

A large, bold, black graphic consisting of the letters 'U' and '3' joined together. The 'U' is on the left and the '3' is on the right, both rendered in a thick, blocky, sans-serif font. The 'U' has a small white dot near its top left corner, and the '3' has a small white dot near its top right corner. The overall shape is roughly rectangular with rounded corners.

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A STUDY OF OKLAHOMA JUNIOR HIGH SCHOOLS

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A STUDY OF OKLAHOMA JUNIOR HIGH SCHOOLS

CHAPTER I

INTRODUCTION

Background for the Study

The junior high school is truly an American institution since it originated in the United States. There has been renewed interest and change in junior high schools during the past few years. In order to understand these changes, it seems necessary to know something of the early history of this unique school.

Koos¹ reported some information regarding the early movement for reorganization of schools into a form whereby there was better articulation between the elementary and secondary schools. There was an appreciation on the part of some of our educational leaders of more than a half century ago that as compared to European school systems, there was too long a period of time before students entered upon the period of secondary education.

¹Leonard V. Koos, The Junior High School, (New York: Ginn and Company, 1927), pp. 1-12.

According to Duggan,¹ statistical studies showed that there was a high mortality rate between grades six and nine due to the lack of guidance, the wide variation in capacity, needs, and interests of schools to meet these needs of children. It was realized by some of the educational leaders that children in the later years of the common school were developing into adulthood and dropping out of school because of such factors as the need for work and lack of interest.

Some schools were reorganized because of crowded conditions in the secondary school, and a better organization was needed to solve their building problems. Other school authorities did some kind of reorganizing to be "progressive" and made changes because someone else did.

Jacobson² indicated that during the early years of the twentieth century the first junior high schools were established to bridge the gap between the elementary and secondary schools, and to provide a wholesome atmosphere in which adolescents could benefit more from faculty guidance. He mentioned that over one-half of junior high school age students were in reorganized schools, but less than one-half of the schools had been reorganized.

Various types of school organization have been tried, such as 6-7-8, 7-8, and 7-8-9. The kind which is used depends upon the locality or idea of a local area as to what constitutes a school, but apparently the most common organization is 7-8-9.

¹Stephen Duggan, A Student's Textbook in the History of Education, (New York: D. Appleton-Century Company, 1936), pp. 350-351.

²Paul B. Jacobson, The American Secondary School, (New York: Prentice Hall, Inc., 1952), pp.124-126.

Conant found a diversity of placing for grades seven, eight, and nine.

I have found great diversity with respect to the place of grades 7 and 8 in the organization of school systems. These grades are often found as the first years of a separate three year junior high school in a 6-3-3 system; again, as the last two years of an eight-year elementary school in an 8-4 system. In a 6-2-4 plan they constitute a junior high school in themselves, and often they are the first two grades in a six-year high school in a 6-6 system. Some school systems split the two grades in a 7-5 arrangement; others include grades 7-10 or 6-8 in junior high schools. Indeed, there appears to be no end to the variety of organizational schemes in which I have found grades 7 and 8, a situation which an observer fifty years ago would not have found. Instead, he would have found a consistent 8-4 pattern in most sections of the country.¹

Conant² also stated that a conviction developed that there should be an earlier break between the elementary school and secondary school. One reason was the fact that in 1905, about two-thirds of the pupils dropped out of school before reaching grade nine. However, unusual social changes took place between 1905 and 1930, and by the end of this period more than seventy-five per cent of the pupils continued in grade nine.

There seem to be more junior high schools in Oklahoma with grades seven, eight, and nine, included than any other grades. According to records of the State of Oklahoma Department of Education³ there are

¹James B. Conant, Education in the Junior High School Years, (Princeton: Educational Testing Service, 1960), p. 10.

²Ibid., pp. 10-11.

³Oklahoma State Department of Education, Annual Bulletin for Secondary Schools, Bulletin No. 113J, July, 1962, pp. 82-96.

several junior high schools that include only grades seven and eight.

A study of the junior high school curriculum by the Junior High School Association of Illinois stated:

The Iowa State Department of Public Instruction has suggested that educators originally conceived the junior high school movement through raising questions as to whether or not: (1) the 8-4 plan of organization was creating too much duplication of instruction given in grades one through six in the later elementary grades; (2) seventh and eighth grade pupils were physiologically and psychologically suitable associates of high school or elementary school pupils; (3) there was an articulation problem between the elementary and high school programs; (4) an instruction program was needed for grades seven, eight, and nine which differed from either elementary or high school plans of instruction.¹

The above indicates a variety of opinions as to where grades seven and eight should be placed in the school organization.

Gruhn and Douglass² stated that there is little known of the reasons for having an eight-grade elementary school and a four-year high school. Some historians say that the idea of eight elementary grades was introduced from Prussia, but others think it is definitely American. The eight-grade idea was commonly used during the period from 1810 to 1830, at a time when Prussian education was being studied in this country.

According to Gruhn and Douglass³ there seems to have been no extensive discussion of what grades would be best for the elementary

¹The Junior High School Association of Illinois, Junior High School Curriculum, Analysis of Recent Literature Present Status in Illinois and Description of Practices in Selected Illinois Schools. (The Junior High School Association of Illinois, 1961), p. 1.

²William T. Gruhn, and Harl R. Douglass, The Modern Junior High School, (New York: The Ronald Press Company, 1956), pp. 5-6.

³Ibid.

school. About all we know of the origin of the eight-grade elementary school is that it came into being during the period from 1810 to 1830 and was generally accepted by the end of that time except in the South and New England. The South had seven-year elementary schools, and New England states had nine-year elementary schools as the prevailing type.

The origin of the four-year high school is just as uncertain as the eight-year elementary school. There is no evidence that it came about as a result of serious consideration and study.

Gruhn and Douglass further stated:

First, there is no evidence that the eight-year elementary school and the four-year high school were influenced in their origin and early development by any recognition of the nature of the physical, social, and psychological growth of children. Second, the elementary and the secondary schools began as two entirely separate institutions; furthermore, throughout much of their early history there was little or no attempt to bring about satisfactory articulation between them.¹

The 8-4 plan had hardly been established and accepted in practice before it began receiving criticisms because of some of its weaknesses. These first criticisms came from representatives of colleges and universities.

Conant² indicated that there is no general agreement among experienced educators as to the place of grade nine in the organizational framework. Some communities have concluded that grade nine should be at the bottom of a four year high school while others have decided that it should be the top grade in a three-year junior high school.

¹Ibid., p. 6.

²Conant, loc. cit.

Conant presented the situation of the junior high school by stating:

Clearly, the present variety of organizational schemes is due partly to the accidents of local situations--enrollment pressures, existing buildings, and financial resources. State laws, including state-aid formulas, have their influence as well. But what has impressed me is the extent to which educators with considerable experience disagree as to what should be the organizational scheme.¹

A number of statements and studies of the functions of the junior high school were prepared during the early history of this segment of our school organization. Some of these statements and studies were made by educational leaders in the junior high school movement. Others were made as a point of view of one person.

Gruhn and Douglass² used the early statements and studies as a basis for a statement of functions of the junior high school. They seem to have incorporated the best thinking of specialists in the field in developing these six functions of the junior high school. Gruhn and Douglass³ indicated that there have been changes in the thinking on functions of the junior high school, but they have been largely changes in methods and interpretation.

Need for the study

In recent years there have been concerted efforts to have new subjects introduced into the junior high school curriculum. On the other hand, some have insisted the schools drop certain subjects from

¹Ibid.

²Gruhn and Douglass, loc. cit., pp. 31-32.

³Ibid.

their usual teaching schedule. This has also been true of extra curricular activities. The school superintendent hears that neighboring schools are offering such courses as typewriting, modern foreign languages, advanced mathematics, and science courses to junior high school students.

There is definitely a need to make changes in our curriculum in order to keep pace with scientific, social, and economic changes that have taken place rapidly in recent years. Industry is being mechanized and today a few men can do the work that took several hundred a few years ago. This has caused a large group of displaced persons as far as jobs are concerned. The federal government has recently begun a program of education to retrain these people for some other line of work. This change in industry and its effects upon its employees is causing and will continue to cause an impact upon society that must be reckoned with. The purchasing power of the people who lose jobs because of mechanization of industry is affected to the extent that they cannot purchase products that are produced in factories and on farms.

The space age is bringing about a new perspective of life in general. Means of travel are being developed that will make it possible for world travel at a much faster rate than is now possible. Industry is demanding more people who are trained in mathematics and science. Increased world travel makes it more necessary that we be able to converse with people in the countries where we will travel. All of these things make it necessary that all of our schools become aware of the conditions under which we live and change our curriculum to train our

students for the life that they will live.

The federal government has shown its awareness of the needs of the future by its provision for funds to aid in mathematics, science, and language programs in our schools. For the past three years matching funds have been provided under The National Defense Education Act for the purchase of equipment for use in these departments in schools of the United States.

There seem to have been very few studies of the junior high school program in recent years. This is especially true in Oklahoma. Since there are new demands made of the junior high school and also a great need to develop a curriculum that will better fit students for high school and life in general, it appears necessary to find out what is being done in Oklahoma Junior High Schools.

The functions of the junior high school have been reasonably well established by authorities on the subject. It will help to evaluate our junior high school organization, if information concerning how well our schools are fulfilling these functions and the degree to which they are being provided can be identified.

From reports to the Oklahoma State Department of Education, it is evident that new courses and extracurricular activities are being offered and others dropped from our course offering in junior high schools. It seems beneficial to ascertain what these are and determine to what extent they are being dropped or added to the curriculum.

It seems apparent that some previously elective courses are now required. It would help to know how well these are assisting in ful-

filling the accepted functions of the junior high school.

Statement of the Problem

The problem of this study is to determine what improvements must be made in order to provide a defensible minimum program in medium sized junior high schools in Oklahoma.

The problem may be subdivided into these sub-problems:

1. A determination of a defensible minimum program in terms of functions of the junior high school.
2. An identification of the current status of the Oklahoma junior high schools.
3. A comparison of Oklahoma program with the minimum program.

Limitation of the Study

This study is limited to Oklahoma junior high schools which are approved by the Oklahoma State Board of Education, and have at least 10 but not more than 30 teachers.

The questionnaire limited the survey to (1) grades included in the junior high school, (2) required and elective courses, (3) courses and extracurricular activities added or dropped in the past five years, and how well the school is meeting the functions of the junior high school as formulated by Gruhn and Douglass.

Definition of Terms

"Junior High School" refers to a school organization which includes grades seven and eight, or seven, eight, and nine into a department. In addition it must be approved by the Oklahoma State Board of

Education. To have such approval the junior high unit must be distinct from the elementary or senior high school.

In this study "Medium Sized School" will mean a school which has at least 10, but not more than 30 teachers.

"Special Groups" may include groups of academically talented, slow learners, or those who are interested in some special field or area of study.

"Extracurricular Activities" includes any organization of a group whose activities are not included in the courses for which credit is given by the individual school.

"Defensible Minimum Program" refers to selected characteristics of a junior high school program as recommended by recognized authorities.

Description of Research Method and Procedures

The normative-survey type of research was used to secure information for the study because this method seemed appropriate to this type of problem. Good, Barr, and Scates stated that, "the normative-survey approach is appropriate wherever the objects of any class vary among themselves and one is interested in knowing the extent to which different conditions obtain among these objects."¹ The questionnaire technique was used to obtain the necessary data from principals and superintendents of the junior high schools which were included in the study. In instances where the junior high school failed to return the completed questionnaire, the superintendent was requested to supply the needed data for his school. The questionnaire was first sent to the principal of the junior high school, because he seemed to be the person who would most readily have the needed

¹Carter V. Good, A.S. Barr, and Douglas E. Scates, The Methodology of Educational Research, (New York: Appleton-Century-Crofts, Inc. 1941), p. 289.

information. He would also be closely associated with his students and have better knowledge of how well his school was meeting the needs of the students according to the functions as set forth by Gruhn and Douglass.¹

Good, Barr, and Scates pointed out that "the questionnaire is an important instrument in normative-survey research, being used to gather information from widely scattered sources."²

The defensible minimum program. The minimum program was developed by a careful analysis of the educational literature concerned with the characteristics of a minimum junior high school program. Summaries in chapter three indicate what authorities in the junior high school field have written regarding these characteristics. The defensible minimum program was determined on the basis of (1) the extent to which these characteristics were supported by research studies, (2) the consistency of agreement between outstanding writers in the field of the junior high school, and (3) the extent to which these writers covered the characteristics, which were thought to be important to a minimum junior high school program.

The questionnaire. A questionnaire was developed to obtain the necessary data from the junior high school principals. It was constructed so that the first five questions were a checklist to obtain information regarding the type of junior high school organization, procedures used for special groups, and courses that were required and

¹Gruhn and Douglass, op. cit., pp. 31-32.

²Good, Barr, and Scates, op. cit., p. 325.

elective. The respondent was asked to list courses that were offered primarily for the gifted, slow learner, or other groups. Questions were also included which asked for courses or extracurricular activities that had been instituted or dropped during the past five years for grades seven, eight, and nine. Questions nine through sixteen requested a list of ways through which the school carried out the functions of the junior high school according to Gruhn and Douglass.¹ A request was also made for the per cent of students each function was achieved well, average, and good.

The number of junior high schools in Oklahoma within the range of ten to thirty teachers was determined from the Oklahoma Educational Directory, 1961-62² to be sixty-five. The initial draft of the questionnaire was mailed to fifteen principals of selected junior high schools on April 19, 1962. They were asked to complete the questionnaire and write criticisms of the questions. A second letter on May 7, 1962, resulted in a total of eleven of the fifteen principals having responded. After a thorough study of the completed questionnaires and related educational literature, the questions relating to fulfillment of the junior high school functions were changed to check-list type questions. On October 30, 1962, the final form of the questionnaire was mailed to the principals of the remaining medium sized junior high schools and the four principals who did not respond to the first questionnaire. It was hoped that those who

¹Gruhn and Douglas, loc. cit., pp. 31-32.

²State Superintendent of Schools, Oklahoma Educational Directory, (Oklahoma City: State Department of Education, 1961-62).

failed to respond to the first request for information would find the final draft easier to complete and do so. Letters of explanation (see Appendix A) and self-addressed envelopes were enclosed each time the questionnaire was mailed. A follow-up asking for completed returns was mailed on December 1, 1962. On December 15, 1962 a letter and questionnaire were sent to the superintendent in a final request for a response. The final date that returned questionnaires were accepted for inclusion in the study was December 30, 1962, because it was believed that the principals and superintendents who chose to return the completed questionnaire would have done so by that date. Of the 65 questionnaires mailed to principals and superintendents, 58 usable ones were returned, constituting an 89 per cent return, which is sufficient to be representative of the total group.

Treatment of data. Answers to the questionnaire were analyzed in terms of the average frequency of occurrence. This was compared against the defensible program to show wherein the Oklahoma junior high school program was deficient.

CHAPTER II

SURVEY OF RELATED LITERATURE

Early History and Reorganization

The significance of the present status of the junior high school organization might be better understood by a review of the history and development of this type of organization. The junior high school, which had its beginning in the United States, came into existence about fifty years ago.

Noar¹ stated that there was hope that this new type of school organization would solve many persistent educational problems.

Bennett² reported that the schools of France and Germany suggested a division of the twelve grades into groups of six years each. He further stated, "The fact stands out clearly that what we call secondary education begins with the twelfth year of age in both lower-class and upper-class schools in Germany."³

¹Gertrude Noar, The Junior High School Today and Tomorrow, (Englewood Cliffs: Prentice-Hall, Inc., 1961), p. 31.

²C. Vernon Bennett, The Junior High School, (Baltimore: Warwick and York, Inc., 1919), pp. 26-29.

³Ibid.

Smith¹ stated that the early colonial school organization was very similar to the European principle of class education. Consequently, we had a dual school system, one branch for those who intended to attend college and the other for those who would not. By the time of the early years of our national period these two branches were beginning to merge. He indicated that the elementary branch had become a prerequisite to the secondary branch. He further stated, "Moreover, the public elementary school, which was being universally established in the course of this period, came to supply this training, the pupil passing directly from the elementary school to the academy, and thence into the college."² The relationship between these three divisions was loose. The pupil could enter the academy without completing the elementary course and was not necessarily required to have completed the academy before entering college.

Smith,³ in summarizing the characteristics of the modern period, described the growth and expansion of the country from Civil War days down to the first decade of the twentieth century. Population increased, urbanization was taking place, agriculture was revolutionized, and in other walks of life people found new controls over their environment. He indicated that state controlled and supported elementary and secondary schools, as well as universities and colleges, were common soon after the Civil War. The educational ladder was definitely accepted during this

¹William A. Smith, The Junior High School, (New York: The Macmillian Company, 1925), p. 29.

²Ibid.

³Ibid., pp. 31-43.

period. The high school came to be regarded as a four-year extension of the elementary school, which varied in length from seven to nine years.

Briggs stated, "The causes of the eight-four organization, toward which the country has been tending, are not clear, the histories of education being for the most part silent on the topic."¹ The time devoted to the elementary and secondary schools was not determined through study and cooperation. Schools are described as having started certain practices and other schools copies them without making certain that they were generally approved fundamental principles.

Briggs further stated that "in addition to the indefiniteness of function and of purpose, the public high school has developed apart from the elementary grades and often in ignorance of their practices and achievements."² He also mentioned that there has come a flood of criticisms of the organization due to the confused purposes of elementary and high schools and an increased interest in and study of the schools. People became concerned over the inelastic curriculum and elimination of students from school. They began to seek causes and remedies.

President Eliot of Harvard University was one of the earliest and most influential leaders in the early days of the movement for reorganization. Smith³ called attention to the fact that from 1873 to 1886 the average age of Harvard freshmen at entrance had increased to the point

¹Thomas H. Briggs, The Junior High School, (New York: Houghton-Mifflin Company, 1920), pp. 1-4.

²Ibid.

³Smith, loc. cit., pp. 71-72.

that two-fifths of them were over nineteen. Steps were taken to lower the college entrance age by urging parents to send boys to college as soon as they were prepared.

Smith¹ further stated that Eliot spoke before the Department of Superintendence urging a shortening and enriching of the elementary and secondary school curriculums. He urged that all waste in the elementary schools be eliminated and provision made for enrichment because the waste in elementary was hindering the secondary school students in their preparation for college.

Gruhn and Douglass² gave a brief history of the dissatisfaction with the 8-4 plan, attacks upon it, and work of the various committees which influenced the reorganization of our school system. It is notable that the first criticisms of this plan came from representatives of colleges and universities rather than from leaders in elementary and secondary education. The attacks of President Charles W. Eliot of Harvard led, in 1892, to the appointment of the Committee of Ten on Secondary-School Studies. The committee recommended the earlier introduction of secondary school studies. Their report exerted a tremendous influence on later developments in the reorganization of elementary and secondary education. In 1893 the Department of Superintendence of the National Education Association appointed a Committee of Fifteen to study problems concerned with the reorganization of elementary and secondary education. This committee recommended that certain secondary school subjects be taught in grades

¹Ibid.

²Gruhn and Douglas, loc.cit., pp. 6-15.

seven, eight, and nine, and that there be better articulation between the elementary and secondary schools. These pointed to the basic philosophy of the junior high schools which developed later.

At a meeting of the National Education Association in 1895 a committee was appointed to consider the question of bringing about a better understanding between secondary schools and colleges and universities. They recommended a six-year high school course beginning with the seventh grade. The Committee on College Entrance Requirements also suggested a six-year high school. They favored shortening the period of elementary education, a more gradual transition from elementary to secondary education. It was thought that these would bring about a greater retention of pupils in the upper elementary grades and in high school.

The Committees on Six-Year Courses were appointed by the Department of Secondary Education for the expressed purpose of studying the reorganization of the 8-4 plan. The National Education Association appointed a standing committee known as the Committee on Economy of Time in Education. In a report in 1913, this group recommended an intermediate school, but at that time several junior high schools had already been organized in the United States.

