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An Investigation to Determine Ways of Further Meeting the Felt Needs of Bremerton Seventh Graders

Alice Keithahn Fraser
Central Washington University

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**AN INVESTIGATION TO DETERMINE
WAYS OF FURTHER MEETING THE FELT NEEDS
OF BREMERTON SEVENTH GRADERS**

**A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
Alice Keithahn Fraser
August 1960**

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Emil E. Samuelson, COMMITTEE CHAIRMAN

Dean Stinson

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CHAPTER I

INTRODUCTION AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

Startled from complacency by the advent of Sputnik and forced to focus attention upon the keen competition between the free world and communistic Russia, the people of the United States of America are anxiously awaiting re-assurance from their educators that every possible effort is being made to make available to all young Americans the opportunity to develop to their greatest potential.

The Conant report, published in 1959, gave secondary school administrators a yardstick by which to measure the quality of education provided by their respective schools. It also gave rise to a movement throughout the nation to evaluate all areas of public school education.

First things come first, and in order to set up criteria for evaluating each level in school, educators first determined the "needs" and then set up the objectives necessary to meet those needs.

Henry J. Parkinson (11:235-238) refers to three kinds of needs. Instrumental needs are those that will lead to or guarantee behavior considered to be good in itself. These are the needs with which educators are

concerned. Final needs are the judgments of appropriate behavior made by the community. Felt needs are based upon pupil judgment of behavior; in other words, these are the needs that the pupils themselves feel are most important to them.

The research data for this thesis is based upon the felt needs of 618 seventh graders attending Admiral Coontz Intermediate School and George Dewey Intermediate School in Bremerton, Washington. Questionnaires were distributed in physical education classes during the last week of school in June, 1959. Pupils were asked not to place their names on the questionnaires and were told that honest answers and opinions were necessary so that the needs of future seventh graders might be anticipated and met.

Perhaps the most outstanding factor noted in tabulating seventh grade questionnaires is the unique quality of each completed questionnaire. Gruhn recognized the importance of uniqueness in adolescents when he set up "The Distinguishing Characteristics of the Junior High School." He gave as the third characteristic:

Individualized Teaching in All Classes--to become well acquainted with the backgrounds, the abilities, and the interests of individual pupils, and then to work with them as individuals in every learning situation. Schools that employ some type of core curriculum provide an excellent example of this approach (6:82-87).

To better understand this uniqueness in seventh graders, Helen Rogers, editing a report of the Junior High School Committee of the California Association of Secondary School Administrators, listed several ways young adolescents strikingly differ from younger children and from older boys and girls:

They are experiencing rapid and irregular growth, developing sex characteristics, and adjusting to new emotional drives.

They are erratic in behavior and unpredictable in emotional reactions.

They are seeking self-expression and self-direction, and are trying to emancipate themselves from dependence on adults, at home and elsewhere.

They are experiencing problems in social behavior, particularly in boy-girl relationships, and they need wise guidance as they grow in maturity and evolve their personal standards of right and wrong.

They are broadening their interests, and seeking ways to develop their talents and to exercise their choices, both in school and out.

They are highly idealistic, are intensely loyal to their peers, and have urgent need to feel accepted by their group.

They present a paradox in that they are highly sensitive, easily hurt, and suffer intensely when slighted or offended yet at the same time, they are often cruelly insensitive to the feelings of others.

They need orientation to responsibilities of adult community life in a democracy, through carrying valid responsibilities in the school community (12:20-23).

The results of this questionnaire are based upon the countless ways in which adolescents perceive themselves.

Ruth Strang, renowned authority on adolescent behavior, so thoroughly believed in the merit of self perception that she prefaced her book The Adolescent Views Himself with the following paragraph:

In spite of the numerous authoritative and comprehensive books on adolescence, one most important area of adolescence has been neglected: the ways in which adolescents perceive themselves and their world. This is so important because the concepts which adolescents form of themselves and the world in relation to themselves exert a strong influence on their behavior. Even if an adolescent's perception is faulty, i.e., does not accord with the way adults perceive him, it is nonetheless real; it produces real results. Individuals respond to the situation-as-they-perceive-it (14:preface v).

While reading the findings of the questionnaire, the reader should keep in mind that he is viewing the needs of seventh grade boys and girls through their eyes.

II. DEFINITIONS OF TERMS

Intermediate school. This is a school combining the seventh and eighth grades, forming a bridge that spans the turbulent period between elementary school and senior high school.

Intramural sports. This term refers to those physical education activities not scheduled as regular classes which are conducted between or among groups from within the limits of a particular school.

CHAPTER II

REVIEW OF RELATED LITERATURE

Following World War II, Bremerton School Administrators and the Bremerton Congress of Parents and Teachers, alerted by the sudden rise in primary school enrollment, began making long range plans for future building needs. The P.T.A. took over the project of pinpointing the areas where pupil population was concentrated, and gradually schools were built or enlarged where needs were greatest. It was evident that the two junior high schools and the senior high school, already carrying full capacity loads, were inadequate. To alleviate the situation a second high school was built. When school opened in September, 1956, ninth graders from the George Dewey Junior High School became a part of East High School while those from the Admiral Coontz Junior High School enrolled at West High School. At this time both junior high schools became known as intermediate schools. In many localities schools combining the seventh and eighth grades are called junior high schools.

