	36	37	14	3		10
2. Do instructional experiences provide for increasing independence in dealing with homemaking activities and skills?	36	43	9	3		10
3. Are learning experiences constantly adapted to ever-changing individual and family needs?	33	36	19	3		10
4. Does the area of foods and nutrition provide experience in selecting, purchasing, preparing, and serving foods to meet family needs?	31	33	23	3		10
5. Does the area of clothing and textiles provide experience and understandings in the selection, care and use of sewing equipment?	41	34	11	3		10
6. Does the area of home management and care of the home provide experiences and understanding in the selection, care, and use of home furnishings and equipment?	24	26	24	7	6	13

TABLE XVII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
7. Does the area of child care and guidance provide experiences and understandings in accepting and sharing responsibilities as older brothers and sisters?	19	41	21	4	3	10
8. Does the area of personal, family and community relationships provide experiences and understandings applicable to youth of this age, and do they endeavor to improve their personal, family, and community relationships?	20	41	21	4	3	10
9. Does the area of health and sanitation provide experiences and understandings applicable to youth of this age in importance of good physical, mental, and emotional health?	24	47	11	7		10
10. Does the area of health and sanitation provide experiences and understandings applicable to youth of this age in personal health habits of cleanliness?	33	43	16	1	1	6
11. Does the area of family economics provide experience and understandings in family earning, spending, and saving?	19	31	26	13	6	6
C. Instructional Materials						
1. Are community resources and talents made use of in planning interesting and educational activities for carrying out the program?	24	20	39	9	4	4
2. Are commercial products and materials which are educationally sound used?	41	37	16	1		4
3. Is there a wise selection and use of illustrative materials, audio-visual aids, magazines, pamphlets, and mimeographed instructional materials?	49	29	14	4		4

TABLE XVII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Does the area of physical facilities and materials provide for instructional experiences and activities as they relate to the following?	31	34	13	3	1	17
a. Food and nutrition	43	29	16	7	1	4
b. Clothing and textiles	39	31	19	6		6
c. Home management and care of the home (home centered areas within the department equipped to offer experiences in care of the home).	21	20	29	7	16	7
d. Child care and guidance	19	20	30	14	9	9
e. Personal, family, and community relationships	23	33	21	17	1	4
f. Health and sanitation	29	33	23	10	1	4
5. Is consideration given to sufficient lighting and proper ventilation in food preparation areas?	40	31	11	10	1	6
6. Is consideration given to safety features peculiar to homemaking areas?	47	29	13	4		7
D. Evaluation Activities						
1. Does the program provide for continuous evaluation and revision?	40	40	13	3		4
2. Do instructional experiences provide for pupil growth in attainment of high standards of home life and worth home membership?	44	37	13	1		4
3. Are cumulative records and results of evaluation used as a basis for planning instructional experiences?	26	24	29	13	4	4
4. Is evaluation used by pupils, parents, and teachers as a means of determining individual pupil growth?	20	29	24	17	4	6

TABLE XVIII

J-7 INDUSTRIAL ARTS

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF INDUSTRIAL ARTS						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Do all male students secure experiences in at least four basic types of industrial fields of work?	17	20	17	13	11	21
2. Is instruction provided for girls, on an elective basis, which gives them some understanding of industry and home mechanics?	11	1	9	7	20	51
3. Are adequate shops and teachers available to provide instruction in all the basic types of shop industries needed?	13	14	23	14	14	21
4. Is the student schedule so arranged to provide a minimum of ninety clock hours instruction, in the seventh, eighth, or ninth grades, in each of the following: wood, metal, electrical, and graphic arts?	7	20	19	11	14	29
5. Do the offerings meet the needs of the junior high school objectives of general education as opposed to the development of a high degree of proficiency in one or more areas?	19	29	20	9	7	17
6. Are the offerings in industrial arts not for the purpose of providing the school with a facility to accommodate the inept and incorrigibles?	27	33	11	1	3	24
II. Staff competencies.						
1. Does the teacher possess sufficient subject matter, training, and experience to be considered skilled in the program they are attempting to teach?	53	24	7		1	14

TABLE XVIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Does the teacher demonstrate sufficient methods and techniques of instruction and general education to enable him to conduct both class and individual instruction adequately?	46	31	9	1		13
3. Does the teacher demonstrate sufficient personal characteristics which will enable him to provide the enthusiasm, develop the interest, and assume the leadership needed to inspire and guide students in shop work and in general education development?	39	26	21	1		13
4. Are the teachers' financial and other personal affairs at home, at school, and in the community such as to enable him to succeed as a teacher?	36	33	16	1	1	13
5. Does the teacher have a clear understanding of course objectives and is he following an organized program systematically planned to accomplish these objectives?	36	40	9	1	1	13
III. Organization.						
A. Provisions made by administration:						
1. Is the industrial arts shop equipped with sufficient hand tools and benches to provide a training position for each student enrolled?	30	24	24	6	3	13
2. Is it also equipped with adequate shop equipment to enable the instructor to provide the experience needed to accomplish the course objectives?	36	19	24	7	3	13
3. Is the space available adequate to accommodate the equipment, benches, storage, finishing, and class areas needed for smooth operation?	23	20	27	9	7	14

TABLE XVIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Does the shop arrangement and equipment provide for good supervision, instruction, and safety?	29	34	19	4		14
5. Are adequate light, heat, and ventilation in evidence to provide for the welfare of students as well as to furnish the best possible instructional situation?	36	19	20	7	7	11
6. Do the shop facilities include up-to-date reference and instructional materials?	21	28	29	4	4	14
7. Is the shop equipment up-to-date in keeping with good practice insofar as size and quality are concerned?	33	19	24	6	6	13
8. Are facilities available to display instructional projects as well as students' work?	14	17	30	13	11	14
B. Provisions made within class:						
1. Are shop supplies on hand appropriate and in adequate quantities for good instruction?	30	20	21	1	3	14
2. Are supplies so handled as to insure a minimum of waste?	41	33	10	3		13
3. Are supplies provided for students who are unable to pay for some?	16	13	29	10	16	17
4. Are these facilities for storage of pupils' projects?	27	19	21	10	7	16
5. Are shop projects sufficiently varied as to cover the operations needed in gaining the experience desired?	30	37	17	1	1	13
6. Are varied shop projects on display and in sufficient quantity to stimulate student interest?	13	30	26	9	9	14

TABLE XVIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
7. Are shop projects selected for their educational value as opposed to just busywork?	30	34	14	3	1	13
8. Is there evidence of a plan of operation and that the plan is being followed in the operation of the shop?	30	34	20	1	1	13
9. Are adequate housekeeping measures in evidence?	37	30	13	6		14
10. Is shop safety adequately provided for: safety zones, machine guards, ventilation, safety instruction, and other safety measures or factors?	21	43	14	9		13
11. Are organized systems followed in conducting all phases of the program such as checking tools, checking work, giving instructions, issuing materials, grading, and other factors affecting the mechanics of shop operations?	34	31	17	3	1	13
12. Is group demonstration used when situations permit, and is such instruction followed by added individual instruction and tests to determine understanding gained?	37	27	19	1	1	14
IV. Teaching-learning situations.						
A. Motivation:						
1. Is the instruction in keeping with course objectives and students' ability?	30	27	19	1	1	14
2. Is there evidence that the instructor is giving individual instruction as needed and that there are adequate follow-up and testing as needed?	37	30	16	1	1	14
3. Is there evidence that the instruction is organized and a course outline being followed?	33	30	21	1		14

TABLE XVIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Is there evidence that the lessons are planned and presented according to plan?	30	29	21	6		14
5. Are job sheets, lesson plans, project sheets, procedure sheets, film strips, film, charts, and other aids used in the instructional process?	17	29	27	7	4	16
B. Instructional activities.						
1. Are the industrial arts course objectives in keeping with junior high school objectives: that of exploratory for broadening and finding purposes for further development of basic, fundamental skills and the identification of interest and aptitudes for future development, and the general expansion and growth to conform with accepted general education objectives?	27	26	23	7	3	14
2. Does the course content provide typical industrial experiences which conform to industries which are functional in our economic system?	16	31	26	7	4	16
3. Does the course content provide for development of individuals to do independent thinking and help foster the development of self-confidence?	31	33	19	3	1	13
4. Does the course provide for the development of basic skills needed to understand and appreciate the standards of industry?	23	37	17	7	1	14
V. The students behavior and outcomes desired.						
1. Do students demonstrate enthusiasm?	21	37	23	6		13
2. Is the student's desire for satisfaction of accomplishment being realized?	30	29	23	4	13	1

TABLE XVIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
3. Do students demonstrate the development of initiative and appreciation of creativity?	14	41	27	4		13
4. Do students show progress in understanding of what good workmanship is?	23	39	24	1		13
5. Do students demonstrate the development of confidence within themselves?	21	39	24	3		13
6. Are students' accomplishments in basic skills satisfactory?	21	33	26	6	1	13
7. Do the students show interest and knowledge of the part industrial art plays in industry?	13	38	26	10	1	13

TABLE XIX
J-8 LANGUAGE ARTS

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
A. General:						
1. Is there a continuous and sequential developmental program of the communication skills in speaking, listening, reading, writing, and observing?	34	41	19	4		1
2. Are language skills being correlated and integrated with other subject areas and school activities?	21	46	26	4	1	1
3. Are experiences designed to help in the selection of periodicals, books, movies, records, and radio and television programs?	14	31	43	9		3
4. Are library skills, needed for study, research, and recreational reading, being developed and used?	30	44	20	3	1	1
5. Is provision made for remedial instruction in speaking, reading, writing, and listening?	10	17	39	23	14	4
B. Specific:						
1. Reading:						
To what degree						
a. Has diagnosis, including standardized test scores, preceded the initiation of reading programs?	23	16	27	16	9	10
b. Does the reading program start each pupil at his present reading level and develop his ability to a higher level?	9	26	36	14	10	6
c. Does the reading instruction provide definite, systematic training in the reading skills needed by the various ability groups?	7	20	37	17	10	9

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
d. Are materials provided which meet both present school and non-school abilities, needs, and interest?	19	17	47	9	3	6
2. Literature:						
To what degree						
a. Is there relationship between the content of the literature and the life experience and understanding of the pupils?	21	49	21	6		3
b. Does the literature program lead some students to a desire to memorize passages from their selections?	16	40	30	10	3	1
c. Does the literature selected for the study provide such a variety of types that there is development of desirable literary tastes and appreciation?	37	34	24	3		1
3. Vocabulary:						
To what degree						
a. Is there an acceptable plan of dictionary use and of work attack through such techniques as contest clues, basic spelling rules, phonics, and word usage being practiced throughout the school?	30	51	11	4		3
b. Is there individual consciousness and acceptance of responsibility by the pupils for word derivations, spelling, meanings, and independent selection of words?	9	39	39	13		1
c. Do all teachers accept the responsibility for technical vocabulary development related to their subjects?	43	37	19			1

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Grammatical concepts:						
To what degree						
a. Is punctuation taught to aid in the interpretation of reading and writing?	59	29	11			1
b. Are sentence structure and agreement of verbs and pronouns taught to insure correct usage in oral and written expression?	61	24	13			1
c. Is capitalization stressed for good form in manuscript?	68	20	11			1
5. Listening:						
To what degree						
a. Do pupils exhibit the ability to enjoy listening experiences?	24	39	27	9		1
b. Are pupils being trained in skills of listening and of identifying those things worthy of attention?	24	49	20	6		1
6. Thinking:						
To what degree						
a. Is the student being trained to develop a system of mental or verbal note taking so that he can organize the pattern of the speaker?	9	36	39	11	4	1
b. Can the pupil interpret data, which involves the ability to draw conclusions and to make inferences?	6	36	40	13	3	3
c. Can pupils distinguish between fact and opinions?	1	47	56	9	4	3
7. Expression, oral and written:						
To what degree						

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
a. Are goals established for the planning and the executing of all oral expression--reading aloud, reporting, discussing and telling stories?	36	44	14	4		1
b. Do pupils practice desirable speech habits inside and outside the classroom?	6	23	50	14	4	3
c. Are correct pronunciation and enunciation required in the classroom and encouraged elsewhere?	36	47	14	1		1
d. Is there a uniform style for manuscripts used throughout the school?	19	21	26	13	11	10
e. Do pupils demonstrate ability to write clearly, correctly, and effectively?	9	23	50	16	1	1
II. Staff competencies of special importance.						
To what degree						
A. Does the staff adjust readily to individual difference of pupils when setting up class projects and activities for strengthening language skills?	36	39	16	7		1
B. Do they have sufficient grasp of the communicative skills to guide the students in their reading and in their expressions?	49	37	11	1		1
C. Do they respond to in-service training work-shops, extension courses, or summer schools in order to know recent trends in language arts programs?	29	44	19	6		3
D. Do they have sufficient acquaintance with the literature and the arts of many people to encourage wide reading and to plan and to organize resource units?	30	46	16	4	1	3

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
III. Organization						
A. Provisions made by school administration:						
To what degree						
1. Are the students grouped, as approved by the faculty and principal, to improve the learning situation?	29	26	21	6	7	11
2. Are sufficient rooms equipped for the efficient use of audio-visual aids to the English classes?	29	21	31	11	4	3
3. Do the classrooms have the following facilities and equipment: movable furniture, bookshelves, cabinets and filing cases, folders for cumulative records of progress, bulletin boards, dictionaries, classroom library, and variety of instructional materials?	14	37	24	17	3	4
B. Provisions made in the classroom.						
To what degree						
1. Are individuals within a single class grouped or identified for differentiation of teaching?	13	17	33	17	9	11
2. Are grade lines minimized by placing pupils in groups based on their English needs?	7	10	31	17	14	20
3. Are the learning situations and instructional materials appropriate to individual growth in language power?	10	46	36	7		1
4. Are the pupils using subject matter to solve worth-while problems?	10	34	47	6		3
5. Do the pupils feel free to ask questions as a natural way of gaining information?	58	30	11			1

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
IV. The teaching-learning situation.						
A. Motivation:						
To what degree						
1. Is the power of teen-age interest a potent factor in teacher-planning?	24	48	23	4		1
2. Can the pupil see the significance of the English activities and relate them to social and vocational life?	9	42	37	10	1	1
3. Are students encouraged to select, organize, and develop their own projects to meet their needs and desires?	19	31	41	6		3
4. Are radio, television, newspapers, and dramas used in motivating oral and written expression?	10	40	36	9	3	3
5. Are new books and materials introduced to stimulate students to read, to browse and to discuss books of interest?	32	40	20	6	1	1
B. Instructional activities:						
To what degree						
1. Are speaking and listening skills developed through a variety of activities?	27	42	26	3	1	1
2. Are writing skills developed through a variety of activities?	24	42	30	3		1
3. Are reading interests developed through a variety of activities?	24	42	30	3		1
C. Instructional materials:						
To what degree						

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Do the materials stimulate and broaden the interests of the students?	16	43	37	1		3
2. Do materials provide opportunities for sharing interests?	14	52	30	3		1
3. Are up-to-date reading lists available?	33	26	33	7		1
4. Is a Bible with concordance available for reference and study?	33	17	21	6	10	13
5. Is the flag a part of the instructional materials?	48	21	23	4	1	3
D. Evaluation Activities:						
To what degree						
1. Is evaluation of class and individual accomplishments by the teacher and pupil an integral part of the teacher-pupil learning activities?	19	40	30	9		3
2. Is a variety of testing techniques used?	39	34	16	6	3	3
3. Is observational data of growth, in such areas as attitude, appreciation and desire to learn, collected as evidence of language growth of pupils?	9	39	30	13	4	6
4. Are records kept of the voluntary reading of pupils?	32	17	27	11	7	6
V. Behavior changes or outcomes desired.						
To what degree						
1. Is the pupil directing himself toward a worthwhile and democratic goal through his experiences, the materials, and the procedures used?	13	40	40	4		3

TABLE XIX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Does the pupil listen, read, and think with greater purpose and appreciation?	10	56	30	3		1
3. Does the pupil practice desirable speech habits in the classroom, throughout the school, and in the community?	3	30	47	13	3	4
4. Does the pupil demonstrate ability and value of literature and gain some background for appreciating our literary heritage?	6	34	50	6	3	1
5. Does the pupil recognize the beauty and value of literature and gain some background for appreciating our literary heritage?	7	49	30	7	3	4

TABLE XX
J-9 MATHEMATICS

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF MATHEMATICS						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Are activities and materials selected to fit the need of varying pupil abilities and interests: slow learners, average, and gifted?	14	40	29	3	6	9
2. Is a logical sequence followed in developing knowledge and skills?	39	44	7	4	1	4
3. Is material related to life situations?	13	57	21	3	1	4
4. Are pupils given specific training and practice in checking papers?	33	33	19	10		6
5. Do courses for three years contain overlapping topics?	46	29	16	3		7
6. Is provision made for reviewing concepts and maintaining skills previously learned?	52	30	11	3		4
II. Staff competencies of special importance.						
1. Have teachers had background preparation in the field of mathematics equivalent to 24 or more hours beyond high school, including:	37	17	24	9		13
a. courses through calculus?	30	20	23	10	4	13
b. history of mathematics, statistics, and methods of teaching mathematics?	31	30	24	6	1	7
2. Have teachers had practical experience in business or industry or its equivalent in study?	24	36	26	7		7

TABLE XX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
3. Where more than four teachers are in the department, is there a department head, responsible for seeing that the work of the department is co-ordinated?	13	7	7	3	7	63
4. Are teachers teaching mathematics because they are especially interested in that subject?	61	23	6	7		3
III. Organization.						
A. Provisions made by school administration.						
1. Are sequential courses in mathematics required of all pupils in all three grades?	74	14	4	1		6
2. Do pupils with specialized needs have courses available to meet these needs--college preparation, industrial fields, or business?	21	29	20	13	6	11
3. Are pupils assisted through counseling in selecting for Grade 9 the mathematics course best suited to their needs and abilities?	34	31	13	6	3	13
4. Is reassignment of pupils to other courses arranged when that seems advisable?	30	36	11	10	3	10
5. Is a definite course of study, to be used as a guide, provided for each teacher?	31	26	14	14	4	10
6. Is regular, definite homework assigned and required?	40	27	20	6	4	3
7. Is class enrollment small enough to make possible attention for individual differences?	11	19	37	27	3	3
8. Are classes grouped according to learning ability?	30	21	14	6	13	16

TABLE XX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
B. Provisions made within the classroom.						
1. Is proper balance provided between computation skills and reasoning material?	31	46	19	1		3
2. Is emphasis given to mathematics vocabulary and to specific training in reading mathematics material?	24	44	23	6		3
3. Is provisions made for individual differences in ability and interest within each class?	17	39	29	10	1	4
IV. The teaching-learning situation.						
A. Motivation.						
1. Is emphasis placed on the "why" of each assignment?	30	31	29	4	1	4
2. Is material concerning the history of mathematics introduced where appropriate?	13	41	33	6	3	4
3. Is competition used where it stimulates interest?	24	40	30	1	1	3
B. Instructional activities.						
1. Are activities directed by clearly formulated objectives?	19	47	24	4		6
2. Are activities selected to fit varying pupil abilities?	20	37	36	4		3
3. Are activities carefully planned by the teacher?	30	44	21	1		3
4. Are activities related to life situations?	24	49	20	4		2
5. Are review and new material related and balanced?	41	37	16	3		3
6. Is training and practice in pupil checking and marking of class papers provided?	36	36	17	4	1	6

TABLE XX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
7. Is emphasis placed on neatness and orderliness of work?	33	43	17	4		3
C. Instructional materials.						
1. Is variety of supplemental texts, workbooks, tests, etc., provided?	19	34	20	11	1	4
2. Are extra reading and work material provided for interested pupils?	11	44	31	10		3
3. Are gifted pupils challenged by advanced problems from supplementary sources?	21	39	27	9		4
4. Are visual aids (figures, forms, charts, etc.) used when helpful?	23	38	21	6		3
5. Is chalk board space sufficient for at least half of the class?	31	30	17	10	7	4
E. Evaluation activities.						
1. Does the evaluation fit the objectives of each course and each unit?	26	39	27	3		6
2. Does testing evaluate the understanding and interpretation of concepts as well as operational skills?	27	46	14	6	1	6
3. Do tests determine class level of achievement as well as individual rating?	29	37	24	4		6
4. Are timed tests used to train and prepare pupils for future experience?	14	36	33	7	4	6
5. Are teacher-made tests used to check achievement in each unit?	49	34	11	1		4
6. Are aptitude tests used when feasible?	19	30	17	11	11	11
7. Are pupils encouraged and trained to evaluate their own achievements?	16	44	26	7	1	6

TABLE XX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
8. Do tests reveal areas of strength as well as areas needing improvement?	40	44	7	4	1	3
9. Are teachers trained in interpretation and use of test results?	31	43	13	9		4
V. Behavior changes or outcome desired.						
1. Do students have an awareness of the power of mathematics and an appreciation of its role in civilization?	21	33	34	6		6
2. Do students have the ability to judge the reasonableness of an answer and to make mental estimates?	6	37	40	13		4
3. Do students have facility with fundamental processes leading to accuracy in computing?	11	43	37	4		4
4. Do students have habits of neatness, orderliness, and checking results?	7	41	39	7	1	4
5. Do students have an understanding of our number system and its relationships and principles?	16	23	53	4		4
6. Do students have a competent vocabulary of mathematical terms?	16	23	53	4		4
7. Do students have a competent understanding of mathematics as a universal language and have the ability to sense qualitative ideas in every day reading activities, and experiences?	3	26	54	13		4
8. Do students have an awareness of mathematics in nature and the instruments and tools dependent upon this?	4	34	47	10		4
9. Do students have the ability to express natural laws with mathematical symbols and formulas?	3	27	43	21		6
10. Do students have an appreciation of mathematics as a form of art?	3	29	48	14	3	4

TABLE XX (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
11. Do students have the ability to express ideas in exact and concise language?	4	21	50	20		4
12. Do students have a questioning attitude developed, leading to asking the "why" of rules, methods, definitions, etc.?	11	44	33	7		4

TABLE XXI
J-10 MUSIC

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF MUSIC						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Does the program offer opportunities for all pupils to participate in some musical activity?	54	19	11	4	3	9
2. Are both vocal and instrumental music activities offered?	68	8	8	3	6	7
3. Are opportunities to listen to recordings of many types of music provided?	24	20	27	10	7	11
4. Does the program provide an opportunity for recognition and encouragement of individual achievements?	41	29	16	3	4	7
5. Are provisions made to assist pupils and teachers through competent supervision?	30	27	16	6	7	14
II. Staff competencies of special importance.						
1. Have members of the vocal music department had vocal training and know techniques involved in training adolescent voices?	56	23	11	1		9
2. Have members of the instrumental department had training in instrumental music and are capable of performing in bands and orchestras?	69	11	4	3	1	13
3. Have members had training in theory and know the latest methods of teaching music?	63	24	3	1	1	7
III. Organization.						
A. Provisions made by school administration.						