Although the junior high school was not considered to be a direct outcome of the recommendations of the various committees, they did influence such a movement as is shown by Gruhn and Douglas:

Actually, the basic philosophy and virtually all the important administrative and instructional features of the early junior high schools were largely the outgrowth of the recommendations of the various committees that served for

two decades beginning with the Committee of Ten in 1892.¹

During the first decade or so of the twentieth century reforms were made because of studies of pupil withdrawals by Thorndike (1907), Ayers (1909), and Strayer (1911). John F. Bunker, who was superintendent of schools in Berkeley, California, began reorganizing the schools there in 1910. There were departures from the 8-4 plan before 1910, but little is known about them. Richmond, Indiana, in 1896, placed the seventh and eighth grades in a separate building. In 1910, Columbus, Ohio, introduced the 6-3-3 organization. Smith² cited these two cities as being pioneers in the movement. However, it is difficult to assign definite dates. During the school year 1913-14, 197 cities with a population of 2,500 or over reported junior high schools to the Commissioner of Education. These schools had an organization of seven and eight or seven to nine. In 1920, 575 schools in cities with a population of 2,500 or over were reported to the Bureau of Education. Two years later this number had increased to 733. Koos³ gave some significant facts regarding the increasing number of junior high schools. In 1925 there were 2,548 "non-four year" high schools. These included 879 "segregated" junior high schools and 1,389 "junior-senior" high schools, which housed both junior high school and senior high school units. In 1924 Pratt and Glass, according to Koos, found 35 of 68 cities with population of 100,000 and over had junior high schools in operation.

¹Ibid.

²Smith, loc.cit., p. 98

³Koos, op. cit., p. 8.

Evidences of progress of the movement in 1927 were (1) junior high school textbooks, (2) discussion at educational conventions, (3) appearance of articles in periodicals, (4) college courses which dealt with junior high schools, and (5) laws passed by state legislatures pertaining to the establishment and operation of junior high schools.

Douglass¹ agreed with others that the question of whether the 6-3-3 plan of organization is better than the 8-4 plan is controversial. It is difficult to determine the plan of organization that is best suited to a given community. There seems to be insufficient objective data to determine the best type of organization, and some points of the data is difficult to interpret. He believed the kind of organization should depend upon the kind of educational program, the housing available, and how well this housing fits the various types of organization. Although approximately forty per cent of our secondary schools, enrolling approximately one third of the students in grades 9-12, use the 8-4 plan, there are nearly a score of other types of organization. He reported that in 1952 there were in the United States 3,591 six-year secondary schools, 3,227 junior high schools, and 1,760 senior high schools.

Philosophy and Functions of the Junior High School

Smith² listed the major purposes of the junior high school as advanced by early educational leaders. There is an overlapping of these statements, so they are reorganized as follows:

¹Harl R. Douglass, Modern Administration of Secondary Schools, (New York; Ginn and Company, 1954), pp. 554-559.

²Smith, loc. cit., pp. 150-204.

I. To provide a suitable educational environment for children approximately twelve to sixteen years of age.

1. Provision for enriched curriculum; improved facilities, such as laboratories, shops, and libraries; excellent teachers; new methods of teaching; and a distinctive school atmosphere.
2. Provision for integrating education.
3. Provision for facilities for exploratory activities in occupational fields; general and survey fields; individual and social diagnoses; flexibility in curriculum organization and administration, educational and vocational guidance.
4. Adequate provision for individual differences involving enriched curricular and extracurricular offerings; provision for individual rates of progress and promotion; and vocational training for those who leave school early.
5. Provision for social life of students through extracurricular activities and pupil participation in school government.

II. To democratize the school system through a gradual transition from elementary school to high school, and provide more democratic opportunities.

III. To effect economy of time in education by the elimination of waste from seventh, eighth, and ninth grades.

These purposes of the junior high school emphasize the needs of children as individuals and as members of society, and the importance of the school in a democracy.

Regarding philosophy Gruhn and Douglass stated:

Three subjects should receive attention in studying philosophy of the junior high school: (1) the objectives of the junior high school education; (2) basic points of view on junior high school education; and (3) the particular functions that the junior high school should serve.¹

The objectives of secondary education are generally accepted for the junior high school. These objectives have been stated in various ways. The statement of the "Seven Cardinal Principles of Education" by the Commission on the Reorganization of Secondary Education of the National Education Association has been widely used.² When these principles were formulated, the junior high school movement was well under way, and they are still appropriate.

The more recent formulation of purposes of education by the Educational Policies Commission of the National Education Association includes the junior high school grades.³

The Commission stated the over-all purposes of American education as follows:

The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized society. The attainment of this end is to be observed in individual behavior or conduct.⁴

The Commission developed in detail the objectives of self-realization, human relationships, economic efficiency, and civic responsibility.

A group of California junior high school administrators formulated

¹Gruhn and Douglass, op. cit., p. 22.

²Cardinal Principles of Education, United States Bureau of Education Bulletin No. 35 (Washington, D. C.: Government Printing Office, 1918), pp. 10-11.

³Educational Policies Commission, The Purposes of Education in American Democracy, (Washington, D. C.: National Education Association, 1938), pp. 10-11.

⁴Ibid. p. 41.

a list of the purposes of the junior high school while participating in a workshop. They thought a revision of the statement by a committee for the National Association of Secondary School Principals formulated for the senior high school pupils could be made more appropriate for pupils in junior high school. The following are the "Ten Imperative Needs of Junior High School Youth" developed by the California committee.

1. All junior high school youth need to explore their own aptitudes and to have experiences 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 understandings, 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 value of material things and the rights of ownership.
6. All junior high school youth need to learn about the natural and physical environment and its effects 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 and 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.¹

¹M. E. Herriott, "Organizing the Junior High School," The Bulletin of the National Association of Secondary School Principals, XXXV (December, 1951), pp. 14-19.

Gruhn and Douglass¹ indicated that studies of school dropouts revealed that the lack of interest was a major cause of early pupil withdrawal. They stated "it is not surprising, therefore, that the junior high school movement from the very beginning was dominated by a desire to develop a program of education which would effectively meet the needs, interests, and abilities of early adolescents." This, they reported, has been the chief purpose of the junior high school. The early school organization neglected the child's growth as a person, but the early adolescent years is a time when more concern should be realized for social, emotional, and personal development than at any other age level. The young adolescent should be able to speak fluently and effectively as well as to write well. They indicated that an effective junior high school program is basic to the development of the child in these respects. They believed that boys and girls in junior high school are found at all states of psychological, social, and physical maturity. Because of the variations in development, the child should be recognized as an individual. This creates severe instructional problems. There are usually differences in the stages of physical development of boys and girls at this age. They indicated that the junior high school might tend to take on the aspects of a large secondary school, but this should not be true. Each child should have the opportunity to participate in pleasing and satisfying activities. Summarizing the place of the individual in the junior high school Gruhn and Douglass² further

¹Gruhn and Douglass, op. cit., pp. 26-28.

²Ibid.

stated, "Recognizing each child as an individual is indeed basic to the philosophy of junior high school education."

The Commission on Secondary Curriculum¹ believed that the future junior high school should make provision in many ways for the junior high school student to see himself as significant in a larger world setting. This commission reported that the future junior high school will provide many opportunities for students to experience activities that will help them develop personal values. It believed that young adolescents should be permitted to engage in community services and make decisions in student government. Teachers can guide students in the learning of the democratic process.

Noar² has indicated that the junior high school as a new type of organization was planned with the emotional and social needs of the students in mind. She believed the idea that the very able and mentally mature should begin high school work sooner than others had been largely given up by 1950, but returned when comparisons were made between American and European education. This was particularly true during the latter part of the decade when people became fearful that Russia was outrunning us in the scientific race. She further stated that the junior high school was founded upon the basic principles of (1) articulation, (2) exploration, (3) educational guidance, (4) vocational guidance,

¹Commission on Secondary Education, Association for Supervision and Curriculum Development, Department of the National Education Association, The Junior High School We Need, (Washington, D.C.: National Education Association, 1961), p. 25.

²Noar, op. cit., pp. 3-4.

and (5) time saving.

Noar¹ appears to believe that the information about our civilization and how it was developed must be provided by the junior high school. She also believes that this segment of school life must make moral and spiritual values a part of its curriculum.

Batchelder² has indicated that the junior high school, regardless of its grade organization, appears to have assumed six principal functions including (1) integration, which includes a common education in basic knowledges and skills; (2) exploration, to stimulate diversified interests; (3) guidance, to help students make intelligent decisions concerning the future; (4) differentiation, to meet the various individual needs of the students; (5) socialization, to provide satisfactory developmental social experiences; and (6) articulation, to provide a gradual transition from pre-adolescent education to learning experiences suited to the interests and needs of adolescents.

Lentz³ has proposed that the primary reasons advanced for establishing and perpetuating the junior high school have been, and still are (1) retention, (2) articulation, (3) exploration, (4) guidance, (5) activity and social adjustment, and (6) economy of time.

Townsbury⁴ has suggested that, in order to fulfill the responsi-

¹Ibid., p. 20.

²Henry H. Batchelder, "What Educational Program is Needed in the Junior High School?" Bulletin of the National Association of Secondary School Principals, XLI (April, 1957), pp. 45-47.

³Donald W. Lentz, "What Educational Program is Needed in the Junior High School?" Bulletin of the National Association of Secondary School Principals, XLI (April, 1957), pp. 185-187.

⁴John H. Townsbury, "Junior High School Education," The High School Journal, XLIII (December, 1959), pp. 143-150.

bilities it has, the junior high school curriculum should provide for a transition between the elementary school organization and the senior high school organization, and continue the program of general education that was begun in the elementary school. There should be a continuing development in the basic skills with new subject areas being introduced. Specialization should be provided within the basic areas. The pupils should be given an opportunity to discover and develop their special interests and aptitudes. Appropriate experiences should be provided to guide the rapid physical development which is characteristic of early adolescence. Experiences should be provided to assist in the development of social competence which is needed by the pupils as they enter young manhood and womanhood. There is need for experiences that will assist in the development of values and building philosophies of life. Ample opportunities are needed for the development of self-management and the development of leadership under supervision.

Hodgekiss¹ has indicated that, in order to translate objectives into guides for early adolescents, provision should be made to permit the pupils to achieve to their maximum potential in skills, fundamentals, communication, and mathematics. The school climate must be such that pupils can develop a healthy mind in a healthy body. Pupils should be taught responsibility for making decisions that involve individual and group action, and then plan ways of implementation of their decisions.

¹R. M. Hodgekiss, "What Educational Program is Needed in the Junior High School?" Bulletin of the National Association of Secondary School Principals, XLI, (April, 1957), pp. 44-45.

It is essential for pupils to share in the determination of goals to be achieved by learning activities and planning ways of achieving these goals. Pupils must be permitted to participate in the evaluation of individual and group progress toward the goals that they have accepted. Provision should be made for learning activities that are appropriate to the needs, interests, and abilities of all adolescents who live in the area served by the school. Pupils must be permitted to participate in some activities in which they can achieve some success. The community in which the pupils live should be used as a laboratory to promote more effective learning. Provision should be made for pupils to learn about values of various socio-economic groups, and to assist them in developing values of their own. Activities designed to help young adolescents deal with their social, mental and physical problems are essential.

According to Bossing¹ a new curriculum emphasis is emerging to meet the need for a well-planned and integrated junior high school program. It is based on the premise that the primary function of the school is to assist pupils in developing an understanding of themselves and society to the extent that they can live well in their surroundings.

The American Association of School Administrators² stated that the early functions of the junior high school included terminal education

¹Nelson L. Bossing, "The Core Idea in the Junior High School," The High School Journal, XLIII (December, 1959), pp. 126-132.

²American Association of School Administrators, The High School in a Changing World, (Washington, D.C.: National Education Association, 1958), pp. 185-186.

for the large number of youths who left school before reaching high school age. This was **important** because the national economy demanded unskilled and semi-**skilled** labor. They further stated that "in the intervening years, this terminal function has largely disappeared and a consequent re-examination of the junior high school has logically followed."

Regarding factors that have stimulated curriculum change, Gwyn¹ stated that the junior high school came about primarily as a result of the economy of this movement. Many believe it has stimulated better methods of teaching science and social science.

Gwyn² indicated that the junior high school is pointed more than the senior high school to general education, the gaining of common knowledges, skills, ideals, and attitudes which all students should gain to make them successful in our democracy.

French, Hull, and Dodds³ believed that the school administrator is the key person to coordinate youth activities in the community, and that he should assist in setting standards for such activities.

Regarding characteristics for early adolescents, French, Hull and Dodds stated:

¹J. Minor Gwyn, Curriculum Principles and Social Trends, (New York: The Macmillan Company, 1948), p. 35.

²Ibid., pp. 326-327.

³Will French, J. Dan Hull, and B. L. Dodds, American High School Administration: Policy and Practice, (New York: Rinehart and Company, Inc., 1953), p. 96.

School interests begin to develop that may call for activities cutting across the room group The development of this need for expanded and more varied educational facilities and for a change in educational organization is, in practice, gradual; and there is no precise edge or grade level at which any abrupt transition would be initiated.¹

They indicated that there should be expanding interests in civic and social activities, and some provision made for exploratory experiences.

Mendenhall and Arismann² indicated that the school has a significant responsibility in providing the kind of atmosphere that will make for a healthy atmosphere during the period of adolescence. This, they assert, can be done by ~~helping~~ students to understand the meaning of changes and activities; assisting in training them for esthetic appreciation, and balance between work, rest, and play; and by providing opportunities through which the students will learn self-control. They believe that evidences indicate progress in this matter is being made, because many schools are becoming agencies for social change, and accepting responsibility for teaching values as well as skills.

Mallison,³ in writing of the need for international understanding to be taught in our schools, quotes Goodwin Watson in a paper entitled "International Attitudes in Childhood and Youth" as stating that every child should develop and feel a sense of belonging and participation in

¹Ibid., pp. 100-102.

²C. B. Mendenhall, and K. J. Arismann, Secondary Education: Guidance--Curriculum--Method, (New York: William Sloane Associates, Inc., 1951), pp. 143-144.

³Vernon Mallison, The Adolescent at School, (London: William Hieneman Ltd., 1949), pp. 52-56.

some groups. He also believed that the school should assist in the development of social attitudes, the forming of group attitudes, and world-mindedness.

In writing of the aim of the junior high school, Van Denburg stated:

The ideal junior high school is therefore a finding and a sorting school where pupils may, through actual experience, be led to make a more rational selection of their senior high school work, or their occupation in the world of industry, than would otherwise be possible.¹

Burrup² stated that two of the chief purposes of the junior high school were to meet more fully the needs of adolescents and to increase attendance along with prevention of excessive dropouts. He contended that these are no longer as valid as in the early years of the junior high school movement. However, he indicated that the place of articulation in the junior high school is very important. The arrangement of grades is thought to be of lesser importance than the needs of the individual student.

In writing of the role of the junior high school in today's world, French³ has written some significant statements. He believed that the functions and purposes of the early junior high school are not valid today, and that it should be evaluated in terms of today's world; in terms of the situation today regarding social, economic, and educational situations. Of special importance in evaluating the junior high school

¹Joseph K. Van Denburg, The Junior High School Idea, (New York: Henry Holt and Company, 1922), p. 16.

²Percy E. Burrup, Modern High School Administration, (New York: Harper and Brothers, 1962), pp. 57-58.

³Will French, "The Role of Today's Junior High School," Bulletin of the National Association of Secondary School Principals, XXXIV (April, 1950), pp. 115-127.

is the community situation in which the school operates. He mentioned the fact that our junior high schools came into being during a period in our national development when economic and social conditions made large families an asset, but conditions have changed in the lifetime of the junior high school. Labor and industry are not looking toward the employment of youth as in the past.

French further stated, "Today's junior high school reflects in building, program, and administration the assumption of education's expanded role in relation to community life."¹ He clearly indicated that the junior high school has other roles: (1) Assisting in the development of better child-parent relations in the home, (2) serving as a gateway through which modern ideas of the elementary school should enter the secondary school and become the basis for a more democratic program for educating youth, (3) through leadership, helping secondary education develop a program which will be of greater service, (4) organizing to supply the best possible climate for growth of youth, and (5) serving the adolescents according to need and not convenience of the school administration.

Douglass² mentioned the following facts regarding the changes that have taken place: (1) there is no longer a serious problem of dropouts, (2) work experience, which was formerly found in the home,

¹Ibid.

²Harl L. Douglass, "The Function of the Modern Junior High School," Bulletin of the National Association of Secondary School Principals, XXXIV (April, 1950), pp. 120-121.

is no longer a part of the home life of young people of junior high school age, (3) moral standards have deteriorated; leisure habits have changed; church influence has decreased; programs of entertainment have changed in content; the use of alcoholic liquors has increased; and sex is discussed more freely and openly, and (4) the need for an understanding of peoples of other countries has increased.

Abbott¹ used the characteristics below to describe a good school:

1. The emotional climate indicates team work, good will, and harmony.
2. Teachers have an understanding of youth. This goes beyond theoretical knowledge and produces faith in youth.
3. The faculty is mostly composed of teachers who are well adjusted, love children, and have courage to face problems. They also realize that many youth have problems, and they believe that these problems can be solved even though they are imbedded in conditions of the family or community.
4. The good school has a faculty which likes to try its own ideas; work on problems actively; and enjoy working together. They have confidence in each other and the administration, and believe in working toward better things.
5. Students believe they will get a fair deal and that the

¹Robert B. Abbott, "What Are the Characteristics of a Modern Junior High School?" Bulletin of the National Association of Secondary School Principals, XXXIV (March, 1950), pp. 5-9.

faculty and administration have faith in them, and through cooperation they can get things done.

6. More time is permitted for teachers to get acquainted with students and learn them as individuals first and students second. Closely drawn subject matter lines will be broken down. Schools use counseling by teachers; tests are used; cumulative records are kept; and teachers see that these contribute to the well being of the student.
7. A school that is well organized and administered will permit students to participate in areas in which they can administer. Advisory councils are used, and activities are scheduled to prevent confusion.
8. General education, personal interest offerings (electives), health and recreation, prevocational offerings, and extra-curricular offerings are included in a balanced program. This should include an offering of opportunities for exploratory activities and satisfaction of personal interests.
9. It realizes that activities in addition to classroom activities are necessary for the provision for the needs of youth. These activities are provided for a large portion of the members of the student body.
10. Provision is made for adult members of the community to participate by serving on advisory councils and committees. Local speakers are used and field trips are made to local

places of interest.

11. Pupils should participate in planning, executing, and conducting classroom activities.
12. The good school includes materials and problems which concern youth themselves.
13. Provision is made for education of those who may not stay in high school until its completion. Items regarding citizenship attitudes and making a living are provided.
14. The school has a program that assists the delinquent in making adjustment. It attempts to improve his attitude toward law and order.
15. Teachers, counseling staff, and principal try to find pupils with problems and assist in their solution.
16. A good junior high school works continually on course content and method.
17. Students are taken as they come from the elementary school and a program fitted to their needs.

Lauchner¹ believed that the buildings and equipment do not in themselves guarantee a good junior high school. He indicated the importance of these items but has observed some good junior high programs in old buildings. The school faculty and administration should be sympathetic toward the early adolescent's problems and needs.

¹A. H. Lauchner, "What Are the Characteristics of a Modern Junior High School?" Bulletin of the National Association of Secondary School Principals, XXXIV (March, 1950), p. 16.

Parody¹ described a junior high school that combines theory and practice to provide a unique junior high school program. The school is thought of as performing functions of administration, curriculum, and pupil personnel. In the curriculum function, subject and activity experiences are planned toward educational objectives. The pupil-personnel function is responsible for counseling of students with regard for individual differences and needs of exceptional children. In this school, these functions cut across all departments. The principal is responsible for all three functions but is assisted by the assistant principal, helping teachers, and director of guidance.

In regard to the articulation function, Schwartz² described how a school makes the transition from the elementary school to junior high school as simple as possible. Students from the junior high school, with the assistance of the counselor, prepared talks which they gave to students of grade six. A tour of the junior high school was arranged for the pupils of grade six. This was done during the last ten weeks of the semester. Parents and pupils appear to have appreciated the incorporation of this philosophy into the educational program.

¹Ovid F. Parody, "Theory and Practice in Battle Hill Junior High School," Bulletin of the National Association of Secondary School Principals, XVIII (December, 1960), pp. 156-160.

²Paul Schwartz, "Articulation Between the Elementary and the Junior High School," Bulletin of the National Association of Secondary School Principals, XL (September, 1956), pp. 31-34.