The junior high schools throughout the United States are made up of varying combinations of grades. In 1955, Walter H. Gaumnitz (4) and his committee made a graphic analysis of the 3,227 junior high schools in the United

States in 1952. It was found that:

. . . 2,395 (75.2%) were composed of grades 7, 8, and 9. 627 schools (19.4%) combined grades 7 and 8. 150 (4.5%) more combined grades 7-10.

Gaumnitz also found that only 10 per cent of the junior high schools in the State of Washington had a combination of grades seven and eight.

These statistics might lead one to believe that a seventh and eighth combination is less desirable than one comprising the seventh, eighth, and ninth grades. It was not until 1956 that Ellsworth Tomkins and Virginia Roe (15) undertook the task of making a study of the two-year junior high school--its advantages and disadvantages. Of the 298 principals responding, 196 said that there was an advantage in the two-year junior high school type of organization. Although their comments are so varied as to resist tabulation, some common answer-patterns are listed below according to priority:

The two-year junior high school provides:

Closer age-group, a better basis for common learning and interests (63 principals).

A smaller school, with advantages of better attention to individual needs and closer acquaintanceship (22 principals).

Greater opportunity for better homogeneous and social grouping (17 principals).

Better transition from junior high school to high school (14 principals).

More effective scheduling and programming procedures (12 principals).

Ninth grade better in high school (11 principals).

Easier to administer (7 principals).

Fewer disciplinary problems (6 principals).

Closer pupil-faculty relationship (6 principals).

Mention was made by several principals of the freedom of the two-year junior high school from units, credits, and college admission transcripts that complicate program and administration in grade 9.

Although the change in Bremerton from three-year junior high schools to two-year intermediate schools grew out of a need to relieve overcrowding efficiently and inexpensively, the arrangement has also increased the effectiveness of the core curriculum.

In the spring of the year Bremerton intermediate school principals, assisted by their guidance personnel, set in motion their sixth grade orientation programs. At this time sixth graders and their parents tour the intermediate schools, meet the teachers, and become acquainted with the school and its program. Each sixth grader receives a handbook containing pertinent information concerning his respective intermediate school. Koos (8:111) made an analysis of student handbooks submitted by junior high school principals and found a wide variation in the kinds of items included and also considerable recurrence, as is suggested by the following main divisions, under which one may group the specific items:

Introductory items--table of contents, greeting from principal, the school's aims, cut of school.

School organization--school calendar, daily or weekly schedule, floor plan, attendance regulations, library information.

Curriculum--constant and elective subjects for each grade, classification, promotion.

Student activities and organizations--student body organization and student council, clubs and other organizations, honors and awards.

Customs, usages, and the like--manners and courtesy, school songs and yells, home work and how to study.

Koos also suggested that preparation of the handbook be assigned to the student council or other student committee with faculty sponsorship.

Distribution of the handbooks is the highlight of the orientation program. Every effort should be made to make them attractive, simple, and informative. It is well to remember that parents read them too.

Bremerton seventh graders are enrolled in core classes for three periods each day. It is hoped that this will give each child sufficient time to become well acquainted with at least one teacher. No teacher has more than two cores, thus providing an ideal situation to better understand the individual child. Wright says:

The core represents a living-together type of situation. It affords opportunity to learn how to get along with others in work and in social setting. It recognizes that people who are different have a variety of different types of contributions to make. A unit of work in core, with the many activities involved,

presumably affords the opportunity for exercising varying abilities (17:27).

The curriculum of the intermediate school is based upon goals that equip each child for living in an ever changing world. Gertrude Noar lists the outcomes in terms of attitudes, appreciations, skills, information, and behaviors which can be attained by pupils as they live and learn in a modern junior high school:

Wholesome attitudes toward self as a person and as a growing organism.

Acceptance of own sex role. This requires knowledge of what it involves and respect for the position of the sex group in society.

Adjustment to the opposite sex. This requires knowledge of the social and physiological role played in life. The outcome to be desired at this stage of development is the ability to meet, talk, work, and play together.

Physical skills that are useful in games.

Muscular coordination and skills that are useful in creative hand work and in physical labor, and respect for workers in those fields.

The know-how of working and playing in groups.

Skill in sharing in the making of group decisions and in cooperating in carrying them out.

The ability to make wise personal choice.

Skill in handling the basic mental tools that are needed to live and learn in modern life--reading, writing, talking, listening, and numbers.

Significant social and political concepts including those ideologies that threaten democracy.

Significant scientific concepts and knowledge of the natural environment.

Desirable social attitudes in regard to property, conservation of human and natural resources, politics, race, religion, and social class.

Some ability to do reflective thinking.

Control over the emotions and some knowledge of their causes.

Ability to accept and adjust to disappointment and experiences involving failure, and to use them as learning experiences.

Knowledge of own strengths and weaknesses.

Ability to make moral judgments.

Development of a socially acceptable scale of values and of aesthetic appreciations--the good, the true, the beautiful.

Development of the beginnings of a philosophy of life (10:151-154).

The foregoing statements make quite clear that the core class is not concerned with subject matter areas alone. It recognizes human relations, group processes, and thought processes as well. The successful core teacher must keep all these objectives in mind when planning his program.

Paul Witty (16:203) says that:

. . . The teacher most admired is usually a well-adjusted individual who is genuinely responsive to human relations.