TABLE XXI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Are special rooms assigned for music activities?	59	21	6	4	1	9
2. Are correct posture charts provided for instrumental music pupils?	21	16	21	10	10	21
3. Is the auditorium available for music activities?	50	19	9	10	1	11
4. Are storage facilities for equipment and materials provided?	37	24	17	9	4	9
B. Provisions made within classroom.						
1. Are music stands available?	59	19	6	4	1	11
2. Are pianos and other instruments available?	64	13	11	3		9
3. Are radio, recording equipments, public address equipment, and other teaching aids available?	37	24	16	10	4	9
IV. The teaching-learning situation.						
A. Motivation.						
1. Are pupils prepared for performing in music assemblies in school and community?	57	23	7	4		9
2. Is careful pupil planning made, which will provide emphasis on co-operative achievement and less on competition?	30	39	14	4	3	10
3. Are pupils motivated to do creative work through composition and performance?	24	26	27	7	4	11
4. Does the program motivate a sense of responsibility to the group and for the group?	33	29	23	6	1	9
B. Instructional activities.						
1. Is instruction directed toward clearly formulated, comprehensive objectives in music?	43	29	14	4		10

TABLE XXI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Are activities readily adapted to new and changing music interests and needs of pupils?	30	41	13	4	1	10
3. Are opportunities to plan, conduct, and evaluate music activities provided?	22	34	21	11	1	10
4. Is co-ordination of music activities with activities in other subjects provided?	20	26	23	10	10	11
5. Do the activities provide opportunities for discrimination and selectivity through listening and performing?	30	33	17	9		11
C. Instructional materials.						
1. Is appropriate sheet music available?	31	39	14	4		11
2. Is staff lined notebook paper supplied?	20	21	6	11	14	27
3. Are pictures, charts, games and other teaching aids available?	9	11	16	4	6	54
4. Are supplementary materials, such as music magazines, concert news, and illustrative material provided?	20	26	23	10	10	11
5. Are textbooks and reference materials, providing for a variety of music materials, provided?	21	24	27	10	3	14
D. Evaluation activities.						
1. Are tests used to explore music aptitudes?	16	14	24	10	14	21
2. Are such tonal aspects as intonation, quality, and balance evaluated?	27	34	19	4	4	11
3. Do evaluation activities place emphasis on the growth of the individual toward appropriate objectives?	26	33	19	6	3	13

TABLE XXI (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Do the outcomes from the tests not prohibit pupils from taking general music courses?	20	16	7	7	6	44
5. Are tests used to reveal strengths and to point out areas for improvement?	21	26	16	4	10	23
V. Behavior changes or outcomes desired.						
1. Are talented pupils developing creative ability in music?	27	36	14	11		11
2. Are desirable music appreciations and listening skills developed in all pupils?	20	26	33	6	4	11
3. Are talented pupils developing individual skills in vocal and instrumental music?	47	27	10	3	3	10
4. Are pupils developing skills in group singing?	43	27	14	4	1	10
5. In all, does the program result in love and appreciation for good music?	31	33	21	4		10

TABLE XXII
J-11 SCIENCE

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF SCIENCE						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Are all pupils required to participate in making science projects?	24	24	30	13	3	6
2. Does each student have an opportunity to perform some experiments?	33	22	24	11	4	6
3. Do students develop knowledge, understanding, and appreciation of important principles of science?	24	46	22	4		4
4. Is there an opportunity to provide practice in applying important scientific principles in laboratory situations?	9	36	24	17	9	6
5. Do students develop an understanding of the contributions of science in daily life?	34	45	13	4		4
6. Do students obtain integrate facts, concepts, and principles from the several science fields?	33	43	14	6		4
7. Is there an opportunity for pupils to design and construct technical or semi-technical apparatus and equipment?	7	26	31	19	10	7
8. May students perform inductive and deductive laboratory experiments?	4	33	36	20	14	4
9. Do students develop an understanding of the elements of scientific method?	16	41	29	10	1	3
10. Are students encouraged to develop a variety of scientific interests?	36	47	9	3	3	3
11. Are opportunities provided to study problems involving science in the home and local community?	21	37	26	9	4	3

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
12. Are emphasis placed on recent scientific developments (e.g., atomic energy, rocket propulsion, sulfa drugs)?	34	37	13	9	3	4
13. Is there an understanding of the place of science in the conservation of natural and human resources?	39	33	19	6	1	3
14. Does the science program include experiences with community resources through field activities?	11	14	39	19	10	7
15. Are general science courses allotted a sufficient number of periods per week?	74	14	4	3	1	3
16. Are general science courses required of all pupils?	70	9	10	4	1	6
17. Are general science periods of sufficient length?	71	15	7	3	1	3
18. Are provisions made for some pupils to use the science facilities, outside of regularly allotted class time?	29	13	21	17	19	9
19. Are teachers allowed time in their assigned duties to prepare for laboratory and demonstration experiments?	21	13	21	17	19	10
20. Is consideration given to such factors as type of activities, facilities available, and safety of pupils in determining class size?	13	21	29	16	11	10
II. Staff competencies of special importance.						
A. Have all members of the science staff						
1. Had preparation in biological sciences?	63	22	6	4	1	3
2. Had preparation in physical science?	51	33	14	9	1	3
3. Had preparation in social sciences?	57	24	9	6	3	3

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Had intensive preparation in the science area in which they are now teaching?	43	31	14	9		3
5. Had preparation in mathematics?	34	34	17	9	3	3
6. Had preparation in methods of teaching science?	23	31	27	10	3	6
7. Become acquainted with recent developments in the teaching of science?	26	44	16	7	4	3
8. Become acquainted with recent scientific developments and their educational implications?	31	43	16	4	3	3
9. Participated in science activities in industry or business?	7	27	22	11	14	19
10. Become familiar with resources in the community?	37	30	20	7	1	4
11. Continued their in-service education?	37	36	14	7		6
12. Assisted the librarian in the selection of science reading materials?	43	24	18	7	4	4
B. Instructional Activities.						
1. Is a scientific vocabulary developed?	36	43	13	6		3
2. Do you require accurate spelling?	30	42	20	4	1	3
3. Do you require reading and interpreting various types of scientific publications?	21	36	23	10	7	3
4. Does the instruction in science contribute to the school's objectives?	40	43	9	6		3
5. Is instruction directed toward clearly formulated, comprehensive (or long-range) objectives in science?	34	44	13	6		3
6. Do specific instructional activities contribute to the comprehensive objectives of the science program?	30	46	14	7		3

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
7. Is there evidence of careful planning and preparation of the instructional activities?	26	47	17	7		3
8. Are flexible or differentiated assignments used to provide for individual pupils?	20	31	26	13	6	4
III. Organization.						
A. Provisions made by school administration.						
1. Are general science rooms of sufficient size to accommodate largest class without crowding?	20	20	38	10	9	4
2. Is a fully equipped demonstration area or table provided which is easily visible to all members of a class?	26	24	23	10	13	4
3. Are science rooms equipped for use of audio-visual projection equipment?	33	24	16	13	7	7
4. Is audio-visual projection equipment available?	59	21	10	4	3	3
5. Is ventilation provided to free instructional areas of dangerous or unpleasant gases?	29	19	16	10	18	9
6. Are acid-resistant sinks provided?	36	19	13	9	14	10
7. Are cabinets or cases available for display of materials?	16	17	27	14	20	6
8. Is storage space provided for laboratory supplies and equipment?	31	17	26	11	9	6
9. Are all chemicals stored safely?	44	23	13	9	6	6
10. Is demonstration equipment readily available?	30	31	19	11	3	6
11. Is a system of record keeping for equipment and supplies used?	21	28	20	11	14	6

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
12. Are laboratory tables provided for individual and small-group work?	14	11	16	9	34	16
13. Are chemistry materials and equipment provided for class use?	26	24	13	9	13	16
14. Are physics materials and equipment provided for class use?	19	23	19	10	13	17
15. Are gas and electricity available for pupil use?	36	13	17	11	14	9
B. Provisions made within classroom.						
1. Is a variety of textbooks and reference materials available?	30	29	24	6	7	4
2. Are reading materials available which provide for differences in the reading abilities and science backgrounds of the pupils?	20	30	34	6	6	4
3. Are science pamphlets and non-textbook materials available?	24	31	29	6	7	3
4. Are science magazines available?	23	31	29	6	7	3
5. Are well-edited book lists available?	17	20	26	13	11	4
6. Are teacher-prepared materials (such as study guides) available?	14	26	26	21	9	4
7. Are films, film strips, and slides available?	37	29	19	11	1	3
8. Is micro-projection apparatus available?	29	9	24	9	20	10
9. Are models and specimens provided?	13	14	29	23	19	3
10. Are charts, maps, and similar visual aids provided?	21	27	33	13	3	3
11. Are audio-visual aids available for classroom use?	37	27	24	4	4	3

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
IV. The teaching-learning situation.						
A. Motivation:						
1. Are scientific resources of the community and environment used?	20	26	30	14	6	4
2. Are science activities of varying degrees of difficulty provided?	17	29	30	16	3	6
3. Are pupils encouraged to raise and define scientific problems?	20	37	29	9	3	3
4. Do pupils use science activities to collect data and interpret hypotheses?	9	37	33	11	7	3
5. Is particular emphasis placed on experiments?	14	37	21	16	9	3
6. Is a desirable balance between student exploration and teacher guidance maintained?	13	39	30	13	1	4
7. Are the classroom instructional activities integrated, whenever desirable, with extra class science activities?	20	36	32	7	1	4
8. Are models, charts, and specimens used in the instructional activities?	20	36	32	7	1	3
9. Is effective use made of audio-visual aids in the instructional activities?	27	40	20	9		4
10. Are superior students encouraged to conduct more advanced projects and experiments?	27	39	19	7	4	4
11. Does the school have a science fair?	23	7	7	3	24	36
12. Does the county have a science fair?	24	9		1	21	44
13. Do the students attend the district science fair?	22	11	9	11	23	24
14. Are field trips conducted?	14	19	21	16	19	11
B. Evaluation Activities						

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
1. Is evaluation an integral part of the instructional activities?	24	34	24	9	6	3
2. Do evaluation activities place emphasis on the growth of the individual toward appropriate objectives in science?	19	36	30	11	1	3
3. Is a variety of testing techniques used (e.g.) standardized tests, teacher-made objectives tests, assay examinations?	29	34	27	3	3	4
4. Are diagrams, charts, and pictures used in tests and evaluation?	24	30	27	11	3	4
5. Is objective evaluation made of the laboratory activities of the pupil?	9	27	40	16	1	7
6. Is evaluation made of pupil ability to apply the elements of scientific method?	13	30	33	14	6	4
7. Is evaluation made of pupil science projects which are conducted out of school?	20	26	26	21	4	3
8. Do pupils participate in the evaluation of their own progress in the learning activities?	11	32	34	13	6	4
9. Are results of evaluation used in assisting pupils in their selection of advanced science courses?	22	33	20	14	7	4
10. Does evaluation of behavior changes use results from informal conversation with pupils, classroom discussions, and interviews with parents?	16	30	33	13	6	3
11. Do both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement?	30	43	20	3	1	3
V. Behavior changes or outcomes desired.						
1. Do pupils demonstrate a scientific attitude?	17	34	36	7	3	3

TABLE XXII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Is an introductory general science course of activities provided for all pupils?	57	20	11	4	3	4
3. Are specialized science courses or activities available to pupils with specialized science needs?	13	17	26	6	19	20
4. Do time allotments of the science classes meet science instruction needs satisfactorily?	39	29	23	4	3	3
5. Are the science offerings related to life problems of the pupil?	34	32	27	3	1	3
6. Are pupils making effective use of available facilities?	14	46	30	6	1	3
7. How effectively are teachers using science facilities?	24	53	15	4	1	3
8. To what degree do pupils exhibit an interest in science as shown by their leisure and hobby activities?	14	29	47	6	1	3
9. To what degree do pupils exhibit ability to apply to elements of scientific methods in solving problems?	6	36	43	7	3	4
10. To what degree do pupils possess a knowledge of vocational opportunities open to them in the field of science?	17	30	41	6	3	3

TABLE XXIII
J-12 SOCIAL STUDIES

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON ITEMS OF SOCIAL STUDIES						
ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
I. Nature of offerings.						
1. Are the needs of pupils identified and used in planning the social studies program?	23	43	24	7		3
2. Are social studies required in at least two years of the Junior High School?	80	7	9	1		3
3. Is there a planned continuity in the social studies offerings?	56	27	14	1		1
4. Are community groups and agencies used in developing the social studies program?	14	29	27	17	6	7
5. Are social studies available every year?	76	11	7			6
6. Are the responsibilities and duties of individuals in a democracy stressed in all the problems studied?	54	34	10			1
7. Are pupils allowed to study controversial issues?	40	33	19	4	3	1
II. Staff competencies of special importance.						
1. Do the staff members keep abreast of developments in the social science field?	36	51	10	1		1
2. Do the teachers have a good, broad knowledge of the subject taught as well as related subjects in the social studies field?	57	26	16			1
3. Do the teachers have good training in methods and techniques of presenting subject matter?	49	36	14			1

TABLE XXIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
III. Organization.						
A. Provisions made by school administration.						
1. Is there suitable and sufficient area for bulletin boards, maps, and charts?	29	36	19	11	4	1
2. Does the administration show interest and contribute help toward the program?	41	37	18	3		1
3. Is the curriculum being continually evaluated by the staff and revised as necessary?	22	41	22	11	1	3
4. Is a separate room or area provided for the social studies program?	43	29	16	1	4	7
B. Provisions made within classroom.						
1. Are individual and group work encouraged?	30	44	21	3		1
2. Are the classes not over-crowded?	13	36	30	13	7	1
3. Is the student free to select a project of his interest?	29	34	26	6	3	3
IV. The teaching-learning situation.						
A. Motivation						
1. Are the interests of the pupils used as a motivating factor?	19	50	27	3		1
2. Are community activities utilized for motivation?	13	37	36	10	3	1
3. Does the program develop a sense of responsibility to individual and for the group?	21	43	30	4	1	
B. Instructional Activities.						
1. Does the social studies program contribute to the school's objectives?	34	47	14	3		1

TABLE XXIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
2. Is time given to supervised study?	46	40	10	3		1
3. Is provision made for individual and group activities?	20	46	24	9		1
4. Does the program provide for flexibility and continuous effort throughout the school year?	31	44	20	3	1	1
5. Are the pupils needs, interests, and experiences utilized in the development of instructional activities?	17	31	34	9	7	1
C. Instructional materials.						
1. Are illustrative materials used to emphasize real-life problems?	30	43	19	6		3
2. Are materials in the community used if they contribute to the program?	26	36	33	4		1
3. Are current books and magazines provided?	33	33	30	1	1	1
4. Are study guides or workbooks provided?	27	27	36	1	3	6
5. Is there a variety of source unit materials available?	17	31	34	9	7	1
6. Are biographies which contribute to social understanding available?	31	31	26	6	3	3
D. Evaluation Activities.						
1. Are the students encouraged to give constructive criticisms and help in evaluation?	11	36	37	11	1	3
2. Are the evaluation results used to plan and guide the learning activities?	16	40	30	9	1	4
3. Are the tests used to point out areas for improvement and to reveal strength?	29	46	16	4	1	4

TABLE XXIII (continued)

ITEMS	Evaluation in Percentage					
	5	4	3	2	1	N
4. Are the evaluation activities considered an integral part of the teaching-learning situation?	23	44	19	4	3	7
V. Behavior changes or outcomes desired.						
1. Does the experience in the social studies influence the pupil in other areas of living?	26	49	20	1	3	1
2. Are the students more conscious of being a citizen of the United States?	46	39	13	1		1
3. Do the students assume more responsibility in the school and community?	19	49	29	3		1
4. Do the pupils seem to have more knowledge and a better understanding of the democratic way of life?	40	43	15	1		1

CHAPTER VI

SUMMARY SCALE OF THE GENERAL OPERATIONAL PRACTICES AND FACILITIES AND THE EDUCATION PROGRAM

Due to the limited number of completed evaluation manuals returned, it is felt that conclusions cannot be made in regards to the programs of Oklahoma junior high school programs. A summary of the data from the returned evaluation manuals, however, would indicate trends of practices in the 70 schools. This chapter will present a summary of findings from the data in completed evaluation manuals.

Summary of Findings

There is a rating given to each area of concern. This summary evaluation should represent a synthesis of opinion on all items in each of these areas.

Table XXIV presents a summary of all the evaluations for each area as reported in the evaluation manual by 70 junior high schools. Evaluations representing the entire area are expressed in percentage¹ under the designed categories of evaluation.²

¹The percentages were computed from the initial compilation of evaluation results as reported by the 70 schools. .5 was used as the critical number for the percentage figures to be rounded off.

²The same designations of evaluation categories are used as in the presentation of previous tables. See page 8 for explanation of the symbols used for the evaluation categories.

TABLE XXIV
SUMMARY SCALE

EVALUATION BY 70 JUNIOR HIGH SCHOOLS ON THE SUMMARY OF EACH AREA OF CONCERN

Area of Concern		Evaluation in Percentage					
		5	4	3	2	1	N
General Operational Practices and Facilities							
A.	Functions	4	69	23	3		
B.	The School Community	12	54	32	1		
C.	Administration	33	56	7			4
D.	The Staff	15	72	13			
E.	Guidance and Counseling	4	37	40	13	3	3
F.	Activities	22	46	26	6		
G.	Service Units	1	31	36	23	7	1
H.	Library	1	39	36	1		3
I.	School Plant	20	33	39	4	3	1
The Educational Program							
J.	Program of Studies	11	56	30	1		1
J-1	The Core	6	11	20	3	59	
J-2	Art	10	24	16	10	4	36
J-3	Business Education	6	10	9	3	1	71
J-4	Foreign Languages	4	20	4	4	6	61
J-5	Health & Physical & Safety Education	5	44	29	11	4	6
J-6	Home Economics	29	47	14	1		9
J-7	Industrial Arts	14	44	29	1	1	11
J-8	Language Arts	11	62	24	3		
J-9	Mathematics	19	56	24	1		
J-10	Music	29	43	15	6	1	6
J-11	Science	8	51	32	7	1	
J-12	Social Studies	14	68	18	1		

The twenty-two areas under the two sections, as they appeared in the manual, are presented in the same order as they appeared in the tables of Chapter IV and V.

In the section on general operational practices and facilities the area of Functions, the area of Administration, and the area of the Staff were strong according to the evaluation for these three areas. They were placed in one of the two high categories by the 70 respondents.

The strengths within these areas may be noted. The area on Functions is concerned with the environment in which the pupil may find himself as an individual. The functional aspects of the junior high school should include integration, exploration, guidance, differentiation, socialization, articulation, personal adjustment, and preparatory. It was noted on Table II, reporting evaluations of the functions that under each of the above aspects, the items were concerned with the environment and welfare of the students.

The following items of the Functions of the junior high school contribute to its generally high evaluation by the respondents.

1. Provide for all pupils to acquire the basic education which will produce wholesome, well-integrated individuals with common essential skills, attitudes, ideals, and understanding.
2. The administrative organization of the school enables the pupil to find himself as an individual.
3. Some form of a homeroom plan is followed.
4. The school facilities are planned for and used exclusively by pupils of junior high age during school hours.
5. The school functions as a social unit, as a totality cutting across all artificial lines, race, sex, economics, status, etc.
6. The promotion of junior high is on the basis of age and social maturity as well as academic achievement.
7. a. Opportunities are provided for the pupil to develop his

knowledge and skill in various subjects.

- b. Activities are provided for the pupils to develop health attitudes and a healthy personality.
8. There are opportunities for increased skills in the searching for materials and the use of books and periodicals in general.

Evaluations on the area of Administration were presented in Table XIV. Administration was generally concerned with the functions of the principal.

1. He helped to bring out the leadership qualities in the Staff.
2. He was alert, progressive, and abreast of education developments.
3. He was a member and participated in professional activities.
4. He assumed the responsibility for the quality of teaching in his school.
5. He encouraged the improvement of his teachers.

From the same table it was also noted that the principal showed evidence of leadership and there was a good school-community relationship.

Evaluations in the area of the staff were presented in Table VI. The strengths of this area may be noted.

In personal traits the members of the Staff were, influential with boys and girls, understanding, patient, friendly, and cooperative.

They understand the purposes and functions of the junior high school.

Discipline is achieved through good lesson planning and methods of teaching.

The staff plan for each semester. The Staff plans for the routines peculiar to opening and closing days of a semester. The Staff develop and manage homeroom programs, sponsor clubs and activity programs.

According to the evaluations, the weakest area in the section on general operational practices and facilities was the area concerning the Service Units. Thirty-one percent of the evaluations in this area

were placed in one of the three lower evaluation categories. From Table VIII, concerning evaluations of items on Service Units, respondents indicated Health Services, Educational Clinics, special provisions for the handicapped, provisions for home visitors and supervisors to help and guide teachers were often missing, or seldom meets the condition, or provision received little emphasis. Items concerning these particular facilities received from thirty-six per-cent to seventy-seven per-cent of the evaluations in the evaluation in the three lower categories.

Other areas under general operational practices and facilities were neither strong nor weak in an extreme degree. The other areas were generally above the average according to respondents' evaluations. The areas of the School Community, Activities, Library and School Plant had from fifty-three per-cent to sixty-eight per-cent of evaluations in the two higher categories and about twenty-six per-cent or more of the evaluation in the good or where the provision received some emphasis. Guidance and counseling had from forty-one per-cent of evaluations in the two higher categories and forty per-cent in the third category.

Two areas in the section of The Education Program received over seventy-five per-cent of the evaluations in the two higher categories. The strongest area of this section was Social Studies which had eighty-two per-cent of the evaluations in the two higher categories. Home Economics was next receiving seventy-six per-cent of the evaluations. Table XVII, reporting evaluations of the Home Economics program, Table XXIII, reporting evaluations of the Social Studies area, indicated strength in: nature of offerings, Staff competencies of special importance, organization and the Teaching-Learning situation.

The weakest areas of this section were the areas Business Education,

seventy-five per-cent, Foreign Language seventy-one per-cent, and the Core sixty-two per-cent, of the evaluations in the three lower categories.

The area of Art had fifty per-cent of the evaluations in the three higher categories and fifty per-cent in the lower three. Other curriculum areas, Health and Physical and Safety Education, Industrial Arts, Language Arts, Mathematics, Music and Science had more than fifty-nine per-cent of the evaluations in the two higher categories.

CHAPTER VII

SUMMARY AND SUGGESTIONS FOR FURTHER STUDY

This study has reported the evaluations by 70 Oklahoma junior high schools which used A Manual of Evaluation For A Junior High School in a self-evaluation during the second semester of the 1958-59 school year. Chapter I has presented the need for an evaluative criteria for junior high school programs. There has been a rapid development of junior high schools in the past few years. Through the use of this instrument it is hoped to stimulate the thinking about the improvement and development of junior high school programs. Chapter II has presented the development of the junior high school evaluative criteria since 1940, including the methods and types of evaluation. In Chapter III, concerning the manual used in evaluating the junior high school, sponsorship and development of the manual are discussed. Chapter IV deals with the operational practices and facilities. The educational program is discussed in Chapter V, while Chapter VI gives the summary scale.

This chapter will present a summary of conclusions and general suggestions for improvement of the manual by the respondents taking part in the study of the junior high school evaluation.

The primary purpose of this study is to report the special strength and needed improvements of Oklahoma junior high school programs as suggested by the respondents participating in the study.

In general, people who helped on this program feel the study will bring about some needed revisions in our curriculum. There is an opinion that the study will result in the improvement of the quality of instruction in weak areas as well as recognizing the rewards of maintaining high standards in areas of strength. It is strongly felt that this study will result in improvement of our curriculum, testing, guidance, counseling and good public relations. Teachers of each department have been brought closer together by increased awareness of the special interests, needs, and problems of junior high school pupils. It is important to get the expectations of those working directly with the junior high school program. They are close to their pupils and their problems.

There are many factors which have contributed to the present interest in the evaluation of the school program. There are no criteria for evaluating the junior high school program in Oklahoma. This data is to help set up images of what might be considered as good points for a junior high school program. As a school sees the pattern of a good school then this will show the strengths and needed improvements. The opinions to the questions certainly are imposed by questions in each area of concern. To help in providing an evaluative criteria for Oklahoma junior high schools, the writer, in the thesis, reviewed some evaluative criteria and instruments for use by junior high schools and sent out copies of the prepared instrument of Oklahoma junior high school principals and compiled the results of the returned manuals. This type of technique has been used before. If we can get an image of an ideal junior high school, then we can strive for this purpose.

The generalization about all systems will be as a result of the

strengths and needed improvements of these 70 schools. In the study the results of the self-evaluation of the 70 schools returning the instrument were tabulated showing the strengths and needed improvements of the junior high school programs. The results shown were established by the responses of participating schools. As the junior high schools use this manual they will, by self-evaluation, see some strengths and weaknesses in their program. One of the outcomes might be the development of a better self-evaluation manual for a junior high school. This present manual will be revised and made accessible to all junior high schools. By continuous survey and evaluation the teachers can improve their programs.

It is hoped that the use of this instrument will help to increase interest for improving the junior high school program. From the comments in the returned evaluation manuals, it is believed that the evaluation instrument helped to arouse and direct interest in junior high school evaluation. (It was reported that some school staffs intend to conduct the self-evaluation during the next school year.)

The problem of getting schools interested in the improvement of their programs is not difficult. Providing an evaluative instrument for junior high schools that has been written by the schools of Oklahoma will be a great motivating factor in improving our educational program.

In building this instrument the committee composed of junior high school principals and college professors, and a member of the State Board of Education decided on an outline for the instrument. Then different schools were selected to write certain areas of concern for the instrument. Professor James Frasier, F. R. Born and the writer edited these areas as they were returned and compiled the material for the manual.

The Oklahoma Curriculum Improvement Commission printed the instrument. The writer mailed copies to every junior high school in Oklahoma asking them to use the manual in the self-evaluation of their school program and return the completed copy. The 70 schools that returned the completed manuals were sent a copy of the results of these manuals. Copies of the results of the completed manuals were sent to the Oklahoma Curriculum Improvement Commission.