Dunn¹ believed that helping boys and girls socially is the most important function of the junior high school. He believed that our first business is to provide the time, energy, and guidance to discharge this function. He further stated:

Our junior high school cannot omit or postpone this phase of the program unless our curricula become as sterile and futile as the traditional senior high school curriculum. If education for associational living is the paramount need of our boys and girls, then we should provide for it first.²

In a joint study conducted by the Commission on Secondary Schools and the Commission on Research and Service, the following functions of the junior high school were listed:

1. A major function of the junior high school is to provide for the unique social, emotional, and physical needs of the age-group being served.
2. The junior high school program should emphasize the intellectual growth of young adolescents with particular stress upon continuing improvement in the fundamental skills.
3. It is the function of the junior high school to provide for the continuation and expansion of the general education program.
4. It is the function of the junior high school to provide experiences that will assist the early adolescent to make the transition from childhood dependence to adult independence.
5. It is the function of the junior high school to provide a program of guidance and personnel services adapted to the needs of early adolescents.
6. The program of the junior high school should provide those broad exploratory experiences which are necessary in the educational development of early adolescents.
7. The junior high school program should help the student to develop vocational consciousness.
8. It is the function of the junior high school to provide for the special individual interests and needs of students.

¹William Hudson Dunn, "Social Development in the Junior High School Curriculum," Bulletin of the National Association of Secondary School Principals, XL (September, 1956), p. 148.

²Ibid.

9. It is the function of the junior high school to provide articulation with the administrative units above and below.¹

They believed that a statement of meaningful functions or goals is necessary for successful planning of the program, and that the evaluation of the program should be an appraisal of the degree to which the achievement of the functions has been achieved.

Pringle believed in a psychological approach to the functions of the junior high school. He stated that "the aim of the junior high school is to develop and train to their capacity the physical, mental, social, moral, and aesthetic powers of the immature, maturing, and matured pupils of the seventh, eighth, and ninth grades."² To accomplish the aims of the junior high school, he stated that it must function as follows:

1. The junior high school must recognize the nature of the pupils with their individual differences of traits, interests, and capacities, and discover the tendencies and habits of groups.
2. Retention of students should be considered.
3. The economy of the students' time is important.
4. The exploratory function can be provided through special courses, after a study is made of the characteristics of

¹The Commission on Secondary Schools and the Commission on Research and Service, The Junior High School Program, (Atlanta: The Southern Association of Colleges and Secondary Schools, 1958), pp. 24-35.

²Ralph W. Pringle, The Junior High School, (New York: McGraw Hill Book Company, Inc., 1937), pp. 72-82.

the individual.

5. The guidance function includes a study of occupations and their advantages and disadvantages.

Noar¹ asserted that the basic functions or principles upon which the junior high school was founded are: (1) articulation, (2) exploration, (3) educational guidance, (4) vocational guidance, (5) activity, and (6) time saving.

In summarizing, she stated that the junior high school of tomorrow exists today in many schools. This, she indicated, is true because teachers are moving toward more pupil participation in learning activities, and more accomplishments are being noticed in student councils and other extra curricular activities.

Koos² described how some of the original functions of the junior high school are no longer valid, while others are abiding. The changes in economic and social trends have provided for better retention in school and lessened the demand of industry and business for adolescent labor. He summarized these purposes of the junior high school: (1) meeting the individual differences of the pupils, (2) prevocational training and guidance, (3) counseling or guidance, (4) meeting the needs of the early adolescent group, (5) providing suitable environment for adolescents, (6) participation of pupils in school government, (7) exploring interests and abilities, and (8) special care for the retarded

¹Noar, op. cit., p. 4.

²Leonard V. Koos, Junior High School Trends, (New York: Harper and Brothers, 1955), pp. 18-23.

and remedial work for those who need it.

Koos further stated that "clearly, the only purpose, whatever may have formerly been claimed, peculiar to the level is that pertaining to the nature of the child during adolescence."¹

Howell² described a study in which selected junior high school administrators in 100 different cities and communities in the United States were asked to indicate their opinions of a list of 45 aims and purposes of education.

Administrators were asked to vote under four headings: (1) As Valid As Ever, (2) Less Valid Than Before, (3) No Special Value, and (4) No Longer Valid. Strong reactionary tendencies were shown by a vote against these items:

- (1) To effect economy of time in education.
- (2) Vocational training for those who must leave early.
- (3) To retain pupils in school longer.
- (4) A compulsory club program.
- (5) Promotion to the junior high school by age rather than by progress.
- (6) Grouping pupils according to their rates of progress.

He stated that the voting against these items would indicate that:

- (1) The original purpose of economy of time in education may have been fulfilled.
- (2) Vocational training should probably be of pre-apprentice or informational type.

¹Ibid., p. 30.

²Clarence E. Howell, "Junior High: How Valid Are Its Original Sims?" Clearing House, XXIII (October, 1948), pp. 75-78.

- (3) Probably the national tendency to increase the compulsory school age has lessened the need for the aim of keeping children in school longer.
- (4) There has been doubt as to the need for a club program in the junior high school.
- (5) Achievement should commence to take precedence over age.
- (6) There is doubt as to what to use as a basis for promotion.

Regarding the functions of today's junior high schools, Lieberman¹ indicated that the junior high school age children are growing mentally and physically, and at the same time are being introduced to new experiences. He believed that the adolescent should be given opportunity to take stock of himself and learn to carry out democratic activities. He concluded by stating that the junior high school of today renders an important educational service to early adolescents, who cannot receive the service from the elementary school.

Gurhn and Douglass have compiled a list of functions of the junior high school. They stated that these were written after studying the lists of functions as stated by other leaders in the junior high school movement and believed that the best current thinking concerning these functions has been incorporated in these statements:

Function I: Integration

To provide learning experiences in which pupils may use the skills, attitudes, interests, ideals, and understandings previously acquired in such a way that they will become coordinated and integrated into effective and wholesome pupil behavior.

To provide for all pupils a broad, general, and common education in the basic knowledges and skills which will lead to wholesome well-integrated behavior, attitudes, interests, ideals, and understandings.

Function II: 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 interests.

Function III: 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 in 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.

Function IV: 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 more economically and completely the ultimate aims of education.

Function V: Socialization

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

To provide increasingly for learning experiences designed to prepare pupils to adjust themselves and contribute to future developments and changes in that social order.

Function VI: Articulation

To provide a gradual transition from preadolescent education to an

¹ Elias Lieberman, "The Function of Today's Junior High School," Bulletin of the National Association of Secondary School Principals, XXXV (April, 1951), pp. 151-158.

educational program suited¹ to the needs and interests of adolescent boys and girls.

They indicated the following changes in functions:

1. The trend is toward integration which can be implemented through combining certain subjects under one teacher and effective use of the experience-centered unit.
2. There is a broader emphasis on exploration. It has become more important that pupils have opportunity to try out educational activities that will have a bearing on programs in senior high school and college. Opportunities should be given for pupils to find themselves in cultural, social, recreational and avocational ways. New subjects such as language arts, social studies, music, art, and other subjects are used for exploratory purposes. Methods should be flexible and students permitted to participate in planning learning activities.
3. Vocational guidance is left more to the high school and emphasis is placed upon personal, emotional, and social problems. Numerous books have been written on the relation of mental health to the education of adolescents.
4. The large unit plan of teaching is being used. This permits such pupil participation in planning learning activities, small group activities, various instructional activities, and a self-evaluation by the pupils.

¹Gruhn and Douglass, op. cit., pp. 31-37.

5. Various activities such as student council, clubs, assemblies, and service organizations are still important; but teaching methods are being modified permitting boys and girls to work together in small groups. Skits, dramatizations, field trips and excursions, and other activities that permit pupil planning are being used more than previously. These allow students to learn how to live together.
6. The articulation function is found in educational literature more than any other. Schools are giving more attention to articulation by providing activities such as workshops, faculty meetings, and curriculum study activities. Teachers of all grade levels are brought together to improve articulation.

Gruhn and Douglass¹ believed that it is very important to have a written school philosophy to give direction to the junior high school program and that it should be understood and accepted by the entire school faculty. They stated that this statement should be developed in terms of the size of the individual school, the size of the entire system, and faculty preference. After development this philosophy should not be laid aside but put into practice.

Curriculum and Methods

Current educational literature contains much information regarding

¹Ibid., pp. 37-43.

course offerings in the junior high school and new or modified methods and practices. The Commission on Secondary Curriculum stated:

The junior high school, no less than other educational institutions, must adapt to changing times . . . in the second half of the twentieth century, our society has great need for individuals who will be effective, free citizens in a world of increasing complexity and problem laden change.¹

The Commission on Secondary Curriculum has detected new pressures at all levels of education, as a result of international tensions and communism. They attribute to these developments several trends in junior high school:

1. To some extent the exploratory aspects of the general education programs of the junior high school, which emphasize acquainting the young adolescent with many fields so that he can begin to assess his own interests and talents, are being challenged. Students are being sorted earlier, on the basis of group intelligence tests and other criteria, into fast and slow learning groups. The fast groups are being given "advanced courses"--that is, high school level academic material. In most instances, however, this academic material is not the frontier material now being considered, for example, in the disciplines of mathematics and science. Few junior high schools have the advantage of language laboratories and qualified language teachers, yet language instruction in many systems is being extended downward to the junior high school level.
2. The sense that these are critical times and that therefore every moment must be fully utilized results, in many instances, in intensification of study assignments, and in a tendency to make the program "hard for the sake of being hard." Homework loads appear to be increasing not only at the junior high level, but in the elementary grades as well.
3. Early sorting of academically able students from other students frequently carries with it a corollary that mathematics, science and foreign language study are the fields which should be emphasized for these students. The able child interested and talented in music, art, homemaking,

¹Commission on Secondary Education, Association for Supervision and Curriculum Development, op. cit., p. 9.

- industrial arts, drama or other creative areas may find his program, even in the seventh or eighth grade, restricted to academic courses. At the same time, this child needs all the more urgently to understand his world and human behavior.
4. The influence of the senior high school is felt increasingly in the development of many programs in the junior high school. Competitive inter-school sports, for instance, which once were restricted mainly to the older age group, now are part of some junior high schools. Similarly, certain social functions in the junior high school are affected by the kinds of activities characteristic of the high school level. This is seen in ninth grade proms, noontime dances, and elaborate graduation ceremonies.¹

The Commission on Secondary Curriculum² further believed that the block-of-time idea is popular in junior high schools and shows promise of providing flexibility which will result in content being more nearly suited to student needs. They would offer this block-of-time instruction during each of the three years of junior high school so that the teacher would have the same students more than one year. In addition they would have new developments in almost every subject matter area, because changes now under way in the elementary school will have an effect upon the junior high school.

Although stating that block-time teaching is a controversial subject, Conant recommends it in at least grade seven:

To my mind, there should be a block of time set aside, at least in grade seven, in which one teacher has the same pupils for two or more periods, generally in English and social studies. Otherwise, grades seven, eight, and nine should be departmentalized.³

¹Ibid., pp. 9-10.

²Ibid., pp. 10-11.

³Conant, op. cit., pp. 23-24.

He did not believe that block-time teaching needs to break down subject-matter lines.

Hoppe¹ indicated that the block of time is especially useful in situations where field trips are made into the community or activities where construction is needed or bulky tools are necessary or where information gathering is essential to the problem.

In reporting the results of a study of the methods and results in a junior high core class Jurjevich² reported his opinion that the junior high can be used successfully for problem solving under guidance.

Gumaer³ found that New Jersey junior high school principals were concerned that junior high school teachers be better prepared to teach multiple-period classes. He revealed that the study indicated a further study of the benefits of the multiple-period plan, but that one-third of the New Jersey junior high schools were using multiple-period courses of the core, integrated, or correlated type.

Fetterhoff expressed the belief that the block-time program is an improvement over the conventional program, but that there are problems to be reckoned with. He listed them as "difficulty in scheduling; scarcity of new teachers trained for block-time program and desiring to

¹Arthur Hoppe, "The Core in Junior High School," Bulletin of the School of Education, Indiana University, XXIII (July, 1957), p. 3.

²Joseph C. Jurjevich, Jr., "Methods and Results in a Junior High Core Class," Educational Leadership, XIV, No. 8 (May, 1957), p. 487.

³Harry T. Gumaer, "New Jersey Junior High Schools Question Emphasis on Departmentalism," Bulletin of the National Association of Secondary School Principals, XLII, No. 241 (November, 1958), pp. 118-120.

try it; adequate rooms and equipment; and additional cost for equipment and suitable instructional materials."¹

Alberty has proposed some principles which he thinks should be incorporated in the junior high school curriculum. Among these is the admonition that "the subject-centered, ground-to-be-covered curriculum should be abandoned in favor of a core program based upon common needs, problems, and interests of the students."² He indicated that the core program should be used and that it should occupy approximately two-thirds of the school day. Alberty further stated that the school should provide opportunities for meeting special needs and interests of students in addition to the core but primarily,

From thorough study of the common needs, problems, and interests of the early adolescent, a list of problem areas should be set up. These areas should then become the basis for developing cooperatively planned units of work which draw freely upon all resources such as the major fields of knowledge, community situations and agencies, and specialists on the school staff.³

"Probably, the most recent and sound educational program," according to Cramer, "which is based upon comprehensive research and experimentation, for improving the present junior high school without changing its original purpose of serving fully the needs of youth in seventh, eighth, and ninth grades is a core or common learnings program."⁴

¹Willard M. Fetterhoff, "What Are Trends in Providing for Block-Time Classes in Today's Curriculum?" Bulletin of the National Association of Secondary School Principals, XLIII, No. 246 (April, 1959), pp. 29-31.

²Harold B. Alberty, "What Next in the Junior High School Curriculum?" Bulletin of the National Association of Secondary School Principals, XXXIX (April, 1955), pp. 270-271.

³Ibid.

⁴Roscoe V. Cramer, "How Effective Is the Core Curriculum in the Junior High School?" Bulletin of the National Association of Secondary School Principals, XXXVIII (April, 1954), pp. 172-179.

Block-time classes have been praised by Lawhead,¹ who stated that the core program facilitates guidance and counseling, serves as a connecting link between the curriculum content and needs of students as well as demands of society, offers opportunity for improving instruction, and assists in the establishment of relationships among the fields of knowledge. He also contended, "With education at all levels decrying the rigidity of curriculum structure based on narrow specialization, it seems most crucial in the junior high school to consider a program which asserts the unity of human knowledge but recognizes the need to extend individual talents toward diverse competencies."²

"In 1956," according to Wright, "the National Association of Secondary School Principals reported that 57.3 per cent of the 1,170 junior high school principals replying to the questionnaire sent to its member schools have some block-time classes in their schedules."³ She made a study of block-time and core usages in 1958 and found that 31.4 per cent of junior high schools were using some form of block-time scheduling and that this percentage was approximately double that of 1949. She further related:

English-social studies is the most frequently found combination in block classes . . . 72 per cent are of this type . . . An additional 14 per cent of the courses or grades, include with English and social studies one or two other subjects--general science, mathematics, or both.⁴

¹Victor B. Lawhead, "A Block of Time--for General Education," Educational Leadership, XVIII (December, 1950), pp. 148-152.

²Ibid.

³Grace S. Wright, "Block Time Classes and the Core Curriculum in the Junior High School?" Bulletin of the National Association of Secondary School Principals, XXVIII (April, 1954), pp. 172-179.

⁴Ibid.

Chalender has reported:

Unified studies is a required course for all junior high school pupils in the Shawnee-Mission, Kansas District Schools. This course requires a relatively large block of time. In grades seven and eight, a three-hour time block is provided and in grade nine a two-hour block is used.¹

Parody² reported that the Battle Hill Junior High School in White Plains, New York has been using block scheduling in such a way that only two teachers teach the four main subjects as a result of double period scheduling of English-social studies and mathematics-science combinations.

The Iowa State Department of Instruction³ indicated that block-time scheduling is used in an increasing number of schools. This is especially true of grade seven. They pointed out that it is used to a lesser degree in grades eight and nine.

According to Schaibly the Kalamazoo, Michigan school system included the following as desirable junior high school practices:

1. A six period day with an additional activity or home room period.
2. The integration of English and social studies in the 7th, 8th, and 9th grades in unified classes.
3. Home-room and activity periods with well-planned and desirable programs.
4. The combination of physical education and health in the seventh grade on a 3-2 basis.
5. The scheduling of general science five periods per week for one year as a minimum.
6. All junior high school pupils should have a required art experience with an elective opportunity in the ninth grade.
7. A required course in 'home living' for boys and girls in

¹Ralph E. Chalender, "A Unified Studies Approach," Educational Leadership, XVIII (December, 1950), pp. 161-164.

²Parody, loc. cit.

³The Iowa State Department of Public Instruction, Junior High Schools for Iowa, (Des Moines: The State of Iowa, 1960), pp. 7-8.

- grade seven.
8. A study of freed curriculum for some pupils who experience difficulties with the regular curriculum.
 9. The continuing of a developmental reading program from the elementary school through the junior high school.
 10. Music class experiences provided on a required basis for all pupils in grades seven and eight, and on an elective in grade nine.
 11. Supervised study in the classroom in place of study halls.
 12. Making the lunch hour an integral part of the school day when feasible.¹

Cherkis² indicated that the New York City system has combined social studies and language arts in an integrated junior high school program. He voiced the realization that social and personal integration are interrelated and that the school must work closely with the community in campaigns for community betterment.

Ahrens³ has written that students, parents, and teachers should participate in the reorganization of the curriculum, and problems which these people consider important should be considered. He suggested that curriculum changes should be gradual and continuous; time should be provided for teachers to plan and work; extensive use of literature should be made; and that care should be used in the reorganization of the curriculum.

In summarizing statements regarding the junior high school curriculum, the Junior High School Association of Illinois wrote that the

¹Colon L. Schaibly, "Kalamazoo Looks at Its Junior High School Program," Bulletin of the National Association of Secondary School Principals, XXXVII (November, 1953), pp. 31-34.

²Carl Cherkis, "What Are the Desirable Curricular Changes in the Junior High School?" Bulletin of the National Association of Secondary Principals, XL (April, 1956), pp. 189-191.

³Maurice R. Aherns, "Planning for the Reorganization of the Secondary School Program," High School Journal, XXXVII (May, 1954), pp. 229-233.

emerging emphasis is upon the development of personal and social understandings which will permit students to become effective members in the society in which they live.¹ They indicated that the trend is away from departmentalization, particularly in grade seven, and toward some type of multiple-period class organization. This includes the trend toward the interrelation between various subjects.

The Commission on Secondary Schools and the Commission on Research and Service² reported that the scheduling of students to one teacher for an extended period of time was beneficial in helping them solve individual student problems and better meet their needs and interests. They also indicated that effective core classes use teacher-student planning in the use of the block-time classes in such subject combinations as English-social studies, and mathematics-science.

Faunce and Clute³ proposed a junior high school program which included the core curriculum, because they believed that geography, history, health, and science cannot be separated into distinct areas. They suggested that core teachers are counselors. They would have the activity period centered around the lunch hour to provide for intramural games. They favor mathematics classes at separate periods, but would

¹The Junior High School Association of Illinois, op.cit., pp. 10-11.

²The Commission on Secondary Schools and the Commission on Research and Service, op. cit., p. 16.

³Roland C. Faunce and Morrel J. Clute, Teaching and Learning in the Junior High School, (San Francisco: Wadsworth Publishing Company, 1961), pp. 93-120.

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have the teachers of separate grades meet for planning. They further believed that exploratory courses in art, music, industrial arts, home-making, and physical education should be offered, because of the need for pupils to make choices and profit by their mistakes.

According to Noar, curriculum builders will need to provide a schedule which will:

. . . give the pupils many opportunities to practice the desired skills, to acquire the required information, and to develop the desirable appreciations and attitudes which are needed by the intelligent, effective citizen who is capable of generous, rich, and abundant living.¹

She believed that the multiple-period or core class to be an effective way to do this.

Noar² further indicated that the language arts program is very important, and that the teacher in this program should teach good usage; grammar; writing, which includes spelling and composition; and reading. She would not have all of the other teachers neglect their responsibility in sharing in the language arts program objectives. A summary of her beliefs regarding other curriculum areas is:

1. Foreign languages in the junior high school are important today because of the importance of world cooperation and understanding.
2. Foreign language laboratories are valuable and practical.
3. National interest in science education has been shown by the financial assistance which has been given schools through the National Defense Education Act.
4. There is much science education received outside the classroom.
5. Provision is being made for the gifted to receive additional science experiences.