Adolescents go into a little more detail as to what they expect of their teachers. According to Ruth Strang (14:505-506) they would like teachers to:

Be enthusiastic about their subject and about teaching

Give good reasons for studying their subject

Explain the subject clearly and thoroughly

Preview an assignment in class, so that students know what to do when they begin to study

Give two or three nights' assignments in advance

Check the work students hand in

Do not give repetitious, unnecessary drill

Let students discuss the topics, not talk too much themselves

Relate the subject to things of interest to the students

Avoid talking in a mumbling, monotonous way

Encourage class discussion

Maintain order--"do not holler all the time; only when they have to"

Introduce humor occasionally

Treat students as adults with respect and consideration; do not talk down to them.

Discipline problems seldom occur with such a teacher in charge; however, the core teacher's time for guidance is limited and he needs the assistance of trained guidance people. James Conant, (2:44) reporting on the proper ratio of counselors to pupil population, says:

. . . There should be one full-time counselor (or guidance officer) for every two hundred fifty to three hundred people in high school.

Conant also recommended special guidance people to act as tutors for highly gifted pupils where there were too few to warrant special classes:

For the highly gifted pupils some type of special arrangement should be made. These pupils of high ability who constitute on a national basis about 3 per cent of the student population may well be too few in number in some schools to warrant giving them special instruction in a special class. In this case, a special guidance officer should be assigned to the group as a tutor and should keep close touch with these students throughout their four years of senior high school work. The tutor should see to it that these students are challenged not only by course work but by the development of their special interests as well. The identification of the highly gifted might well start in the seventh or eighth grade or earlier (2:62-63).

It is interesting to note that for the past two years the Bremerton school administrators have been setting up special Saturday science classes for highly gifted pupils and for those with special aptitudes for science.

The intermediate school guidance program augments the curriculum by further assisting each child to adjust to the demands of everyday living. Strang, cognizant of the need for a special guidance program for adolescents, makes the following observations:

All those responsible for the guidance of young people should help them to develop flexibility and adaptability to changing conditions, and patience with conditions that cannot be changed at present. The social aim of guidance is to help every individual change himself so that he can help make the world better.

. . . Each adolescent needs to believe that he has an important place in the world and can carry responsibilities appropriate for him.

. . . Fortunate is the young person who has a realistic hopeful concept of himself. For him, educational and vocational plans for the future--all are guided by and contribute to his self-image and self-esteem (14:556-557).

Robert J. Havighurst (7:34) further points out that:

The most potent single influence during the adolescent years is the power of group approval. The youth becomes a slave to the conventions of his age-group. He must wear only the clothes that are worn by others, follow the same hair style, and use the same slang. Yet this conformity seems limited to the externals of life. In this inner life adolescent boys and girls are still individuals, and sometimes individualistic to an extreme.

Intermediate school teachers must do more than concern themselves with obtaining the objectives set up by our society. They must also aid pupils in meeting their felt needs. Robert B. Abbott (1:5) makes those needs clear when he says:

Adolescent youth:

desires more independence--a new relationship with adults, especially at home.

desires to attain recognition by and a standing with his teen-age peers

desires satisfactory boy-girl relationships

desires social activities of all types

is concerned with his physical growth and development; desires to be strong or comely

is attaining new values and is questioning old values--moral, social, and religious.

One could hardly read such a list of felt needs without understanding why Strang (14:392-393) puts prime value on a happy home environment for each teenager and places the full responsibility for its provision upon his parents shoulders:

A happy home does not "just happen." Everybody has to help to make it so. A well-balanced, alert mother, able to adapt herself to the different needs and interests of a large family, makes the greatest contribution to the personal happiness and good adjustment of all its members, including the tempermental teenager. Time, love, and companionship are the essentials.

In a home such as this, mother is the natural confidant and the adolescent knows that a sincere attempt will be made to answer questions to his satisfaction. Unfortunately there are far too few homes such as this. A child approaching adolescence is searching for answers to problems that are extremely important to him. He is interested in sex and wants information that will set him straight. According to Gesell (5:115):

. . . Twelve, it seems, would usually prefer to seek information from friendly but detached sources rather than from his parents, however, frank and confidence-inspiring they may be. If he does turn to a parent, it is more likely to be his mother than his father. But it is as if he feels that they both have known him too long and too intimately to take on a new role--that of an individual with an immediate and personal interest in sex. . . . Lacking such a source, Twelve seeks out information elsewhere--searching magazines, newspapers, and dictionaries for sex words and stories; swapping information (and misinformation) with pals.

Strang cautions against organized discussion of sex problems when classes comprise both early and late maturers. She believes that:

It is the early maturers who have not built satisfying interests and self-control who especially need guidance and sex education. This can best be done individually, before problems arise (14:330-331).

These youngsters need to be identified early. The physical education teacher can easily recognize the early maturers among the girls and call them to the counselor's attention.

Bremerton intermediate schools are well supplied with books that deal with teenage problems. Usually these books are kept in the schools' libraries, but occasionally they may be found in the offices or waiting rooms of the schools' counselors.

The importance of the intermediate school library in the successful administration of the core curriculum cannot be minimized. When speaking of the adoption of the core curriculum and its effect on the school library, Dora Steiner said:

The most immediate change noticeable in the library is the tremendous increase in attendance for reference work. Statistics are not available but a conservative estimate would be an increase of at least three times as much reference attendance over the figures of the previous year. It is safe to say that only the limited seating capacity of the library kept the increase from becoming four or five times as much (13:1876).