In the first part of A Manual Of Evaluation For A Junior High School are three items for the respondents to answer. These three items are listed under General Information.

1. How was the program organized?
2. Value of the program.
3. General suggestions for the improvement of the manual.

The writer listed the response to each of these items in Appendix C. The Oklahoma Curriculum Improvement Commission desired comments on how to improve this instrument. The responses were general and probably not very helpful in improving this manual. Specific suggestions might be secured through a questionnaire. This questionnaire would be concerned with the construction of a more effective manual for the evaluation of a junior high school. This manual will be revised and made available to all junior high schools for self-evaluation of their programs.

There is an urgency to improve our educational program, and specifically our junior high schools. It is an assumption that this instrument will serve in this capacity and also create some interest in our school program. If suggestions given in this paper are utilized, the junior high school programs should be improved and the evaluation of the needed improvements of each program can be a continuous effort.

Suggestions and Comments Submitted by Respondents

Many of the respondents listed the needs and special strengths in the space provided after each area of concern. Many needs of improvement were concerned with physical facilities and equipment. A few areas mentioned operational practices and curriculum. A survey could be made to help establish a basis to evaluate the effectiveness of use of materials which the respondents stated were needed for improvement of the total school program.

It was mentioned that more teachers should have a part in formulating this evaluation instrument. The fact is that voluntary teachers and departments of school systems did write most of this instrument. For example, the area of Health, Physical Education, and Safety was written by classroom teachers, then re-evaluated by the State Committee of Health, Physical Education and Safety of Oklahoma. This fact is mentioned that the information concerning the formulation of this manual will be known.

It was also mentioned that some of the areas were too long and many of the questions were too general. This criticism is certainly justifiable and during the revision can be remedied to a great extent.

A revision of this manual might be made by volunteer teachers in all departments of selected school systems. A cooperative undertaking of the revision of the Manual would certainly create more interest and would give the participants a wider view point and understanding of good junior high school practices.

No comments were made concerning the format of the Manual. It was assumed that the format of the Manual met with general approval because

no comments were made concerning it.

The purpose of this instrument is to help improve the standards for the junior high school. It is to help raise the aims of the students and to provide for each, a standard which will be exacting and will increase his capacities. The best schools are those which are striving for constant improvement.

The following comments taken from the returned manuals should be a great encouragement to every individual and to every group who has helped to construct this manual of evaluation for a junior high school.

1. It is one of the most worthwhile projects I have seen.
2. Excellent guide for improving schools.
3. Emphasis becomes on "How are we doing?"

Many schools report special strengths in school areas including attention to individual needs and opportunities provided for pupils to develop special talents. There is a close co-operation between staff and administration. Classrooms are built to conform with the activities and subject matter. Strong attention is given to non-commercial values of life. There is good student council work and a fair guidance and counseling program. Achievement tests are made available to all teachers and are used. The school and community work in harmony. There is good articulation between junior and senior high schools. Strong emphasis is placed on all functions.

The schools reported needed improvements in various school areas. There is a need for provisions of exploratory courses, and more adequate guidance, personnel, and facilities. Special classes for students needing remedial work and for gifted students should be provided. There is a need for more activities to be made available to junior high students. There is a need for guidance in all areas, and better use of

testing materials. There should be better health and safety training. Help in selecting proper vocations is needed. More attention to individual differences and interests is needed. There is a necessity for selective grouping. A need for extra-curricular activities is great.

A school should be judged, rated, and evaluated by standards and criteria valid in terms of its purposes and methods. It cannot be only in part. We need to develop, on the basis of experience and research, new standards for deciding upon what constitutes a good junior high school program which are wholly compatible with the basic function of youth education in our democratic world.

BIBLIOGRAPHY

Adam, Georgia Sachs, and Torgenson, Theodore L., Measurement and Evaluation for the Secondary School Teacher. New York: Dryden Press, 1956.

This reference gives a comprehensive treatment of school evaluation. The general problems of measurement and evaluation are covered along with those concerning the individual subject matter areas.

Alberty, Harold. Reorganizing the High School Curriculum. rev. ed., New York, The Macmillan Company, 1953.

This reference concerns the curriculum throughout the six year secondary school period, and is especially helpful in working out the core program.

American Association of School Administrators. Schools for a New World. Twenty-Fifth Yearbook. AASA A Department of the National Education Association of the United States. Washington, D. C., 1947.

This book stresses the importance of Education in this new world. The commission has the conviction that America's faith in Education is being put to the supreme test. The schools face a great crisis of opportunity. Chapter IV discusses what the schools must do. Chapter XIV discusses the appraisal of the effectiveness of the school.

Association for Supervision and Curriculum Development of the National Education Association. Leadership for Improving Instruction, 1960 Yearbook. Washington, D. C.: National Education Association, 1960.

This book is written to help those that perform educational functions and those that are vitally interested in analysis of leadership.

Leadership principles and methods are presented which should be helpful to teachers.

Chapter six proposes a list of criteria which may be used for evaluation leadership practice and some guidelines are suggested to be followed in using them.

Association for Supervision and Curriculum Development. A Department of the National Education Association. Research for Curriculum Improvement, 1957 Yearbook. Washington, D. C. National Education Association, 1957.

This book is designed to help teachers and other Curriculum workers in bringing about instructional improvement. This will help educators who are conducting research. There are four sections. Section I--Historical and documented history of curriculum research. Section II--deals with the research process. Section III--deals with the persons who conduct research. Section IV--deals with three aspects of the setting for curriculum research.

Conant, James B. The American High School Today. New York: McGraw-Hill Book Company, Inc., 1939.

This is a study of the "Comprehensive" High School in America. This is a positive and constructive report on our secondary schools. Those interested in improving their schools should read this report.

Conant, James B. Education in the Junior High School Years. Library of Congress Catalog card number: 60-16746. Distributed by Educational Testing Service, Princeton, New Jersey. 50¢. 1960.

This book contains some comments and recommendations addressed to school board members and other citizens interested in public education. These recommendations are based on what the author considered the best practices in schools he visited.

Cooperative Study of Secondary Schools. Evaluation of Secondary Schools - General Report. Washington, D. C.: Cooperative Study of Secondary Schools, 1939.

This is a history of the development of the Cooperative Study of Secondary School Standards. It traces the development of the evaluative criteria, and includes the report of 200 secondary schools.

The ratings are shown by graphs and thermometers.

Cressman, George R. and Brenda, Harold W. Public Education in America. New York: Appleton-Century-Crofts, Inc., 1956.

This book is recommended for prospective teachers. There is a brief preview at the beginning of each chapter, with questions and projects at the end of each chapter.

Douglass, Harl R. Modern Administration of Secondary Schools: A Revision and Extension of Organization and Administration of Secondary Schools. Boston: Ginn and Company, 1954.

A helpful reference in organization and school administration.

Chapter XXVII discusses the major ideas in evaluating the secondary school.

Educational Policies Commission. The Purposes of Education in American Democracy. National Education Association of the United States and the American Association of School Administrators. Washington, D. C., 1938.

This reports the study of the Educational Policies Commission on the Purposes of Education. It describes some of the things which need to be done to realize these purposes. It tries to make the meaning of the educational objectives clear for the classroom and the administrative office.

The Commission hopes that this book will lead you to think, for yourself and with others, about the purposes back of your daily work, to grow in professional skill and insight, and to hear more clearly than before the sharp imperatives of your great opportunities and your great obligations.

The last part of the book discusses the measurement of outcomes must be directly related to the objectives.

The methods of measuring results and the measurement instruments themselves are powerful forces in shaping the real objectives of instruction.

Evaluative Criteria, 1960 ed., Washington, D. C. National Study of Secondary School Evaluation. (formerly, Cooperative Study of Secondary School Standards) 1960.

This is a comprehensive and detailed set of criteria for appraising the over-all program of the secondary school. It can be applied to certain areas as well. This may be used for the junior high program. The information as to the use of the manual is very helpful. The procedures, division of labor, and the forms for summarizing the information are clearly defined and easy to understand.

Franzen, Carl G. F. "An Analysis of the Reactions of Members of Visiting Committees Using the Evaluative Criteria of the Cooperative Study of Secondary School Standards." Bulletin of the National Association of Secondary-School Principals, Vol. XXXII, (April, 1948), 8-22.

The suggestions and criticisms were secured from the members of the visiting committees, who had used the evaluative criteria. This information is summarized in this article.

Franzen, Carl G. F. "An Analysis of the Reactions of Schools Evaluated by the Evaluative Criteria of the Cooperative Study of Secondary-School Standards." Bulletin of the National Association of Secondary-School Principals, Vol. XXXII (April, 1948), 23-47.

The suggestions and criticisms were secured from the schools that had been evaluated by the use of the evaluative criteria. This information was summarized in this article.

French, Will and Associates. Behavioral Goals of General Education in High School. New York: Russell Sage Foundation, 1957.

The survey of behavioral outcomes of general education in high school was organized to describe for educators, curriculum planners, test makers, and interested citizens, the objectives of general education in American Secondary Schools.

How can we develop the most effective high school program of general education? An effort to solve this problem is discussed under the following four basic questions:

1. What are the purposes to be accomplished in high school by a program of General Education?
2. What is the nature of the desired outcomes of a really effective program of General Education?
3. What are the best proofs of the success of general education in high school to have?

French, Will, Hull, Dan J., and Dodds, B. L. American High School Administration: Policy and Practice. New York: Rinehart and Company, Inc., 1951.

This book attempts to acquaint students of secondary education and its organization and administration. It tries to show the fundamental policies now in effect and practices by which these policies are currently implemented. It also tries to appraise their usefulness in the more completely democratized high school. Opportunity is provided for evaluation of some of the newer emerging policies and practices in terms of what is needed in the development of a democratic program of education for all youth.

Gruhn, William T. and Douglass, Harl R. The Modern Junior High School, second edition, 1956. New York: The Ronald Press Company.

Presents the growth and philosophy of the modern junior high school. Trends in the instructional program, other aspects of the junior high program and problems ahead.

In the latter part of Chapter IV -- There is a list of principles of curriculum organization, characteristics of a good curriculum and summary of trends in curriculum organization and development.

"How Good Is Your School?" Life, October 16, 1950, 54-55.

This is a list of simple questions to give parents a practical way to measure the education their children are getting. The items are answered by yes or no. This instrument was used in more than 500 good, average and worst schools.

This test was prepared by Life with the assistance of experts. The workability has been analyzed and proved by the Educational Testing Service.

Kropp, Russell P. "Evaluation Promotes Understanding of the Total School Program." The School Review, Vol. LXIII (November, 1955), No. 8, 446--447.

This article lists two steps in the evaluation process. The first step is to define the broad objectives of the school in terms of students' behaviors. This causes teachers to rethink their own course objectives. The second step consists in locating school situations in which behaviors represented by the objectives will probably occur if students have achieved them. It becomes known that the broad objectives among courses and the misplacement of certain experiences are brought into focus.

Matthews, Robert D. "Reactions of Administrators After Evaluation With Materials Developed by the Cooperative Study of Secondary School Standards." Vol. XLII (may, 1958), 7-27.

This is a summary of revised questionnaires, of forms A and B, that were returned by selected persons. A copy of form A was sent to each state, either to the chairman of the state committees of regional associations, or the state department officers in charge of secondary schools. The form B was sent to the heads of schools which had agreed to answer after completing their evaluation. All areas were represented in this report.

This report was very useful in helping to develop a better edition of the Evaluative Criteria.

There were many comments describing both satisfactory and unsatisfactory characteristics.

National Society for the Study of Education. Adapting the Secondary-School Program to the Needs of Youth. Fifty-second Yearbook. Distributed by The University of Chicago Press, Chicago, Illinois. 1953.

This yearbook is devoted to a consideration of the problem of improving the education of youth in secondary schools.

The most pressing problem now facing secondary schools is that of adapting their programs more specifically to the needs of youth.

The process of developing and implementing programs for youth in secondary schools involves clearly defined tasks.

National Society for the Study of Education. Learning and Instruction. Forty-ninth Yearbook. Distributed by the University of Chicago Press. Chicago, Illinois, 1950.

The problem and contribution of this yearbook must be seen in the perspective of the entire problem of education. Students of education are attempting to set down the basic principles in the various fields -- administration, curriculum, instruction, student personnel work, evaluation, and other fields, from which sound practices can be derived and against which they can, in turn, be evaluated.

Noar, Gertrude. The Junior High School Today and Tomorrow. New York: Prentice-Hall, Inc., 1953.

This reference is helpful to beginning teachers, experienced teachers, and administrators.

The purpose of this book is to provide some solutions to the problems that teachers and administrators face as they study the why and how of changing the traditional school patterns of today into the modern patterns of the tomorrow. Some practices are described that have been tested in junior high schools.

Raths, Louis. "Basis for Comprehensive Evaluation." Educational Research Bulletin, Vol. XV, No. 8, (November 11, 1936), pp. 220--224.

Schools carry on programs of evaluation for a variety of purposes. Four purposes are suggested and discussed.

This reference material comes from the general education board and the Carnegie Corporation, where thirty high schools of the United States are cooperating in an eight-year study to improve secondary education. The following list may be accepted as fairly representative of the thinking in the thirty schools as to what constitutes some of the more significant aspects of behavior: thinking, interests, aims, and purposes; attitudes; study skills, and work habits; social adjustment; creativeness; functional information including vocabulary, and social philosophy.

This list is not complete, but should be considered in school evaluation.

Saylor, J. Galen, and Alexander, William M. Curriculum Planning for Better Teaching and Learning. New York: Rinehart and Company, Inc., 1954.

Presents some good ideas in curriculum planning for better teaching and learning. Chapter XVII contains an excellent discussion on the evaluating process and the product of planning.

Taba, Hilda. "The Functions of Evaluation." Childhood Education. Vol. XV, No. 6, (February, 1939), pp. 245-251.

This article lists important functions in educational procedure" (1) to help provide more intelligent guidance of teaching

and learning, (2) to develop more effective curricula and educative experiences, (3) to secure more intelligent and effective cooperation with parents and community and (4) to provide an adequate and objective basis for reporting progress. Evaluation should include functional information, critical thinking, interests, work habits, and study skills, and attitudes. An adequate program of evaluation can be developed by formulating, listing, and grouping objectives, and by collecting data.

Taba, Hilda. "Current Evaluation Techniques." Childhood Education. Vol XVIII, No. 1, (September, 1941), pp. 14-20.

This article describes the specific techniques employed in the various evaluation instruments in relation to the thinking employed in laying the basis for their development. Some of the basic characteristics of evaluation practices are: (1) concern with the teaching, guidance, and curriculum improvement, (2) appraisal of desirable changes in behavior processes in place of the mastery of content and (3) appraisal of a wide range of educational outcomes. Illustrations of evaluation techniques are listed under the headings of interest index, a "problem" exercise on critical thinking, and a checklist on Social Attitudes.

The Texas Study of Secondary Education. The University of Texas Criteria for Evaluating Junior High Schools. Research Study number twenty-one. Austin, Texas. 1956.

This evaluative instrument includes sections on School Community and Pupil Population, Administration, School Plant, Facilities and equipment, the Staff, Pupil Characteristics, and the Educational Program. The questions are to be checked by none, some, and much. Space is provided for suggesting improvements.

Tyler, Ralph W. "General Statement on Evaluation." Journal of Educational Research. Vol. XXXV, No. 7, (March, 1942), pp. 492-501.

This article discusses six purposes of evaluation. (1.) A periodic check on the effectiveness of the educational institution. (2) To validate the hypotheses upon which the educational institution operates. (3) To provide information basic to effective guidance of individual students. (4) To provide a certain psychological security to the school or college staff, to the students, and to the parents. (5) To provide a sound basis for public relations, and (6) To help both teachers and pupils to see more concretely the directions in which they are going. There are six basic assumptions underlying the concept that evaluation is an integral part of supervision. Definite steps of evaluation are suggested for the individual school and should be conducted in regard to the objectives of the school.

Woody, Clifford. "Nature of Evaluation." Journal of Educational Research. Vol. XXV, No. 7, March, 1942. pp. 481-491.

This article lists three basic axioms that should be considered in evaluation: (1) the schools belong to the people, (2) the people will have the kind of school that they want and (3) instruction almost invariably stresses the values emphasized in evaluation. The opinion of parents, and the opinion of professional educators are discussed. Emphasis in the evaluation of educational achievement is discussed under the headings of popular evaluation, technical evaluation, latest developments in standardized measurement, and caution required in appraising recent efforts. It is an assumption that all education should contribute to those values which are essential to successful living in our democracy and the community in which we live.

Wrightstone, J. Wayne, Justman, Joseph, and Robbins, Irving. Evaluation in Modern Education. New York: American Book Company, 1956.

A helpful reference dealing with the evaluation of the pupil. The significant methods and techniques of evaluation are discussed. It deals with the specific tests and measures that may be used to appraise the major objectives of Modern Education. Evaluating a school and teaching practices are discussed in Chapter XXIII.

Wrightstone, J. Wayne. "Evaluation." Encyclopedia of Educational Research, Revised Edition. (Walter S. Monroe, Ed.) 1950. pp. 403-406.

From the point of view of its functions evaluation involves the identification and formulation of a comprehensive range of the major objectives of a curriculum. Evaluation includes integrating and interpreting the various indexes of behavior changes into an inclusive portrait of an individual or an educational situation.

The research on evaluation may be summarized, (a) methods of identifying and defining major objective, (b) construction and refinement of evaluation instruments or techniques, (c) follow-up studies in evaluation, (d) application of evaluation instruments to educational situations.

APPENDIX A
COPY OF LETTER TO TEACHERS AND PRINCIPALS OF OKLAHOMA
JUNIOR HIGH SCHOOLS REQUESTING PARTICIPATION
IN EVALUATION

OKLAHOMA STATE UNIVERSITY

College of Education

Stillwater, Oklahoma

TO: Teachers and Principals of Junior High Schools

FROM: James E. Frasier and F. R. Born

SUBJECT: Request for Return of One Copy of Evaluation Manual

It has been suggested that a study of the evaluation of the junior high school programs identified by the teachers and principals in a large number of schools would serve a useful purpose. It would give leaders in secondary education something concrete to work on in planning to improve educational programs for Oklahoma children.

The Oklahoma Curriculum Improvement Commission is in the process of developing an evaluation instrument for Oklahoma Junior High Schools. A planning committee of eighteen leaders, mostly principals of junior high schools, were called together on several occasions to devise and develop this Manual of Evaluation for a Junior High School.

Soon the evaluation manual will be ready for distribution as an experimental edition for use in the junior high schools. The proper use of this instrument should help the staff to identify strengths and weaknesses of its school. It is hoped that every school will participate in the use of the evaluation manual. The schools should be as objective as possible in using the manual according to the directions therein. The school will not be identified when the tabulated results of the study will be presented to the Oklahoma Curriculum Improvement Commission.

It will be greatly appreciated if you will fill out and return ONE copy of the manual to Dr. James E. Frasier at the above address. A self-addressed envelope, which requires no postage, is enclosed for your convenience. The completed Manual of Evaluation for a Junior High School should be sent in not later than March 1, 1959.

F. R. Born, Executive Secretary
Oklahoma Curriculum Improvement Commission
State Department of Education
Oklahoma City, Oklahoma

James E. Frasier, Professor
College of Education
Oklahoma State University
Stillwater, Oklahoma

APPENDIX B

COPY OF LETTER TO TEACHERS AND PRINCIPALS OF OKLAHOMA
JUNIOR HIGH SCHOOLS REQUESTING RETURN OF
EVALUATION MANUAL

OKLAHOMA STATE UNIVERSITY

College of Education

Stillwater, Oklahoma

January 15, 1959

TO: Principals and Teachers of Junior High Schools
FROM: James E. Frasier and C. P. Wright
SUBJECT: Request for Return of One Copy of Evaluation Manual

Many educational leaders have suggested that a study of the strength and weaknesses of junior high school programs identified by the principals and teachers in a large number of schools would serve a useful purpose. It would give leaders in secondary education something concrete to work on in planning to improve educational programs for Oklahoma children.

C. P. Wright, a candidate for the Doctor's degree in Secondary Education at Oklahoma State University, is willing to undertake such a study as his dissertation problem if you will return one completed copy of the Evaluation Manual after your school has worked on it. The Oklahoma Curriculum Improvement Commission has given approval of such a project. The study will be done under direction of Dr. James E. Frasier.

It is hoped that schools will be as objective as possible in using the Evaluation Manual according to the directions therein. Mr. Wright will not identify schools which report the results of the evaluation. The tabulated results of the study, without identification of any schools, will be presented to the Oklahoma Curriculum Improvement Commission.

It will be greatly appreciated if you fill out and return one copy of the manual to Mr. Wright. A self-addressed envelope which requires no postage is enclosed for your convenience. The completed Evaluation Manual should be sent in not later than April 1, 1959.

C. P. Wright, Principal
Guthrie High School
Guthrie, Oklahoma

James E. Frasier, Professor
College of Education
Oklahoma State University
Stillwater, Oklahoma

APPENDIX C

Respondents' suggestions from the 70 junior high schools
on the items listed below:

How was the program organized in your school?

The value of the program.

General suggestions for improvement of the manual.

GENERAL INFORMATION

HOW WAS THE PROGRAM ORGANIZED?

Grouped by subjects and activities.

Committees organized and given certain areas to evaluate.

The faculty was organized as a whole committee to study program. It was divided into five sub-committees---each after study presented its findings back to the whole committee for evaluation and approval.

Principal and teachers worked as a committee of whole to evaluate.

The faculty met one hour weekly, discussed the different questions as they applied to our school, and then how our school rated by majority opinion.

Committees selected and assigned to each field. They spent 2 or 3 afternoons in special meetings discussed each questions; a total of several hours was consumed.

A special committee of junior high teachers was selected to evaluate the first ten general areas. Teachers of each department with the help of their chairmen evaluated their own subject areas.

Committees were formed using all members of the faculty. Teachers were assigned to evaluate the sections most closely related to their teaching field.

Committees were organized from a faculty meeting to evaluate each subject area which applies. The chairman of each committee appoints a member from his committee to evaluate the administration and staff.

Planning committee met and assigned topics to various sub-committees. Sub-Committees filled out booklets and made each report to the entire faculty.

By departments in conference with the principal and vice-principal.

Faculty members did all the evaluating; first by groups involved in the various field, and by committees for other phases.

Each chairman was responsible for his section. Assistant principal and principal were responsible for the remainder of book.

Faculty committee.

It was discussed in staff meeting as well as in departmental meetings.

Teachers in each department work on report pertaining to their field.

By departments.

The program was first introduced at a general faculty meeting. The faculty was divided into committees with a committee assigned to evaluate each area of concern. Each faculty member served on two committees.

Teachers were divided into groups with chairman and recorded. Report was made to group.

By Board of Education, Junior High teachers, and under supervision of Superintendent and High School principal.

We have 26 teachers who worked in three groups 9-9-8 members each. They met in these groups and evaluated all areas of the manual. Then the three groups meet with the steering committee (made up of the heads of math and science, language arts and social studies) and arrived at a consensus of opinion for an individual item, encircled within. The pencil figures indicate how many times that rating was chosen by the teachers in that area of concern working in different groups. The completion of each area which you will find written out in the summary are the teachers views.

Our entire faculty (57) was divided into five area groups. We met for 3 hours each month for 8 months. However, smaller committee groups met extra for special work.

We had a manual for each teacher and they filled out the part that applied to them and this manual is an average of about 18. One teacher from each grade helped and also acted as a steering committee.

Group study by teachers--of evenings--Each teacher evaluating the program. Then all gave their opinions.

By committees.

Teachers split into 2 committees studied and worked out the entire program separately. At the end of this we all got together in meetings, discussed and checked result against other.

Had each department of help me evaluate their department.

A committee composed of Junior High teacher, superintendent, and principal met on several occasions.

Each staff member evaluated other staff members. Each staff member evaluated this department; each department made a summation of their department.

Group meetings of all faculty members. Meeting of teachers in same and related subject matter fields.

The project was presented at a general faculty meeting. After the staff consented to co-operate, the project was explained to the chairman of the subject matter and checked the various areas of concern.

Teachers in each department worked out each phase of the program and then each section was discussed by the faculty as a group.

Steering committee of Junior High teachers set up schedule. One general session for orientation and instruction. Over all committees including high school teachers worked on various areas.

We assigned the teacher to fill out the report by departments. The teacher worked by departments in their own particular department. All teachers worked on the other parts that weren't academic.