¹Noar, op. cit., p. 165.

²Ibid., pp. 185-247.

6. Events of the late 1950's brought about increased interest in mathematics.
7. New types of mathematics programs are being offered, and research is being carried on to determine steps in developing the kind of mathematics program which is needed.
8. Practical arts courses are necessary and sex segregation is being eliminated in them.
9. Television is being used in education for enrichment.
10. There is need for better libraries, and they should be used more effectively.
11. Teachers, parents, and students should evaluate the purposes and results of the junior high school program.
12. Evaluation should be continuous and democratic.¹

Schwartz,² in reporting on a study which he made of the effects of a seventh and eighth grade core program, concluded:

1. It can be accepted in part that high school students, who have had a core program in junior high school, achieve higher scores in various subject matter and skill areas.
2. Students who have learned through a core program in junior high school make higher final marks in senior high school.
3. That students who have had a junior high school core program have a more favorable personality, according to teacher rating, can be accepted in part.
4. High school students who learned in junior high school through a core program participate in a greater number of extracurricular activities, but they do not spend more time in them. Neither do they take part in a greater variety of these activities.

¹Ibid.

²Bernard Schwartz, "An Investigation of the Effects of a Seventh and Eighth Grade Core Program," Journal of Educational Research, LIII (December, 1959), pp. 149-152.

5. It can be accepted to some extent that students who have participated in a junior high school core program have an advantage over those who did not have such a program.
6. According to a standardized student attitude scale, students who learned through a junior high school core program did not exhibit more favorable social and school attitudes.

Storen¹ pointed out that there is a lag between the demands of the schools and their practices. She suggested that school administrators are just beginning to realize the need for taking a better look at the junior high schools. She also indicated a need for students to be taught an appreciation for art, music, and literature to arouse a feeling of joy.

Lentz² expressed his feeling that until recently the ninth year mathematics offering in most schools included elementary algebra for those more mathematically inclined and general mathematics for the remaining pupils. He stated that more and more schools are offering several mathematics courses to this grade and the recently introduced "modern mathematics" program is having an impact on the junior high school curriculum. He further stated that the administrators and

¹Helen F. Storen, "Junior High School Priorities," The Clearing House, XXXV (October, 1960), pp. 67-71.

²Donald W. Lentz, "A Junior High School Principal Views Mathematics in a Liberal Education," Bulletin of the National Association of Secondary School Principals, XLIII (May, 1959), pp. 60-64.

teachers have a joint responsibility of keeping abreast of the changing mathematics program by experimenting and joining professional organizations.

Weatherman stated:

The basic factor underlying the entire junior high school structure is that it was developed to "meet the needs" of that age group. Every junior high school student needs to experience the competition that comes through properly supervised and regulated athletic games.¹

Regarding the kind of educational program that is needed for junior high school, Tingley and Benton² pointed out that one-half day should be devoted to the core program; exploratory courses in shop, laboratory courses, music, and homemaking should be offered; guidance should be provided; social and moral values should be taught; skill subjects should be included and citizenship education provided.

Lake³ suggested that the junior high school should include five block-of-time divisions including: general studies (English, history, science, mathematics, and health); try-out subjects such as industrial arts; enrichment subjects including music and art; laboratory and re-

¹Don E. Weatherman, "Should the Junior High School Have an Inter-scholastic Athletic Program?" Bulletin of the National Association of Secondary School Principals, XLIII (April, 1959), pp. 18-19.

²Howard B. Tingley, and C. Benton Manley, "What Educational Program is Needed in the Junior High School?" Bulletin of the National Association of Secondary School Principals, XL (April, 1956,) pp. 243-247.

³Ernest G. Lake, "What a Superintendent Thinks Is Right About the Junior High School?" Bulletin of the National Association of Secondary School Principals, XL (April, 1956), pp. 501-502.

medial work; and specialization, which includes Latin, modern languages, and typing.

Hale¹ indicated the need for high quality in science teaching in the junior high school, because in many instances that is the last opportunity the science teachers will have to work with all of the boys and girls in our schools. She suggested that the junior high school should look at America and society as they exist today; nurture the scientific interests of students; develop an understanding of the various sciences and how they are related; and make the student aware of his moral and social responsibility to mankind. She gave these trends to check the individual school against:

1. Program is planned but flexible.
2. Science is thinking.
3. Science is philosophical.
4. Science is quantitative.
5. Science is articulated.
6. Science is doing.
7. Facilities are improving.
8. Science schedules are changing.
9. Grouping is becoming homogenous.
10. Extra classroom science is popular.
11. Public interest is high.
12. A great deal is expected of science teachers.²

McKibben³ observed the following characteristics of the teaching of science today:

1. High school science patterns are clearer than the junior high school.

¹Helen E. Hale, "Quality Science for the Junior High School," Bulletin of the National Association of Secondary School Principals, XLIV (December, 1960), pp. 36-76.

²Ibid.

³Margaret J. McKibben, "Science Teaching Today--Grades 7-12," National Education Association Journal, XLVIII (October, 1959), pp. 57-58.

2. Upgrading of science began at the top and came to the junior high school later than the high school.
3. Most new developments are geared to the above average student.
4. Some out of school activities are being used.
5. More time is being spent on individual and group experimentation.
6. There is a movement away from science as part of the junior high school program and toward the laying of a strong academic science foundation for the senior high school science.
7. The mathematics of science is being stressed.
8. Biology is being taught to some ninth grades.
9. Science seminars are being used.
10. Summer science programs are provided for selected students,
11. There are more cooperative efforts between school and community.

Baughman¹ found through a study of Illinois junior high schools that one school in four was considering more emphasis on science in 1958-59. In nearly all Illinois junior high schools, which included grade nine, general science was either required or elected. The lecture-demonstration method of teaching was most commonly used. Too

¹M. Dale Baughman, "What's Happening in Illinois Junior High School Science Programs?" Bulletin of the National Association of Secondary School Principals, XLII (September, 1958), pp. 130-134.

many schools did not sponsor science clubs or fairs.

The Commission on Secondary Schools and the Commission on Research and Service¹ indicated that the junior high schools of the South required mathematics, physical education, and exploratory science to some extent. They stated that some schools were offering three mathematics courses in the ninth grade to care for the varying needs of students. They believed that the junior high school science program should be functional, and based upon problems in science which are of concern to youth and society. It should be of an exploratory nature. In a six-period day they thought that the ninth grade pupils could be scheduled for a two period core class, one each for required mathematics and physical education, one for exploration, and one for an elective subject.

Gruhn and Douglass² believed that trends and methodology in junior high school science are toward (1) a more functional approach toward teaching it, (2) integration of science in the whole program, (3) opportunities for enrichment, (4) recognition of individual differences, (5) more problem solving, (6) more administrative considerations, (7) keeping abreast of current happenings in science, (8) and the use of democratic values.

Gelfond stated, "Senior high schools suggest that subjects tradi-

¹The Commission on Secondary Schools and the Commission on Research and Service, op. cit., pp. 53-62.

²Gruhn and Douglass, op. cit., pp. 172-176.

tionally taught at the higher levels be moved into the junior high schools."¹ He believed that the word "exploratory" is not necessary for the junior high school to justify its existence, and that courses in senior high school could also be exploratory.

The Texas Association of School Administrators² published statements regarding the school superintendent and the junior high school science program. They thought it should develop an understanding of the difference between elements, compounds, and mixtures; of the structure of the atom; of the chemical changes of simple substances; and of the simple concepts of the molecular theory. This association also thought it should expand the concepts of elements to include differences between metals and non-metals.

Gruhn and Douglass³ summarized trends in junior high school mathematics by stating that the tendency is to develop problem situations which relate to the present life experiences of the pupil; develop an understanding of social processes and institutions; use mathematics to teach intelligent consumership; use available fields and principles to study a particular topic and an adequate understanding of it. They also found three possible plans in use for offering mathematics to the non-college group when algebra was offered for the college-preparatory group.

¹Abraham Gelfond, "The Exploratory Concept in the Junior High Schools," Bulletin of the National Association of Secondary School Principals, XLIV (November, 1960), pp. 32-34.

²The Texas Association of School Administrators, The School Superintendent in the Science Program, (Austin: The Texas Association of School Administrators, 1956), p. 7.

³Gruhn and Douglass, loc. cit., pp. 118-120.

No mathematics was offered beyond the eighth grade; algebra was required for all pupils, which continued in a few schools; and algebra was offered for the college-preparatory group while general mathematics was offered to the non-college group.

Lentz¹ suggested that the junior high school teachers of mathematics should be alert to changes in the mathematics program, and experiment with new mathematics ideas. He would also like for these teachers to learn about progress in mathematics by joining and participating in their professional organizations.

Conant recommended:

A small fraction of pupils should start algebra (or one of the new brands of mathematics) in grade 8. Some, if not all, pupils should start the study of a modern foreign language on a conversational basis with a bilingual teacher in grade 7.²

Noar³ believed that the new mathematics programs have focused attention on the need for changes in the mathematics curriculum but that changes should be made from a gradual approach.

The Commission on Secondary Schools and the Commission on Research and Service⁴ mentioned that a number of junior high schools are offering three mathematics courses in the ninth grade. Students who have ability in mathematics and expect to enter college take algebra; those students

¹Donald W. Lentz, "A Junior High School Principal Views Mathematics in a Liberal Education," Bulletin of the National Association of Secondary School Principals, XLIII (May, 1959), pp. 60-64.

²Conant, op. cit., p. 17.

³Noar, op. cit., pp. 220-222.

⁴The Commission on Secondary Schools and the Commission on Research and Service, loc. cit., pp. 55-56.

with average or above ability with little interest in higher mathematics are usually counseled into general mathematics; students who have difficulty in this field are advised to take a course in developmental mathematics.

¹Pringle stated that the method of presentation in the junior high school mathematics must be suited to the interests and capacities of pupils. This he said must be less formal than in the past, must be intuitive, concrete, taught in a practical way, and must provide for direct and continuous application.

Noar² and Pringle³ apparently agreed that social studies should provide experiences that will acquaint the pupils with peoples of the world and thereby provide better citizenship.

Regarding the co-curricular program, The Commission on Secondary Schools and the Commission on Research and Service⁴ believe that this program could provide an opportunity to satisfy special interests and abilities of junior high school students. They suggested such activities as student government, library and office assistants, audio-visual aids crew, stage crew, cafeteria aids, members of safety council, and other such school affairs.

Kwapil⁵ reported that there are times when students in junior high

¹Pringle, op. cit., pp. 175-176.

²Noar, loc.cit., p. 167.

³Pringle, loc.cit., pp. 218-236.

⁴The Commission on Secondary Schools and the Commission on Research and Service, loc.cit., pp. 62-63.

⁵Helen M. Kwapil, "Foreign Language in the Junior High School" National Education Association Journal, LI (November, 1962), pp. 47-48.

school foreign language classes have a mixture of language training backgrounds, and a variety of experiments are necessary to meet fully the situation. She thought this problem could not be solved until standards of accomplishment in each grade of the elementary schools are set up.

In summarizing statements regarding foreign languages, Pringle stated:

The foregoing implies that the present interest in the teaching of foreign languages is wisely centered on the organization of the courses and the enrichment of the content; this is implied in making reading ability the immediate objective.¹

Noar² related that there are still doubts as to some of the earlier reasons for teaching foreign languages, but how foreign language is taught and to whom depends upon many contingencies.

Thompson and Roe³ reported on a survey of interscholastic athletic programs, which was made by the National Association of Secondary School Principals Committee on Junior High School Education. This survey revealed that 85% of the reporting junior high schools have some program of interscholastic athletics and 78% of the principals favored it. These writers also indicated the controversial nature of the junior high school athletic program.

Noar⁴ indicated that the events which occurred in the late 1950's

¹Pringle, loc.cit., pp. 265-277.

²Noar, loc.cit., pp. 212-216.

³Ellsworth Thompkins and Virginia Roe, "A Survey of Interscholastic Athletic Programs in Separately Organized Junior High Schools," The Bulletin of the National Association of Secondary School Principals, XLII (November, 1958), pp. 1-45.

⁴Noar, loc.cit., pp. 220-222.

focused attention on the needs and programs for the gifted, and that much of this has been upon mathematics. She further suggested that the gifted should enter advanced mathematics at an earlier age than usual.

The Commission on Secondary Schools and the Commission on Research and Service reported:

Although provisions should be made in the regular courses for students who are gifted intellectually, artistically, musically or who have other gifts, the co-curricular program could and should be planned to supplement activities developed in regular classes.¹

The Iowa State Department of Public Instruction² indicated the need for a broad program to serve the differing maturity levels of the pupils and also provide for meeting the needs of both the gifted and the slow learner.

Elder³ emphasized the value of a seminar program for the gifted. She believed that this encouraged investigation and exploration in the West Hempstead, New York junior-senior high school.

Rogers and Stuhler⁴ disagreed with those who believe that the gifted students can be identified only in mathematics and science. They ex-

¹The Commission on Secondary Schools and the Commission on Research and Service, loc.cit., pp. 62-63.

²The Iowa State Department of Public Instruction, op.cit., p. 15.

³Florence L. Elder, "A Junior High School Seminar for Talented Students," The Bulletin of the National Association of Secondary School Principals, XLIII (May, 1959), pp. 95-98.

⁴William C. Rogers, and Barbara Stuhler, "Gifted High School Students Today--Junior Diplomats Tomorrow," The Bulletin of the National Association of Secondary School Principals, XLII (December, 1958), pp.70-76.

pressed the belief that there are those who are talented in social studies and understanding of world affairs, and should be provided special training.

Maybee¹ believed that the best way to serve the needs of the academically talented is in a comprehensive junior high school. He preferred the selection of students for special groups on the basis of their ability and this measured in special areas.

In writing of methods of caring for the gifted, Gruhn and Douglass described acceleration, enrichment, and extraclass activities. They stated that "a special curriculum taught in special classes-- is perhaps the most effective arrangement for providing an enriched program for gifted children."²

Noar³ and the Commission on Secondary Curriculum⁴ appear to generally agree that the gifted and slow students need counseling and guidance, but grouping according to test scores should be studied carefully. They pointed out that grouping can have harmful effects upon both the slow and the gifted.

Gruhn⁵ pointed out that the pupils of junior high school age have

¹Gene D. Maybee, "How Can the Junior High School Best Provide for the Academically Talented?" The Bulletin of the National Association of Secondary School Principals, XLIII (April, 1959), pp. 19-21.

²Gruhn and Douglass, op.cit., pp. 220-226.

³Noar, loc.cit., pp. 22-23.

⁴Commission on Secondary Education, Association for Supervision and Curriculum Development, op.cit., pp. 320-322.

⁵William T. Gruhn, "Guidelines for Junior High School Education," The Bulletin of the National Association of Secondary School Principals, XLVI (February, 1962), pp. 3-13.

many differences, and providing for this wide range of differences is a complex and difficult task. He expressed the belief that the junior high school should avoid undue attention toward those who deviate extremely from their fellows.

Birch¹ described the social and emotional condition of many slow learners in junior high school, and advocated an organization that would provide courses which would meet the needs of these young people.

Turner² advocated a remedial reading program in the junior high school. In this program no grades would be given and no pressures would be exerted for a certain amount of work. She would have the pupils read what interested them, and the teacher give as much individual attention as possible.

Guidance

The Commission on Secondary Schools and the Commission on Research and Service³ emphasized the place of the core teacher in the guidance program. According to the core teacher should have a special interest in the guidance of adolescents. They stated that the guidance program should create an atmosphere in which the student feels that he is understood.

Pringle⁴ suggested that the guidance director should have the coop-

¹Jack W. Birch, "The Slow Learner in the Secondary School," National Education Association Journal, XLVIII (October, 1959), p. 26.

²Carla S. Turner, "Remedial Reading Pays Dividends in the Junior High School," The English Journal, XLVIII (March, 1959,) p. 136.

³The Commission on Secondary Schools and the Commission on Research and Service, loc.cit., pp. 46-48.

⁴Pringle, op.cit., pp. 80-82.

eration of the students and teachers if the guidance function is to be effective. He believed that the counselor must recognize the many influences which might determine a pupil's choice of a vocation.

Noar¹ stated that psychiatrists have urged teachers to study mental hygiene and use the results to create a better classroom atmosphere in which to guide the children.

Crow and Crow² believed that junior high school students are probably in greater need of guidance than at any other period in their educational experience. They mentioned the importance of teacher cooperation in the guidance program.

Gruhn and Douglass³ reported that the concept of guidance has undergone considerable change in recent years. They indicated that since students are staying in school longer, more attention is being given to emotional, health, educational, social, and character problems of early adolescents, and less effort is being made toward providing vocational guidance in the junior high school.

In describing what a good junior high school is, the Iowa State Department of Public Instruction⁴ listed guidance as an important feature of the organization. They stated that the homeroom teacher held a valuable place in this program, but that the total area of guidance and counseling

¹Noar, loc.cit., p. 31.

²Lester D. and Alice Crow, An Introduction to Guidance, (New York: The American Book Company, 1951), pp. 229-252.

³Gruhn and Douglass, op.cit., p. 261.

⁴The Iowa State Department of Public Instruction, loc.cit., p.3.

could be greatly strengthened if a qualified person is included on the staff.

Conant¹ indicated the agreement among educators of the importance of guidance in the junior high school. He stated a belief that a full-time specialist in guidance and testing should be provided for every 250-300 pupils in the junior high. This person, he further stated, should help with the orientation of pupils when they move from one school to the other, be responsible for a testing program, and help pupils with personal, social, and academic problems.

The Commission on Secondary Curriculum listed several characteristics of the future junior high school. Among them was the statement that "the junior high school of tomorrow should provide extended guidance for all students."² They believed that this future school will provide more time for teachers to know and help students, and parents will sit in conferences with them after trained specialists have done extensive diagnostic testing.

Smith³ related the importance of the guidance and testing program in the integration of the various subjects and activities.

Mullerny⁴ explained how a guide to student planning booklet was

¹Conant, op.cit., p. 27.

²The Commission on Secondary Curriculum, Association for Supervision and Curriculum Development, loc.cit., pp. 27-28.

³Bill Smith, "The Junior High School--A Launching Pad," The Oklahoma Teacher, XLII (March, 1961), p.6.

⁴George M. Mullerny, "Junior High Guidance in the Space Age," The Bulletin of the National Association of Secondary School Principals, XLII (November, 1958), pp. 135-137.

used in a junior high school to aid students in planning toward future academic training or job opportunities.

Unpublished Studies

A limited number of available dissertations which were based on a study of the junior high school and its functions were found. The one described below appeared to be most valuable.

Lounsbury made a study to analyze and clarify the role and status of the junior high school. Answers to the following questions were sought:

1. What factors and conditions led to the origin and development of the junior high school?
2. What was the original role of the junior high school and its characteristics?
3. What has been the growth and extent of the junior high school movement?
4. What is the status of the junior high school today?
5. In the light of contemporary conditions and theory, what should be the role and characteristics of the modern junior high school?¹

The justification of the study was that our rapidly growing and changing society needs to be studied, evaluated, and interpreted periodically. He also indicated that the role and status of the junior high school had not often been investigated. He cited the apparent questioning that is evident among curriculum specialists regarding the place of this segment of our school organization.

In collecting data for the study, two instruments were developed. One of these was an information sheet, which elicited answers to questions

¹John Horton Lounsbury, "The Role and Status of the Junior High School," (Unpublished doctoral dissertation, George Peabody College for Teachers, 1954), 359 pages.

regarding certain practices as employed by the school, size of school, academic and extracurricular offerings, guidance, home rooms, grouping, and other ways of meeting functions of the junior high school. The second instrument was an opinionnaire. This was largely in the form of a check list of purposes or functions of this intermediate school. These were sent to 325 of the 3,227 junior high schools listed in the United States Office of Education Directory.