Entry into the Bremerton intermediate schools is accompanied by experience in learning to use library

facilities for reference purposes as well as for pleasure-able reading. It has been customary to schedule pupils for formal courses in library instruction. Noar (10:209) opposes such practices, believing that they:

. . . serve to deepen their dislike for books and to develop an aversion for the library itself.

Noar would also eliminate rigid scheduling of classes to the library, since it inevitably

. . . closes it to all the other students in the school for the normal uses to which it should be put.

This does not mean that the librarian never gives formal instruction. It does mean that

Whenever a teacher in the course of classroom work finds that more books, materials, and references are needed than are available in the room, he calls the library, and if it is free, the class group goes there at once. Then, with a pressing need to be met, the librarian finds receptive minds. She gives the specific instruction that is required at that moment and the children move to the shelves to get the books they want, to search for facts in the reference volumes, and to practice using the card catalogues (10:209).

Bremerton intermediate school children are fortunate that their schools each have large, well lighted libraries staffed by full time trained librarians and that they also have the Kitsap Regional Library that enables them to continue their reading program throughout the summer months.

With the transfer of ninth graders to senior high school, interscholastic sports gave way to intramural programs. While there were those in Bremerton that felt

the change would be a blow to future senior high school teams, Mitchell's "The Case Against Interscholastic Athletics in Junior High School" bears out the good judgment shown by Bremerton school administrators. Speaking of the young boy, Mitchell (9:46-48) said:

He is growing rapidly, but his heart and powers of endurance have not yet caught up with his increase in size and weight. . . . Under excessive demands of highly organized competition, he will have to continue beyond the natural limits of his endurance.

The boy of eleven to fifteen is not yet ready to assume the emotional stress of championship competition. Before he is ready for the "big time" he should go through the stages of playing with friends for the fun of playing, then with "pick up challenge groups," and then with intramural teams having few onlookers.

Mitchell also objected to regimenting youth in their early teens and claimed that expense of equipment used by interscholastics takes away from others who should be participating in programs of sports.

Charles C. Cowell and Hilda M. Schwehn (3:199) describe the intramural program in such a manner that anyone familiar with the needs of adolescent boys and girls can readily understand why it has become an important part of the Bremerton intermediate schools extra-curricular program:

The intramural program represents a kind of extra-class activity taking place on school property and at some time other than the instructional period in education. It supplements and complements the instructional program by providing additional opportunity to develop functional skills, increase the number of

mutual friendships, provide something worthwhile to do in leisure time, create group loyalty, and provide additional opportunity to extend the development of interests and skills initiated in the regular class period.

An intramural program for intermediate school girls must be tailored to their interests if it is to attract full scale participation. Kees makes the following observation:

Most junior high school girls are growing rapidly. At this age distinctly feminine interests are becoming manifest. Although girls want to run, jump, do acrobatics, dance, and participate in team and individual sports, they tire easily and should not be stimulated to engage in prolonged strenuous activity. Leaders with understanding and patience can help each girl select activities that will give her satisfaction, help her maintain fitness, and gain poise (8:101).

In the motivation and promotion of the intramural program, Cowell and Schwehn (3:202) have found the following to be helpful:

Colorful and up-to-date bulletin boards in school halls and home rooms

Intramural handbook

School and local paper publicity

Sports clinics

Administrators of the Bremerton intermediate schools' intramural programs have found that giving certificates, trophies, and letters encourages greater participation in intramural activities.

CHAPTER III

THE PROBLEM AND METHOD OF RESEARCH

I. THE PROBLEM

Statement of the problem. The purpose of this investigation was to determine to what extent Bremerton intermediate schools are meeting the felt needs of seventh graders. A second purpose of the survey was to discover ways and means to further meet the felt needs of seventh graders.

Importance of study. Since the core curriculum recognizes the importance of human relations, group processes, and thought processes as well as subject matter areas, it follows that standardized tests based upon subject matter alone are an inadequate check on achievement in core classes. This investigation is intended to supplement the adopted testing program by discovering whether seventh graders' needs are being met in the following areas:

1. Orientation and socialization
2. Library usage
3. Sex education
4. Intramural program

Limitations of study. Due to the length of the questionnaire, the seventh graders were not given the opportunity to qualify yes and no answers. Erased answers and scribbled notes on margins indicated a desire to explain answers or to add further comments. Failure to anticipate this no doubt resulted in loss of information that might have been valuable to the total findings.

A search revealed no related studies with which to compare findings.

II. ORGANIZATION OF THE MATERIAL

The data presented in this study has been organized into nine tables. The first three tables relate to orientation and socialization; the next three to library usage; the following two to sex education; and the last one to the intramural program.

CHAPTER IV

THE RESEARCH DATA

Table I seeks to present a comparison between the seventh grade boys and girls in Bremerton's two intermediate schools, The Admiral Coontz Intermediate School and The George Dewey Intermediate School. Not only does it contrast the boys with the girls but it also attempts to show similarities as well as dissimilarities existing between the two schools.