Evaluation Committees were set up according to Departments. Each department made its own evaluation and reported to the total staff. The standard in-service committee.

Principal and staff. Members co-operated.

Study groups under the direction of the heads of departments.

We have each year an in-service program. This evaluation was a phase of the current program.

Each department went over their division. Faculty (as a group) went over the different divisions. (Some values were lowered and some raised after discussion.)

Evaluation committees were selected by principal, assistant principal, and our administrative assistant. Three or four teachers were selected on each committee, one the chairman, met before or after school. Each chairman compiled the summary.

The teachers met as an entire group and discussed the various committees. Committees in each area consisted of one person from the area plus two others.

Since our school is small, all Junior High teachers were used in the evaluation program. The Superintendent and Principal also worked with the group.

Teacher-Principal discussion.

Teachers meetings, discussion of topics and teacher participating in ratings.

VALUE OF THE PROGRAM

Helps you to see strong and weak points.

Gives you a wonderful opportunity to study your school, through criteria developed by others.

Weaknesses were readily recognized and an effort is being made to correct them.

The program helped us to take a closer look at our pupils needs and how well we are meeting them. It will bring about some needed revisions in our curriculum.

Thus gives an opportunity to evaluate our department with the idea of self-improvement without blaming anyone except ourselves. It will work as a self-improvement program.

As teachers discussed each phase of the junior high program they pointed up methods and procedures which could improve the quality of instruction in weak areas, at the same time recognizing the rewards of maintaining high standards in areas of strength.

To get an overview of our entire program and become aware of strengths and weaknesses so as to improve where feasible.

We have a new building which we have been in two years, but from the evaluation we have identified several weaknesses in the Physical Plant. Our entire faculty was of the opinion, that, it is good to take a close look at what we are doing. We found many things which should be improved.

Gave a better insight into our school program and also brought about some very beneficial changes.

The teacher of each department thought that it was a good over-all evaluation. As well as a self-evaluation of what they were or were not doing.

Points up our weaknesses helping to understand and enumerate them.

Emphasis becomes on "How are we doing?"

Excellent guide for improving schools.

Could be quite valuable if time were available to give proper consultations to the many situations involved.

It is one of our most worthwhile projects I have seen.

Helped teachers to evaluate their work, weaknesses as well as strengths. Makes us more aware of more materials and methods to take care of the needs of the students. Since we only have 7th and 8th grades, we feel that in some areas we had difficulty in answering some statements.

Self-evaluation for staff and administration.

The value of this program comes in the fact that it causes us to take a close critical look at our own school. From this closer, more critical consideration we are able to get ideas which may be used for improving instructions.

Helped staff better understand problems, strengths and weaknesses at the school.

Provides environment in which the pupils may find themselves as an individual and give even pupils an opportunity to achieve his highest potentials.

The evaluation of the manual was a great help to our school problem. There was more thinking and the faculty was brought closer together in many of these areas. Thereby causing a closer unity of school personnel.

Out of these studies we will improve our curriculum-testing guidance-counseling-public relations. We will have a pupils handbook--a teachers handbook. A study into our class schedule.

Findings that more time and more teachers needed.

Very good. Teachers really seemed to enjoy the time spent.

I think it throws the light on some of the areas of junior high that we are weak in.

Enables one to see the weak spots and strong spots of the school.

Excellent for morale. Pointed our weaknesses. Staff more interested in curriculum. Staff more interested in record procurement.

A better understanding of the needs of junior high school youth. Strengths and weaknesses of our program identified.

Provided our staff an opportunity to evaluate our program in terms of school purpose, philosophy and needs of student. Evaluate our schools use of resources.

Helped us to evaluate the strengths and weaknesses of our program. We feel we can use the manual as a guide and strengthen our program.

Stimulated thinking and discussion, we hope will lead to improvement.

It pointed out our weaknesses and strong points. We are going to use this evaluation to reprove our program.

We felt that the evaluation has been very beneficial to us. It has made us look more critically at ourselves in all areas.

So little of it fits our school that I can see no great value.

Increased awareness of the special interests, needs, good, and problems of Junior High pupils.

Brought teacher of each department closer together. Faculty working together as a group. Show where strong places are. Show needs. Often teachers gave or got suggestions for improvement. To sum it up it's a key to improvement; of teachers, departments, and schools.

Committee members become cognizant of the problems of each department in the school, other than the department they teach in. Good as a means of Self improvement or appraisal and suggested improvements of the school.

Shows some very obvious weaknesses in our program. Also showed our strengths.

Helped bring to light weaknesses that heretofore had not been given much thought.

Value of the program--Secures our purpose.

Bring to attention of faculty and administration the strengths and weaknesses of the system. Teacher's see need for corrective measures.

GENERAL SUGGESTIONS FOR IMPROVEMENT OF THE MANUAL

In the ratings, provisions need be made for indicating no provisions at all in some areas. For instance, we have no way of caring for the handicapped.

Clarification of certain questions as to wording and meaning.

Some evaluative questions were stated ambiguously and caused different interpretations by different committee members. It seems to me there were too many principals and too few classroom teachers used on the committee though I understand teachers were used to set up the criteria.

No changes.

The manual seems very good.

The teachers can make the intent of the manual more vulnerable by giving it more study and used its goods as something to continue to accomplish.

Do more follow up on findings, etc.

Best I have seen.

Except for a few minor points we think this manual is quite satisfactory. We believe that it will take further use of the manual to uncover any weakness that might be present in the work.

Our Junior High School this year is actually composed of the 6-7-8 grades. Therefore some of the sections which pertain to the 9th grade are not answered. We will again be operating a Junior High composed of 7-8-9 the 1959-60 year.

We hope that you are planning on sending each school the result of this program so we can see if we are following the state's trend in most of our subjects.

Numbering system could be simplified so as to be more easily understood from the table of contents.

The major portion seems worded as if it were applicable to high school, than junior high.

An adequate evaluation instrument.

We think the manual is good. Some divisions (as English and Science) are long. We hold our faculty meetings in Shop Building, Home Economics room, Etc., when we discuss those divisions.

Very good. Should have an area for special education classes.

No suggestion as to improvement.

Too long.

So many questions are general in scope, therefore it is hard to give a definite rating. There seems to be a lot of questions that have little bearing with the references to evaluation. If the teachers are doing a real good job the ratings all merely could be answered high because of generalities.

APPENDIX D

Suggestions from 70 Junior High schools. Respondents' suggested special strength and needed improvements in each of the following areas:

- Functions
- The School Community
- Administration
- The Staff
- Guidance and Community Services
- Activities
- Service Units
- Library
- School Plant

SPECIAL STRENGTHS IN SCHOOL FUNCTIONS

Effectiveness in socialization functions.

Articulation from elementary to Junior High to Senior High.

Attention to individual needs.

Our physical education program is fairly strong for a school my size, and our subject matter fields are well staffed.

The school is always ready for any and all changes taking place in our Educational Program in the community.

Opportunities for pupils to develop special talents.

Fairly smooth change from elementary to Junior High, students are helped to find self.

A well rounded program based on a sound curriculum.

Close co-operation between staff and administration.

Socialization and articulation.

The school recognizes the generally accepted objectives to a high degree. However, the size of the faculty, building, and school somewhat limit provisions for all objectives.

Elementary schools are visited to prepare students for Junior High.

A special day scheduled for visitation by rural children. Junior High visits High School before the end of the year.

Subject offerings are well balanced. Opportunities for individual use of materials are liberal.

Most nearly meets preparatory functions of the Junior High. Also training in socialization is excellent.

Student government.

Transition from Elementary to Junior High and from Junior High to High School.

Opportunities for pupils to develop his knowledge and skills.

All classrooms built to conform with the activities and subject matter.

Differentiation-Socialization-Preparatory.

Providing for individual differences.

Program for advanced and retarded to make the best use of abilities.

School is doing a good job in basic subject matter fields.

An excellent faculty.

The pupils are programmed according to their abilities.

Good Student Council work; excellent report between faculty and students; adequate student activities offered.

Fine relationship between administration and teachers, between administration and students, and between teachers and students.

Students scheduled according to ability.

Socialization and articulation are very strong, administrative organization very fine.

Modern teaching methods used in practical arts.

Strong attention given to non-commercial values of life.

School facilities used exclusively for Junior High age during school hours.

Well rounded curriculum, little or no racial tensions.

P.T.A. and Student Council are good. The class room activities are good.

The athletic and vocal music activities are excellent.

The school affords the pupils increasing opportunity for growth in self-direction.

Well placed in top and bottom brackets for individual progress and growth.

Grouping of students as to ability, based on tests, etc.

Integration, exploration and socialization.

Transition from Elementary to Secondary Education - integration.

Integration, personal adjustment, socialization, articulation, and preparatory.

Strong emphasis is placed on all functions.

Grouping in Math and Science classes.

Provisions are made for the emotional growth of students.

We have a fair guidance and counseling program.

Achievement tests results are made available to all teachers and are used.

Cumulative records are available to all teachers.

All children have a chance to participate in dramatics and music.

Homeroom organization. Counselor program.

Good articulation between Junior and Senior High Schools.

Testing program.

Strong administrators.

School and community work in harmony.

About the only strength I can see is that we are departmentalized, and try to provide a variety of activities.

The opportunities for study in various subjects and development in special skills.

Seventh and Eighth grades grouped according to reading ability.

Ninth grade mathematics grouped with the (1) Algebra Aptitude test.
(2) Teachers recommendation.

Grouping students by achievement and ability makes more teachable classes.

Wide variety of subject offerings give the pupils good explanatory opportunities and development of many skills.

Core-3 hours 7th grade

Core-2 hours 8th grade

Testing--grouping--providing enrichment etc. to care for individual differences.

Needed Improvements in School Functions

Increased provision for exploratory courses.

More adequate guidance, personnel, and facilities.

The guidance carried on in our school is mainly carried on by the individual teacher. However, we can see in the foreseeable future a great improvement along this line.

Special classes for students needing remedial work and for gifted students.

Individual guidance needed.

Remedial or corrective physical education.

Intramural program.

Continued emphasis on individual difference in grouping.

More remedial classes--this could only be accomplished through more teachers.

We need better provisions for retarded children, and a wider range of subjects for students to specialize.

Our guidance program is limited because of a set curriculum except in grade nine.

More attention paid to gifted children and retarded children.

We are grouping the upper 15% and lower 15%. We need to carry the plan a little further.

Greater attention to the guidance and teaching of slow learner groups.

More activities could be made available for junior high students.

Exploratory courses are not adequate in number and guidance program which has begun should be expanded as planned.

Guidance in all areas.

Need trained advisor with assistant to guarantee careful attention to each pupil.

Need trained advisor with assistant to guarantee careful attention to each pupil.

Testing and Counseling.

Guidance, better use of testing materials, better health and safety training.

We need a guidance program to assist students in selecting proper vocations.

Vocational and Health functions.

Guidance.

Differentiation.

We find it difficult, due to large class memberships, to change children from one class or course to another.

More personnel for guidance work.

Have fine set-up for girls in home economics. Something similar should be provided for boys.

Make the library more available to 7th and 8th grade students by giving the librarian more time to help these students.

Need trained advisors to care for pupils needs.

Need remedial reading classes--provisions for retarded children.

Teachers should plan more field trips.

Guidance improvement needed.

Some program of ability grouping should be considered.

Meeting with grade and high school teachers.

A better organized guidance program with a trained counselor.

A better test and measurement program, and longitudinal record system is needed.

Pupils also need to be programmed according to their abilities.

We need a guidance instructor and more collaboration between elementary and junior high school teachers.

More attention to individual differences and interests is needed.

We need a physical education for all pupils.

Needed counseling services and improved physical plant.

Need more counseling help.

Teachers need to take counseling work.

In the field of guidance especially.

Guidance, more gradual departmentalization.

More exploratory courses, more field trips.

A distinct plant for Junior High remedial and correction activities.

Guidance and differentiation.

Need for more guidance, exploratory courses, and differentiation.

A need for improved guidance services.

A need for remedial help in academic areas.

Expand the use of the home room period.

We need to do some selective grouping.

Our physical education program is inadequate and misused.

We need to improve our Guidance Program.

Better articulation between Elementary and Junior High School.

Full time guidance teacher.

Our school is divided. Seventh and eighth meet in Elementary building, ninth meets with High School. Almost does away with Junior High organization.

Better guidance and counseling program.

Guidance and counseling need to be strengthened.

More space for Junior High School.

Auditorium, gym, playground; this will be taken care of here in about two years.

We are building a new High School.

Our Junior High School could score much higher on many of these.

Counselors need more time for pupil and teacher conferences.

Ninth grade should be classified with Junior High; the total school program for personal growth and development of leadership.

The home room program should be strengthened in 8th and 9th grade.

Classes of 40 or over do not permit enough individual guidance.

Remedial classes in reading are needed.

More extra-curricular activities.

Wide choice of academic courses.

Most of Junior High faculty members also teach in Senior High School.

Better follow up on testing for Guidance Improvement of Physical Education Program.

SPECIAL STRENGTHS IN SCHOOL COMMUNITY

Teacher-parent conference, tests, school philosophy well utilized.

Relationship of School Community.

P.T.A.---High 12---Summer Recreation---4H Projects---Athletic programs---Loyal Patrons.

Close cooperation between students, teachers, and community activities.

Relationship of school and community.

The size of our school makes it possible for us to have very close relations with the community.

Our patrons are kept well informed through school activities and the school paper published monthly.

Functional and efficient use of test in the planning, evaluation, and revision of the students program of study.

Information to patrons is adequate and morals of community is high, as reflected by response to bond elections. School, parent and student relations are strong.

Visitations periods for parents each day of the week from 2:30 to 3:30, and keeping the community informed about what goes on in our school.

The school as a whole furnishes leadership in every endeavor in the community.

The school is definitely a part of the community effort.

An alert faculty that makes use of church, and other means of community.

Everyone is informed of the size and boundaries of our school district.

The curriculum of our school is known to all.

Parents are welcome to visit our school anytime.

Business Education Day is held one day each year in the High School.

Patrons give full support--Patrons believe in education, since most of them in this community are well educated.

Published accounts of Board of Education meetings and action taken therein. Well rounded yearly sports program. Cooperation of school with other organizations in aiding handicapped and under-privileged children.

Teachers are active in community and are especially professionally minded. The school is an integral part of the community cooperation with other groups.

Organizations that give aid to the school:

- (a) Churches of the community.
- (b) Quarterback Club.
- (c) Home Demonstration Clubs.

P.T.A. organizations and the teen-age program.

Several leaders interested in the education of pupils.

Education facilities available.

The community is definitely interested in school functions and activities.

Staff acquainted with students.

Cooperation with other agencies.

Informed community.

Close relationship of school and community regarding the student.

The faculty is well informed of the educational needs of the pupils.

This is a small community. The patrons are truly interested and well informed in regard to the school program.

Patrons are kept well informed.

Parent advisory groups for the school program.

Fine school Community relationship. Underprivileged children programs especially strong.

We have a parent-pupil-teacher conference prior to enrolling the 9th grade.

A citizens group is now being formed to help plan our new proposed school plant.

We send out letters to parents when children are failing and invite them for conferences.

Public relations. Strong P.T.A. Good testing program.

School and Community plan summer program for baseball.

A strong booster club. But its main function is to raise money.

Cooperative relationships between school community.

School co-operates in "March of Dimes," UNICEF, Community Chest, Civic Clubs.

Helps some needy children in Junior High School.

Testing program and use of test scores in Student placement.

Same social-economic level.

Excellent new gym and physical education classes.

P.T.A. organization perfected this year. Lions Club provides glasses for needy. Lighted baseball field for summer recreation. Community coaches for team play. Excellent city lake provides fishing, swimming and boating. City officers cooperate with Kiwanis Club and Lions Club. Teen town.

NEEDED IMPROVEMENTS IN SCHOOL COMMUNITY

There could be more cooperation among parents, teachers and children.

Opportunity for home survey. Intensified program for physical fitness.

Continue to keep public informed of educational progress and needs.

Better type of testing program.

We need more interest on the part of our patrons in what their school is doing. We do not have enough of them visit during school hours, or come and talk to teachers and administrators concerning their children except when they have a complaint to make.

We need to get more response from parents in the community when we have school functions.

There is a definite lack in facilities for adult education and information concerning recreational opportunities.

Survey of community resources to improve use of these in school program and to allow school program to adapt to new needs of community.

We can do better in data concerning recreational and leisure facilities and information in mental tests is poor.

Since there is a new community, more and continued effort toward the general program that has been started.

Better cooperation from the local newspaper for school news.

Visiting teacher for data on home environment.

More recreational opportunities for the students.

An improved locker system gym and otherwise.

More public relations.

More information needed as to needs.

Some method to introduce new teachers to the advantages and opportunities available in our community.

Need more data concerning occupational and educational intentions of its students--concerning types of home they come from etc.--study of withdrawals is helpful.

Community needs to become more civic minded.

More attention could and should be given to parent-school relation activity.

More parent participation, more interest in underprivileged children.

Specific studies need to be made for revealing just what areas need improvement. Then a plan for continuous improvement should be followed.

Staff and lay people needs to be informed--included in yearly bulletin.

Parents cooperation.

Program to provide for students to work in business establishments for learning--as a classroom.

Studies of withdrawal.

Data on adult education.

Mental test data.

More information on pupils home life.

As a whole the faculty should become better acquainted with the community.

More use of community facilities.

We need to get more response from parents in the community when we have school functions.

Planned time for visitation of parents. Withdrawals studies and data concerning adult education.

Better arrangement for parent-teachers visitations.

We need a P.T.A. (active) at our school.

We need better public-relations.

We need a better way to get information to parents and public.

We need to improve visitation and also to increase parent interest in our school.

Map data of school district.

More information concerning the economic status of the adults of the community.

More planned visitation of school by patrons.

A larger summer program for boys and girls.

Testing program--guidance program--curriculum study.

Recreational facilities.

Availability of occupational data and guidance material and adequate staff for utilization.

Make a survey of:

- (1) Withdrawals.
- (2) Adult education.
- (3) Give more tests in subjects as well as mental.

Need to find some means of getting more parents to participate in school activities such as P.T.A., etc.

Raise social-economic standards.

Use of school plans for adult education.

Education for people in this community.

Better supervision of use of leisure for Indian children of the poorer class families.

SPECIAL STRENGTHS IN ADMINISTRATION

In service training program, Educational meetings, curriculum expansion, building program.

Encouragement support inspired leadership and organization are evident traits of our administration.

Good organization, good discipline; high moral standards maintained; good backing to teachers; understanding shown.

We feel that this is one of our strongest areas of concern.

Ideal relationship between principal, faculty and community.

Inspiring leadership.

Excellent leadership, progressive philosophy, continued efforts in improvement of curriculum and physical environment.

Appreciation of professional growth of faculty. Use of faculty to improve school programs. Sees administration as part of effort to improve classroom instruction and not an end in itself.

Our principal attends all important administrative meetings and encourages teachers to do likewise. Compliments without hesitation, all worthwhile achievements and encourages continuous advancement.

School organization, and improvement of teaching.

Ability to co-operate with his teachers, parents, and students.

Offers constructive criticism when necessary.

Upholds teachers' decisions pertaining to teacher-pupil relationships.

A well qualified administration who feels the needs of teachers, and assists them every way possible.

Preparation and experience.

We believe the school is well organized.

We believe the principal is alert and progressive. He knows what is going on in the field of education.

Careful selection of teaching staff. Administrative backing of classroom discipline. Exceptional ability in dealing with junior high age group. Excellent report between principal and teachers. Well balanced curriculum. Very efficient office staff. Outstanding organization and planning.

There is consistency in the interpretation of school policies.

Administrators are always available and more than willing to help with problems.

Report between principal and teacher very good. Cooperation is optimum. Principal is highly respected by his teachers, and by patrons.

He has professional growth and inspiring leadership. A dedicated administrator who is vitally interested in the problems of education, the community he serves, and the public. Very good in discipline and public relations.

Qualified interested and has had experience.

Evaluation program often.

The administration is constantly trying new ideas at improving the curriculum.

Professionals school-community relationship.

Strong leadership.

Assumes responsibility.

Faculty receives strong support.

Principal and staff co-operate thoroughly in all phases of administration and community relationship.

Carried out well in so far as conditions and facilities will allow.

Teaching and extra-class activities are directed in a manner to emphasize the major school purpose.

Teachers assist in planning school objectives.

Encourages professional educational philosophy.

Good leadership and judgment.

Student and faculty feel the responsibility for the growth and improvement of our school.

Principal inspires teachers to handle their own problems without dictation policies that won't fit teachers' personality and capabilities.

Ready to help, however, when needed.

Co-operates with teachers in all special problems.

Principals professional preparation and experience.

Administration duties are adequately distributed.

Makes everyone feel needed and an important link in the chain.

Improved community relations.

Professional approach to responsibilities.

Maximum utilization of staff.

Most of the teachers are well qualified.

School and community relationships.

Classes and extra class responsibilities are well equalized.

Keeping up to date with professional advancements and injecting the desirable features into the curriculum. Awareness of changing community conditions. The provision of our activity program encourages each child to become a good citizen. Criticism, constructive rather than destructive. Has ability to inspire teachers and pupils to feel that they are an important part of the institution of learning.

Adequate staff.

Principal alert, progressive, and inspires people to do their best.

We find our principal to be very adequate.

Well informed about community and faculty.

Scheduling--Assignment of teacher load and activities--participation in testing and evaluation by all teachers.

NEEDED IMPROVEMENTS IN ADMINISTRATION

Our administration is as nearly perfect as it could be allowing for the human side. An added secretary or two might help the administration to be relieved of some of the clerical work. Teachers assistance (taking roll and etc.) would help the teachers.

An administrative assistant would lighten the administration load of the principal and office secretary.

More work in specific administrative courses.

Preparation for junior high school administration.

Closer contact with faculty in the planning and working out of problems involving faculty.

Part time (at least) secretary needed to file records and do general clerical work at the office.

Better community-school relationship.

Should show more evidence of leadership and provide adequate conditions for leadership among staff members.

Advance notice of special meetings with teachers.

Specified time for use of P.A. system for announcements. (Unless emergency).

A guidance counselor and some secretarial help.

Classroom observation.

Give more thought and help to improve leadership.

More time for administration details.

Our classes are too large.

Additional teaching staff for present enrollment or until the new junior high school is completed. Period provided in each teachers' schedule for organizing, planning, and counseling. Need for a vice principal to assume some of the minor responsibilities. Better eating conditions for teachers--more uniform interpretation of rules for a hall conducts before school and at noon.

Closer co-operation between teacher and principal.

To lower the teaching load, so as to delegate duties to others.

He needs access to more equipment. In service counseling with teachers that all activities may be co-ordinated more fully.

Needs time in office for planning and counseling.

Insist the faculty become better acquainted with the community.

We would be helped greatly by having a segregated Jr. High with a Jr. High Principal.

More staff members needed.

Separate Building.

Some tangible stimulating experience and a better knowledge of improvement idea in the various fields in education.

Policies for handling discipline cases need to be more standardized.

Additional staff members badly needed.

We are divided.

High school principal has 7th and 8th.

More time needed for Administration.

More experience.

More preparation for special needs for Jr. High School.

Lower pupil-teacher ratio. Fewer subjects preparation within the teacher field with sufficient planning time allotted.

Less teaching--more clerical help.

Better guidance program--Improvements of Health and Physical Education Programs.

THE STAFF

Special Strengths

The staff is very interested in the progress of the whole child. His capabilities, his strength and weaknesses, and always working on the progress of each student.

Co-operation as a whole.

Preparation. Management of individual class.

Well qualified. Co-operative. Has a deep desire to help boys and girls both in and out of classroom.

They have all taught at the jr. high level for a number of years. Ranging from 4 years to approximately 20 years.

All of them have been to college within the last three years.

Well trained--Understand and counsel problems of junior high students.

The staff meets the ideals to a fairly high degree. Limitations on the number of teachers make it difficult to provide for individual differences. The need is recognized and is provided for as much as possible. Their personal traits, preparation and understanding of counseling and guidance technique are satisfactory.

One of the best staffs to be found in any junior high anywhere. They are well qualified in their field and instruction is excellent.

Professional in attitude and performance.

We have an excellent balance between the mature experienced teachers and the "new block" which makes for a sound and dynamic faculty.

All teachers are certified and most have a masters' degree in education.

Morals of the teaching staff has been consistently high.

Faculty is well trained and constantly seeking.

Experience through many years of experience.