In the analysis of the changing role of the junior high school, the following functions were listed as apparently no longer valid:

1. To effect economy in time through earlier college preparation.
2. To provide for homogeneous grouping.
3. To provide vocational training for early school leavers.
4. To make possible promotions by subjects.
5. To effect financial economy.
6. To provide for departmental teaching.
7. To effect economy in time through the elimination of duplication and repetition.
8. To provide for early differentiation in pupils' programs.
9. To segregate early adolescents.
10. To improve holding power, reduce drop-outs.¹

Functions found to be of continuing validity are:

1. To make possible a program more suited to the nature of early adolescents.
2. To continue common education and provide better for the integration of varying educational experiences.
3. To provide experiences in sharing, the acceptance of responsibility, and self-direction.
4. To discover the aptitudes, interests, and capacities of individual pupils by testing, counseling, and exploratory work.
5. To provide socializing experiences, through social activities, group work, and other informal situations.
6. To enrich the programs of the seventh and eighth grades by providing shops, laboratories, and other special features.
7. To provide more adequately for guidance and counseling.
8. To provide opportunities for seventh and eighth grade pupils

¹Ibid.

to participate in extracurricular activities such as teams, clubs, etc.

9. To provide prevocational training, orientation, and exploration.
10. To provide for the exploration of various subject and interest areas through short-term or try-out courses.
11. To reduce the retardation and failures of pupils.
12. To make possible a gradual introduction of the elective system.
13. To provide special classes for retarded and/or advanced pupils.
14. To make possible a gradual transition from elementary school conditions and practices to those of the high school.¹

¹Ibid.

CHAPTER III

MINIMUM PROGRAM

The minimum program for a junior high school was developed from a careful study of related literature. Special attention was given to statements which were made by the authors of the most recently published available books. Statements in the minimum program were formulated after three of the five authors referred to in this chapter were in general agreement with the statement, except those regarding new courses. Several other current writers agreed with minimum program statements regarding new courses. The agreement among these authors is shown in this chapter.

Type of Organization

No one type of program will necessarily satisfy the educational needs of the community, but the separate organization of the junior high school into grades 7-8-9 seems to be best for most schools.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Noar

Noar did not specifically approve a certain program, but those described are the 7-8-9 type of organization.

The Junior High School
We Need by Commission

The Commission on Secondary Education recommended an ungraded school, which should not

on Secondary Education
A. S. C. D.

hold to a three year period. This commission stated that it is an important question of whether the ninth grade should be in junior high or high school. The junior high might include grade six instead of grade nine.

The Modern Junior High School and William T. Gruhn and Harl R. Douglass

Any of these would be satisfactory in large communities; however, ninth grade is becoming part of a unified junior high program.

Teaching and Learning In the Junior High School by Roland C. Faunce, and Morrel J. Clute

There was no specific discussion of which is best but they propose a junior high program which includes grades 7, 8, and 9.

Junior High School Trends by Leonard V. Koos

A variety of grade grouping can serve the purpose, but it must: (1) reach down to the beginning of adolescence, (2) span the early adolescent years, (3) whatever the grade grouping, provisions be made to serve needs of early adolescents.

Grouping

1. Grouping for remedial work in subjects where needed should be provided in grades seven and eight.

2. Some ability grouping after careful planning should be provided in grade nine, but not for all subjects.

Recommendations of Selected Authors

The Junior High School Today and Tomorrow
by Gertrude Noar

This procedure is to be questioned. The teacher must learn about pupils before grouping.

The Junior High School We Need by Commission on Secondary Education
A. S. C. D.

Early sorting of academically talented may cause student to be restricted to academic courses. "Analysis groups" of no more than 10 may meet 10 hours a week to help learning become behaving was recommended. Fast groups are being put in advanced courses earlier.

The Modern Junior High School by William T. Gruhn and Harl R. Douglass

Two-thirds of schools in 1954 had grouping for remedial purposes. Studies show (1) it is impossible to have completely homogenous groups, (2) achievement is higher in homogenous grouping, (3) usually fewer failures after ability grouping is introduced. Grouping within the class is used more and more.

Teaching and Learning In the Junior High School by Roland C. Faunce, and Morrel J. Clute

Lounsbury was quoted as having found that 50% of 251 junior high schools have some kind of ability grouping. Grouping is less objectionable in high school than in junior high. The trend toward ability grouping violates the social objectives toward which group experience is directed. Most goals of education are best advanced through heterogenous grouping, with some grouping in the classroom.

Junior High School Trends by Leonard V. Koos

Until we have conclusive proof of its undesirability, ability grouping will remain in use frequently.

Acceleration

1. No acceleration should be provided in grades seven and eight.
2. In grade nine the more capable students should take algebra, biology, or other advanced sciences and foreign languages.

Recommendations of Selected Authors

The Junior High School Today and Tomorrow by Gertrude Noar

Gifted students should enter mathematics earlier than usual.

The Junior High School We Need by Commission on Secondary Education A. S. C. D.

Flexible scheduling should be provided. Some seventh and ninth grade students might be placed together for certain activities and classes.

The Modern Junior High School by William T. Gruhn and Harl R. Douglass

Three plans are widely employed (1) gifted carry extra courses, (2) take usual courses but move rapidly, (3) special curriculum for gifted.

Teaching and Learning

This was not directly discussed.

in the Junior High School by Roland C. Faunce, and Morrel J. Clute

Junior High School Trends by Leonard V. Koos

This was used in the past, but argument against it is that it may be conducive to undemocratic ideals.

Enrichment

1. Enrichment should be provided for all grades within the classroom.
2. Use of community resources and participation in special projects should be provided.
3. Adequate shop, laboratory, and library materials should be provided.
4. Activities should be provided for all grades.
5. Ninth grade students should be permitted to take extra courses for enrichment.

Recommendations of Selected Authors

The Junior High School Today and Tomorrow by Gertrude Noar

Use of community resources, audio-visual equipment, creativity and initiative through art, music, construction, and dance were recommended.

The Junior High School We Need by Commission on Secondary Education A. S. C. D.

Extending the school day and year to include greater use of equipment and community resources were suggested. New programs should be tried. More shop and laboratory facilities should be provided.

The Modern Junior High School by William T. Gruhn and Harl R. Douglass

Enrichment is possible (1) by special classes, (2) in regular classes, and (3) by extra-class activities.

Teaching and Learning

Activities should be provided with opportuni-

in the Junior High School by Roland C. Faunce, and Morrel J. Clute

ties for community project participation.

Junior High School Trends by Leonard V. Koos

He recommended a program enrichment so that all pupils would receive more and better education in the same period of time.

Course Offerings

1. A core program should be provided where seventh and eighth grade students have a longer block of time than ninth graders.

2. Required and elective courses as listed should be provided.

Grade 7

Required

Language Arts
Social Studies
Mathematics
Physical Education
Science

Elective

Practical Arts
Art
Music
Foreign Language

Grade 8

Required

Language Arts
Social Studies
Mathematics
Physical Education

Elective

Practical Arts
Foreign Language
Art
Music
Science

Grade 9

Required

Language Arts
Social Studies
Mathematics
Algebra or
General Mathematics

Elective

General Science
Biology for gifted
Algebra for gifted
Physical Education
Practical Arts
Music
Art
General Business
Foreign Language
Typing

3. Some of the courses would not need to meet each day for the length of time required for basic subjects.

Recommendations of Selected Authors about Required Courses

The Junior High School
Today and Tomorrow
by Gertrude Noar

Core programs, composed of language arts, social studies, and science, were suggested.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C. D.

Block-of-time should be provided for each of three years. Provision should be made for a focus on kinds of general education skills and concepts which young adolescents need and a continuation of skills in reading, problem solving, computation, and an adequate P. E. program for all.

The Modern Junior High
School by William T.
Gruhn and Harl R.
Douglass

There is a trend toward the core program. Science-Mathematics and English-social studies could be combined, and sometimes all music.

Teaching and Learning
In the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

A requirement of a core program of four periods for grades 7 & 8, and two for grade 9 were recommended. The core could be composed of English, social studies, health, and science. Others for the 7th & 8th grades are arithmetic, art, music, industrial arts, homemaking, and P. E. Math I should be required in the 9th grade.

Junior High School
Trends by Leonard V.
Koo

A multiple period of English-social studies or science-math was described. Examples for grades 7 & 8 showed all required: health, English, social studies, geography, science and health, arithmetic, fine arts, guidance, home room, and school life activities.

Recommendations of selected Authors about Elective Courses

The Junior High School
Today and Tomorrow
by Gertrude Noar

Foreign language, algebra, general mathematics, science, practical arts, and library were listed.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C. D.

Ample laboratory and work facilities for art, music, homemaking, industrial arts, crafts, speech and drama, and foreign language were recommended.

The Modern Junior High

None were mentioned for grade 7. For grade

School by William T.
Gruhn and Harl R.
Douglass

8, music, general science, general business, arts & crafts, and typing were suggested. For grade 9, general business, foreign language, music, arts & crafts, typing, agriculture, and biology were suggested.

Teaching and Learning
In the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

Electives for the 9th are art, music, industrial arts, homemaking, typing, general business, biology, foreign language, drafting, journalism or drama, and P. E.

Junior High School
Trends by Leonard V.
Koos

Recommendations were made for few electives in grade 7 to greater freedom in grade 9. Foreign languages, industrial arts, music, homemaking, and certain commercial subjects were recommended. Example: 7 and 8 no electives; 9, Latin, fine arts, business education, homemaking, and shop.

Courses for Slow Learners

1. Special courses for slow learners should be of the remedial type.
2. Care should be taken to avoid the designation of special classes.
3. Heterogeneous grouping should be used in homerooms and as many courses and activities as possible.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Noar

Current events, radio, television, and newspapers should be used in social studies. Heterogeneous grouping in art, music, dramatics, and practical arts with a block or core curriculum should be provided.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C.D.

None were mentioned.

The Modern Junior High
School by William T.
Gruhn and Harl R.
Douglass

The avoidance of special designation of classes was recommended for them. They should be put in homeroom with others, and some regular classes provided. They should

be permitted to take part in extracurricular activities. A study showed 48% were assisted in regular classes and 45% in special classes. In small schools they can be put in regular classes in non-academic subjects, but be segregated in academic subjects, especially English and mathematics.

Teaching and Learning in the Junior High School by Roland C. Faunce, and Morrel J. Clute.

None were mentioned. They believe in flexible assignments to take care of these students, with special rooms for those who need remedial help.

Junior High School Trends by Leonard V. Koos

Special classes, especially reading and arithmetic, should be provided.

Courses for the Gifted

1. Labeling of classes should be avoided.
2. Heterogeneous grouping in most courses should be used.
3. The gifted should be permitted to take algebra I, biology, and foreign language in grade nine.

Recommendations of Selected Authors

The Junior High School Today and Tomorrow by Gertrude Noar

Heterogenous grouping was recommended with the gifted taking the major roles when mental acuity and complexity are required.

The Junior High School We Need by Commission on Secondary Education A. S. C. D.

The practice is to give advanced courses, especially in mathematics and science. Language instruction is being extended downward.

The Modern Junior High School by William T. Gruhn and Harl R. Douglass

Special classes is probably the best way to provide enrichment. However, it is usually inadvisable except in large schools of 1200 to 1500. Enrichment should be provided in regular classes. Extra courses could be provided. Special work in regular classes, extra responsibilities, and individual help outside classes were suggested.

Teaching and Learning
in the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

None were mentioned. They believed in flexible assignments to take care of these students.

Junior High School
Trends by Leonard V.
Koos

The use of acceleration and special classes were recommended.

New Courses and Discontinuation of Courses

1. Modern or advanced mathematics courses should be instituted for the college-bound student.
2. A second foreign language should be available for the better students.
3. In rare cases schools which have been offering several vocational courses in the junior high might drop some of them.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Noar

New courses recommended were: Russian and advanced courses in English and mathematics. Courses to be discontinued were not mentioned.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C. D.

New courses recommended were: Courses such as art, music, and crafts to provide aesthetic and creative opportunities and experiences. Courses to be discontinued were not mentioned.

The Modern Junior High
School by William T.
Gruhn and Harl R.
Douglass

New courses recommended were Algebra to college-bound students; general mathematics to others. Foreign language could be offered to some in the seventh and eighth grades. There is a trend to drop German, French, and Latin.

Teaching and Learning
in the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

New courses recommended were: occasionally German, Latin, French, or Spanish. Foreign language and algebra are offered in sequence with high school. Courses to be discontinued were not mentioned.

Junior High School
Trends by Leonard V.
Koos

Recommendation was made to retreat from departmentalization and use the core. Courses to be discontinued were not mentioned.

The Integration Function

The integration function should be provided by a student council, core program, experience-centered units, extracurricular activities program, and a broad course offering.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Noar

A unified program, block-of-time, or core should be used, and factors which produce personality adjustment provided.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C. D.

Block-of-time each year for three years was suggested. Experience for students in group discussions, student government, and participation in planning should be provided.

The Modern Junior High
School by William T.
Gruhn and Harl R.
Douglass

Block-of-time, especially English-social studies and science-mathematics, and experience centered units were recommended. Homeroom can develop desirable social, personality, and character traits. Extra-class activities, student council, publications, and broad course offerings were mentioned.

Teaching and Learning
in the Junior High
School by Roland G.
Faunce, and Morrel J.
Clute

Core curriculum, homeroom, student council, learning by doing, and extracurricular activities were recommended ways of providing this functions.

Junior High School
Trend by Leonard V.
Koos

A retreat from departmentalism to the core program was suggested. Extra-class activities, student government, clubs and organizations, broad course offering, and unit teaching were also proposed.

The Exploration Function

Counseling, broad course offering, student participation in planning

testing, extracurricular activities, clubs and activities, and the homeroom program should be provided to meet the exploratory function.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Noar

Experiences in practical arts and learning more about job opportunities and social order should be provided. Students should find the connection between new fields and problems of human relations.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C. D.

Ample guidance and counseling should be available. Flexible scheduling is important.

The Modern Junior High
School by William T.
Gruhn and Harl R.
Douglass.

Broad course offerings, extra-class activities, student participation in planning and flexible methods of instruction were recommended. Principals, teachers, and counselors can aid students in course selection. Activities and organizations and special orientation classes were suggested.

Teaching and Learning
in the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

Broad course offerings, extracurricular activities, speech, and drama were mentioned. Teacher guidance in a core program is valuable.

Junior High School
Trends by Leonard V.
Koos

Extracurricular activities, broad course offerings, and interest and vocational interest tests were suggested.

Guidance Function

Counseling, parent-teacher conferences, principal conferences, career conferences, vocational, and homeroom discussions should be used. Provision should also be made for student participation in planning, wholesome environment, extracurricular activities, cultural programs, recognition for achievement, and some ability grouping.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Noar

Block-of-time should be used. Teachers and students should learn to live together. Specialized services should be marshalled around the needs of the child. The way groups solve problems and learn how to ease difficulties is important to guidance. Not more time, but thirty pupils per teacher and time to help them is needed.

The Junior High School
we need by Commission
on Secondary Education
A. S. C. D.

Teacher-counseling and guidance specialists are needed. For the school of the future, provision should be made for diagnostic testing. Conferences with the pupil, counseling regarding out-of-school problems, and parent teacher conferences were recommended.

The Modern Junior High
School by William T.
Gruhn and Harl R.
Douglass

Pupils should receive help with personal, social, and emotional problems. Group guidance in homeroom discussions, class groups, assemblies, and extra-class activities was suggested. Guidance is not confined to specialists, but teachers and principals also should help. Information on special awards should be available. Desirable parent-teacher relationships and orientation of parents through conferences and visitation were mentioned.

Teaching and Learning
in the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

Homeroom discussions, parent-teacher conferences, block-of-time teaching, and curriculum enrichment are important. Counselors should have a minimum teaching load. Student responsibility for helping plan was recommended.

Junior High School
Trends by Leonard V.
Koos

Counseling, a homeroom teacher in core, records, handbooks, and orientation were suggested methods of guidance.

Differentiation Function

A broad curriculum with some ability and interest grouping should be available for students. A counseling program and abundant reading

material should be provided.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow
by Gertrude Hoar

Special interest groups should be used in practical arts. The assignment of appropriate tasks stretches capabilities and individuals according to needs. Abilities are recognized and children are taught to value those who possess them.

The Junior High School
We Need by Commission
on Secondary Education
A. S. C. D.

For the future junior high school, film and film strips under closed circuit TV, new approach to mathematics and science, and differentiated teacher assignments were recommended.

The Modern Junior High
School by William T.
Gruhn and Earl R.
Douglass

The unit approach was formerly homogeneous grouping more than now. Flexible teaching methods, guidance or counseling, extra-class activities, and individualized teaching were suggested.

Teaching and Learning
in the Junior High
School by Roland C.
Faunce, and Morrel J.
Clute

Broad course offerings should be provided, especially in grade nine. The core program and counseling by core teachers were also approved for differentiation.

Junior High School
Trends by Leonard V.
Koos

He recommended remedial instruction, ability grouping, acceleration, and counseling.

Socialization Function

The socialization function can be provided by counseling, teaching pupils to live together, student participation in planning, assemblies, homeroom programs, and the recognition for achievement in all groups.

Recommendations of Selected Authors

The Junior High School
Today and Tomorrow

Clubs, planned activities, and special programs of activities should be incorpo-

by Gertrude Noar

rated in the regular program. Student participation in planning and executing the program is desirable.

The Junior High School We Need by Commission on Secondary Education
A. S. C. D.

Student government, opportunity for community service, and close ties with other countries are desirable socialization methods. Students should be brought into situations where they can discuss conditions.

The Modern Junior High School by William T. Gruhn and Harl R. Douglass

Extra-class activities, assemblies, clubs, student council, small-group activities, large-group discussions, field trips, excursions, skits, and dramatization are recommended to provide this function.

Teaching and Learning in the Junior High School by Roland C. Faunce, and Morrel J. Clute

Students should participate in social activities, learn skills of democracy, use clubs and assemblies, and assist in planning for them.

Junior High School Trends by Leonard V. Koos

Extra-class activities, student council, publications, clubs, honorary organizations, and assemblies are recommended.

Articulation Function

Counseling, testing, sixth grade orientation, gradual reduction of required courses, and exchange of information by teachers should be used to provide for articulation.

Recommendations of Selected Authors

The Junior High School Today and Tomorrow
by Gertrude Noar

Inter-school conferences were suggested. Continuous curriculum for all grades was mentioned.

The Junior High School We Need by Commission on Secondary Education
A. S. C. D.

Guidance and diagnostic testing for all were recommended.

The Modern Junior High School by William T. Gruhn and Harl R. Douglass

Workshops, faculty meetings, curriculum study activities, and bringing teachers of all grade levels together were suggested.

Teaching and Learning in the Junior High School by Roland C. Faunce, and Morrel J. Clute

Teacher counseling in core and a counselor should be provided. Teachers in seventh and eighth arithmetic should get together to discuss problems. Testing should be for evaluation, but it should give only one small part of total growth pattern.

Junior High School Trends by Leonard V. Koos

Visits by the principal and other personnel were suggested. Pupil leaders should be sent to the grade school. Visiting days for sixth grade pupils to visit the junior high school was recommended. A handbook should be available.

CHAPTER IV

ANALYSIS OF DATA

Organization

The data in Table 1 show the distribution by number and per cent of the three organizational types which were found in the junior high schools where the principals or superintendent responded. The most common type of organization is the 7-8-9 plan, as shown by the fact that 51 of the 68, or 87.9 per cent, of the respondents used it. Six schools, 10.4 per cent, had the 7-8 plan and only 1 school, 1.7 per cent, had the 8-9 plan.

TABLE 1

NUMBER AND PER CENT OF SCHOOLS HAVING VARIOUS TYPES OF ORGANIZATION

Grades	Number	Per Cent
7-8	6	10.4
7-8-9	51	87.9
8-9	1	1.7
Totals	58	100.0

Procedure for Special Groups

Table 2 shows the number and per cent of the respondent schools which used certain procedures for teaching special groups. Thirty-eight, or 65.5 per cent of these schools used grouping for special groups. This was the most commonly used procedure. Enrichment was utilized by 22, or 37.9 per cent, of the schools; and acceleration by 13, or 22.4 per cent. The least used was the block system, which was employed by 2, or 3.4 per cent, of the respondents.

TABLE 2

NUMBER AND PER CENT OF SCHOOLS USING
CERTAIN PROCEDURES FOR SPECIAL GROUPS

Procedure	Number	Per Cent
Acceleration	13	22.4
Block System	2	3.4
Enrichment	22	37.9
Grouping	38	65.5

Required Courses

In Table 3 are found data that reveal that all of the 58 schools, which are included in this study, required English in all grades of the junior high school. They also required mathematics in grades 7 and 8: and 51, or 98.1 per cent, of the 52 schools with grade 9 included required mathematics in that grade.