Almost 91 per cent of the girls at Coontz and 97 per cent of these at Dewey say that they like school. There is a strong correlation between the opinion of the boys and girls at Coontz, but such is not the case at Dewey. Just about one boy in every five (19.1 per cent) at Dewey says that he does not like school. This may be partially accounted for by the large percentage of male teachers that teach core, arithmetic, and music classes at Dewey. Studies show that male teachers tend to favor girls in grading. Because of their sexual development, seventh grade girls begin reaching for associations with the opposite sex. Seventh grade boys, somewhat slower in their development, fall short of satisfying this desire. Sensing their inadequacy and resentful of being treated as little boys, it is little wonder that often their social positions, so

closely associated with school itself, result in a genuine dislike for both. This may account for 45 per cent of the boys at both Coontz and Dewey answering that they did not feel that they were an important part of their respective schools.

Eleven per cent of the boys at Dewey stated that they were not proud of their school. This could be one of the underlying factors for not liking school and choosing to consider themselves an important part of it. An average of 95 per cent of the other three groups said they were proud of their schools. Comments gleaned from questionnaires of pupils who do not feel proud of their schools reveal a small but noteworthy group of children who, possibly because of their home training, refuse to become a part of any organization where they feel that a lack of respect for adults and rudeness in general are tolerated.

It is quite evident that there is very little correlation between liking school and feeling an important part of it since, in spite of the high percentage of girls that like school, 36 per cent of the girls at Coontz and 34 per cent of the girls at Dewey said that they did not feel they were an important part of their schools. This may be due to the tremendous amount of importance girls often place upon positions of leadership and especially assigned duties that carry with them varying degrees of prestige. Some of

those that play status-bearing roles are Student Council officers, Boys' and Girls' Club officers, office, advisor, and librarian assistants, and audio-visual aids operators. By not gaining recognition in some area acceptable to their peer group, girls may consider themselves unworthy additions to their schools.

Recognition and the feeling of acceptance by school personnel greatly contributes to the child's feeling of worth. There are not enough "plums" to go around, but it is within the power of the principal and his staff to project friendliness and understanding. While most boys and girls in both the Admiral Coontz Intermediate School and the George Dewey Intermediate School know their principals' names, only 85 per cent of the boys at Coontz and 66.8 per cent of the girls have actually met their principal. Boys are more likely to have contact with principals for disciplinary reasons while girls have little opportunity for personal contact. In a school as large as Coontz it is possible to attend school regularly and rarely be within the vicinity of the office. At Dewey, however, the office is located on the hub of student traffic. About 93 per cent of the boys and 90 per cent of the girls here have met their principal.

It is interesting to note that out of one hundred ninety-six seventh grade girls at Coontz, 66.3 per cent

TABLE I
ANALYSIS OF PUPIL ORIENTATION TO BREMERTON INTERMEDIATE SCHOOLS

Question	Per cent of Group Responding					
	Girls		Boys			
	Yes	No	Yes	No		
Do you like school?	Coontz	90.8	7.6	Coontz	88.6	10.4
	Dewey	97.0	1.8	Dewey	78.7	19.1
Are you proud of your school?	Coontz	94.3	4.0	Coontz	93.1	4.5
	Dewey	96.1	3.8	Dewey	83.9	11.1
Do you feel you are an important part of your school?	Coontz	51.5	36.0	Coontz	49.0	45.9
	Dewey	56.3	33.9	Dewey	44.4	45.4
Have you met your principal?	Coontz	66.8	30.6	Coontz	85.0	14.5
	Dewey	90.2	9.7	Dewey	92.9	7.0
Do you know his name?	Coontz	97.4	1.0	Coontz	97.2	1.3
	Dewey	95.1	1.9	Dewey	94.9	2.0
Have you met your advisor?	Coontz	66.3	32.7	Coontz	85.4	13.6
	Dewey	91.2	7.7	Dewey	70.7	25.2
Do you feel free to talk over your problems with your advisor?	Coontz	65.8	28.5	Coontz	54.0	44.0
	Dewey	67.9	28.1	Dewey	54.5	38.3

have met their advisor and, with one exception, feel free to talk over their problems with their advisor. Since Dewey has little more than half the enrollment of Coontz, 25 per cent more girls at Dewey than at Coontz have had the opportunity to meet their advisor. Of the 97.1 per cent of the girls at Dewey that have met their advisor, 67.9 per cent feel free to talk over their problems with their advisor. The limited time allotted to counseling at both intermediate schools no doubt is reflected in these statistics.

At both Coontz and Dewey the vice principals also serve as boys' advisors. Lack of private offices may keep boys from taking their problems to their advisor, since only 54 per cent of the boys in each school say that they feel free to talk over their problems with their advisor. Fifteen per cent more of the boys at Coontz than at Dewey have met their advisor, yet the school population at Coontz more than doubles that at Dewey.

Table II deals with the pupil's choice of a confidant. The first six years of school has more or less conditioned the child to accept help on his personal problems from his regular classroom teacher. When he moves on into intermediate school, it is only natural for him to choose his core, mathematics, or roll room teacher as a confidant. Forty-three per cent of the girls as well as 41.7 per cent

of the boys at Coontz and 39.8 per cent of the girls and 45.4 per cent of the boys at Dewey named their advisors as second choice of confidants. At Coontz the girls gave second choice to friends and boys chose their physical education teachers. Third choice of the girls at Dewey went to their vocal music teacher, a young man freshly out of college and endowed with the capacity to listen intently and with sympathetic understanding to the woes of young adolescents. As third choice one-half of the Dewey boys chose friends, the other half showed preference for their physical education teachers. From this point on choices scattered and took on unique qualities with one child preferring the janitor and another the cafeteria cook as confidants.