Well qualified in an academic way. Take part in the community affairs. Considers that one part of the school is worthwhile to the aim of the whole. In general, very happy in their work.

Most members have masters degrees with many years of experience. Each is a qualified specialist in the field.

The staff is well-qualified, co-operative, and are respected in this community.

They are fairly strong in their morals, attitude toward students and of humor.

In all cases they seem to be giving the students the Cardinal principles of Education.

Good preparation and training. Good interest in needs of students.

Understanding problems of junior high school children. Enthusiasm--co-operative attitude toward adults and students.

Perhaps if we sued the merit system of salary scale we would have greater participation from teachers in club sponsorship and in activity programs.

As a group, our teacher average age is high. This is a good thing in the classroom, but in the club or activity program--not so good.

Experience.

Special training in subject fields and junior high techniques. Personal interest in individual students. Teacher co-operation, organization and planning of work.

Friendliness among the staff and between the administration and staff and between the staff and pupil. Professional preparation of the staff is note worthy.

The staff has had special preparation to carry on work with this group. Their objective is designed to meet the educational needs of youth. Main purpose of staff is to carry on an effective educational program.

Co-operation--Unity--Understanding of students and problems of the school.

Good planning.

Staff members are well trained. Many with masters degrees and have a continual interest in self-improvement. They have the pupils interest at heart.

All qualified with B.S. and B.A. and Masters degree. Do in service training. The teachers are all well qualified for the subjects they are teaching.

Personal traits are excellent. Excellent training.

Co-operative; interested in children; high morals; friendly; well-prepared academically.

All educational phases of our Junior High system are at full strength at this time.

Thoroughly co-operative, work well together. Carry out an effective educational program.

Know their subject matter fields well. Select suitable instructional materials.

Well qualified by training and experience.

The staff is well qualified.

According to degrees teaching fields and years of experience. All teachers have been back to college in the last two years.

Most of them are well-adjusted and love children and take a great deal of interest in them.

Professional preparation, co-operation. Good control of children.

The staff co-operates as a group and their objectives are to better the individual and the school.

A good staff mostly well trained in junior high work. Three particularly arresting personalities.

Experience and education desire for self-improvement and higher professional standards.

Excellent preparation. Special interest in their work. Willingness to serve beyond the one of duty.

Experienced teacher--Most teachers are well qualified in their field. Have good morale. Know the community and their pupils. Take in-service classes. Do home visitations of 75% of their Home Room pupils. Counselor for boys. Counselor for girls.

Very good core curriculum teachers. Provide for individual differences and recognize those differences. Patient and understanding of students.

We believe that the staff is adequately prepared to meet the needs of the students of this school. We believe that an effective educational program is presented and maintained. It is our constant endeavor to contribute materially to the moral and educational need of our students.

Well-qualified, interested in students.

Experienced teachers. Attend school (college) nights etc. In-service training. Co-operates. Responsive to needs of children.

Needed Improvements

Guidance and counseling person. Full-time librarian.

The spirit of co-operation might be strengthened which would raise the general morale and enthusiasm of the group.

A program for improving reading difficulties is needed.

More time to devote to individual differences.

Our staff teaches both juniors and seniors in high schools and subjects. There is a need for more teachers in order for them to teach junior high classes only.

Additional out-service training in special fields and problems areas.

Not enough new, young teachers coming into the system.

We are "qualified" for core teaching and no one with experience though in some cases teachers are certified in two or three subjects which might allow for two or more periods of time for block teaching. Use of talent for guidance by all teachers--haphazard.

Continued study of the junior high school aim. More particular study in the field that they are working in the school.

Some members drive buses to supplement their salaries making it difficult to hold staff meetings before or after classes. More pay for heads of families so they could concentrate on one job would be a great help.

Some need to have a better understanding of human differences of all kinds. At present our facilities are not capable of rendering services for which one can see a great necessity.

Teachers need to know more about testing programs.

More training in core work and interpretation of tests and other data available.

We need a few young teachers to stimulate our club and activity programs.

The average age of our staff is 41.6 years.

Experience.

Several first or second year teachers.

More emphasis given to the gifted child. Greater effort to overcome reading difficulties and improve study habits in classroom work. Need for a more uniform plan for worthwhile activities in all homerooms. One full time well-trained guidance counselor.

More special training in guidance and counseling techniques is needed. The administration and staff might perhaps co-operate in establishing an effective program providing for individual differences.

The Staff needs more time for individual differences. The need of a guidance program.

We need guidance and counseling class for the staff. There is a need for the staff to learn more of a testing program. Continued education and travel to broaden knowledge of the profession. More use of current professional literature that is available in one's teaching field, and better understanding and appreciation of the total school program. The minimum of twenty hours before teaching in any field of an accredited junior high school. A more professional attitude toward teaching would improve the staff.

All teachers should be qualified in the subjects they are teaching.

Needed personnel for special classes and services. Special training for junior high teachers need to be made available.

More thoughtful concern given to teaching of English spelling and penmanship in every subject--carry over all through the day.

We need more teachers to broaden and increase our number of courses.

Homeroom management. Block and core classes.

Better evaluation of students in all phases of their lives and use of same to improve individual assistance. Better correlation of science, math and social studies with English to assist in reading improvement.

More staff members needed.

Need to understand students better (personal problems and needs).
Need to place more emphasis on total child growth and development.
Develop more concern for enrichment programs and remedial help for students.
Develop long range plans for instruction in their subject matter areas.

Need improvement in guidance and counseling.

Most teachers need more training especially in the field of guidance and counseling.

Our P. E. staff is very inadequate.

We need a specialist in the field of guidance and also in remedial reading.

More voluntary sponsorship of student activities. Skills in teaching the gifted child.

Reorganization to get the school into a junior high.

Guidance and counseling techniques in classroom activities.

Special training for junior high programs.

All teachers need more training in guidance and counseling.

Guidance and counseling teachers (two of them) need special training that is offered this summer.

Some teachers need to take more hours in their particular field.

Some teachers need more special work in junior high school training.
Need remedial teaching in reading.

Staff members should attend more in-service opportunities.

Some members of our staff need special training in remedial work for very slow students.

Greater effort toward guidance and providing for individual differences.

Make quicker change to newer methods.

Introduction of new methods might improve teaching.

SPECIAL STRENGTHS IN GUIDANCE AND COUNSELING SERVICES

Because there is not a special guidance counselor, every teacher is aware of responsibility as a guidance counselor.

Available records. Competent staff members. Guidance and counseling service provided.

A good, basic testing program that feeds information into junior high.

An excellent initial attempt at ability grouping.

Our guidance and counseling services are strong because we are familiar with the students' needs, background, and home life.

The size of our school makes this possible to a high degree.

More counselors are needed. We need a man counselor for boys and a lady for the girls. One lady trying to cover the entire city and it can't be done adequately.

Excellent cumulative record system. Close co-operation counseling effort between staff and teachers.

More individual counseling throughout the year to prevent the development of problems.

Records of achievement are available to all. Mental maturity and achievement tests are summarized and given to all faculty members.

Full time guidance personnel.

We believe that we do a fair job under the circumstances.

A well qualified faculty, several of whom have some college work in guidance.

Work that is busywork, is done under limited situations.

Every teacher tries to be a guidance teacher.

Every parent is asked to come for conferences about his child and his record.

Teacher-parent conferences are held for every student.

Confidential records are kept confidential.

We, as a school, have a strong basic guidance philosophy.

Strong in personal and educational guidance. Qualified counselors.

Our principal is a qualified guidance director. Ninth graders are tested and counseled by the high school counselors in preparation for high school.

Counsel is given youth to help them make proper adjustments, solve problems, and help them achieve successful living.

We are hoping to establish a good counseling and guidance program.

Many good guidance film strips, books and pamphlets. Home rooms, counseling and principal and guidance and counseling which is being done very extensively.

Educational guidance and placement is good.

Counseling service is used by many students who have problems.

Provided just by home room teacher.

The principals and some of the teachers all do some counseling.

Scholastic and activity cumulative record.

Classroom teachers use good techniques in classroom guidance.

Counseling and guidance duties participated in by all teachers.

Cumulative records on all students.

Good testing program.

Diagnosis--Remedial--Help to emotionally disturbed.

Referral promptly to more expert help when needed.

We have cumulative folders and we give achievement to all students--also I.Q. Tests.

Results are made available to all teachers. We show them to pupils and parents.

Deans and counselors with special preparations. Wide variety of counseling services. Comprehensive guidance services.

Kuder Preference Record. S. R. A. Primary Mental Abilities.

Personal Inventory 8th grade.

Willingness to render service in this area.

Co-operative staff. Good office help.

Good record system for subjects of individual pupils.

Team approach by teachers, counselors, parents, pupils, administrators, community and family influence on pupils.

Adequate counselors with good understanding of job responsibility.

Our guidance service, though largely informal, is especially effective because of the high degree of the mutual respect between teachers and students.

Testing.

Every parent is asked to come for conference about child and his record. Teacher-parent conferences are held for every student.

Needed Improvements in Guidance and Counseling Services

More time for the home room teacher to study his pupils.

More time for person trained in this field.

Along many lines interviews with students other than disciplinary measures.

Better facilities.

A full or part-time guidance member to assist teachers and students.

More to be given to counseling services, by the counselor.

Full time guidance personnel.

Counselor who was part of school day for guidance work, also an awareness on part of a faculty as to the teachers role as counselor.

More time for person trained in this field.

More individual counseling throughout the year to prevent the development of problems.

More counselors are needed. We need a man counselor for boys and a lady for the girls. One lady trying to cover the entire city and it can't be done.

We need more testing and better records.

Time is needed for guidance and counseling.

More staff members badly needed. Could benefit from setting up in-service program for teachers.

We need a guidance counselor for our school.

More time between teacher-pupil for counseling.

More personal contacts. Better understanding between youth and counselors.

More teacher groups for service needed in the program.

More counselors needed. A planning period for counselors and teachers to work together should be provided. Testing program should be increased.

A guidance course for every teacher accumulative records for all students.

More counseling with students whose life is not conducive to good school work.

Need a full or part time counselor. Need entire guidance program.

Records not adequate. In-service training program not adequate.

We have a definite need for more counseling and guidance of students.

Psychological and personal inventory records.

Better understanding of physical and emotional problems of youth.

More specialized help needed.

More time for classroom teachers to study and analyze students' records.

A trained counselor.

More continuity with rural transfers.

Better understanding among parents of guidance task.

Better system of cumulative records.

Need more anecdotal from teachers.

We need a full time counselor.

We need to bring our records up to date and keep them there.

We need better and more teacher-pupil-parent conferences.

More time for counselors.

Better space for parent and student interviews.

Some full time counselors and test on all students including medical information--in-service training for teachers.

We have no organized guidance program.

Faculty improvements needed in the use of test results. Shortage of time for counseling. More parent conferences.

Teachers to be more aware of records available, with time to use them more often--one teacher trained and given five periods (S H) for guidance service.

More teachers time for guidance. More school time for counseling.

Better record system for counselors. More emphasis on certification.

Guidance library for teacher and pupil use. This should include information about occupations and life adjustment.

Counselors need more time allotted for guidance service.

Closer cooperation with community resources and in-service opportunities for group guidance techniques.

Our greatest handicap is a lack of private place for counseling.

No definite program of guidance and counseling provided.

More time for teachers to counsel.

Better teacher understanding of counselors' work.

Better pupil understanding of counselors' work.

More counselors, more time for counseling.

Better facilities (rooms other than classrooms).

SPECIAL STRENGTHS IN PUPIL ACTIVITIES

Activities connected with the curriculum as band, chorus, assemblies.

In music, band and sports.

Student council--democratic election.

Home room program--student participation.

Departmental programs, such as; plays, concerts, and assemblies.

The pupils in this activity learn to accept responsibilities, and understand the problems of the school, community, and adult life.

Our activities are rather limited for meeting the needs of our pupils.

Our music activities and athletic activities are our strongest. However, we do have provisions for the other activities.

Each student is given a choice of activity.

Active student council. Excellent musical activities.

Unrestricted membership which results in most pupils being in an organization.

Meetings and projects which are carried out entirely by students except for supervisory functions of the sponsors.

The general opinion of the committee is that the primary objectives of the pupil activity program has been met.

Provides more expansion of students in furthering what has been learned in the classroom.

Every student has the opportunity to belong to as many as two clubs, designed to build character and morals.

The purposes of our Health and Physical Education is to help produce leaders, promote good physical health, promote better moral attitudes, and in general make a better well rounded individual.

The activity program we have develops a healthy school spirit.

Good program for a small school.

Student leadership is responsible for the organization and functioning of activities.

Public recognition is given to all students who serve the school in special ways.

Special effort is made to provide opportunity for all students to find a place in some school activity.

All assembly programs are given by students, except the programs honoring students.

Our Junior High School pupil activity program more than adequately meet the needs of the student body through its varied avenues of student participation. There is a splendid show of co-operation between student-teacher group organizations. All groups are teacher sponsored.

The special strengths of the student activities stem from the splendid school spirit and co-operation displayed by both the student body and faculty.

We have started the Preliminaries for the organization of a student council to be set up next year.

Students are given opportunities to develop leadership. Student Council, pep club, home room, etc.

Cheer Leaders train themselves and take responsibilities well.

There is evidence of a great deal of leadership in all our school activities.

A. Activities Provided are:

- | | |
|-----------------|--------------------|
| 1. Science Club | 5. Student Council |
| 2. Chess Club | 6. Pep Club |
| 3. 4-H | 7. Math Club |
| 4. Stamp Club | 8. Publication |

Pep Clubs.

Jr. High Student Council.

Band and athletics.

We have an adequate number of active activities.

School activities are school sponsored.

Students well informed.

Voluntary participation.

Definite time for art program.

Good school spirit.

We have a well rounded program of many activities.

The Student Council helps develop and direct leadership of many Junior High activities.

Well supervised. Meets needs of majority of students. Designed to encourage leadership and develop good democratic citizens.

Elimination or reducing number of activities students may participate in.

Activities are student-teacher planned.

Activities are selected to accomplish a purpose.

We have student council which is in charge of all assembly programs.

We have a real good dramatics club.

Our student council is fairly active.

Our staff encourages these activities.

Our assemblies are well planned, are well presented by the students.

We discourage outside help in our assemblies.

The assemblies are well planned and presented by each homeroom.

We have a good school paper which is well handled by the students.

Good leadership development afforded in all activities.

Pupil activities helps the child to take a more active part in his school affairs. It helps mental growth or personality as well as educational. They give certain goals for the pupil to work toward, therefore they grow in citizenship as well as grade average. They learn to speak to crowds and perform otherwise.

Approximately 100% participation of pupils.

Provision of discovery and development of pupil talents, skills, and abilities.

We have five, but good ones.

Pupils select their activities.

They are sponsored by teachers. (School controlled).

Teacher, as well as pupils select activities they sponsor.

In many classes the culminating activities as out-comes of classwork satisfies the needs of the pupils for group work and give training in responsibility, creativity, and social skills.

Recreational program for Junior High during lunch hours.

Activities are entirely elective--well sponsored.

Ninth grade students may participate in FHA and FFA. They may participate in organized athletics and band. All Junior High students may participate in the junior high chorus. Junior high girls may belong to the junior high pep club; however, all these activities are dependent on maintaining certain grade averages.

Develop and make the students conscious of their responsibilities. Encourage leadership. Create a feeling that they are part of the school program.

Needed Improvements in Pupil Activities

Perhaps more activities where student leadership might be developed under adequate supervision, are needed.

We have maximum opportunity for Junior High age pupils now.

There are sufficient activities for all children in our school.

Activities are available to only a few students.

The need for additional activities is great.

We need more assembly activity.

Our size limits our club activity, school publication.

We do not have a student council.

More students participating in activities which meet their needs.

Use of the organizations to improve conduct and morals of the student body. This is done but to a limited degree. Better use of school publications.

Improve school publications.

We suggest a Science and Art Club. Give the teachers a chance to choose the activity which they would like to sponsor.

More activities and more time by teachers to give to this program.

We do not have a recreation activity sponsored for our students at the present; however, we are making some plans along this line.

We have no student council or "Y" organizations.

More social activities.

How to meet the needs of many who do not participate.

More school time needs to be allotted for planning and sponsoring school activities.

Pupil load is too great in certain activities.

More emphasis needs to be given to the importance of home rooms.

Special activities for physically and mentally handicapped students.

There is still a need for some type of program in which the less qualified student may be made to feel a desire to participate. There seems to be a great need in the athletic field. There is also a need to urge the less aggressive student to seek offices in school elections and take part on assembly programs. It is realized that this is not a situation peculiar to Central Junior High School, but it is a universal need in every school program.

Assembly program sponsored by each home room in order that more children may participate and have an opportunity to display their talents.

More opportunities for student participation should be offered as:

1. Drama Club
2. Speech
3. Social groups
4. More home room activity
5. Literary Club

Need study clubs, and help in planning activities.

We need to schedule activities to where they will not interfere with classroom work.

Homeroom.

School publication.

Student-teacher participation.

There could be more specialized clubs if any interest was shown for them.

More pupil participation in planning program and decisions concerning program.

Proper scheduling of activities so they will be distributed well during the year.

More clubs.

More time allotted to activities.

More active student council.

Greater opportunity for students to plan and carry out activities.

Our home room is not good.

We need to improve our school clubs especially the teachers should be better informed and should take more interest.

Student-teachers planning in these activities good but more student participation in the pre-planning and organization of activities could be improved.

More activities are needed.

Improved facilities and physical plant.

More specialized adult assistance.

Need floor space and outside space. (Need an Auditorium and Gym to be used only by Junior High School.) Will have when the new High School is finished.

Activities to interest a greater number of pupils. The same pupils are the participants in many activities. (Transportation problems limits the number of pupils who can stay after school.)

Stronger homeroom programs in the 8th and 9th grade.

More plays are planned for next year, produced by and for junior high.

Ninth grade girls should not be members of the high school.

Need expansion of activity program which will more clearly meet individual needs of students.

We have a fairly adequate program of activities for junior high students--except for the slow pupils. Scholastic requirements will bar them from virtually all activities.

Too many of the better students are involved in too many activities.

More pupils participating.

Finding of time during the day for the activities.

More social activities for junior high, not combined with senior high.

SPECIAL STRENGTHS IN SERVICE UNITS

Library; lunch room; audio-visual.

We have a part time school nurse for our building.

Library--good storage--office space.

Lunch room--well attended, maintained.

Audio-visual--good supply of equipment.

Library service is above average.

Our strongest service units are our library, luncheon, audio-visual, and custodial services.

Library, cafeteria, audio-visual facilities.

Services are considered to be above average except those dealing with clinics and handicapped children.

Library and AV materials are arranged well and used widely and effectively by the entire faculty.

Grouping for slow learners.

Lunchroom is ideal.

Attendant officer provided.

Teachers are available for homebound pupils.

Trying to provide for children who are not normal in every respect, and placing emphasis on the value of the activity as it pertains to the school program.

Adequate book and film library as well as cafeteria.

Our library does fairly well in providing materials for the students.

There are two rooms provided for audio-visual education.

A well equipped lunch room is provided.

Custodial services are fairly good in relation to the facilities served.

Our health services are adequate.

Well provided in those units that are available.

Nurse on duty in school.

Visiting counselor is assigned to school.

We may refer students to clinic for the medical attention.

We may refer students to reading clinics; speech clinics, etc.

Excellent study hall assistance.

Excellent cafeteria service and foods.

Very good selection of library books.

Excellent audio-visual program.

Central Junior High School is fortunate to have a well equipped lunch-room, an excellent library, a growing visual aids department, and efficient custodian service. Health services of nurses and physicians, educational clinics and special provisions for the handicapped are made possible on request through the local health department and civic clubs. Home visitors are provided by having an efficient attendance driver and a home-bound pupil program.

Telephone service for a home bound student.

There is a special class for poor readers.

Hot lunch program.

Audio-visual equipment is ample.

Telephone service to shut-in-pupils.

Have good lunch room; library; audio-visual facilities.

Part time librarian and plenty of audio-visual materials.

Good library.

Curriculum Materials.

Those areas closely associated with subject matter courses.

Excellent library, lunch room and audio-visual facilities.

Good custodial services. Thorough programs for poor readers.

Slow learners, visual handicapped, and for those with speech defects.

Use county health nurse.

In connection with the college we are able to use various facilities not available to many schools.

We have a very good cafeteria but get poor participation from the Junior High because of competing local hamburger stands.

We have a fair County Health Department.

Our library is just as fair.

Health Service.

Wholesome food.

Audio-visual facilities.

Co-operation and desire of all staff.

Service available is used with maximum efficiency.

Civic clubs (Helps pupils with glasses, dental, clothing, etc.)

Individuals also help.

Attendance officer.

School nurse (one day a week).

Patrons help with tests. (Hearing, eye, etc.).

Teachers for speech difficulties.

Student participation citizens of their school and community. Such participation offers experience in group living which contributes to personality and character development. Functioning of service and study. They help students explore their own basic aptitudes and afford experiences basic to occupational proficiency.

Health and Visual Aids are well provided.

We have a good school lunch program. Our library is excellent but readily available to junior high students. We are making progress in dealing with slow learners. Our audio-visual facilities are fair.

Needed Improvements in Service Units

Separate clinic room.

With speech difficulties and hard of hearing referred to a clinic-- a charge to pupils.

Few services are provided--the need is great, but time and budget limited.

There is a necessity for a program of this kind, and we hope to have it in our program soon.

We have no educational clinic or any special provisions for the handicapped.

Home visitors.

More extensive health services facilities for the identification and aid of handicapped.

More refined provisions for slow learner and better provision for home bound pupils.

Trained personnel for remedial work in reading, speech, and other handicapped pupils.

We need to improve and add special provisions for the handicapped.

Better organized units.

More help to teachers who are providing the leadership.

Attendance officer--better custodial services.

When our facilities improve our services can improve along with them.

Psychological and psychiatric services are needed. Now we depend on these services from O.U. and private sources in Oklahoma City. The private sources are expensive.

More service to slow learner--poor readers, etc.

More help is needed for the psychological service.

Separate hospital rooms for boys and girls. Use library for library. Assistance for more slow readers.

A September clinic for eye, ear, and teeth examination of each student.

A broader program for the maladjusted, slow learners, and poor readers. This would make the teacher's load lighter and give more time for the training of the exceptional child.

Need special provisions for an attendance law. This health service and improved library services.

Attendance officer.

More material for maladjusted students.

Health, psychological and psychiatric care of children also help for handicapped.

We have had a part time nurse but this year we could not afford it.

Psychiatric services.

Speech correction classes.

Home visitors.

Need and counseling services for maladjusted.

Nurse and Physician.

Psychological services.

Trained supervisors.

Need full time health nurse.

Need special teacher for handicapped.

We need to improve or establish all services units except the lunchroom.

Our janitorial service is poor, but that's our fault.

Additional custodial help.

Larger lunch room.

Full time library teacher.

Lack of trained personnel to carry on any program of any degree.

Health services.

Provision for special needs of handicapped.

Need a nurse more than one day a week.

Need psychological and psychiatric services.

Help for maladjusted students.

Need help with speech difficulties.

Custodial services need improvement.

Congenial attendance workers.

More staff pupil services.

Library needs to be more available to students.

Need help for speech difficulties, poor learning and hearing or others who are handicapped in some way.

Attendance officers or home teachers.

Janitor services need to be more improved.

SPECIAL STRENGTHS OF LIBRARY

Material is available at all times to teachers and students.

Physical facilities and equipment.

Need paid clerical help for 900 pupils.

More storage space than any other library in the state.

We teach library science to 7th and 8th grades.

The physical aspects of the library are very good.

Well organized, available for student use.

Our library is one that meets our needs well in every way, except possibly not enough space is available.

Is readily used by both teachers and students.

Co-operation between the library, and the teachers and the students.

Sufficient reading space, good selection of materials, trained leadership.

Reference section and room for their use.

Wide variety of books.

Trained personnel.

Students use the materials on hand extensively.

Co-operation of students and faculty with library, as shown by donations, books, drives, parties, etc.

A well-equipped library room and materials for doing a good library program.

Good selection of standard approved books, on interest level of students.

Physical arrangement attractive.

We have a fairly good collection of fiction books, and encyclopedias.

The librarian provides leadership in the over-all library program.

Library facilities cover well the needs of pupils.

Small, but balanced collection.

Very attractive physical setting.

Student conduct and feeling of responsibility good.

A fine librarian.

Trained librarian in charge.

Co-operation from principal.

Balanced collection of pre-bound books.

Adequate budget.

The Central Junior High School library is excellent in meeting the needs of the student body.