It is notable that in grade 7~~40~~ schools, or 70.2 per cent, re-

quired geography; and 38, or 66.7 per cent, required physical education. It appears that English, mathematics, science, geography, and physical education are considered by the respondent schools to be most important for grade 7. With the exception of American history, music, and reading, other subjects are not required except by a small number of schools. American history was required by 14 schools, or 24.6 per cent; music, 13 schools, or 22.8 per cent; and reading, 15 schools, or 26.3 per cent.

Table 3 also indicates that a much greater per cent of schools required science and American history in grade 8 than in grade 7. American history was required by 47 schools, or 81 per cent, and science by 46 schools, or 79.3 per cent. Home economics was required by 11 schools, or 18.9 per cent; civics and industrial arts were each required by 10 schools, or 17.2 per cent.

A recent requirement by the Oklahoma State Department of Education,¹ that all high school graduates beginning with the class of 1964 must have had a course in Oklahoma history, has apparently caused an increase in the number of schools which require the subject in grade 9. Forty-seven, or 90.4 per cent, require Oklahoma history in that grade. Civics must be taken in grade 9 in 35 schools, or 67.3 per cent; science in 34 schools, or 65.4 per cent; physical education in 18 schools, or 34.6 per cent; and industrial arts in 16 schools, or 30.8 per cent.

¹Oklahoma State Department of Education, Annual Bulletin for Elementary and Secondary Schools, op. cit., p. 23.

Data in Table 3 appear to indicate a gradual reduction of required courses as students progress through junior high school. One unusual requirement in grade 9 is personality development, which was found in 2 schools, or 3.8 per cent.

TABLE 3
NUMBER AND PER CENT OF SCHOOLS REQUIRING
CERTAIN SUBJECTS BY GRADES

Courses	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
Agriculture	0	0	0	0	1.0	1.9
American History	14	24.6	47	81	7	13.4
Art	4	7	2	3.5	0	0
Arts and Crafts	1	1.8	1	1.7	0	0
Civics	6	10.5	10	17.2	35	67.3
English	57	100	58	100	52	100
Foreign Language	2	3.5	1	1.7	3	5.8
Geography	39	68.4	5	8.6	0	0
Health	1	1.8	0	0	0	0
Home Economics	5	8.8	11	18.9	8	15.4
Industrial Arts	3	5.3	10	17.2	16	30.5
Library	1	1.8	0	0	0	0
Mathematics	57	100	58	100	51	98.1
Metal Work	0	0	1	1.7	0	0
Music	13	22.8	7	12.1	2	3.8
Oklahoma History	4	7.	9	15.7	47	90.4
Personality Development	0	0	0	0	2	3.8
Physical Education	38	66.7	34	58.6	18	34.6
Reading	15	26.3	8	13.8	1	1.9
Science	40	70.2	46	79.3	34	65.4
Speech	3	5.3		0	0	0
Spelling	6	10.5		5.2	0	0

51 schools have 7-8-9 organization
6 schools have 7-8 organization
1 school has 8-9 organization

Elective Courses

As Table 3 showed a decrease in required courses from grades 7 to 9, Table 4 indicates an increase in electives from grades 7 to 9. In grade 7 art was offered as elective by 23 schools, or 40.4 per cent; music by 38 schools, or 66.7 per cent; physical education by 16 schools, or 28.1 per cent; and foreign language by 9 schools, or 15.8 per cent. Few other elective courses were offered by a relatively small per cent of the schools.

In grade 8 the leading electives were: music in 49 schools, or 84.5 per cent; art in 26 schools, or 44.8 per cent; home economics in 22 schools, or 37.9 per cent; physical education in 21 schools, or 36.2 per cent; foreign language in 15 schools, or 25.9 per cent; and industrial arts in 13 schools, or 22.4 per cent. These are most of the electives in grade 7.

Data in Table 4 shows more electives are offered by more schools in grade 9 than in grades 7 and 8. Music leads with 50 schools, or 96.1 per cent. Next in line is home economics in 39 schools, or 65.4 per cent. Agriculture is offered in 35 schools, or 67.3 per cent; physical education in 34 schools, or 65.4 per cent; and foreign language in 33 schools, or 63.5 per cent.

Art is available for students in grade 9 in 27 schools, or 51.9 per cent; and industrial arts in 16 schools, or 30.8 per cent. All other electives are offered in less than 5 per cent of the 58 schools included in the study.

TABLE 4

NUMBER AND PER CENT OF SCHOOLS OFFERING
CERTAIN ELECTIVE SUBJECTS BY GRADES

Courses	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
Agriculture	2	3.5	4	6.9	35	67.3
American History	0	0	0	0	0	0
Art	23	40.4	26	44.8	27	51.9
Arts and Crafts	2	3.5	3	5.2	1	1.9
Biology	0	0	0	0	4	7.7
Civics	2	3.5	1	1.7	5	9.6
Drafting	0	0	0	0	1	1.9
Dramatics	0	0	0	0	2	3.8
Electricity	0	0	0	0	1	1.9
English	0	0	0	0	0	0
Foreign Language	9	15.8	15	25.9	33	63.5
General Business	0	0	0	0	1	1.9
Geography	5	8.8	3	5.2	2	3.4
Home Economics	8	14.0	22	37.9	39	65.4
Industrial Arts	6	10.5	13	22.4	16	30.8
Journalism	0	0	1	1.7	2	3.8
Mathematics	0	0	0	0	1	1.9
Mechanical Drawing	0	0	2	3.4	0	0
Metal Work	0	0	0	0	1	1.9
Music	38	66.7	49	84.5	50	96.1
Oklahoma History	0	0	1	1.7	5	9.6
Physical Education	16	28.1	21	36.2	34	65.4
Reading	9	15.8	1	1.7	1	1.9
Science	0	0	0	0	1	1.9
Speech	3	5.3	7	12.1	5	9.6
Typewriting	0	0	1	1.7	1	1.9
World History	0	0	0	0	1	1.9

51 Schools have 7-8-9 organization
 6 Schools have 7-8 organization
 1 School has 8-9 organization

Courses for Slow Learners

Table 5 presents information regarding courses which are offered primarily for pupils who learn slowly. Although reading is offered in several schools as a regular subject in grades 7 and 8, a special course is offered by 14, or 24.1 per cent, of the 58 responding schools. Remedial English and Mathematics are each offered in 5 or, 8.6 per cent of the schools. In grade 9 a course in general mathematics is offered in 10, or, 17.2 per cent, of the schools for those who are not capable of learning algebra.

TABLE 5

NUMBER AND PER CENT OF SCHOOLS OFFERING
CERTAIN COURSES FOR SLOW LEARNERS

Course	Number	Per Cent
Arts and Crafts	1	1.7
General Mathematics--Grade 9	10	17.2
Programmed Learning	1	1.7
Remedial English	5	8.6
Remedial History	1	1.7
Remedial Mathematics	5	8.6
Remedial Reading	14	24.1
Remedial Science	1	1.7
Special Education	2	3.4
Study Period	1	1.7

Courses for the Gifted Student

More courses are being offered by more schools for the gifted students than the slow learner, but apparently too few schools are caring for the needs of both of these groups. Several schools reported that nothing was being done for these groups. However, as was pointed out in Table 2, 38 schools or 65.5 per cent used grouping for special groups. Some schools stated that all students were grouped according to ability. According to Table 6, foreign language is offered by 13, or 22.4 per cent of the schools and modern mathematics by 12, or 20.7 per cent for the gifted. These are the leading courses for these students. Accelerated courses in mathematics, science, and English are utilized by several schools. Eight schools, or 13.8 per cent, used this kind of mathematics; 6, or 10.3 per cent, used science; and 4, or 6.9 per cent, used English. Five, or 8.6 per cent, of the schools taught algebra for the gifted. Other courses for these students were offered by no more than 1 school.

New Courses and Activities

The data in Table 7 indicate a tendency to add new courses and activities to the curriculum. Within the past 5 years 28 new courses and activities in grade 7, 26 in grade 8, and 34 in grade 9. Modern mathematics and foreign languages were by far the most popular of these. Fifteen schools, or 26.3 per cent, began modern mathematics; 15, or 25.9 per cent in grade 8; and 16, or 30.8 per cent, in grade 9. Foreign language was begun in 6 schools, or 10.5 per cent; 9, or 15.7 per cent, in grade 8; and 18, or 34.6 per cent, in grade 9.

TABLE 6

NUMBER AND PER CENT OF SCHOOLS OFFERING
CERTAIN COURSES FOR GIFTED STUDENTS

Course	Number	Per Cent
Accelerated Art	1	1.7
Accelerated English	1	1.7
Accelerated Mathematics	8	13.8
Accelerated Science	6	10.3
Algebra	5	8.6
All Courses Accelerated	1	1.7
Foreign Language	13	22.4
Modern Mathematics	12	20.7
Physical Fitness	1	1.7
Plane Geometry	1	1.7
Shop Electronics	1	1.7
Speech	1	1.7

Other courses of significant number reported to have been started were art, physical fitness and biology. Five schools, or 8.8 per cent, started art in grade 7; 6, or 10.3 per cent, in grade 8; and 5, or 9.6 per cent in grade 9. Seven schools, or 12.3 per cent, began physical fitness in grade 7; 6, or 10.3 per cent in grade 8; and 5, or 9.6 per cent in grade 9.

TABLE 7

NUMBER AND PER CENT OF SCHOOLS INTRODUCING LISTED
NEW COURSES DURING LAST FIVE YEARS

Subjects	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
Algebra I	0	0	3	5.2	0	0
Algebra II	0	0	0	0	1	1.9
Art	5	8.8	6	10.3	5	9.6
Arts & Crafts	2	3.5	3	5.2	0	0
Biology	0	0	0	0	6	11.5
Civics	1	1.8	0	0	2	3.8
Communication Skills	1	1.8	0	0	0	0
Dramatics	0	0	0	0	1	1.9
Electronics	0	0	1	1.7	0	0
Foreign Language	6	10.5	9	15.7	18	34.6
Geography	1	1.8	1	1.7	0	0
General Business	0	0	0	0	2	3.8
General Mathematics	0	0	0	0	2	3.8
Glee Club	1	1.8	1	1.7	1	1.9
Guidance	1	1.8	1	1.7	2	3.8
Home Economics	2	3.5	5	8.6	2	3.8
Industrial Arts	1	1.8	1	1.7	3	5.8
Industrial Arts Club	1	1.8	1	1.7	1	1.9
Journalism	0	0	1	1.7	1	1.9
Modern Mathematics	15	26.3	15	25.9	16	30.8
Mechanical Drawing	0	0	0	0	2	3.8
Music	1	1.8	1	1.7	1	1.9
National Jr. Honor Society	1	1.8	1	1.7	1	1.9
Oklahoma History	1	1.8	1	1.7	1	1.9
Personality Development	0	0	0	0	2	3.8
Physical Fitness	7	12.3	6	10.3	5	9.6
Physical Science	0	0	0	0	2	3.8
Plane Geometry	0	0	0	0	3	5.8
Reading	5	8.8	3	5.2	1	1.9
Remedial Reading	3	5.3	0	0	1	1.9
Science	4	7	3	5.2	0	0
Science Club	1	1.8	1	1.7	1	1.9
Social Studies	1	1.8	0	0	0	0

TABLE 7 CONTINUED

Subjects	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
Special Education	1	1.8	1	1.7	0	0
Speech	1	1.8	4	6.9	3	5.8
Spelling	3	5.3	1	1.7	0	0
Student Council	1	1.8	1	1.7	1	1.9
Tennis	1	1.8	1	1.7	1	1.9
Typewriting	0	0	0	0	2	3.8
U. S. History	0	0	0	0	1	1.9
Vocational Agriculture	0	0	0	0	1	1.9
World History	0	0	0	0	1	1.9
Wrestling	1	1.8	1	1.7	1	1.9

51 Schools have 7-8-9 organization
 6 Schools have 7-8 organization
 1 School has 8-9 organization

Foreign Language

Table 8 reveals that Spanish was the most popular foreign language which was started in the last 5 years. Three, or 5.3 per cent began offering this course in grade 7; 6, or 10.3 per cent in grade 8; and 11, or 21.2 per cent in grade 9. The language was not identified in 2 schools, or 3.5 per cent in grade 7; 1 school, or 1.7 per cent in grade 8; and 3 schools, or 5.8 per cent, in grade 9. Some of these may have been Spanish. French and Latin were started in a relatively small number of schools.

Discontinued Courses

From a study of data in Tables 7 and 9, it appears that schools

begin many new courses but fail to drop as many from the curriculum. No one course or activity was discontinued by enough schools to be significant. Civics was dropped from the curriculum in grade 7 by 3 schools, or 5.3 per cent. No other course or activity was dropped by more than 2 schools.

TABLE 8
NUMBER AND PER CENT OF SCHOOLS INTRODUCING LISTED
FOREIGN LANGUAGE DURING LAST FIVE YEARS

Course	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
French	1	1.8	2	3.5	2	3.8
Latin	0	0	0	0	2	3.8
Spanish	3	5.3	6	10.3	11	21.2
Unspecified	2	3.5	1	1.7	3	5.8

51 Schools have 7-8-9 organization
6 Schools have 7-8 organization
1 School has 8-9 organization

Tables 10 and 11 indicate further that many more schools institute new courses or activities than discontinue them. Thirty-nine, or 68.4 per cent, of the schools with grade 7 in junior high school instituted at least one new course of activity in the last 5 years; however, 44, or 77.2 per cent discontinued no courses or activities during the same period of time. Only 13, or 22.8 per cent discontinued any courses or activities.

TABLE 9

NUMBER AND PER CENT OF SCHOOLS DISCONTINUING CERTAIN
COURSES IN THE LAST FIVE YEARS

Course	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
Art	1	1.8	0	0	0	0
Baseball	0	0	0	0	1	1.9
Civics	3	5.3	1	1.7	0	0
4-H Club	0	0	1	1.7	0	0
General Mathematics	1	1.8	1	1.7	1	1.9
General Science	1	1.8	0	0	1	1.9
Geography	2	3.5	1	1.7	2	3.8
Home Economics	1	1.8	1	1.7	0	0
Latin	0	0	0	0	0	0
Library	1	1.8	0	0	0	0
Marching Band	1	1.8	1	1.7	0	0
Oklahoma History	2	3.5	1	1.7	0	0
Orchestra	1	1.8	1	1.7	0	0
Penmanship	1	1.8	0	0	0	0
Queen Coronation	1	1.8	1	1.7	0	0
Radio Speaking	0	0	0	0	1	1.9
Reading	0	0	2	3.5	0	0
Shop	0	0	2	3.5	2	3.8
Spelling	2	3.5	1	1.7	0	0
Vocational Agriculture	0	0	0	0	1	1.9

It is significant that as we move from grade 7 through 9, more new courses and activities are added but fewer are dropped. In grade 9, 43, or 82.7 of the schools added at least 1 new course or activity, while 44, or 84.6 per cent of them discontinued no courses.

Junior High School Functions

Integration

The data in Tables 12 and 13 reveal methods which are being used

TABLE 10

NUMBER AND PER CENT OF SCHOOLS ADDING CERTAIN NUMBER
OF COURSES DURING LAST FIVE YEARS

No. of Courses	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
0	18	31.6	16	27.6	9	17.3
1	19	33.3	20	34.5	16	30.8
2	9	15.7	8	13.8	13	25.
3	5	8.8	9	15.5	6	11.5
4 or more	3	5.3	2	3.4	5	9.6
New Schools	3	5.3	3	5.2	3	5.8
Total	57	100.0	58	100.0	52	100.0

TABLE 11

NUMBER AND PER CENT OF SCHOOLS DISCONTINUING CERTAIN NUMBER
OF COURSES DURING LAST FIVE YEARS

No. of Courses	Seventh		Eighth		Ninth	
	No.	%	No.	%	No.	%
0	44	77.2	48	82.8	44	84.6
1	7	12.3	8	13.8	4	7.7
2	6	10.5	1	1.7	3	5.8
3	0	0	1	1.7	1	1.9
4 or more	0	0	0	0	0	0
Total	57	100.0	58	100.0	52	100.0

by the 58 respondent schools in providing integration and the degree of achievement. According to Table 12, extracurricular activities are used in 38 schools, or 65.5 per cent to provide for continuing use and integration of skills, attitudes, ideals, and understanding. The student council is used by 32 schools, or 55.2 per cent. The home-room program is used by 24 schools or 42.4 per cent. Table 13 indicates that counseling, experience-centered units, child-centered school, and broad course offerings are most commonly used to provide a broad, general, and common education. Thirty-eight schools, or 65.4 per cent, used counseling for this purpose, while a broad course offering was available in 27, or 46.5 per cent of the schools.

TABLE 12

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO PROVIDE FOR
AND INTEGRATION OF SKILLS, ATTITUDES, IDEALS, AND UNDERSTANDING

Method	Number	Per Cent
Core Curriculum	9	15.2
Experience Centered Units	16	27.6
Extracurricular Activities	38	65.5
Homeroom Program	24	42.4
Honor Society	2	3.4
Red Cross	1	1.7
Regular Class Program	4	6.9
Student Council	32	55.2

A careful study of data in Tables 13 and 15 reveals a wide variation in the degree to which the integration function is being achieved. Twenty schools, or 34.4 per cent, did this well for 11 per cent to 20 per cent of the students; 18, or 31 per cent, did it in an average amount for 71 per cent to 80 per cent of the students; and 50 schools, or 86.2 per cent did it poorly for less than 10 per cent of the students.

TABLE 13

NUMBER AND PER CENT OF SCHOOLS PROVIDING FOR CONTINUING USE AND INTEGRATION OF SKILLS, ATTITUDES, IDEALS, AND UNDERSTANDING FOR VARIOUS PERCENTS OF STUDENTS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	3	5.2	1	1.7	0	0
81-90	4	6.9	3	5.2	0	0
71-80	7	12.1	16	27.5	0	0
61-70	3	5.2	2	3.5	0	0
51-60	2	3.5	3	5.2	0	0
41-50	2	3.5	7	12.1	3	5.2
31-40	6	10.3	4	6.9	3	5.2
21-30	4	6.9	6	10.3	4	6.9
11-20	22	37.8	7	12.1	9	15.5
0-10	5	8.6	9	15.5	39	67.2
Total	58	100.0	58	100.0	58	100.0

Data in Table 14 indicate that counseling is considered important in integrating behavior, attitudes, interests, ideals, and understanding. As is shown by the fact that 38 schools, or 65.4 per cent, employed it. Twenty-seven schools, or 46.5 per cent, had a broad course offering. Twenty-one or 36.2 per cent, had a child-centered school; and 14, or 24.1 per cent, used experience-centered units.

TABLE 14

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO PROVIDE FOR ALL STUDENTS A BROAD, GENERAL, AND COMMON EDUCATION IN THE BASIC KNOWLEDGES, AND SKILLS WHICH LEAD TO WHOLESOME, WELL-INTEGRATED BEHAVIOR, ATTITUDES, INTERESTS, IDEALS, AND UNDERSTANDING

Method	Number	Per Cent
Broad Course Offering	27	46.5
Child-Centered School	21	36.2
Counseling	38	65.4
Experience-Centered Unit	14	24.1
Extracurricular Activities	3	5.2
Grouping	1	1.7
Teach Character Building	1	1.7

Exploratory Function

Tables 16 through 21 contain data regarding methods being practiced in providing the exploratory function. It appears that the schools are not doing as well in this area as they should.

TABLE 15

NUMBER AND PER CENT OF SCHOOLS PROVIDING BROAD, GENERAL, AND COMMON EDUCATION IN BASIC KNOWLEDGES AND SKILLS WHICH LEAD TO WHOLESOME, WELL-INTEGRATED BEHAVIOR, ATTITUDES, INTERESTS, IDEALS, AND UNDERSTANDING FOR VARIOUS PER CENTS OF STUDENTS

Per Cent of Students	Number of Schools	Well Per Cent of Schools	Number of Schools	Average Per Cent of Schools	Poorly Number of Schools	Per Cent of Schools
91-100	5	8.6	1	1.7	0	0
81-90	7	12.1	2	3.5	0	0
71-80	7	12.1	18	31.0	0	0
61-70	2	3.5	2	3.5	0	0
51-60	1	1.7	2	3.5	0	0
41-50	5	8.6	4	6.9	0	0
31-40	3	5.2	7	12.1	1	1.7
21-30	5	8.6	2	3.5	2	3.5
11-20	20	34.4	7	12.1	5	8.6
1-10	3	5.2	13	22.3	50	86.2
Total	58	100.0	58	100.0	58	100.0

In leading pupils to discover and explore interests and abilities for educational opportunities, Table 16 shows that 38 schools, or 65.4 per cent, used counseling, while Table 18 indicated 50 schools, or 86.2 per cent, used this method to discover and explore these interests as a basic for vocational decisions. Most schools are interested in testing to aid in determining vocational decisions as is shown by data

in Table 18 where it is shown that 51 schools, or 87.9 per cent, use this method.