Table III deals with the use of the handbook and pupil suggestions for its improvement. It is difficult to compare results since 30.4 per cent of the boys at Coontz and 10.2 per cent of the girls said that they hadn't received handbooks. The reason for this was that the handbooks were given out in the evening during the orientation program arranged for sixth graders and their parents. Attendance was not compulsory and a large number of sixth graders failed to attend. Of those who did attend, 50 per cent of the boys and 64.7 per cent of the girls said the handbook helped them understand their school. Except for 1.9 per cent of the girls at Dewey, all sixth graders that

TABLE II
PUPIL CHOICE OF CONFIDANT ON SCHOOL PROBLEMS

Question	Per cent of Group Responding			
	Coontz		Dewey	
	Girls	Boys	Girls	Boys
Which person in this building has helped you most?				
Regular teachers (core, math., homeroom)	43.4	41.7	39.8	45.4
Friend	17.3	5.5	6.8	9.1
Physical Education teachers	8.7	20.6	6.8	7.1
Advisor	6.1	6.9	18.4	11.1
Music teachers	2.0	5.5	8.7	1.0
Sister	1.5		0.9	
Librarian	1.0		1.1	
Art teacher	1.0	1.4	2.9	1.0
Principal	0.5		3.9	1.0
Vice Principal	0.5		0.9	
School secretary	0.5	1.4	0.9	
Brother	0.5			
Eighth graders		0.5	0.9	
Cafeteria cook			0.9	
Special Service teachers (ungraded and remedial)				5.1
Janitor				1.0
No answer	17.9	6.9	9.7	19.2

that visited Dewey received handbooks. Scheduling the sixth grade visitation to Dewey during class time no doubt accounted for the high per cent of handbook recipients at Dewey. When asked if they used the map in their handbooks to find their way about the building, 41.8 per cent of the Coontz girls and 40 per cent of the boys replied in the negative. When asked for suggestions as to how they would improve the handbook, 17 per cent of the girls and 13.8 per cent of the boys at Coontz recommended that the floor plan map be improved. It was suggested that the map be made larger, that stairs used for going up and those for coming down be indicated, that the map be accurate, and that teachers' names be placed upon their rooms.

At Dewey only 3.1 per cent of the girls and 4.3 per cent of the boys mentioned a need for improving the map. Dewey has a more simple floor plan than has Coontz; therefore, its floor plan is more easily understood. Like their counterparts at Coontz, the boys and girls at Dewey also suggested that teachers' names be placed upon their classrooms. While there is merit to their suggestion, children fail to realize that changes in teacher personnel can make a handbook that is distributed in the spring inaccurate by fall. Ten and four tenths per cent of the boys and 3.1 per cent of the girls at Coontz said that they would like the handbook to describe school activities that can be expected

throughout the year. This request was also made by 7.2 per cent of the girls and 2.1 per cent of the boys at Dewey. An average of 5 per cent of the boys and girls in both schools thought that teachers' names and the subjects they teach should be listed in the handbook. There was even one request for tips about individual teacher idiosyncrasies. Evidently class scheduling is not explained to the satisfaction of a few pupils at Coontz, as 6.1 per cent of the girls and 1.3 per cent of the boys requested that this information be placed in the handbook.

One boy at Coontz and one boy and one girl at Dewey asked that the requirements necessary to be eligible for various awards be listed in the handbook. While this request is unusual at seventh grade level, there is high interest in this direction particularly toward the end of the eighth grade. At this time pupils are apt to alibi that they might have qualified for the awards if they had known the requirements far enough in advance.

One of the Manette Elementary Grade School teachers mentioned that her sixth graders read and re-read their individual copies of the handbook following their visitation to the George Dewey Intermediate School. Their enthusiastic search for information may explain the appeal made for more details about the assignment of lockers, directions for opening combination locks, and a variety of other subjects.

TABLE III
 USE OF HANDBOOK BY PUPILS
 AND
 SUGGESTED AREAS FOR ITS IMPROVEMENT

Question	Per cent of Group Responding						
	School	Girls			Boys		
		Yes	No	None	Yes	No	None
Did your handbook help you understand your school?	Coontz	64.7	18.8	10.2	50.0	15.0	30.4
	Dewey	86.4	6.7	1.9	62.2	29.2	
Did you use your map to locate your classrooms, lavatories, cafeteria, gymnasium, and advisor's room?	Coontz	41.8	37.7	no ans. 20.5	40.0	26.8	no ans. 33.2
	Dewey	53.3	43.6	3.1	43.4	52.5	4.1
How would you improve the handbook?		Girls	Boys		Girls	Boys	
Improve school floor plan map	Coontz	17.0	13.8	Dewey	3.1	4.3	
Explain class scheduling		6.1	1.3		2.1	1.1	
Include teachers' names and subjects taught		6.1	4.1		4.1	5.4	
Describe activities		3.1	10.4		7.2	2.1	
More details (locker info. etc.)		3.1	0.7		1.0	5.4	
Rules and regulations		1.8	2.1		1.0		
More handbooks available		0.6	1.3				
Course of study		0.6					
Awards, jobs, duties, and offices with qualifications listed							

When Bremerton boys and girls enter the seventh grade, they are oriented by their librarian in the proper use of their school's library. They are also encouraged to use the Kitsap Regional Library for additional reference material. Table IV shows that 83.7 per cent of the girls and 68.1 per cent of the boys at Coontz and 84.5 per cent of the girls and 64.6 per cent of the boys at Dewey have Kitsap Regional Library Cards. When asked if they go to the Kitsap Regional Library for reference material, 61 per cent of the girls and 50 per cent of the boys from Coontz as well as 59.3 per cent of the girls and 50.5 per cent of the boys from Dewey responded that they did. The percentage of pupils in both buildings that know how to use a card catalog is very high. It ran 95.5 per cent for girls and 92.7 per cent for boys at Coontz and 99 per cent for girls and 95 per cent for boys at Dewey. The greater number of children in both schools learned to use a card catalog while in the seventh grade.