The reference library is comparable to many Junior College libraries.

The magazines which supply the students with world news events and enjoyable reading material.

The efficiency of the service of the library is made possible by the co-operation of the entire faculty in assisting the librarian in the selection of books to be placed on the shelves.

The books are displayed so the pupils can handle them and become acquainted with many books in various fields of interest.

The size of the room.

The awareness of the administration of the importance of the library, and co-operation of the library staff and the faculty in the utilization of library facilities.

Continuous appraisal and improvement of library resources.

Availability of all material.

Encouragement of pupils in use of library.

Adequate number of reference books.

Good selection of magazines and periodicals.

Good fiction and non-fiction section.

Space is accessible. Adequate size.

Library is fully catalogued.

Excellent music collection.

The students are free to check out a book from any teachers library.

Integration of library instruction with classroom teaching; adequate work space; improving budget and buying policy; constantly improving use by teachers and pupils.

Collection which is not full of out-dated material, improving practices concerning use of library by all departments; and, excellent student helpers.

Open shelf arrangement so that students may see and examine books.

Public library just across the street.

The administration recognizes the importance of the school library.

We do have books that meet the needs of most of the students.

Any books that teachers think would be helpful for their pupils are ordered.

Books and other materials are chosen and service is geared to meet the specific needs of our school. It is a vocational school in which the reading level is somewhat lower than in Junior High Schools. Student assistants are given valuable aid and are receiving helpful training in leadership.

Needed Improvements of Library

More co-operative planning between teachers and librarian concerning books and materials needed should result in greater use of library facilities and wider service to students and teachers. Work space for librarian and student assistants is needed.

The facilities of the library are not readily accessible to the junior high students because of class schedule. Some clerical help other than student aids.

Need library in our building. More books of the same kind.

More clerical help. More time devoted to co-operative planning of librarians, pupils, teachers.

More storage space for magazines, files and other material not in constant use. Work room with running water. An organized collection of pamphlets and other vertical file material.

Professionally trained school library co-ordinator for system; clerical assistance; adult trained assistant for a school of this size; teacher-librarians planning committee; display cases; and library not used as a study hall for students who cannot take regular physical education course.

More space and reference material.

The library needs more storage space.

Definitely needs re-decorating. Full-time library service--new card catalog--more clerical help.

Need to restock with newer books and also classics.

Reading area for students. Full time librarian. Expansion of book collection.

More storage space--More co-operative planning in use of library.

Reference books--particularly science.

Enlargement of study space.

Lack of required space. A larger number of materials. More faculty-librarian planning for use.

A more adequate collection to meet the ever-changing demands of the curriculum. Additional books to meet the 5-book per student requirements. A workroom adequately equipped for processing the collection.

A qualified librarian, more books and a card catalogue system.

The Junior High pupils do not have a library period. They must come in before school or during the lunch period. They need a library of their own, where they can explore.

The needed improvement of the library is mostly physical. The following suggestions are made: better lighting, more book space, fewer students in study hall in order that the librarian may have more time to assist students in their selection of books and in the use of the reference materials.

The library is being used as a study hall. This created the following problems: (1) 7th and 8th grades unable to use library except before and after school. (2) No time for teachers to bring classes for library instruction. Discipline problems make it difficult to do technical work.

More help needed.

Projects - displays to foster pupils interest. Further planning for classroom references.

Better trained personnel.

We, like many such schools, are short of help in "manning" our library.

There is a need for more periodicals and reference materials toward specialized study.

We need additional library space.

Full time librarian. More funds for books. Improved system for use of current publications system of administration to make materials easily accessible without the "open shop" plan. Improved attitude of respect for materials.

More functional books, in all fields at the end of the Junior High School, as well as bulletins and instructional aids.

More books. Separation of library and study hall.

Periodicals, new encyclopedias, atlases, maps, charts, reference books, in all departments.

Storage for processing and repairing books.

Original plan for library leaves much to be desired insofar as arrangement is concerned.

More opportunity for student use.

More shelving. More library books and other materials. Opened until 4:30 or 5:00 in the afternoon and in the morning at 8:00 without the use of hall passes (probably impossible.) More time for other classes than English classes.

A better selection of reference material. This is being planned and improved as rapidly as possible.

A full time librarian so students and teachers can use it at all times. Also some new equipment.

No classes in library recommended.

Scheduling students for library instruction.

If possible more use of library facilities should be encouraged in connection with all classes. A program for encouraging voluntary use of library would be valuable. Discard old material.

We feel a need for more books for the gifted children.

SPECIAL STRENGTHS OF SCHOOL PLANT

Art, speech, home economics, music and cafeteria.

Well lighted, clean and attractive.

Our present classrooms are barely adequate, however, with a reduction of school population, then our rating will be 5.

The plant is beautifully located away from all thoroughfares, and plenty of space for any activity on one floor.

Location and size.

The only strength our plant has is its location.

The most efficiently operated lunch room in our school system.

Well located, neatly maintained, adequate equipment.

Centrally located and easily accessible.

Adequate parking area.

Well planned according to modern version of the school today.

Well lighted, ventilated and heated. Room size and storage space above average.

We have plans for a new Junior High and High School at a new location. There is about 39 acres in this plot. Bond issue pending in March.

The plant was built in 1936 and it looks from the inside and outside much newer than that. It has been well cared for.

Easily maintained, fire-resistant, two floors, wide halls.

Forty acre tract of land.

Fourteen acres in school site. New school modern in every respect. New gymnasium, said to be the best in this area. New football stadium and \$1400.00 score board. There are lights around the school gym.

With few exceptions, the classrooms are adequate in space. The school is centrally located in the community it serves.

Has neat appearance on outside.

Our buildings are new, four years old, and are built for the good of the students.

Good location.

Adequate size.

Space for expansion.

Cleanliness of school.

We have an excellent school plant which is kept in smooth operation to create pleasant surroundings.

Centrally located--generally neat and clean.

Ventilation, lighting, and heating good.

Good equipment.

New school plant of modern design.

There is ample space to meet present needs. The heating, ventilation system in part of the building is good.

The only advantage is being near the college to take advantage of special services offered and a few facilities we normally could not have.

The school is centrally located. It has adequate space.

Well located for community it serves.

Well built and adequate for number of students for which it was built.

Attractive--functional--good location.

Location is ideal for just one Junior High.

Refrigerated water fountain.

General appearance (good).

Excellent cafeteria, library, girls gym, recreation room.

Ample room to accomodate students new parking lots for cars ans scooters.

Storage space in class rooms. Vocational classes.

Excellent gym entirely adequate lighted athletic field stands etc.
Vocations and Home Ec. Agri. well staffed and supplied serves community--
good lunch program.

Large and well-lighted rooms.

Fine Home Economics department, and shop department.

Special music room.

Needed Improvements of School Plant

First aid and hospital room.

Laboratory for science department.

Principals office centrally located and improved--adequate playground space--teachers lounge--and adequate rest rooms for teachers. Better air conditioning in band and choral rooms.

More play ground needed.

Suggest purchase of property west of school building.

The junior high should be in a separate building.

Playground space--adequate physical education plant.

We need our plant separate from the high school.

We are operating in a very old and run-down building.

Custodians to put in more than four hours to do their own work and not hire a boy to do it.

More curriculum materials.

A higher type of student to work in the lunchroom--require examination.

Building is old and out of date. Students are increasing so that building and inadequate equipment needs modernizing.

Additional outdoor space.

Classrooms lack storage space.

Cafeteria highly inadequate.

No provision for laboratory work or special education.

Continued expansion of space at the present.

Added rooms for increased enrollment.

Some of our problems will be solved with a new building.

More space for classrooms and storage is needed.

Building is old--naturally needs continual repairs and improvement.

Better lighting; overcrowded in some areas, more storage for classrooms and shops. Acoustical treatment of halls and rooms.

Wider corridors.

Construction of new cafeteria will get underway this summer.

Additional classrooms needed.

Additional sidewalks, separate building for band.

Garage for busses.

Need for more rest rooms located on all floors--more drinking fountains--lockers and classroom storage.

More drinking fountains.

Teacher's rest room.

Every part of school plant needs improvement.

Need new building and equipment.

Need a science lab.

Conference rooms.

Guidance and counseling.

Shop, homemaking, physical education dressing room, rest rooms, art room, and rooms need to be larger with more space for lockers in dressing rooms.

We have an excellent school plant which is kept in smooth operation to create pleasant surroundings.

Location poor--traffic noise--site is small.

Need some more space for special areas.

School plant inadequate for school population.

Classes such as art, instrumental music, boys physical education need to be located in or nearer the main building.

Equipment.

The most imperative needs of the school plant are science facilities, gymnasium, instrumental music classrooms, lockers and remodeling of the unfinished part of the plant. Janitor services should be improved.

Our school is part of college property. Classes in this building include Elementary, Junior High and College classes, which create a problem for the Junior High.

We need a music and shop building.

We need to improve our science equipment and laboratory facilities.

Needs redecorating throughout interior. Swimming pool landscaping.
More office space.

Heating, ventilation and lighting.

Need a place for students to stay, when they become ill at school.

Should have a teachers lounge.

Principal should have a private office.

Provision for housing guidance program and activities.

More floor space. (will have) More playground. (will have)

Need room for playground area. Need equipment for science room and for boys physical education. Location of school is too near downtown and is on a busy street.

Improved outside appearance of buildings. Showers in gym.

Junior High too scattered. Grounds need drainage. Need sidewalks. Trees need pruning. The Senior High is too congested, so the Junior High passes outside with no walks. Lockers inconvenient. Students get their feet muddy during rainy weather. Some forget part of their belongings. Time is lost in passing and they must hurry. More janitors needed than one for four buildings. Building engineer is needed periodically to keep up repairs.

More playground area.

Lower ceilings in rooms and replace window casings.

APPENDIX E

Suggestions from 70 junior high schools. Respondents' suggested special strength and needed improvements in each of the following areas:

- The Core
- Art
- Business Education
- Foreign Language
- Health and Physical and Safety Education
- Home Economics
- Industrial Arts
- Language Arts
- Mathematics
- Music
- Science
- Social Studies

SPECIAL STRENGTHS IN CORE PROGRAM

Ability grouping.

The special strengths in our program are staff completeness, motivation and instructional activities, and evaluation activities; also the instructional materials.

Only in grade seven where students are making more progress than in previous years.

The program was begun to meet the changing needs of our youth.

Our special strengths were staff completeness, administration, and the teaching-learning situation.

Ours is not a formal core program. The traditional subject matter divisions are retained. The values of the core are sought through flexibility, correlations, and pupil-teacher planning.

Greater opportunities for long-range teacher-pupil planning. Stronger guidance opportunities involving individual and group problem solving techniques with better mental health resulting in maximum learning in minimum time.

Give a closer and more understanding relationship between pupil and teacher.

Makes possible more effective individual guidance.

NEEDED IMPROVEMENTS IN CORE PROGRAM

Much of our time element would be necessary to change in order to work this program.

Include more pupils.

More student participation.

We need to improve our offerings and classroom organization.

Needs to be extended to 8th and possibly 9th grade.

We do not have a core program in effect at the present time.

Better trained teachers.

First year for the core program here only in seventh grade.

Since we have only one single block, it is rather hard to evaluate.

There are many that do not apply to our core.

We need to put much more time into our core curriculum development.

Do not use core programs.

More time to plan together.

Smaller classes.

In-service training for new teachers.

Planning time for core teachers with other subject matter teachers.

Conference rooms for group work.

To develop more pupil-teachers problem-planning and involving more use of community resources. Need of teachers of core to plan and work more closely need for supervised study.

No core program provided for.

SPECIAL STRENGTHS IN ART

A varied type of instruction is given such as free hand drawing, painting, poster making and working with ceramics.

Art is available to all students who are interested.

Stimulate imagination.

Develops power of observation.

Develops skills and manipulation.

Develops appreciation of things about them.

Develops a sense of color and design in everyday living.

Art stresses creative ability and originality. This is adapted in curricular activities in our changing world of science, literature, history, and fine art.

Art instruction strengthens the pupils listening ability, co-operativeness, sharing skills in use of materials, and encourage art abilities.

Creative activities in various media.

Keen interest in nature is developed.

Developing a meaningful attitude toward art, its history, purpose, and techniques is using a variety of media.

Awakens to beauty around pupil.

Enriches living.

Individual improvement in manipulating the different Art Media.

Good show case, centrally located in the building to display student work for the school.

A good variety of media and experience that enables us to give a good basic instruction in art.

Learning basic art by use of pinul Charcoal and water color.

Special emphasis on art appreciation.

There is a variety of media and expression.

Students have a feeling of satisfaction in their work and pride in exhibiting it.

Introduction to the various media.

Crafts are stressed.

A special aim at meeting the individual needs and interests of the students.

Good co-operation between art department and other teachers.

The integration of art with other subject matter fields, for assembly programs, P.T.A. programs, Cerebral Palsy Institute, and recreation programs.

The encouragement of creativity through the development of contests and posters.

Develops art appreciation with balance of good design and beauty and a knowledge of all the skills at the students level.

Student interest and help.

Enthusiasm of students is good.

Ample materials in variety.

Creative painting linked with creative writing.

Students acquire definite art skills.

Appreciation of beauty.

Encourages creativity and individual experimentation.

Well-qualified teacher who has won several awards for art work exhibits.

One qualified teacher (she teaches some music classes).

Enters poster contests (pictorial).

Emphasis on appreciation of art.

Incidental provision for art program fully utilized.

Films, library books.

None outstanding.

NEEDED IMPROVEMENTS IN ART

Appreciation of masterpieces from films.

Opportunities to visit museums.

Crowded curriculum makes it hard for 8th graders to elect art.

Choice of art or music or both would help.

More planning.

"Teen-age" art appreciation series--probably best visual education.

Classroom work in art.

A chance for students to see "good art".

Current magazines needed, local talent- not used enough.

Visits to museums not used enough.

Providing creative experiences for all junior high students in field of art as well as music and literature.

Display room too small.

Working area for different activities needed.

More classes to take care of more students art appreciation, materials, pictures, books, magazines.

A type of art desk which would permit a certain degree of privacy.

More art appreciation as related to Junior Parit artist.

A full time teacher so more students can avail themselves of the subject, rather than the talented few.

Some art is possibly presented in some of the class rooms.

We do not have art as such in our junior high--only what the teachers give with subject matters.

The art teacher has to teach one other subject. She is not a "full time" art teacher.

No organized program, but some art activities are brought in with the teaching of other subjects.

More emphasis on great art through trips to art museums and art galleries, sight-seeing trips to enlarge and improve students experience.

Laboratory equipment and material storage badly needed.

Need better lighting, better wiring to be able to use the Ceramic Kiln.

A larger sink is needed.

Need shelving and cabinet storage facilities for Ceramic and art supplies and art work.

Need special laboratories and more equipment.

Too much competition from other courses. Probably a summer program would solve this.

We do NOT have a special art program.

Need to improve in classroom techniques.

Use of community.

Pupil motivation.

Text-book, art magazines, sink and storage space.

Display space.

More equipment.

Larger work area.

Need better display facilities.

Reduce class size for this particular department.

Students are not all electors of subject. Some are put into the art classes.

There is a need for more working space and display space.

No art is offered in Junior High.

Larger room for art.

Elevated tables.

Craft activities (carving, leather, etc.)

More teachers and classes.

Need personnel, facilities for adequate art program.

The art room needs painting.

The kiln needs a stand.

We need miscellaneous work tools.

Razor blades or exacto knives--cleaning rags.

Flat square edged paint brushes.

Paints and glazes in large quantities--gallons.

More teachers qualified or a special teacher.

Greater emphasis placed on art appreciation.

SPECIAL STRENGTHS IN BUSINESS EDUCATION

General Business provides an introduction for many business activities in relationship to personal and social welfare.

Provides consumer education for many pupils.

All business courses offered except office machines.

Elementary typing. Staff competent. Well organized.

The first year typewriting program has been well-planned and serves as a stimulation for students interested in a career in business education in high school.

We offer beginning typing to all ninth grade students--a one year course. Practical application of mathematics. Experience with different types of business forms.

Competent teacher. We emphasize preparation for vocational work in offices downtown because a large percentage of the "under privileged" will not attend college.

NEEDED IMPROVEMENTS IN BUSINESS EDUCATION

Possibly would be OK in ninth grade. This report is only for 7th and 8th grades. No business education program offered in junior high.

We need to improve our instruction in spelling and arithmetic. Adequate housing for business education program.

Need class in typing, and business arithmetic. Need some equipment. (Adding machine and typewriter). We need to add on exploratory business courses or a general (basic) business course.

No business education offered. First year typing is the only business course offered. We need an elementary art course in general business. No facilities provided for business education. No courses offered.

We do not offer any business education courses for junior high, only in senior high school.

Need machines for office machines. More courses and larger testing program.

We only take business along without arithmetic. Some phases of business are taken up in mathematics department.

The addition of a beginning typewriting course for 9th grade students.

More classes in business education. Include them in the curriculum.

Elementary typewriting should be available to all junior high students.

SPECIAL STRENGTHS IN FOREIGN LANGUAGE

Since Latin is the only foreign language taught, this evaluation is based on it alone. The only strength is in the effectiveness of the one class in Latin which generally speaking does not meet the needs of youth and society today.

An understanding of the meaning of mythological references.

An increased understanding of language structure.

An understanding of another culture.

Broadening of English vocabulary through the study of deviatives.

A basis for further Romance language study.

Ability to understand terminology of technical subjects--science, medicine, law, etc., which is largely of Latin origin.

Since Latin is the only foreign language offered, this section is graded on that basis.

Fundamentals for the writing and speaking of the language, and vocabulary building and learning are thus special strengths of the first year Spanish class.

Spanish helps the student understand his own language better.

It teaches the student to think--be orderly in his thinking.

Understanding and appreciation of cultural contributions of western civilizations to modern hemispheric life.

We have one student in Spanish.

Latin gives the student a thorough background in English, English Literature, sciences, and mathematics.

Our accelerated pupils are enrolled in French. We have two sections of 35 each in the 8th and one section of 35 in the 7th.

Grammar and vocabulary.

Correct pronunciation.

Adequate and strong basis for second year work.

Our conversational approach to the languages.

First year Latin only foreign language course offered, meets requirements. Other courses offered in High School.

One hates to discuss his own teaching. However, I discussed at teacher's meeting that we are stressing the conversational approach more than any school in the district.

No foreign language.

Capable staff able to develop students abilities to read, write, and speak foreign languages.

An appropriate basic.

Wide use of standardized tests.

Wide use of visual and auditory aids.

Varied approaches in use of instructional material.

Vocabulary drill.

Discipline in class room.

Desire to speak language.

Excellent audio material. We have records and a good record player in our department.

Our audio-visual representative has co-operated in providing tape recorder, taped programs, well trained student aids.

The foreign language program seems to be succeeding in developing an appreciation and understanding of the people of the Spanish speaking world.

NEEDED IMPROVEMENTS IN FOREIGN LANGUAGES

We do not offer any foreign language in our school system.

Besides Latin, Spanish and French should be offered in 9th grade or at least an exploratory course in these languages.

Introduction in the junior high would help strengthen the senior high program.

We don't offer foreign language in our junior high.

There is not enough time in one class period to emphasize both composition and conversation. Perhaps the idea of teaching conversation in the grades would help.

Greater utilization of training materials and equipment such as recordings, film strips and slides.

I need more materials that are not available.

Will be offered during the 1959-60 term to all three grades.

There is no foreign language offered here.

It is being used as an exploratory course in our junior high school.

Since this is the first year of teaching a modern language in this junior high school, there probably is room for improvement there--perhaps mostly in conversational work.

Equipment for a language laboratory is needed.

Smaller classes would give students more opportunities in oral practice.

Exploratory courses in additional languages.

More materials.

More supplementary materials as well as more text books.

Our classes are entirely too large for the teaching of a language.

Having Juniors, Sophomores, and Freshmen in the same class is not good.

Plan to offer conversational Spanish in 7th and 8th grades.

Spanish I for high school credit in 9th grade in 1959-60.

Not available to every student.

Used for credit, not exploration.

Instructional materials needed.

Need more foreign language in 7th and 8th grades (suggest French for Junior High for two years).

Need for available reference material in library.

Need for tape recorders for everyday use.

Need for variety of ability.

Foreign language not offered in junior high.

We need to offer courses in foreign languages.

In the selection of students who should take Foreign Languages.

Exploratory program--High English groups in 8-9-10.

We do not have adequate facilities for the development of oral communication.

No foreign language in junior high school.

None.

SPECIAL STRENGTHS IN HEALTH, PHYSICAL EDUCATION AND SAFETY

Course of study offered, organization, instructional activities, values in fitness, mental health, recreation, leadership, counseling, guidance, social health and hygiene.

A broad and varied program in a democratic atmosphere to promote skills, habits, knowledge, and attitudes which contribute to the better leadership "carry-over" values in later life.

The pupils (girls) organize and run their own classes.

The accomplishments of the pupils are very good considering teacher-pupil ratio.

It is a great help physically and mentally.

The courses are well-instructed and much is gained.

Our special strengths, if any, are in our organization and nature of offerings.

Opportunities are available for training in Physical fitness and safety in recreational activities. Group and individual participation is encouraged.

Developing attitudes of co-operation and sportsmanship.

Awareness of the importance of physical fitness. Playing area inside and out is good.

Strong physical education classes.

Well rounded program for competitive athletics.

Making out students conscious of the value of health, physical education and safety, as it pertains to a well-rounded life by being physically fit to meet life's needs.

None especially.

Learning how to get along with each other and solving individual differences sensibly.

We have an excellent county health service for our school and community, but not physical education and health as such. Health is taught with science.

The program for boys seems to stress the interscholastic program too much. It develops sound bodies, but emphasizes too much of a play program.

Proper amount of time allowed for physical education program.

Planned instructional program by professionally prepared teachers.

Sufficient equipment and supplies to carry on an adequate program.

Our physical education program is strong on physical exercises, variety of activities, and development of carry over.

Need for regular exercise is recognized by the students.

We have a wonderful physical plant, good dressing rooms, individual lockers, swimming pool and towel service.

Instruction is offered to all pupils working as a group or individual for health, safety, and leadership.

Recreational skills are developed and a chance for leadership is provided.

All seventh graders are required to take health and physical education.

Have good instructors, but there is a lack of interest in physical education in schools our size.

We have a very strong physical education program and have a health class scheduled for next year besides activities.

Physical education facilities are new and in good condition. Showers, ventilation, and cleanliness are excellent.

School cafeteria to provide good school lunches for the students.

Buildings constructed to adequately house the school program and provide area for physical education.

Physical education is required one year, but offered each year to every student. We teach as many of the different activities as possible. Some of these activities are: team sports, rhythms, games, relays and individual abilities. We teach safety rules in everything and have some health lectures on personal problems for each age group.

We try to see that each student, if physically able, participates in our physical education program.

Broad and thorough program in health, physical and safety education is excellent. Well trained staff.

All students in 7th and 8th grades required to take physical education.

Health teaching is adequate.

The activities for boys are good.

We require physical education in junior high school. (Three years).

We have fair facilities and equipment.

Physical examinations are given to students. The staff is certified to teach health and physical education. The staff responds 100% to professional organizations. Classwork is planned and organized to include daily and seasonal instructions, furnishing a progressive program for all students.

Physical examinations are given to all athletes.

We stress co-operation between the men's and women's physical education departments and our school nurse. We de-emphasize specialization at this age. We stress instead activities with carry over values, especially co-educational activities, both in intramural program and in our regular classes.

We have two qualified teachers.

Seventh grade, only is taking physical education.

Pupil participation and staff competency.

Meeting and coping with individual difficulties. All 7th grade students are checked by nurse for visual, hearing and dental difficulty.

The health and physical education program is good. It reaches every pupil in the Junior High School. Students are taught the necessity of personal health and safety and physical fitness.

None.

NEEDED IMPROVEMENTS IN HEALTH, PHYSICAL EDUCATION AND SAFETY

Inadequate health facilities and teaching staff.

Outdoor playground area needed and more emphasis on total fitness. More equipment, improved facilities and more room for classroom and gym activities. (1 hour of activity for every student each day.)

Classes are now too large, but next year the schools will be divided and this situation will be remedied.

There should be more equipment for this department.

We feel the physical education program should include all pupils not a select few.

Testing and evaluation program materials, also cumulative records.

Individual aptitudes and abilities.

Additional rooms and facilities.

More materials.

A regular physical examination would help.

Our building was constructed in 1911. We need better facilities for Physical Education.