TABLE 16

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO LEAD PUPILS TO DISCOVER AND EXPLORE THEIR SPECIALIZED INTERESTS, APTITUDES, AND ABILITIES IN MAKING DECISIONS REGARDING EDUCATIONAL OPPORTUNITIES

Method	Number	Per Cent
Broad Course Offering	31	53.5
Child-Centered School	1	1.7
Counseling	38	65.4
Experience-Centered Units	2	3.4
Exploratory Courses	2	3.4
Extracurricular Activities	35	60.3
Journalism	1	1.7
Student Participation	28	48.3
Testing	1	1.7

Tables 17 and 19 reveal that schools are doing an average job of providing for the exploratory function for a fairly larger per cent of the students. Seventeen schools, or 29.2 per cent, provide this function for educational decisions on an average basis for 71 per cent to 80 per cent of the students, and 14 schools, or 24.1 per cent provide this function on an average basis for the same per cent of students.

TABLE 17

NUMBER AND PER CENT OF SCHOOLS LEADING PUPILS TO DISCOVER AND EXPLORE
SPECIALIZED INTERESTS, APTITUDES, AND ABILITIES AS A BASIS RE-
GARDING EDUCATIONAL OPPORTUNITIES FOR VARIOUS PER CENTS
OF STUDENTS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	4	6.9	2	3.5	0	0
81-90	7	12.1	2	3.5	0	0
71-80	5	8.6	17	29.2	0	0
61-70	5	8.6	2	3.5	0	0
51-60	1	1.7	3	5.2	0	0
41-50	4	6.9	5	8.6	1	1.7
31-40	3	5.2	4	6.9	0	0
21-30	3	5.2	2	3.5	2	3.5
11-20	21	36.2	10	17.2	7	13.1
0-10	5	8.6	11	18.9	48	82.7
Total	58	100.0	58	100.0	58	100.0

Exploration includes opportunity for pupils to develop a widening range of cultural, social, civic, avocational, and recreational interests. According to data in Table 20, clubs and activities were employed by 39, or 67.2 per cent of the schools to provide this function. It is interesting to note that 34, or 56.9 per cent, of the schools had a student council and used it to develop these interests. Regular cultural

programs are employed by 28, or 48.3 per cent, of the schools.

TABLE 18

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO LEAD PUPILS
TO DISCOVER AND EXPLORE THEIR SPECIALIZED INTERESTS, APTITUDES,
AND ABILITIES IN MAKING DECISIONS AS A BASIS FOR
PRESENT AND FUTURE VOCATIONAL DECISIONS

Method	Number	Per Cent
Broad Course offerings	19	32.8
Career Course	2	3.5
Career Days	8	13.8
Citizenship Course	1	1.7
Counseling	50	86.2
Student Participation in Planning	6	10.3
Testing	51	87.9

Table 21 indicates that most of the respondent schools are doing average or better for most of the students. Forty-one, or 70.6 per cent, of the schools were providing poorly for less than 10 per cent of the students. On the other hand, 21 schools, or 36.2 per cent, were providing for the cultural, civic, social, avocational, and recreational interests of 80 per cent or more of the students.

The Guidance Function

The guidance function affects every facet of the life of a student.

The National Defense Education Act recognized the need for counseling by its provision for financial assistance to high schools that employ a qualified counselor and allow time for him to assist the students. It also allows money for testing. Table 22 through 29 indicates the methods used in the guidance of students and the extent to which various phases of the guidance function are achieved.

TABLE 19

NUMBER AND PER CENT OF SCHOOLS LEADING PUPILS TO DISCOVER AND EXPLORE THEIR SPECIALIZED INTERESTS, APTITUDES, AND ABILITIES IN MAKING DECISIONS AS A BASIS FOR PRESENT AND FUTURE VOCATIONAL DECISIONS FOR VARIOUS PER CENTS OF STUDENTS

Per Cent of Students	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	7	12.1	2	3.5	0	0
81-90	5	8.6	1	1.7	0	0
71-80	5	8.6	14	24.1	0	0
61-70	0	0	4	6.9	0	0
51-60	4	6.9	3	5.2	1	1.7
41-50	4	6.9	3	5.2	2	3.5
31-40	2	3.5	9	15.5	2	3.5
21-30	6	10.3	4	6.9	1	1.7
11-20	20	34.5	6	10.3	3	5.2
0-10	5	8.6	12	20.7	49	84.4
Total	58	100.0	58	100.0	58	100.0

TABLE 20

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO STIMULATE PUPILS AND PROVIDE OPPORTUNITY FOR THEM TO DEVELOP A CONTINUALLY WIDENING RANGE OF CULTURAL, SOCIAL, CIVIC, AVOCATIONAL, AND RECREATIONAL INTERESTS

Method	Number	Per Cent
Clubs and Activities	39	67.2
Homeroom Program	29	50.0
Regular Cultural Program	28	48.3
Student Council	34	56.9
Student Evaluation	1	1.7

Data from Table 22 reveal that 50, or 86.2 per cent of the schools employ the counseling technique in assisting students to make future educational decisions. Principal conferences were used by 40, or 69 per cent, of the schools, and parent-teacher conferences by 39, or 67.2 per cent. A reasonable amount of student participation in planning for future education is apparently encouraged, since it is permitted in 14, or 24.1 per cent, of the schools.

According to Table 23, the respondent schools are doing about average in providing information to assist the students in making future educational decisions. Thirty-three schools, or more than 56 per cent, do well in meeting these needs to less than 30 per cent of the students. Principals of 11 schools, or 19 per cent, stated that they were doing this to an average extent for 71 per cent to 80 per cent of the students.

TABLE 21

NUMBER AND PER CENT OF SCHOOLS STIMULATING PUPILS AND PROVIDING OPPORTUNITIES FOR THEM TO DEVELOP A CONTINUALLY WIDENING RANGE OF CULTURAL, SOCIAL, CIVIC, AVOCATIONAL, AND RECREATIONAL INTERESTS FOR VARIOUS PER CENTS OF STUDENTS

Per Cent of Students	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	5	8.6	2	3.5	0	0
81-90	8	13.8	2	3.5	0	0
71-80	8	13.8	9	15.5	0	0
61-70	0	0	2	3.4	0	0
51-60	4	6.9	5	8.6	0	0
41-50	2	3.4	4	6.9	3	5.2
31-40	3	5.2	8	13.8	2	3.4
21-30	3	5.2	5	8.6	3	5.2
11-20	20	34.5	7	12.1	9	15.6
0-10	5	8.6	14	24.1	41	70.6
Total	58	100.0	58	100.0	58	100.0

The most used technique in supplying information which will help students make future vocational decisions is counseling, which is employed for this purpose by 42, or 72.4 per cent, of the schools. Career conferences, parent-teacher conferences, and vocational dis-

TABLE 22

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO ASSIST THE PUPILS TO MAKE INTELLIGENT DECISIONS REGARDING PRESENT EDUCATIONAL ACTIVITIES AND OPPORTUNITIES AND TO PREPARE THEM TO MAKE FUTURE EDUCATIONAL DECISIONS

Method	Number	Per Cent
Career Conferences	7	12.2
Counseling	50	86.2
Parent-Teacher Conferences	39	67.2
Principal Conferences	40	69.0
Student Participation in Planning	14	24.1
Testing	3	5.2

cussions are each used by 28, or 48.3 per cent of the schools, and home-room discussions are used in 24, or 41.4 per cent, of them.

As was true in the provision of information relative to educational decisions, according to Table 25 the schools are doing about average in providing information and opportunities to prepare the students to make future vocational decisions.

According to Table 26, counseling is apparently considered to be important since 44 schools or 75.9 per cent, employ it to assist pupils in making satisfactory mental, emotional, and social adjustments. Extracurricular activities and wholesome environment were each provided by 40 schools, or 69 per cent; homeroom program by 28, or 48.3 per cent; and regular cultural programs by 22, or 38 per cent.

TABLE 23

NUMBER AND PER CENT OF SCHOOLS ASSISTING PUPILS TO MAKE INTELLIGENT
DECISIONS REGARDING PRESENT VOCATIONAL OPPORTUNITIES AND TO
PREPARE THEM TO MAKE FUTURE DECISIONS FOR VARIOUS
PER CENTS OF STUDENTS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	4	6.9	1	1.7	0	0
81-90	4	6.9	2	3.5	0	0
71-80	8	13.7	11	19.0	0	0
61-70	4	6.9	3	5.2	0	0
51-60	2	3.5	5	8.6	0	0
41-50	0	0	5	8.6	4	6.9
31-40	3	5.2	7	12.1	1	1.7
21-30	10	17.2	5	8.6	7	12.1
11-20	20	34.5	13	22.4	7	12.1
0-10	3	5.2	6	10.3	39	67.2
Total	58	100.0	58	100.0	58	100.0

It appears significant that 7 schools, or 12.1 per cent, are doing well in assisting 91 per cent to 100 per cent of their students to make satisfactory mental, emotional, and social adjustments according to Table 27. Eleven schools, or 19 per cent, are doing average in this area for 71 per cent to 80 per cent of the students; 39, or 67.2 per cent, are doing poorly for less than 10 per cent of them.

TABLE 24

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO ASSIST PUPILS
TO MAKE INTELLIGENT DECISIONS REGARDING PRESENT EDUCATIONAL
ACTIVITIES AND OPPORTUNITIES AND TO PREPARE THEM TO
MAKE FUTURE VOCATIONAL DECISIONS

Method	Number	Per Cent
Career Class	1	1.7
Career Conferences	28	48.3
Counseling	42	72.4
Homeroom Discussions	24	41.4
Parent-Teacher Conferences	28	48.3
Testing	3	5.2
Vocational Clubs	3	5.2
Vocational Discussions	28	48.3

Data in Table 28 indicate that the responding principals regarded as important such things as recognizing achievement, requiring quality, and teaching responsibility, since these were employed by a good sized per cent of the schools. Recognizing achievement was mentioned as a method of stimulating and preparing students to participate in learning activities by 41 schools, or 70.7 per cent of them. Thirty-seven, or 63.8 per cent, of the schools required quality work; and 36, or 62.1 per cent, taught responsibility as a means of achieving this goal.

According to Table 29, only a few schools are doing poorly in preparing students to participate effectively in learning activities

for as many as 20 per cent of their students. Many of the schools are providing the phase of guidance to a great extent for 75 per cent or more of their students.

TABLE 25

NUMBER AND PER CENT OF SCHOOLS ASSISTING PUPILS TO MAKE INTELLIGENT DECISIONS REGARDING PRESENT VOCATIONAL OPPORTUNITIES AND TO PREPARE THEM TO MAKE FUTURE VOCATIONAL DECISIONS FOR VARIOUS PER CENTS OF STUDENTS.

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	4	6.9	1	1.7	0	0
81-90	3	5.2	1	1.7	1	1.7
71-80	4	6.9	13	22.4	1	1.7
61-70	2	3.5	2	3.5	1	1.7
5-60	3	5.2	3	5.2	1	1.7
41-50	7	12.1	11	19.0	2	3.5
31-40	3	5.2	6	10.9	1	1.7
21-30	11	19.0	9	15.5	10	17.2
11-20	13	22.3	3	5.2	7	12.1
0-10	8	13.7	9	15.5	34	58.7
Total	58	100.0	58	100.0	58	100.0

TABLE 26

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO ASSIST PUPILS
IN MAKING SATISFACTORY MENTAL, EMOTIONAL, AND SOCIAL ADJUSTMENTS
IN THEIR GROWTH TOWARD WHOLESOME, WELL-ADJUSTED PERSONALITIES

Method	Number	Per Cent
Counseling	44	75.9
Course in Personality Development	2	3.5
Devotional Program	1	1.7
Extracurricular Activities	40	69.0
Homeroom Program	28	48.3
Orientation Activities	3	5.2
Parent-Teacher Conferences	1	1.7
Regular Cultural Programs	22	38.0
Small Group Participation in Classes	1	1.7
Wholesome Environment	40	69.0

Differentiation Function

It can be seen from Table 30 that fewer schools are providing for the differentiation function than the previously described functions. Ability and interest grouping and counseling are each used by 36 schools, or 62.1 per cent, and 28, or 48.3 per cent, provided abundant reading material to differentiate educational facilities and opportunities.

TABLE 27

NUMBER AND PER CENT OF SCHOOLS ASSISTING PUPILS TO MAKE SATISFACTORY
 MENTAL, EMOTIONAL, AND SOCIAL ADJUSTMENTS IN THEIR GROWTH TOWARD
 WHOLESOME, WELL-ADJUSTED PERSONALITIES FOR VARIOUS
 PER CENTS OF STUDENTS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	7	12.1	3	5.2	0	0
81-90	4	6.9	0	0	0	0
71-80	7	12.1	11	19.0	0	0
61-70	1	1.7	3	5.2	0	0
51-60	3	5.2	6	10.3	2	3.5
41-50	2	3.5	7	12.1	1	1.7
31-50	4	6.9	4	6.9	0	0
21-30	10	17.2	4	16.9	7	12.2
11-20	17	29.3	7	22.3	9	15.4
0-10	3	5.2	13	22.3	39	67.2
Total	58	100.0	58	100.0	58	100.0

Table 31 indicates the extent to which the differentiation function is being provided. Forty-three, or 74.2 per cent, of the respondent schools are doing this poorly for less than 10 per cent of the students, while 15 schools, or 25.8 per cent, are achieving this function for more than 70 per cent of them.

TABLE 28

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS 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

Method	Number	Per Cent
Ability Grouping	38	65.5
Achievement Grouping	1	1.7
Curriculum Enrichment	30	51.7
Group Work in Exploratory Courses	1	1.7
Individual Student Program	1	1.7
Programmed Instruction	1	1.7
Recognizing Achievement	41	70.7
Require Quality Work	37	63.8
Teach Responsibility	36	62.1

Socialization Function

The data in Tables 32 through 35 indicate methods used by the respondent schools in providing experiences which are of benefit in aiding the students to participate and adjust to developments in our social order. Table 32 reveals that the leading method for achieving this is teaching children to live together, which is practiced by 40 schools, or 60.3 per cent. Counseling is used by 38, or 65.5 per cent; assemblies by 36, or 62.1 per cent; and recognition for achievement by

a much smaller per cent of schools.

TABLE 29

NUMBER AND PER CENT OF SCHOOLS STIMULATING AND PREPARING PUPILS TO PARTICIPATE AS EFFECTIVELY AS POSSIBLE IN LEARNING ACTIVITIES, SO THAT THEY MAY REACH THE MAXIMUM DEVELOPMENT OF THEIR PERSONAL POWERS AND QUALITIES FOR VARIOUS GROUPS OF PUPILS

Per Cent of Students	Number of Schools	Well	Number of Schools	Average	Per Cent of Schools	Poorly	Per Cent of Schools
		Per Cent of Schools		Per Cent of Schools		Number of Schools	
91-100	5	8.6	1	1.7	0	0	
81-90	8	13.8	1	1.7	0	0	
71-80	4	6.9	14	24.1	0	0	
61-70	3	5.2	2	3.5	0	0	
51-60	3	5.2	3	5.2	0	0	
41-50	6	10.3	5	8.6	1	1.7	
31-40	5	8.6	10	17.3	1	1.7	
21-30	3	5.2	4	6.9	5	8.6	
11-20	18	31.0	4	6.9	9	15.6	
0-10	3	5.2	14	24.1	42	72.4	
Totals	58	100.0	58	100.0	58	100.0	

TABLE 30

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO PROVIDE
DIFFERENTIATED EDUCATIONAL FACILITIES AND OPPORTUNITIES SUITED
TO THE VARYING BACKGROUNDS, INTERESTS, APTITUDES,
PERSONALITIES, AND NEEDS TO PUPILS IN ORDER
THAT EACH MAY REALIZE MOST ECONOMICALLY
AND COMPLETELY THE ULTIMATE
AIMS OF EDUCATION

Method	Number	Per Cent
Ability and Interest Grouping	36	62.1
Abundant Reading Material	28	48.3
Advanced Courses	1	1.7
Broad Curriculum	4	6.9
Counseling	36	62.1
Enrichment	4	6.9
Extracurricular Activities	9	15.5
Teach Responsibility	4	6.9
Track Program	11	19.0

According to Table 33, the respondent schools appear to be doing average or better in the achieving of the exploratory function in the area of leading students to participate satisfactorily in our complex social order. Nineteen, or 34.8 per cent, of the schools are doing well in this phase of the exploratory function.

TABLE 31

NUMBER AND PER CENT OF SCHOOLS PROVIDING DIFFERENTIATED EDUCATIONAL FACILITIES AND OPPORTUNITIES SUITED TO THE VARYING BACKGROUNDS, INTERESTS, APTITUDES, ABILITIES, PERSONALITIES, AND NEEDS OF PUPILS, IN ORDER THAT EACH MAY REALIZE MOST ECONOMICALLY AND COMPLETELY THE ULTIMATE AIMS OF EDUCATION FOR VARIOUS PER CENTS OF PUPILS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	4	6.9	1	1.7	0	0
81-90	5	8.6	2	3.5	0	0
71-80	6	10.3	12	20.7	0	0
61-70	1	1.7	5	8.6	0	0
51-60	5	8.6	5	8.6	1	1.7
41-50	2	3.5	4	8.6	0	0
31-40	5	8.6	11	6.9	0	0
21-30	9	15.6	4	19.0	4	6.9
11-20	14	24.1	9	6.9	10	17.2
0-10	7	12.1		15.5	43	74.2
Total	58	100.0	58	100.0	58	100.0

Data in Table 34 indicates methods which are used by the schools included in this study, and the extent to which they are being practiced to enable students to prepare for and adjust to future developments and

changes in our social order. Thirty-nine, or 67.2 per cent, of the schools teach students to live together and provide counseling to achieve this aim. Twenty-four schools, or 41.4 per cent, use the home-room program for this phase of the exploratory function; and 20, or 34.5 per cent, schedule special programs.

TABLE 32

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO PROVIDE
INCREASINGLY FOR LEARNING EXPERIENCES DESIGNED TO PREPARE
PUPILS FOR EFFECTIVE AND SATISFYING PARTICIPATION IN
THE PRESENT COMPLEX SOCIAL ORDER

Method	Number	Per Cent
Assemblies and Other Programs	36	62.1
Audio-Visual Aids	1	1.7
Build Foundations for High School	1	1.7
Counseling	38	65.5
Extracurricular Activities	1	1.7
Recognition for Achievement	35	60.3
Student Council	1	1.7
Student Participation in Curriculum Planning	11	19.0
Teach Students to Live Together	40	60.3
Teachers Keeping Up With Trends	3	5.2

As Table 33 showed that respondent schools are doing average or better in teaching students to participate in our complex social order,

Table 35 shows that they are doing slightly better in preparing students to adjust to future developments and changes in our social order. Five schools, or 8.6 per cent, were doing this well for 91 per cent to 100 per cent of the students. Forty-eight schools, or 81 per cent, were doing this job poorly for less than 10 per cent of the students.