Forty-five and eight-tenths per cent of the girls and 48.6 per cent of the boys at Coontz and 52.5 per cent of both the girls and boys at Dewey learned to use card catalogs in the seventh grade. During the sixth grade 20.4 per cent of the girls and 18.6 per cent of the boys at Coontz and 19.4 per cent of the girls and 13.1 per cent of the boys at Dewey were taught how to use a card catalog.

TABLE IV
ADEQUACY OF PUPIL PREPARATION FOR USE OF LIBRARY

Question		Per cent of Group Responding			
		Coontz		Dewey	
		Girls	Boys	Girls	Boys
Do you have a Kitsap Regional Library card?	Yes	83.7	69.1	84.5	64.6
	No	16.3	30.9	15.5	35.4
Do you go to the Kitsap Regional Library for reference material?	Yes	61.0	50.0	59.3	50.5
	No	36.7	45.9	39.7	45.4
	No ans.	2.3	4.1	1.0	4.1
Do you know how to use a card catalog?	Yes	95.9	92.7	99.0	95.0
	No	4.1	7.3	1.0	4.0
	No ans.				1.0
In which grade did you learn to use a card catalog?	7th	45.8	48.6	52.5	52.5
	6th	20.4	18.6	19.4	13.1
	5th	11.7	8.3	12.7	6.1
	4th	5.7	3.6	5.8	6.1
	3rd	4.6	3.6	1.9	1.0
	2nd	2.6	0.9	1.9	1.0
	No ans.	9.2	16.4	5.8	20.2

Even in the fifth grade 11.7 per cent of the girls and 8.3 per cent of the Coontz boys as well as 12.7 per cent of the girls and 6.1 per cent of the Dewey boys had learned to use a card catalog. The number diminishes as the grade lowers, but even in the second grade there was at least one child in each of the four groups who had learned how to use a card catalog.

Table V shows how pupils obtain their library cards. When asked who helped them get their Kitsap Regional Library cards, an average of 40 per cent of the girls in both schools credited their mothers with having helped them. While 17.3 per cent of the Coontz boys and 23.2 per cent of the Dewey boys also had help from their mothers, 35.4 per cent of the boys at Coontz said they got theirs by themselves as did 20.2 per cent of the boys at Dewey. Almost twice as many girls at Coontz got their cards unaided. Since Coontz is on the same street as the library and within a few blocks of it, the girls at Coontz are in a much better position to get their cards by themselves than are the girls at Dewey. While members of the family are of the greatest help in assisting the child to procure a library card, the source of stimulation is often his teacher, with his parents assuming the responsibility for fulfilling the need. At Coontz 10.3 per cent of the girls and 5.4 per cent of the boys said that their teachers

TABLE V

ANALYSIS OF HOW PUPIL OBTAINED A KITSAP REGIONAL LIBRARY CARD

Question	Per cent of Group Responding			
	Coontz		Dewey	
	Girls	Boys	Girls	Boys
Who helped you get your Kitsap Regional Library card?				
You got yours by yourself	17.4	35.4	9.7	20.2
Mother helped	39.3	17.3	40.7	23.2
Father helped	2.5	2.7	3.8	
Both Mother and Father helped	3.0	4.6	8.7	5.1
Teacher	10.3	5.4	6.8	4.0
Friend	6.7	2.3	6.8	4.0
Sister	2.0	0.5	2.0	4.0
Brother		0.9	2.0	2.1
Grandmother	1.0		2.0	1.0
Cousin	1.0		1.0	
Aunt and Uncle				1.0
Campfire leader	0.5			

helped them get their cards, and at Dewey 6.8 per cent of the girls and 4 per cent of the boys also gave credit to their teachers. There is evidence that girls are assisted more by their friends than are boys', 6.7 per cent of the Coontz girls and 6.8 per cent of the Dewey girls were helped by their friends. Only 2.3 per cent of the boys from Coontz and 4 per cent from Dewey had help from friends. Table V indicates that the most important role in assisting children to obtain public library cards is played by the child's family, especially his mother. Formal training in the use of library guides has been assumed by the school.