A grading system whereby credits are offered toward graduation.

Safety and health need to be stressed.

Improvement is needed in health and safety. Outside play area is inadequate.

Daily lesson plan. Health Council. Correlative health record. Evaluation of activities.

There should be physical examinations given to the girls each year.

We need new and larger dressing rooms.

Physical examinations. Health council. Students participation in planning program.

All students required to wear gym suits. Physical examinations of all students.

Need facilities. Girls program inadequate.

We need the qualified woman Physical Education teacher; and also a qualified man teacher. Coaches are very poor Physical Education teachers.

Our health program needs over-hauling.

Modified activities are needed for handicapped students; indoor and outdoor areas are not suitable and according to organized standards.

There is a need for smaller classes.

There is a need for separate dressing rooms.

Locker space is needed for each gym area.

Would recommend Physical Education be required in Oklahoma schools.

We need improvement in every phase of this program.

More outdoor and indoor space for boys with better dressing facilities.

Health charts needed.

Dual and individual sports equipment.

Physical equipment.

Certified director of Physical Education.

Need more classroom work in Health and Safety.

Better facilities for Physical Education for girls. None available at this time.

Better and more physical equipment.

A better record system.

More efficient planning for a balanced year program.

Better organization from class standpoint. Less play time.

More equipment.

Plan physical program with new school.

Better trained teachers in this field.

Physical facilities--Instructors trained to teach health rather than athletics.

Smaller pupil-teacher ratio.

Remedial classes.

Co-educational activities.

A daily physical education program.

Sports and activities.

Health is fun and safety program has not been stressed.

An organization--should be separated from high school administration.

Next year we will have a health program. Need land for outside program.

An organized recreation program.

More attention to actual Physical Education instead of sports.

Health and Safety are not taught as a part of physical education.

Physical examination to be required of each pupil when they enroll in Junior High.

All pupils should take physical education.

Need more space (inside and outside).

Inadequate health facilities and teaching staff.

Lower pupil-teacher ratio in physical education classes, larger area for outside activities, more body building gym equipment, adequate medical examinations for all students participating in active gym classes.

More complete programs are needed.

More time.

SPECIAL STRENGTHS IN HOME ECONOMICS

Equipment good, rooms modern and adequate for present load. Students get practice in selection and production activities. Skills in basic principles and usage are stressed. Outside talent used in the food department. Ample audio-visual materials. Family living and child care stressed in day to day problems.

Based on home and family living, an opportunity for every child, regardless of background, to receive instruction in social graces.

Prepare students for real life situations by teaching them:

- (a) acceptable social behavior
- (b) how to dress correctly
- (c) importance of happy family relationships
- (d) how to improve physical health (nutrition etc.)
- (e) principles of economy and all homemaking skills.

We feel this is our strongest department. Housing space is adequate.

Staff competencies, instructional activities, and instructional materials. Qualified mature teachers specialized in the field. Pupils get thorough training in the two basic areas of homemaking.

We attempt to present a program to help the student to live today, as well adjusted individuals, in the changing world today, stressing personality development.

Excellent resource materials for program planning to grade level. Adequate equipment in food and clothing laboratories.

Audio-visual aids, pamphlets, and magazines are available for all students. All girls have opportunity for the course.

Ample storage space and facilities. Room is spacious. A good F.H.A. program. Enthusiastic teachers. Adult classes. Breakfast which includes food units.

We emphasize the home economics program. Home economics will be something that will be used throughout their lives, regardless of the vocation chosen. Recognizing needs of individual students. Co-ordination with related areas. Our teacher is well qualified to handle our Home Economic classes.

Serves our school and community well. Exploratory offerings in fields of home economics good. Wide range of students reached. All girls in 7th and 8th grades and elective in 9th. Physical facilities in area of clothing above average. Experienced teacher, co-operation and relationship of teaching personnel good. Budget adequate to provide ample instructional material and operating needs.

Special strength is given to the study of clothing and textiles. Junior Homemaking presents a family centered course in which girls are helped to understand themselves in relation to their families, in addition to developing basic homemaking skills and wholesome attitudes.

Family living is stressed in all classes. Special emphasis is placed on the students future roll of homemakers.

Nutrition and clothing--adaptibility and flexibility in meeting changing conditions. Attractive and spacious work areas and well-equipped. Two departments, one for sewing and one for cooking with individual kitchen space.

Personal improvements through nutrition, grooming, personality development and personal relationship. Development of basic sewing skills (hand and machine).

Basic sewing skills. Good instructors. Departments modern. Child care, guidance, cooking, sewing, management and sanitation. Pupil participation. Teacher degrees. Instructional activities.

The program is family centered with much emphasis being placed on the importance of each member of a family realizing and assuming his responsibilities. Skills in cooking and sewing. We strive to introduce a complete plan for family living.

Strong in areas of foods, clothing, health, and sanitation. Staff very co-operative with both faculty and patrons.

Program with organization and goals based on needs of Stillwater Junior High girls. Competent teachers.

Cooking and sewing. Learning more about personal appearance. Skills are stressed in some areas to a greater degree than attitudes and appreciation. Foods area is 9th grade teacher's also.

Stressing personal cleanliness and good grooming, much emphasis is placed on good eating habits, selection, repair, and construction of clothing material. Use of time, resources and energy to the best advantage.

Well-equipped and well-organized department, but reaches only 9th grade. Units of study are carefully pre-planned and are based on over all goals. Curriculum is constantly re-evaluated and planned to meet the needs of the students.

Qualified teachers. Food laboratory equipment. Visual aids, films, slides, etc.

Competent staff. High level of school. Community involvement. Function of program.

A revision of curriculum to meet the needs of our particular social

and economic areas. We have been successful in our home economics classes with no great problems. We have mastered the difficult art of teaching both accelerated and special education students in the same class. Although this is not best it can be done in homemaking. Adequate facilities adapted in social-economic group which they serve.

Standards set for each year, so pupils build on experiences. We keep up with State Requirements by crowding all Junior High activities into the 9th grade so students will be ready for Senior High activities.

NEEDED IMPROVEMENTS IN HOME ECONOMICS

More storage space. Recognition and respect from Administration and Faculty. Money to supplement our fees in providing upkeep and purchase of equipment. Locks on our doors. Closer home relationship to school activities.

Planning, evaluation, home projects, etc.

The department needs newer and better equipment. Larger budget to allow more instructional activities. Need more parent-teacher-pupil teaching and understanding. Need to use more community resources and talents. Need to teach more about family economics.

Additional facilities for broader curriculum.

- (1) larger Home Economics rooms
- (2) more equipment (sewing machines)
- (3) just offered in 9th grade (should be offered in 7th and 8th.)

More floor space in the department.

Should be in seventh and eighth grades.

Methods and means of helping students to adjust to society.

Need improvement in teacher, parent, pupil planning and relationships. Spending the family income.

A need to provide activities for the faster students while the slower ones are completing the original assignments.

In all phases--especially the physical set-up.

Need more equipment in the home centered areas, such as, washing machine, garbage disposal, etc.

Physical facilities.

More community work.

More instructional materials. More area and greater emphasis placed on child care, home management and relationships.

More room for sewing area. Better storage space for sewing.

Better planning for individual evaluation by pupils--more emphasis in area of family economics.

Elementary and secondary school programs.

Need more interest and motivation.

Family relations and home management.

Up-to-date reference books. Junior High level.

Kitchen equipment. (Stoves and utensils).

Housekeeping equipment. (Vacuum sweepers).

Lockers for student supplies.

Smaller classes in order to give more individual instructions.

Influence area--child care--physical plant and working with other departments.

More work is needed in the areas of child care and application of management. Equipment for clothing construction is not sufficient.

There is always a need for more emphasis on the spiritual values inherent in so many of the activities of homemaking. Appreciation of life with parents and friends and the rewarding satisfactions that are outcomes of caring for the home, these are insights of importance to young girls.

Working areas are not large enough. The equipment does not meet needs of pupils. Not enough time allotted. Do not have sufficient reference materials in the department.

Need for additional teachers. (a) classes too large in slow learner groups to meet individual needs. (b) all home economics teachers in laboratory work need free period. Foods laboratory and one clothing laboratory. Need for mimeographing or duplication service. (Small chalk board--large classes could be aided). Home centered areas limited.

We need a larger period for the laboratory period.

We do not offer Home Economics in Junior High.

Funds for needed equipment--range--blinds--laundry equipment.

Available space and equipment made accessible for constant use by the Home Economics department only.

Home Economics required for all girls.

Selling the program to more girls, as well as the parents in the community.

Living-room serving area.

Extra draperies.

More Singer sewing machines.

Minor equipment.

More physical and library equipment.

Insufficient lighting for sewing.

Few pupils per unit of instructional equipment.

Longer periods of class time.

Greater use of community resources and personnel.

Modernize department which would make it possible for improved instruction in related areas of homemaking course.

Organization and motivation.

A core program of two hour periods.

More bonds for instructional purposes needed.

The Home Economics teachers should work together on their problems in order to better meet the need of the students and the community in which they live. (For example, we have Mother-Daughter teas.)

Need of more family interest. Housing to meet needs for family members.

More floor space needed in clothing and a dining service area needed. Additional small appliances and serving equipment would add interest and efficiency to program. A need for field trips.

SPECIAL STRENGTHS IN INDUSTRIAL ARTS

Successful experiences for all. Student is helped to recognize and understand his own interest, abilities, limitations, and opportunities. Offers opportunities for the student to use his general knowledge, skill and resourcefulness to produce a completed article that will show the degree of success he had attained in using his related knowledge and the skill attained.

Student has more freedom in expression of his own ideas developed for activities.

Industrial Arts co-ordinates instruction with usage of general math, co-ordinates mind and muscle with safe work habits and is installed with the general education of the industrial arts program.

Respect for equipment and care is part of the training.

Very well equipped.

We should say this department is outstanding.

The best equipment is available.

Sufficient space for the program.

Staff competencies and student behavior and outcomes.

The special strength here is in providing for a broad general education to those who would aspire to a vocation. Another is providing some knowledge of the basic skills needed to live as a good citizen.

All Junior High male students have an opportunity to participate in some phase of the general shop program.

Efficiently organized in handling tools, etc.

Stresses general education outcomes.

Exploratory function.

Learning put to use in community life.

Good equipment and plenty of space.

Good lighting.

Good location of building.

Providing a place for the industrial arts program to fit the need of Junior High School students.

Sufficient work areas.

Provides experiences in individual instruction, exploration, evaluation of materials and material processes.

Our building and equipment are the best.

A new building equipped with thousands of dollars worth of tools and machines.

Proper amount of time allotted.

Required shop courses are one semester in length.

Qualifications and experience of teaching personnel.

Our industrial arts program is strong in teaching the use and safety of tools and machines used in the metal and wood industry.

The processes and use of the materials used in the shop.

Developing individual needs as outlined in the objectives of industrial arts.

Various fields in industrial arts in which students may explore.

All boys are required to take one semester of Mechanical Drawing and one semester of woodworking--students given opportunity for insight into basic needs of industry.

It is the general opinion that Junior High Industrial Arts programs should be more of an exploratory program; therefore, the strongest part of our program is that all boys are required to take one year of woodwork and mechanical drawing. The student is given an opportunity to obtain an insight into the basic requirements and needs of industry, regardless of his aptitudes for mechanics.

Due to the fast pace in which our work is becoming mechanized we feel that the students in Junior High should have an opportunity to have experiences in at least four basic types of industry.

Since we are using the same methods and techniques to provide students with experience in Industrial Arts that were used twenty years ago, we would recommend the following changes:

1. Provide at least four basic types of industrial field experience.
2. Provide industrial experiences on an elective basis for girls.
3. Provide a minimum of ninety clock hours instruction in the 7th, 8th and 9th grades.
4. Keep the program one of the exploratory and not one of the specialization.
 - a. Bring equipment up-to-date for each subject taught.
 - b. Better lighting and heating.
 - c. Industry has proven that painted walls and ceilings increase productivity.

d. Provide adequate bulletin boards and display cases.

Adequate shop space.

The frustrated, neglected, hostils, and the supressed boy has a chance for personal expression, awareness of industry and industrial progress.

A wood shop program is very good.

Good instructors.

We have a very good woodwork and leather craft program.

Just average.

High interest with most boys.

Presentation with information and demonstrations.

General shop safety.

Organization.

This year we have offered a course in auto mechanics in addition to our regular industrial arts program.

Excellent staff--students behavior and outcomes as desired.

Developing a feeling of co-operation among students.

Creating an appreciation for creative work.

Developing individuality, planning ahead, etc.

Woodworking--Drafting leather charts.

The large numbers of areas (objects) offered in the industrial arts department. This gives the pupils experience in many fields.

A good teacher and good equipment.

Strong in woodwork, storage space, more equipment, class in metal and machine shop.

Competent instruction.

Helps the student find himself in an industrial world. Gives student special motivation to enlarge his general education.

I think our strength is in the variety of arts we teach and the method of development.

Well qualified teacher--fine equipment. Small class.

NEEDED IMPROVEMENTS IN INDUSTRIAL ARTS

Confine areas of exploration to the basic fields of woodwork, mechanical drawing, metalwork and electronics. Latter should be emphasized more heavily than it is now, teach one unit at a time. More time is needed by teacher for course improvement and shop up-keep.

More equipment adequate to meet the general shop needs.

Work stations are a must for each student in each field with proper storage space needed.

At Junior High level woodcraft and graphic arts are given emphasis.

Nature of offerings and organization.

Needed improvements should be in improving the facilities we now have and acquiring at least one more either in electronics or the crafts area.

We need more areas of industrial arts (leatherwork, metalwork, etc.)

The broadening of the shop program to include instruction in more phases of industrial skills.

Higher degree of diversification.

Increased amounts of mechanical drawing.

More physical equipment.

Need basic math and reading.

Should add leather craft and possibly plastics on elective basis.

More reference material.

Needs more tools and equipment. More space (storage) for individual projects and further development of a balanced program.

Equipment needed in metal, electrical, and graphic arts. More available funds.

Perhaps our weakest part in the program is our staff in that it does not create enough enthusiasm and interest in our Industrial Arts Classes.

Introduction of more orientation censured.

Project and supply storage, finishing areas, and floor space.

Lack of pre-arranged provision for instructors' attendance at good meetings in the industrial field.

Provision for providing tools, machines, and equipment to keep up with modern industrial practices.

More space.

Smaller classes for more individual instruction. Assembly areas for instruction.

Need more exploratory courses--provide experiences for girls.

More tools and some equipment. Course offering needs to be broadened in scope.

Industrial Arts in Junior High should be an exploratory time.

Other phases of industrial arts should be added as soon as finances and space are available.

Modern equipment.

Metal work and welding.

Need to improve all fields.

Larger shop and some other equipment.

Some classes are too large.

One more area should be taught.

Place more emphasis on industry.

Broaden scope of offerings.

Make more exploratory--more space and equipment needed.

Better facilities and equipment.

Reduce student to twenty per class.

Broaden the program to provide instructions to students who are not planning a career in industry.

We need a qualified instructor and more room, equipment, materials, and facilities.

It's a farce as it is now.

More stress should be placed on job sheets methods of operation (theory) and more attention to personal organization (development of citizenship).

More storage space needed.

More tools.

Reaches only 9th grade. No courses offered in 7th and 8th.

Wood work is only course offered. Other areas of work are needed.

Areas of curriculum inadequate.

More books and reference material and increased salaries for teachers.

More space and a better selection of hand tools.

Facilities are poor--a separate building is needed to provide a more complete program.

None.

SPECIAL STRENGTHS IN LANGUAGE ARTS

Teaching-learning situation.

Instructional activities.

Organization.

Grammar concepts.

Special composition classes in 9th grade.

Much grammar drill in all grades.

Stress is being placed on remedial reading and on reading for comprehension.

Emphasis is also being placed on better written and oral expansion.

Co-ordinated with complete program.

Grammatical concepts, listening, teaching-learning situation.

Grammar and vocabulary training, writing skills.

Well organized curriculum and systematic teaching plans.

Literal emphasis upon reading literature, vocabulary, and grammar concepts.

Use of dictionary in study of markings.

Good study material. Variety for different levels of understanding.

Reading and spelling is a required course in addition to English.

Only teaches 9th grade.

We have good, competent teachers.

Learning and using correct grammar in speaking and writing is stressed.

Special emphasis is placed on spelling and dictionary study.

Remedial reading, spelling, and phonics.

Accelerated classes to encourage more growth in reading, composition, etc.

Grouping of average classes to lessen the problem of individual differences.

Books of fiction, a variety of readers reference materials are available.

We believe we have an average program.

Social teaching.

A wealth of materials available in both our school library and in class rooms. A good course of study which is a great help, especially to new teachers.

It is attempted to form a basis for all other school subjects through a thoroughly taught language arts program.

Provision for sequential development of the communication skills.

Sincere effort on the part of all staff members to establish good report with student, to motivate and to evaluate self as well as students.

Junior High English is the foundation for proper usage of words.

Spelling is emphasized; outside reading is encouraged; and memory lines are required.

Speeches and oral book reports help students by avoiding stage fright.

Our program overlooks and interlocks, so a pupil can pass smoothly from one level to another. The grammar program is intense and systematic, giving a student encouragement in selection and organizing and developing skill.

Skills in reading is a strength in language arts.

Staff keenly conscious of the need to develop the communication skills of pupils.

To a high degree, grammatical concepts are taught.

The core program has helped the language arts greatly.

An appreciation of literature is stressed.

The practical use of grammar is made evident to students.

Grouping and teaching according to abilities and needs.

Using by students, the vast collection of instructional materials from the language arts room libraries.

The language arts program meets the needs of youth and society by providing an environment conducive to developing skills in reading, speaking, writing, and listening.

Grouping of students and use of SRA for slow readers.

Help from public librarian is creating a desire in pupils to read.

Instructor well qualified.

Grammar taught one half year--literature and spelling the other.

Communicative skills are taught at all times.

Teachers well qualified and very active in teaching English.

Continuous development from elementary to Junior High.

Grammatical concepts.

Staff competent.

Sentence structure, creative writing, and appreciation of good literature are the strong points of our language arts department in the Junior High.

Continuous and sequential development program in communication, language, and library skills.

Acceptable plan of dictionary use and word attack; technical vocabulary development stressed.

Training in grammatical concepts and listening skills.

Development of all specific skills.

Instructional activities strong.

Instructional materials excellent.

Well qualified teachers.

Language arts program well co-ordinated through the entire school.

Enrichment activities in language arts.

Team teaching by social studies teachers and English teachers.

Ninety minute class period.

Weekly periods for class instruction in open shelf library.

Appreciation of literature, dramatization, creative booklets--etc.

Emphasis on grammar.

Mechanics of grammar.

Written compositions in organizing and expressing ideas.

They do good in written and oral themes.

Good teaching.

It is felt that our special strengths would be that students are sectioned according to their achievement in English tests. It is believed that this lends itself to more individual instruction for we can take the student where they are and proceed from there. We do have fewer failures in the language arts classes than before sectioning.

Good sequential program of language arts skills.

Strong motivated technique employed to stimulate desire.

Continuous planning and evaluation by students and teachers.

Good teachers.

Good literary round adequate libraries.

Excellent resources for extra material.

Well-planned teaching.

Program co-ordination, grades and grade levels according to materials available.

Reading programs.

Seventh and eighth divided according to reading ability.

Qualified teachers.

Speech classes.

Competent instruction.

Abundant varied and pupil-related teaching materials.

Developing ability to read, write, speak, and observe critically.

Developing self-assurance, improved reading tastes, desire to better themselves.

A definite attempt to meet the student on their level of development and to raise that level is made by the language arts faculty.

The Iowa Tests indicated that the language arts program is succeeding rather well. The program is stressing reading ability.

Writing and vocabulary skills developed.

Good library available.

Training aids.

Qualified teachers.

Double periods for instruction.

NEEDED IMPROVEMENTS IN LANGUAGE ARTS

Some plan to more closely relate language arts program to all parts of curriculum.

An enrichment program in reading of good books of all kinds.

Better textbooks needed.

Special emphasis on spelling in all grades.

We need more divisions of classes according to abilities and courses of study directed to at least two levels.

More ninth grade speech.

More room dictionaries are needed for class discussion.

Opaque projector, slides film projector and tape recorder would help very much.

More available space and better resource material.

Reading, thinking, expression, and organization.

We need better equipment as dictionaries and more textbooks.

We do not have electrical outlets in our rooms for projectors.

We need better co-operation within the department.

Greater motivation of teaching-learning situation, more carefully selected materials for various ability levels.

Trained personnel for remedial work.

Divide according to reading ability.

Provide large up-to-date dictionaries.

Eye and ear testing.

Not enough variety of material available.

Need to stress the need for thinking for oneself.

A better remedial of reading.

More functional material based on the individual student in various levels.

More and better periodicals.

More courses in writing and spelling.

Need for some provision for remedial reading.

Need to make the library more available to 7th and 8th grade students by giving the librarian more time to help.

More and better selected library books.

Program for reading instruction to meet the needs of various ability groups.

More planning for correlation with other subjects.

Junior high students need an hour for library. (Library of their own).

Students feel they would do better, more sustained work with one-hour periods and ten minute intermissions, so as to have more locker time.

More films to be shown. Remedial reading program.

There is not enough time to practice writing and oral expression.

More literature in the class rooms.

Need more teaching of spelling.

To affect change in the communication skills of the pupils and to develop a greater appreciation of our speech and writing.

Too little time to teach the subject matter.

Too little correlation between language arts and other subjects.

Needed improvements for rooms equipped for use of audio-visual aids and sets of dictionaries for language arts classes.

More books to read and time to read them.

More time for supervised study.

Evaluation. Individualized teaching.

Reading instruction.

More information and provision for individual differences.

Better records.

Additional areas for audio-visual equipment.

More staff members.

Expanded library facilities.

Remedial reading course. (Trained teachers).

Expanded facilities for dramatics.

A better program in foreign language.

We need more reading material and also a development reading program.

We need selective grouping according to ability, achievement, and interest.

The 9th grade needs more time for language, especially another class for reading and literature.

Closer unity among all teachers in the department in the over-all planning of language arts program.

Greater use of test scores.

Varied instructional materials to meet needs of all levels.

A constructive and well organized developmental reading program.

More basic grammar in 7th and 8th grades.

More books in classrooms.

Improvement in library facilities.

Improvement in remedial reading by special classes and the addition of more reading material on a lower grade level.

More provision for grouping of pupils for maximum effectiveness in instruction.

Smaller classes.

Placement according to reading ability.

Larger classroom libraries.

Conference room.

We need a definite program of remedial instruction, especially in reading.

We need development of sequential type of program of the communicative skills throughout the whole school.

More emphasis needs to be placed on the teaching of grammar.

Better grouping.

Increased attention to slow readers.

SPECIAL STRENGTHS IN MATHEMATICS

We are stressing fundamentals of arithmetics and their application to every day living.

Teachers interested in pupils and in mathematics; teachers are math majors, are well trained in concepts and relationship and math in general. Teachers restudy their skills.

Interest, appreciation of the importance of mathematics, creativeness, independent thinking.

Students are grouped according to ability and in these groups they may advance as fast as possible.

We have an exceptionally strong mathematics program in all areas.

We have tried to schedule our students where they can work most successfully and to enable them to explore the possibilities of mathematics sufficiently to decide upon their own interests, capabilities and limitations.

Grouping according to ability, changing from one group to another when necessary. Most students are interested in math.

The teaching of mathematics fundamentals. Proper identification of students' abilities.

Adequate instructional materials.

Computational skills.

Relating problems to real-life situations.

Superior students are challenged.

Strong in daily living problems.

Proper courses and efficient teachers are being used.

We probably are strongest in our teaching personnel and materials for doing the math program.

Qualified teachers who stimulate interest in the field.

Facts and fundamentals.

We are grouping students according to ability this coming year.

We arrange our students according to ability.

Good program.

Qualifications of teachers.

Grouping students according to learning ability.

Pupils trained in checking papers.

Definite assigned home work.

Provision made for acceleration of students who are ready for it.

Emphasis on understanding.

Sympathetic teachers who are willing to give all possible help.

Has some effect on the logical thinking of the students. Aids in teaching arrangement of ideas and orderliness of ideas. Prepares them for bigger mathematics or associate fields.

All of the math teachers are teaching in their preferred fields--most of the rooms are adequate--teachers are attempting to accomplish the suggested goals.

Teachers exchange ideas, materials, and work together for the betterment of the mathematics program. Standardized tests are given to help evaluate results.

Problems need to fit every day situations.