TABLE 33

NUMBER AND PER CENT OF SCHOOLS PROVIDING INCREASINGLY FOR LEARNING EXPERIENCES DESIGNED TO PREPARE PUPILS FOR EFFECTIVE AND SATISFYING PARTICIPATION IN THE PRESENT COMPLEX SOCIAL ORDER FOR VARIOUS PER CENTS OF PUPILS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	5	8.6	1	1.7	0	0
81-90	7	12.1	2	3.5	0	0
71-80	5	8.6	10	17.2	0	0
61-70	2	3.5	4	6.9	0	0
51-60	3	5.2	1	1.7	0	0
41-50	6	10.3	4	6.9	4	6.9
31-40	4	6.9	9	15.6	0	0
21-30	6	10.3	8	13.8	8	13.8
11-20	15	25.9	5	8.6	7	12.1
0-10	5	8.6	14	24.1	39	67.2
Total	58	100.0	58	100.0	58	100.0

TABLE 34

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO PROVIDE
INCREASINGLY FOR LEARNING EXPERIENCES DESIGNED TO PREPARE
PUPILS TO ADJUST THEMSELVES AND CONTRIBUTE TO
FUTURE DEVELOPMENTS AND CHANGES IN
OUR SOCIAL ORDER

Method	Number	Per Cent
Audio-Visual Aids	1	1.7
Counseling	39	67.2
Extracurricular Activities	1	1.7
Homeroom Program	24	41.4
Regular Classroom	3	5.2
Special Science Experiments	1	1.7
Special Programs	20	34.5
Student Participation in Curriculum Planning	8	13.8
Teach Students to Live Together	39	67.2

Articulation Function

The respondent schools appeared to feel that assisting students in the transition from preadolescent to adolescent education is very important. Data in Table 36 reveal that 46, or 79.3 per cent, of the schools employed counseling and testing to achieve this purpose. Thirty-nine, or 67.2 per cent, had used a sixth grade orientation program; 26, or 44.8 per cent, gradually reduced required courses; and 35, or 60.3 per cent, arranged for an exchange of information between teachers.

TABLE 35

NUMBER AND PER CENT OF SCHOOLS PROVIDING INCREASINGLY FOR LEARNING EXPERIENCES DESIGNED TO PREPARE PUPILS TO ADJUST THEMSELVES AND CONTRIBUTE TO FUTURE DEVELOPMENTS AND CHANGES IN THE SOCIAL ORDER FOR VARIOUS PER CENTS OF PUPILS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	5	8.6	1	1.7	0	0
81-90	4	6.9	2	3.5	0	0
71-80	3	5.2	10	17.2	0	0
61-70	4	6.9	8	13.9	0	0
51-60	3	5.2	5	8.6	1	1.7
41-50	4	6.9	2	3.5	2	3.5
31-40	5	8.6	6	10.3	2	3.5
21-30	8	13.8	10	17.2	6	10.3
11-20	18	31.0	4	6.9	10	17.2
0-10	4	6.9	10	17.2	37	63.8
Total	58	100.0	58	100.0	58	100.0

Most of the respondent schools appear to be doing average or better for most of the students as indicated by data in Table 37. Forty-five schools, or 77.5 per cent, stated that they were doing the job poorly for less than 10 per cent of the students. Thirteen schools, or 22.4 per cent, were doing well in the matter of articulation for more than 80 per cent of the students.

TABLE 36

NUMBER AND PER CENT OF SCHOOLS USING VARIOUS METHODS TO PROVIDE A
GRADUAL TRANSITION FROM PREADOLESCENT EDUCATION TO AN
EDUCATIONAL PROGRAM SUITED TO THE NEEDS AND
INTERESTS OF ADOLESCENT BOYS AND GIRLS

Method	Number	Per Cent
Counseling	46	79.3
Enriched Curriculum	2	3.5
Exchange of Information by Teachers	35	60.3
Former Teachers	1	1.7
Gradual Reduction of Required Courses	26	44.8
Gradual Transition to Departmentalism	2	3.5
Individual Student Program	1	1.7
Parent Orientation	1	1.7
Sixth Grade Orientation	39	67.2
Testing	46	79.3

TABLE 37

NUMBER AND PER CENT OF SCHOOLS PROVIDING A GRADUAL TRANSITION FROM
 PREADOLESCENT EDUCATION TO AN EDUCATIONAL PROGRAM SUITED TO
 THE NEEDS AND INTERESTS OF ADOLESCENT BOYS AND GIRLS FOR
 VARIOUS PER CENTS OF PUPILS

Per Cent of Students	Well		Average		Poorly	
	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools	Number of Schools	Per Cent of Schools
91-100	7	12.1	2	3.5	0	0
81-90	6	10.3	2	3.5	0	0
71-80	8	13.8	9	15.5	0	0
61-70	5	8.6	3	5.2	0	0
51-60	4	6.9	3	5.2	0	0
41-50	2	3.5	1	1.7	2	3.5
31-40	3	5.2	9	15.5	0	0
21-30	3	5.2	5	8.6	3	5.2
11-20	15	25.8	8	13.8	8	13.8
0-10	5	8.6	8	27.5	45	77.5
Total	58	100.0	58	100.0	58	100.0

CHAPTER V

COMPARISON OF OKLAHOMA PROGRAM WITH MINIMUM PROGRAM

The purpose of this chapter is to compare the Oklahoma Junior High School program with the defensible minimum program established in Chapter III. This is done in a two-fold manner: (1) the extent to which the program is being carried out, and (2) the degree to which the functions are being achieved for various proportions of students.

Type of Organization

The type of organization as shown in the summary of data for respondent schools indicated that the Oklahoma junior high school organization as reported by respondent schools conformed to the pattern advocated in the minimum program. The 7-8-9 organization was recommended for most schools; and 51, or 87.9 per cent, of these schools had this type of organization. The 7 schools which had other types of organization probably did so because of local situations where the 7-8-9 type was not practical.

Procedures for Special Groups

Grouping was the most common method of meeting the needs for special groups. The questionnaire did not attempt to determine the grades in

which grouping was established, but some of the respondents indicated that more grouping was done in grade 9 than in either grade 7 or 8. Some principals stated that grouping was done in all grades according to ability and achievement, but others stated that new courses were being instituted for remedial purposes. Sixty-five per cent of the schools used grouping which indicated a reasonable degree of achievement.

Only 22 per cent of the schools indicated enrichment was being used for special groups. The minimum program included enrichment for all grades and all students with special groups being provided enrichment which was best suited for the needs of those students. In general, the respondent schools did not appear to use adequate acceleration of the type suggested in the minimum program. In the listing of elective courses for grade 9, only 4 schools offered biology and 1 school offered typewriting.

Required and Elective Courses

The Oklahoma junior high school typically were following the pattern recognized by the authorities on the subject of requiring most of the subjects in grade 8 and decreasing the number as the student progresses through junior high school. In grades 7 and 8, the required courses are generally like those suggested in the minimum program with the exception of science and social studies. The experts agreed that science should be required in grade 7 and elective in grade 8. Social studies was recommended in grade 7 as required. Forty-six offered science in grade 8 and 40 in grade 7. Too few schools offered those subjects in grades 7 and 8.

In grade 9, the suggested requirements were met for most of the courses. Too few schools were offering advanced courses for bright students in that grade, and some were not offering an adequate number of courses.

Courses for Slow Learners

Data appeared to indicate that a small number of schools were using special courses for slow learners. Most of those mentioned were of the remedial type. For the most part, the schools included in this study were apparently doing as was recommended in the statements of the minimum program by using heterogeneous grouping in most courses and activities and using remedial courses for the slow learner.

Courses for the Gifted

Few of the respondent schools offered special courses for the gifted. Most of these courses were in mathematics and foreign language. A large per cent of these schools should be offering advanced courses in mathematics and science in grade 9. Apparently most of the schools used heterogeneous grouping with small groups within the classroom for a few subjects.

New and Discontinued Courses

There appeared to be a tendency among Oklahoma junior high schools to add new courses at a faster rate than that used in deleting them from the curriculum. Twenty-seven new courses have been instituted in grade 7 during the last five years, 26 in grade 8, and 34 in grade 9. Thirteen courses have been dropped in grade 7, 12 in grade 8, and 7 in grade 9.

In grade 7, 68.4 per cent of the schools started new courses; and only 22.8 per cent discontinued any courses. More schools placed new courses in the curriculum for grades 8 and 9, and few dropped courses.

As was recommended in the minimum program, some of the schools were beginning to use modern mathematics. Slightly over 25 per cent of the schools had begun this kind of course during the last five years. Relatively few schools had added a second foreign language. It was recommended that some schools might discontinue some subjects of a vocational nature, but few had done so.

Junior High School Functions

Integration

The least used of the methods for providing the integration function was the core program. Only 15.2 per cent of the schools used this method. The number of schools that provided the experience-centered unit and the child-centered school was far too small. The schools included in this study used extracurricular activities and counseling to a satisfactory extent.

A few schools claimed to provide integration for nearly all of their students, but only about 40 per cent of them were doing this well for 20 per cent of the students.

Exploration

The exploration function was being provided to an average degree for a large per cent of the students. Only a small number of schools were doing this poorly. Apparently the Oklahoma junior high schools

were stronger in the area of vocational exploration than in giving pupils and opportunity to try out their interests and abilities in educational activities.

Guidance

The guidance function has several facets. In assisting the students to make intelligent decisions regarding future education, counseling was used by 86.2 per cent of the schools. The needs of students are apparently well met in this area. However, they should have provided more student participation in planning their work. Counseling was being used by a fairly large per cent of the schools to assist students in making decisions regarding future vocational decisions, but many schools did not use other methods to the extent that they should.

In stimulating and preparing students to participate in learning activities so that they may reach the maximum developments of their personal powers and qualities, the schools were doing acceptably through grouping, recognizing achievement, requiring quality work, and teaching responsibility. They seemed to be discharging this function well for a large per cent of the students.

Differentiation

Fewer schools which were included in this study were apparently providing the function of differentiation than the other functions. Ability and interest grouping and counseling were each used by 62.1 per cent of the schools.

Socialization

The respondent schools were doing reasonably well in providing for socialization of the students. More than 65 per cent of them were teaching students to live together and using counseling to do this. Too few schools permitted students to assist in planning the curriculum.

More than 30 per cent of the schools were doing well in providing the socialization function for 70 per cent or more of the students. However, 41.3 per cent of them were doing this at an average amount for less than 30 per cent of the students.

Articulation

The schools included in this study used several methods in providing articulation, but counseling and testing were the most used. Even though 79.3 per cent of the schools used these, it seemed too small a percentage, because all schools should use them to some degree. Too few schools used sixth grade orientation, the gradual reduction of required courses, or the exchange of information by teachers. Thirty-six per cent of the schools provided articulation well for 70 per cent of the students.

Summary

The schools which were included in this study appeared to be doing well in the overall junior high school program. New courses had been instituted to enable students to adjust to the new space age in which they live. The organization of the junior high school into a separate

unit with activities, programs, and course offerings generally separate from the high school was commendable. Procedures were being used to care for special groups which were at all levels of intelligence. Special courses were offered for the intelligent in some schools; but, in general, they were apparently caring for the needs of these students without labeling them in such a way that social problems might develop. The schools generally offered courses which were suited to the needs of the students. The six functions as established in the minimum program and generally accepted by educational authorities in the junior high school field were being provided to an acceptable degree by a majority of the schools.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to compare the Oklahoma junior high school curriculum with a defensible minimum program for medium sized junior high schools and suggest the improvements needed in Oklahoma junior high schools.

The problem was divided into three sub-problems:

1. Determination of a defensible minimum program in terms of functions of the junior high school.
2. Identification of the current status of the Oklahoma junior high schools.
3. Comparison of Oklahoma with the minimum program.

The study was limited to Oklahoma junior high schools which were approved by the Oklahoma State Board of Education and had at least 10 but not more than 30 teachers.

Recent educational literature was analyzed and a defensible minimum program developed on the basis of the consistency of agreement among authoritative writers in the field of the junior high school.

A questionnaire was formulated to obtain the necessary data

from the junior high school principals. Of the 65 questionnaires mailed to principals and superintendents, 58 usable returns were received. This constituted an 89 per cent return.

Answers to the questionnaires were analysed in terms of the average frequency of occurrence. This was compared with the defensible minimum program to show wherein the Oklahoma program was deficient.

Findings

1. The medium sized junior high schools in Oklahoma were generally using the 7-8-9 type of organization.
2. Only 22 schools, or 37.9 per cent, were using enrichment for special groups.
3. Course offerings were generally adequate.
4. Eighteen schools, or 33.6 per cent, began at least one foreign language during the last five years.
5. More than 25 per cent of the schools have introduced modern mathematics during the past five years.
6. There was an apparent tendency to institute new courses and activities without discontinuing others.
7. A small percentage of schools were using a core or block-of-time program.
8. Many schools did not indicate student participation in planning activities.
9. Broad course offerings were available in 53.5 per cent of the schools in providing for the exploration function.

10. Schools were generally doing well in the field of guidance. However, less than 50 per cent of the schools were using a homeroom program in providing for the guidance function.
11. Less than 50 per cent of the schools had regular cultural programs.
12. The socialization function was achieved to a satisfactory degree.
13. The articulation function was generally achieved to a high degree.

Conclusions and Recommendations

Regarding the junior high school practices which were included in this study, the findings support the following conclusions:

1. Schools with other types of organization should consider the possibility of using the 7-8-9 plan.
2. Schools that do not use enrichment should do so.
3. More schools should offer advanced courses in grade nine for gifted students.
4. Better provision should be made for a second foreign language in the third year of junior high school.
5. The number of schools using modern mathematics should be increased.
6. Schools that have added a large number of courses and activities to the curriculum and discontinued none should ascertain that all of the activities are being used advantageously.

7. Curriculum integration could probably be provided more effectively if a core or block-of-time program were used.
8. Schools should permit a greater amount of student participation in planning activities.

It is further recommended that:

1. The teachers in junior high school should receive special training for teaching students of that age. However, teacher training institutions apparently do not generally provide this program.
2. Since some schools were operating a two year junior high school which included grades seven and eight, or eight and nine, a comparison of the degree to which the functions are being achieved should be made with the seventh, eighth, and ninth grade organization.
3. A study should be made of the advantages and disadvantages of housing the junior high school program in a separate plant.

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APPENDIX

College of Education
University of Oklahoma
Norman, Oklahoma
October 30, 1962

Dear Junior High School Principal:

I am making a study of the Junior High Schools of Oklahoma which I am using as a dissertation at the University of Oklahoma. A copy of the enclosed questionnaire is being sent to the principal of each junior high school of medium size. We hope the study will make a contribution to the improvement of junior high school education in Oklahoma.

The questionnaire has been developed to elicit answers which require a minimum of time and effort. Please see that each item is completed according to existing conditions. The final report will not indicate whether an individual school is good or has as a result of the questionnaire. No individual school will be identified. However, a summary of the findings will be mailed to the person whose name appears at the beginning of the questionnaire.

I feel that changes have been made in the junior high school curriculum during recent years, and I would like to study these changes. I also want to improve the junior high school curriculum here at Burns Flat and feel that this can be done more effectively by a study of this kind.

A stamped, addressed envelope is enclosed for your convenience in returning the questionnaire at the earliest possible date.

Your cooperation in making this study possible is sincerely appreciated. Thank you.

Sincerely yours,

C. C. Holcomb
C. C. Holcomb

A Study of Oklahoma Junior High Schools

Directions: Complete the following questions and statements as they apply to your school.

I. Name of School: _____

II. Name of person reporting: _____

III. A. Type of Junior High Organization your school has:

7-8 _____; 7-8-9 _____; Other _____ (Specify).

III. B. What procedures are used for special groups?

Grouping _____; Acceleration _____;

Enrichment _____; Other _____ (Specify)

IV. A. What courses are required of all students? Which elective? (Check once if required and twice if elective)

Grade 7	Grade 8	Grade 9
English _____	English _____	English _____
Mathematics _____	Mathematics _____	Mathematics _____
Science _____	Science _____	Science _____
Amer. History _____	Amer. History _____	Amer. History _____
Okla. History _____	Okla. History _____	Okla. History _____
Civics _____	Civics _____	Civics _____
Geography _____	Geography _____	Geography _____
Agriculture _____	Agriculture _____	Agriculture _____
Art _____	Art _____	Art _____
Home Economics _____	Home Economics _____	Home Economics _____
Music _____	Music _____	Music _____
Physical Education _____	Physical Education _____	Physical Education _____
Foreign Language _____	Foreign Language _____	Foreign Language _____
(Specify)	(Specify)	(Specify)
Other _____ (Specify)	Other _____ (Specify)	Other _____ (Specify)

IV. B. What courses are offered primarily for special groups?

Slow Learner

Gifted Student

Other (Specify)

V. What new courses and extra curricular activities have been instituted during the past five years?

Grade 7

Grade 8

Grade 9

VI. What courses and extra curricular activities have been discontinued during the past five years?

Grade 7

Grade 8

Grade 9

DIRECTIONS: Please check below the items which best describe for your school the practices which answer the questions below. Also give the per cent for which this achieved well, average, and poorly.

VII. How does the school provide for continuing use and integration of skills, attitudes, ideals, and understanding? () Student Council, () Core curriculum, () Home Room program, () Experience-centered units, () Extra curricular activities, () Other (Specify)

For what per cent of the students is this achieved?

Well % Average % Poorly %

VIII. How does the school provide for all pupils a broad, general, and common education in the basic knowledges and skills which will lead to wholesome, well-integrated behavior, attitudes, interests, ideals, and understanding? () Child-centered school, () Experience-Centered units; () Counseling, () Broad Course offering, () Other (Specify).

For what per cent of the students is this achieved?

Well % Average % Poorly %

IX. How does the school lead pupils to discover and explore their specialized interest, aptitudes and abilities?

A. As a basis for decisions regarding educational opportunities? () Counseling, () Broad course offering, () Student participation, () Extra curricular activities, () Other specify).

For what per cent of the students is this achieved?

Well % Average % Poorly %

B. As a basis for present and future vocational decisions? () Testing, () Counseling, () Career days, () Broad course offering, () Student participation in curriculum planning, () Other (Specify).

For what per cent of the students is this achieved?

Well % Average % Poorly %

X. How does the school stimulate pupils and provide opportunities for them to develop a continually

widening range of cultural, social, civic, avocational, and recreational interests? () Clubs and activities, () Student council, () Home room program, () Regular cultural programs, () Other (Specify).

For what per cent of the students is this achieved?

Well _____ % Average _____ % Poorly _____ %

XI. How does the school assist the pupils to make intelligent decisions regarding:

A. Present educational activities and opportunities and to prepare them to make future educational decisions- () Counseling, () Parent-teacher conferences, () Principal conferences, () Student participation in planning, () Career conferences, () Other (Specify).

For what per cent of the students is this achieved?

Well _____ % Average _____ % Poorly _____ %

B. Present vocational opportunities and to prepare them to make future vocational decisions? () Vocational discussions, () Career conferences, () Home room discussions, () Counseling, () Parent-teacher conferences, () Other (Specify).

For what per cent of the students is this achieved?

Well _____ % Average _____ % Poorly _____ %

XII. How does the school assist the pupils to make satisfactory mental, emotional, and social adjustments in their growth toward wholesome, well-adjusted personalities? () Wholesome environment, () Counseling, () Extra curricular activities, () Home room program, () Regular cultural program, () Other (Specify).

For what per cent of the students is this achieved?

Well _____ % Average _____ % Poorly _____ %

XIII. How does the school 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? () Ability grouping, () Recognition given for achievement, () Curriculum enrichment, () Teach responsibility, () Require quality work, () Other (Specify).

For what per cent of the students is this achieved?

Well % Average Poorly %

XIV. How does the school 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 completely the ultimate aims of education? () Broad curriculum, () Ability and interest grouping, () Counseling, () Abundant reading material, () Track program, () Other (Specify).

For what per cent of the students is this achieved?

Well % Average Poorly %

XV. How does the school provide increasingly for learning experiences designed to prepare pupils?

A. For effective and satisfying participation in the present complex social order? () Counseling, () Teach students to live together, () Student participation in curriculum planning, () Assemblies and other programs, () Recognition for achievement in all groups, () Other (Specify).

For what per cent of the students is this achieved?

Well % Average Poorly %

B. To adjust themselves and contribute to future developments and changes in that social order? () Counseling, () Teach students to live together, () Student planning in curriculum, () Home room program, () Special programs, () Other (Specify).

For what per cent of the students is this achieved?

Well % Average Poorly %

XVI. How does the school provide a gradual transition from preadolescent education to an educational program suited to the needs and interest of adolescent boys and girls? () Counseling, () Testing, () Sixth grade orientation, () Gradual reduction of required courses, () Exchange of information by teachers, () Other (Specify)

For what per cent of the students is this achieved?

Well % Average Poorly %

Please return in the enclosed self-addressed envelope to: C. C. Holcomb, Box 129, Burns Flat, Okla.