To the degree that we take the remedial students from where they are to approach the grade level where they are.

Average six preparations to next grade level.

The accelerated up through Algebra.

Instructors interested.

Individual difference stressed. Move to advance groups.

We as a committee believe that our instruction has been meaningful and interesting. We endeavor to insure that skills and concepts which have developed are maintained and we believe that our instruction is developmental providing for maintenance of learning, and expression of usage. We endeavor to keep its material for instruction wherever possible, within the context of experience of the pupils and also to fit them for their place in society.

Sequential courses.

Our department stresses the power of mathematics to stimulate reasoning and mental exercises as related to the principles of every day use.

The math program of Edmond Junior High meets the basic needs of its youth.

Locate in sections according to ability.

Well trained, interested staff--Motivation--instruction activities strong. Counseling in course selection good.

Well trained, interested teachers.

Efforts made to challenge all levels of activities.

Generally well-rounded program in mathematics.

Use of math puzzles, field trips, and class projects.

Double period--1 hour and 30 minutes of supervised study.

Our main problem is to get the students interested in learning. I find that mathematics is pretty easily sold if they are interested and want to learn.

Slowest learners separated from advanced group.

Teachers realize the value of math in practical use.

Junior teachers used for individual help.

Nature of offerings.

Staff competencies of special importance.

Classes grouped according to abilities.

Well grounded in fundamentals.

Members of the mathematics department are constantly searching for new ideas and techniques to meet the demands of changing times.

We offer enough math and the courses in math which will help those who go into high education as well as who will only go out into public work.

Algebra students selected.

General mathematics for other students.

Qualified teachers.

Teachers recommendation.

Algebra aptitude test.

Competent instruction.

Pupil interest high.

Grouping of classes for less able, average, and students of high ability.

Provide the needs of every day life.

One hour classes--grouping to take care of individual differences and enrichment for gifted students.

NEEDED IMPROVEMENTS IN MATHEMATICS

Need to give aptitude and achievement tests. Need to install in pupils greater awareness of power of math, and an appreciation of its role in civilization.

We need more work in thought problems, need more drill, more motivation of higher ratings and abilities on the part of pupils, need more visual and teaching aids and blackboard space.

More attention should be given to individual differences by grouping pupils and selecting appropriate materials for each group.

Courses of study should be revised when grouping is started. More visual, library materials and magazines.

There should be more supplemental texts in the library.

Also a science teacher for Junior Science department.

Provisions made by school administration when possible.

We need and are planning for next year, a three track mathematics program from grades 7 to 9, one for the gifted, one for regular college preparation, and one for the slow learner.

Standards sometimes have to be lowered or some will receive credit. There should be special classes for problem children and gifted students advanced.

Correlation of mathematics with other sciences more individual work with talented students.

Smaller number of pupils in retarded classes.

Co-ordination of departmental efforts.

Course of study for each teacher so as to supplement and not have too much repetition.

Improvement in reasoning problems. Improvement in scientific math. Improvement in remedial grouping. Added courses for accelerated pupils.

There is a need for more grouping. To continue what we have started and a better continuity of materials for each subject.

More audio visual materials. We are grouping students according to ability this coming year.

Better provision for fulfilling needs of gifted pupils. Try harder to teach "mathematical thinking". Smaller classes to allow for provisions for individual differences within the class.

More help for the slow learner. Too many accept poor achievement because not enough individual help is given or encouragement is not given. Wonderful results are possible with conferences early in the year.

More work on basic principles of math, such as multiplication tables, fractions, decimals. Also an improvement in English and word power would aid math students especially in the computation of word problems.

Stricter screening of Algebra students. Standardized tests for comparing accomplishments with standardized rooms.

Background preparation of teaching can be improved, professional literature more widely read and newer methods used.

Smaller classes and an adequate testing program and counseling.

Need extra material and new equipment.

We need more time given to the slow students and to make sure they get their basic math principles.

More instructional materials.

Interpretations of test results.

Needed improvements in mathematics, the area of great improvement in the math program lies in doing away with the teaching of such a multiple number of varied concepts and focusing attention and concentration upon a definite and limited number of mathematical skills and their applications.

Department head--more staff members.

More provisions for varying levels of students (individual needs of students).

More use of visual aids in math instruction.

More effort to help students appreciate mathematics, its history, vocabulary and application.

Fast and slow learners separated.

More correlation with scientific age.

If we could have ability grouping and smaller groups to work with the individual differences, we could get more done.

Smaller classes--workbooks--classifications according to ability and background extended.

The department needs improvement in these areas:

1. Organization
2. Behavior changes or outcomes desired.

The textbooks do not have enough reasoning problems for the more gifted pupils.

Only three courses offered.

Need remedial work.

More supplementary material needed and visual aids and limited in number.

Additional material and aids for slow learners.

Course of study giving minimum requirements for each unit and suggested supplementary materials.

Grouping in all math classes. Smaller classes.

Smaller number in classes.

Group in Algebra according to ability.

Expanded mathematics curriculum.

Provision for more life situation experiences.

A regular mathematics teacher for Junior High School mathematics; a special education teacher in mathematics.

More stress on fundamentals.

SPECIAL STRENGTHS IN MUSIC

An appreciation and love of good music through listening and participation.

Music reading through general knowledge of theory.

Fundamentals and theoretical training in both phases, instrumental and vocal.

The ability to reach the masses.

The development of individual leadership skills.

Complete co-operation of administration and faculty.

Our curriculum is built on the philosophy that it is better to provide a little music education for every child, rather than a great deal of music education for a selected few.

All students have an opportunity to participate in vocal and instrumental music if they so desire.

Our music program is strong in all phases.

We have no participation in instrumental music.

We try to reach all abilities of those interested in music.

A very strong Junior High band.

Instrumental music to all who express interest.

Sufficient number of basic "school-owned" instruments.

Group performance as an activity.

Development of civic consciousness, pride in community contribution.

A program for listening and appreciation development.

Good rudiments.

Participation in community activities.

Opportunity for all pupils to participate in instrumental or vocal music.

Working together toward a single goal of developing a well balanced music program.

Good instruction, adequate facilities.

All students have the chance to participate in our music program.

Our staff of teachers is one of the best.

Our new music building is outstanding.

Program is well organized to give any student opportunity to have both instrumental and vocal music.

Required music through 8th grade.

Teach on ability level.

Music specialists as teachers in all music classes.

Provides opportunity for the gifted students to achieve on his own merits and opportunity for the less gifted to develop a love and appreciation for music.

A valuable service is rendered the whole school and community by the vocal groups helping for all activities such as assemblies, church choirs, banquets, etc.

Large support of administration.

Choral work in tone balance, blend and sight reading.

Large amount of individual student accomplishment.

Maintaining the interest in music in a large number of students.

Creating a liking for music and makes a good public relations field.

Performing groups, both vocal and instrumental, ranks among the best in the state.

Exhibiting well tutored musicianship and esprit de corps.

A very good music program.

Two excellent teachers.

We have very good instrumental music.

Girls are very cooperative.

Our band is the "Pride of the school and community."

We follow music education of providing music for all interested students and not just a selected few.

Strong department.

Well organized.

Various course offerings.

Competent staff.

Ability to perform in public.

Appreciation for fine choral literature.

Special opportunities for especially talented students.

Good foundation for technical skills in choral singing.

Students are encouraged to enroll in the band.

Music--either band or vocal is required in Junior High.

Ability to meet the musical need of the school and community.

Interests shown.

The music program develops the cultural and spiritual aspects of the child's personality in the most formative period.

Education ability, experience, and instruction.

Strong faculty.

Music and band classes are in the regular daily schedule.

Community-wide participation in music activities.

Classroom and small groups training so as to be a life situation.

Good place to practice.

Excellent experienced instructor.

NEEDED IMPROVEMENTS IN MUSIC

More frequent class recitation for 7th and 8th grades.

Students having no interest in music be allowed to take study hall-- or art--if they have talent there and not be forced to take music regardless of lack of talent or desire.

Vocal room now under construction.

Recording equipment plus audio-visual aids.

Nine weeks course in basic harmony and appreciation of music.

Relief from teacher load in vocal music education.

600 pupils with grade cards for each.

A need for classes meeting at closer intervals which would result in more personalized training and pupil carry over.

A selected library of music readings.

A period during the school hours for Junior High.

Supply of materials, space.

Better equipment is needed. Music stands, risers, etc. Greater use of and for rehearsals, new piano and auditorium. Junior High band is in excellent shape.

Department has need of added personnel to compensate for expansion of program.

A program for listening and appreciation development.

More courses.

Improved physical equipment.

More sound proof walls between the band and vocal music rooms.

More storage space.

More financial aid to the program and the development of the music through out the whole system.

The problem is to develop more interest and appreciation.

A better appreciation for music by all the students.

We need one more teacher and a testing program.

Course in rudiments and theory.

Lack of coordination in music activities throughout the system.

Needed equipment--tape recorder.

Provide opportunity for all students of the Junior High to avail themselves of music training.

Instrumental instruction needed.

More sheet music needed.

More boys should be encouraged to sing.

Improvement in physical plant.

More sheet music and materials needed placing emphasis on music appreciation and listening skills.

A special equipped room with proper accoustics.

Better rooms for the music group to meet in, neither place is conducive to good music atmosphere.

There is a need for a stringed instrument program of instruction.

Students exhibit a need for a better elementary background.

Music interest must be developed.

A course in music theory needs to be offered in the curriculum.

Storage facilities.

Instructional materials.

Need a better schedule in grade school.

Need a better combination course in Theory, History of Music, and development of instrumental in the 9th grade.

More opportunities for listening to recorded materials for appreciation are needed.

Classes in general music might help.

Improved listening program.

Music rooms equipped with all modern sound equipment.

Plan of all rooms to include elevations for choruses, etc.

Ample storage space, ample supply of rhythm instruments.

No provision for 9th grade.

No instrumental music.

Improved physical plant.

Larger sound proof rooms.

Need equipment, record players, etc.

More music books.

Additional equipment and more offerings in music education.

More grade training so that students have some background in poets and theory before reaching Junior High.

SPECIAL STRENGTHS IN SCIENCE

Very general course.

We feel that our specialty is to teach students basic fundamentals so they can be more able to do higher sciences.

Interest, practical, appreciation, individual explanations.

We have an equipped laboratory for senior high pupils.

The Junior High children are encouraged to continue their work in science.

Improving each year.

Staff competencies, nature of offerings.

Classroom demonstrations in applications of scientific principles.

Encouragement of individual scientific work and experimenting.

Required course in 7th grade, projects.

Explorations of interest.

High qualifications of teachers, ability grouping of classes.

Basic concepts good in science.

The organization of requiring a science program for the 7th to 9th grades.

Good instruction, high interest.

All 7th graders are required to take science.

Eighth and ninth grades science courses are wonderfully adapted to teach the students to be observant of the world around them and to give him an understanding of the importance of science in relation to his life and time.

Materials available and interest.

Qualified instructor.

A general science course is provided for every youth.

Well taught.

Teachers prepared in the sciences.

General science courses are required in 7th and 8th grades.

Sufficient number of periods per week are allotted.

Ninth grade classes are available.

Emphasis on scientific principles and their relationship to student experiences.

Excellent laboratory facilities.

Adequate instruction time.

Cooperative well trained faculty, well organized insofar as time allotment and etc.

A well equipped audio-visual aid.

Pupil interest in aids is high.

Continuous program is available to all students.

Students are kept up-to-date in the latest scientific advancement.

Students learn the scientific approach in solving any problem.

Publications--Visual aids--International interest--TV program. Needed improvements.

Better equipment for 9th and 8th grades.

Motivation of pupils to carry on projects.

Special emphasis on experimentation and demonstration, ability grouping, meets the needs in an average class.

Much interest and work in General Science and Biology.

Wide use of audio-visual materials, also wide use of pamphlets and non-text books, charts, etc.

Excellent facilities for some classes.

Good lab material.

Staff preparation.

Audio-visual.

Our science experiments and explorations create an interest in our local, county, district, and state science fairs in which we participate.

All 7th and 8th grade students are required to take science.

Especially competent staff--good equipment, pupil interest high.

Audio-visual aids.

Demonstrations by better pupils and teachers required by all demonstration desk.

Administration of school is strong supportor.

All Junior High students required to take General Science.

Equipment and supplies are made available as money is available.

Each student gets two years of science plus one semester of health.

Great emphasis is placed on study of current materials.

Each student is approached on his own level.

Our science program has the strength of the use of natural surroundings and the use of local resources.

Sciences.

Home Economics.

Music (band and vocal)

English.

Mathematics.

Cooperative community (Help students and teachers with Science Fairs, etc.).

Science Fairs.

Rocket Club.

Competent Instructors.

Further develops the knowledge the pupil has and stresses greater understanding of the contributions of science of their present future.

NEEDED IMPROVEMENTS IN SCIENCE

Laboratory--sufficient texts.

Storage.

Individual equipment.

Classes grouped more according to ability.

Laboratory room and equipment for all pupils.

Additional class time for laboratory.

Smaller classes in order to perform individual work.

We should have a special science teacher and science rooms for our Junior High school classes.

Additional spaces needed.

Classrooms are crowded.

Evaluation activities.

Behavior changes and outcomes, and teaching-learning situation.

Division of students according to ability and interest.

More and better equipment.

No laboratory specifically for experiments.

All experiment work has to be done in classrooms.

Courses are combination of health-science due to shortage of well qualified science teachers.

More classroom and laboratory space.

Physical plant improvement (lab facilities.)

More science equipment for laboratory.

More reference materials.

More equipment for special students.

Bulletin and other material used on the average level of the students.

More biological specimens.

More up-to-date equipment.

Our facilities need improvement.

The fact that every Junior High teacher has so great a struggle with the matter of conduct, the demonstrations and experiments allow the class to get out of hand is depriable.

More demonstrations and experiments are needed but seem out of the question until class size can be reduced to eight or ten students at 8th and 9th grade levels.

We are completing a large lab.

To create in our youngsters a greater desire to use more of their leisure time in science activities.

To extend courses to three year sequence, rather than two.

More time allowed for teachers to prepare demonstrations.

Small classes.

More display area.

Better use of community resources.

Strengthen ninth grade science objectives.

No time to set up for laboratory work--special grouping in order to give accelerated students the opportunities to develop their abilities.

Need improvement in physical plant.

Improvement in visual aid equipment and materials.

Text is poor.

An evaluation program that shows the growth of the individual and greater pupil participation in laboratory activities are needed.

We need more science taught in Junior High. (7th and 8th grades)

We need a two tract system in Science. One class with the gifted child being given a more advanced science program so he or she will not work at just half their capacity. Also the gifted would not be made to feel so inferior if placed in a group of equal ability, also you can slow up more with this group and do a better job of teaching them. This is being done successfully in some schools in Oklahoma.

More equipment and more time for teacher to get ready for classes.

More time for teacher planning to set up.

Experiments, smaller class size, more equipment, greater supply of science reference books.

More equipment.

More teachers in that department.

Need laboratory for chemistry and physics.

Need added lab rooms for 7th and 8th grade science classes.

Some classes too large for rooms.

Teachers need extra time to plan experiments, etc.

Science fairs.

Materials available.

Specialized courses.

There should be more voluntary science projects by students rather than just assigned ones. Perhaps this could be brought about through a special class for superior students.

Smaller classes.

Laboratory tables.

More opportunities for pupils to design, construct and perform experiments.

Provisions for individual experiments.

Adequate size classroom.

School science fair.

Smaller classes.

More equipment needed.

Exhibit space.

Storage space and better lighting.

Junior High rearrange classroom so students can see experiments.

Make student work area available.

Plan and arrange for special student science club.

Provide student participation experiments outside and in class.

Use modern equipment.

More scientific materials and equipment needed.

Individual classrooms need more reference materials.

More equipment.

More laboratory work.

Laboratory material is much needed.

A basic science room for uses of all classes.

More basic reading materials in the field of science.

We need more and better equipment to develop the overall interest in the transfer of training.

Foreign languages.

Exploratory courses in:

- (a) Woodwork
- (b) Metal
- (c) Machine Shop
- (d) Mechanical drawing

Smaller classes.

Apparatus (the expensive kind)

Teachers need more hours in mathematics.

Increased equipment.

Expanded offerings.

Each teacher with all the aids available could do a better enlightening program with the cooperation of the students.

Student participation is exercised but not always entered into by students.

Better laboratory facilities.

SPECIAL STRENGTHS IN SOCIAL STUDIES

Strong teachers; pleasant surroundings; liberal citizens and taxpayers; christian community; enterprising students.

The social studies program provides a wide and varied learning situation.

Pupils rate social studies high in their records of favorite studies. Organization and cooperation among the teachers. Utilization of current events.

We use maps and charts that are useful for social studies classes. Teachers are better trained and material collected for class work and student projects.

Nature of offerings and staff competencies.

Citizenship stressed through participation in special reports and essay contests. Current news received through Junior Review; local interest through unit in city and county.

Vocabulary and spelling. Projects and map work. Group activities in learning and experiences stressing responsibilities of individuals as citizens in our community and the United States.

Factual history related to past, present, and future of the students. Influence of history on daily living. Vitalized history as opposed to "day" subject matter. Library materials. Responsibilities as well as privileges are stressed.

Abundant source material, effective utilization of test results.

Teacher is a social studies major. Visual aids are used weekly. A variety of methods are used in teaching to create interest.

We put into practice lessons taught in History, Civics, and Citizenship, by student government, election of class officers, student mixers, (parties), open house, etc.

A better understanding of local, state, and national, and world problems as they pertain to the people in them.

Emphasis on our American heritage. Loyalty to national, state, and local communities; importance of the home and church life.

Student co-operation. Strong teachers in this department is one of our strong points.

Producing democratic citizens. Developing leadership. Students encouraged to think.

Better citizenship, better understanding of government procedures,

geographical and physical influences on individuals to face-up to social problems.

Emphasis on Americanism and application of its principles to classroom procedures.

The program develops a sense of responsibility to most of the group. Teachers are well qualified in their field. Excellent school libraries with source materials. Administration concerned and cooperative.

Democratic procedures are practiced in some classes. There is an ample supply of audio-visual aid materials.

Library with source materials. Strong visual aids department. Local environment rich in historical interests.

Film strips in the 8th grade.

Excellent visual aid equipment is available. Our city museum and our nearness to Oklahoma City and the facilities it offers. Our lack of prejudices due to being a university town with many different kinds of people.

Social Studies teachers qualified. Community is used to motivate classes.

We have well qualified teachers and good materials to work with.

This department has a majority of teachers who have majored in social studies and are interested in the field.

Social Studies required for two years. Citizenship stressed. The responsibilities of citizenship in our democratic society are stressed.

Much emphasis on citizenship, character, and democratic ways of life. Strong course of study. Well equipped rooms.

Very capable staff. Excellent teachers, learning situation, and good instructional activities.

We are provided with excellent and up-to-date maps and other resource materials. Efforts are made to relate learning experiences to current problems.

Stress importance of living in democratic society teaching history of democracy. Current events. Ability to adjust to the changing social environment.

Pupils do very well in outlining maps, charts, and in current events.

Democratic class procedure used. Use of current events to promote interest and develop good citizenship. Field trips to local historical spots.

Stressing good citizenship in all areas. Students are aware of the nearness of the countries of the world and how we must have a knowledge of their problems.

Probably the best covered of any department in school.

In everyday living, understanding of working of government and need for good citizenship.

Visual aids. Films and up-to-date maps. Current events, and community resources, city government. In-service classes.

Wide use of school and community resources.

The student is made aware of his heritage and responsibility in the society in which he lives.

Our social studies program does seem to develop rather well an understanding of the world as a whole and some of its program.

Experienced teacher. Good equipment in the way of visual-aids, etc.

NEEDED IMPROVEMENTS IN SOCIAL STUDIES

Full year of Oklahoma History. Full year of geography. A semester of vocational education and personal guidance.

Need for three years sequence rather than two. Instructor should study present day teaching methods.

More and better charts and maps.

More material for remedial work (slow learners) provision for keeping maps up-to-date. Supplementary texts.

More time and better use of material available for the individual class room.

All classrooms need source material such as political maps, encyclopedias, also frequent evaluation check-ups.

Periodicals needed other than those supplied by teacher. A screen needed so that films could be shown in social studies room.

More careful planning and effective teaching where slow learner groups are concerned.

Excursion trips to give first hand experience to the student.

We need better use of library facilities. More teaching aids. More time for teaching civics. Film companies need to remake most films to bring them up-to-date.

Adequate film library and source materials. Transportation for field trips. Illustrative materials. More interest from local industries.

Up-to-date maps. More films. More field trips of historic interest. Film library for junior high, only professional periodicals purchased for social studies teacher.

Use of community resources. Improvement in continuity, (Geography 7th, American History 8th, Civics 9th).

We need better text books in some of our social studies classes, many are hopelessly outdated. We need to stress current social problems and their effect upon the students' present and future lives.

More teaching time. Increase social studies teaching materials.

Up-to-date maps, flags, and display area. Reference books, etc. Library materials, maps and special projects in use of source materials.

More reading matter. Current maps and charts.

Better economic program in Junior High School. Smaller classes. Attractive classrooms.

Need more time for American History as it is so important in a democracy. Oklahoma section could use more materials related to the state.

Better planned program of audio-visual aids. More time to plan program. Students need more individual attention and opportunity for individual expression.

More equipment. Smaller classes. More instructional material. More testing. Emphasis on student evaluation.

Lack of use of community facilities. More group activities. Constructive criticism for students.

Books and maps are not up to date. Maybe more trips to community businesses. Classes are too large.

Make up-to-date textbooks. More convenient maps. A room to be used only for film purposes that could be properly ventilated. Smaller classes so excursions could be made.

Current books and magazines, working space in the classrooms, supplies, (texts, maps, etc.) Geography.

Smaller classes are needed. Need more time for educational tours. Utilization of community talent should be made available to social studies students as a group.

Continuity of responsibilities as a citizen at home, church, and community. Source materials. Special aids for the slower groups. More

bulletin boards, materials, globes, maps. Field trips, utilization of community enterprises.

More reference books in classroom instead of library. Revision of program in elementary (1-7) to correlate with Junior High.

Teaching-learning situation, and behavior changes.

More maps and charts are needed to help to keep up-to-date.

VITA

Clifford Pitts Wright

Candidate for the Degree of

Doctor of Education

Thesis: THE EVALUATION OF SELECTED JUNIOR HIGH SCHOOL PROGRAMS
IN OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born at Atoka, Oklahoma, November 16, 1912, the son of Charles S. and Frances L. Wright. Married Ethel Lillian Eckman of Coyle, Oklahoma, May 22, 1938. Have one son, John Clifford.

Education: Attended grade school at Atoka, Oklahoma; graduated from High School at Atoka, Oklahoma in 1931; undergraduate studies at Cameron Junior College, and Oklahoma State University, where the Bachelor of Science degree was awarded with a major in Social Science and Mathematics, May, 1936. Received the Master of Science degree from Oklahoma State University with a major in Secondary Education, in June, 1940. Completed requirements for the Doctor of Education degree in May, 1962.

Organizations: Member of Oklahoma Education Association. Life member of National Education Association. Member and Past President of Oklahoma Secondary-School Principals Association. Member and past President of Guthrie Lions Club. Member and past Commander of LeBron Post #58, American Legion, Guthrie. Member of Oklahoma Consistory, 32^o. Member of Albert Pike Lodge #162, Guthrie. Member of Chamber of Commerce, Guthrie. State Chairman of National Honor Society for the Oklahoma Secondary-School Principals Association. Member of the State North Central Committee. Secretary-Treasurer, (1958-9), of Central District Teachers, OEA. Served on State Evaluation Committees for the Commission on Teacher Education and Certification of Oklahoma. Served on Personnel Policies Committee of the Oklahoma Education Association. Listed in Who's Who in the South and Southwest. Listed in Who's Who in American Education. Honors: Phi Delta Kappa and Kappa Delta Pi.

Experience: Teacher and Coach, Guthrie High School, Guthrie, Oklahoma, 1936-37. Teacher and Coach, Cameron Junior College, Lawton, Oklahoma, 1937-39. Teacher and Coach, Guthrie High School, Guthrie, Oklahoma, 1939-42. Principal, Cotteral Junior High School, Guthrie, Oklahoma, 1942-43. Served in the Armed Forces, Lt. in United States Navy, July, 1943 to February, 1946. Business Manager, Board of Education, Guthrie, Oklahoma, 1946-50. Principal, (1950-9), Guthrie High School, Guthrie, Oklahoma.