Table VI shows that a few children had Kitsap Regional Library Cards before entering school, and the number increased until the peak was reached in the sixth grade, abruptly dropping in the seventh grade. During the first and second grades the girls at Dewey were the most active in getting public library cards. In the third grade 12.8 per cent of the girls at Coontz and 9.1 per cent of the boys received their library cards as compared with 9.7 per cent of the boys at Dewey. During the fourth grade Dewey girls again took the lead with 16.5 per cent getting their cards while 7.1 per cent of the boys got theirs. At Coontz 13.3 per cent of the girls and 13.2 per cent of the boys also got library cards. Twelve per cent of the Dewey

TABLE VI
GRADE DISTRIBUTION OF ISSUANCE OF PUPILS' FIRST KITSAP
REGIONAL LIBRARY CARDS

Question	Per cent of Group Responding			
	Coontz		Dewey	
	Girls	Boys	Girls	Boys
When did you obtain your Kitsap Regional Library card?				
While in the 7th grade	7.2	5.8	4.9	11.1
6th grade	24.0	18.6	19.4	18.1
5th grade	13.8	12.2	11.7	12.1
4th grade	13.3	13.2	16.5	7.1
3rd grade	12.8	9.1	9.7	4.1
2nd grade	6.1	4.6	7.8	3.1
1st grade	7.2	2.3	8.7	4.1
Pre-school	0.5	1.0	2.9	2.1
Don't know	4.1	4.6	2.9	5.1

seventh graders and 13 per cent of the Coontz seventh graders received their Kitsap Regional Library cards while in the fifth grade. During the sixth grade there is considerable emphasis placed upon preparation for the intermediate school. This is also the time when the largest number of pupils make efforts to get library cards. Twenty four per cent of the girls and 18.6 per cent of the boys at Coontz and at Dewey 19.4 per cent of the girls and 18.1 per cent of the boys said that they got their library cards while in the sixth grade. Dewey boys made a considerable gain when they reached the seventh grade, with 11.1 per cent getting their cards as compared with the girls' 4.9 per cent. At Coontz 7.2 per cent of the girls and 5.8 per cent of the boys got theirs.

Table VII shows the sources from which seventh graders gather information pertaining to sex. It agrees with the commonly accepted belief that a girl's mother is the logical person to whom most daughters turn for sex information. Eighty-eight and three-tenths per cent of the girls at Coontz and 92.2 per cent of the girls at Dewey checked their mothers as contributors to their knowledge of sex. Approximately 11.5 per cent of all girls questioned said their fathers also helped inform them. The greatest contrast is found between the boys in the two schools. Fifty-three and six-tenths per cent of the Coontz boys

TABLE VII
SOURCES OF SEX INFORMATION

Question	Per cent of Group Responding			
	Coontz		Dewey	
	Girls	Boys	Girls	Boys
Where have you gained most of your sex information?				
Mother	88.3	53.6	92.2	28.3
Father	11.7	46.8	11.6	28.3
Other family members	24.5	43.2	15.5	13.1
Doctor or nurse	18.4	13.6	21.3	16.2
Minister or Priest	4.1	6.4	3.9	4.0
Friends	36.2	54.1	34.9	59.6
Older boys and girls	20.4	45.5	18.4	54.5
Neighbors	8.2	20.0	4.8	11.0
Books	34.7	39.1	39.8	35.4
Magazines	21.9	30.5	18.4	37.4
Television	5.6	12.3	1.0	14.1
Movies and films	22.4	22.3	32.0	28.3
Health class	6.1	3.2	3.9	
Campfire leader, Sunday School teacher or other	9.7	18.6		22.2
Burlesque and Grand Art Theater				5.1

checked their mothers, 46.8 per cent their fathers, and 43.2 per cent other members of their families. At Dewey only 28.3 per cent checked both their mothers and fathers and 13.1 per cent checked other family members. It would seem that Dewey boys seek sex information outside their homes since 59.6 per cent gave credit to their friends and 54.5 per cent to older boys and girls. Even though boys at Coontz recognize their parents as contributors to their knowledge of sex, the high percentage that gave credit to other sources is worth noting. Fifty-four and one-tenth per cent checked their friends and 45.5 checked older boys and girls. This could be interpreted to mean that among seventh grade boys matters pertaining to sex are common topics for discussion and they are very good listeners when older boys and girls dispense choice morsels for their consumption. Seventh grade girls soon find that modesty and mass showering are incompatible and non-conformity leads to isolation and misery. In an almost primitive fashion they are being initiated into young womanhood. While their mothers have done a reasonably good job of informing them biologically, 36.2 per cent of the girls at Coontz and 34.9 per cent of those at Dewey checked their friends and 20.4 per cent of the Coontz girls and 18.4 per cent of the Dewey girls checked older boys and girls as contributors to their supply of sex information.

Since the school recognizes the home as the natural environment for handling sex education, Table VIII attempts to discover to what extent the school serves as a supplementary source of sex education. When asked whether the films they had seen, the health units they had studied, and the library books they had read had satisfied their questions about sex, better than one-fifth of the girls and one-third of the boys at Coontz answered they were not satisfied. Almost one-half (46.5 per cent) of the boys and one-eighth of the girls at Dewey also were not content with their knowledge of sex. The exceptionally large percentage of boys at Dewey that feel their knowledge of sex is lacking is significant in that they were also the group that gave very little credit to their parents as sources from which they had gained their sex information. Situations such as this have resulted in the school shouldering more and more of the responsibilities that are rightfully the obligation of the home. Table VIII shows that about 20 per cent of the boys at both schools felt that they should know more about boy and girl relations and body development. From their comments they expressed a sincere desire to know how to act when in mixed company, how to handle the problem of "dating," and, in general, what was expected of them. Girls evidently are more at ease than boys in this area, as only one seventh grade girl at Dewey expressed a need for

TABLE VIII
ANALYSIS OF SCHOOL CURRICULUM AS SUPPLEMENTARY
SOURCE OF SEX INFORMATION

Question		Per cent of Group Responding			
		Coontz		Dewey	
		Girls	Boys	Girls	Boys
Do you feel that the films you have seen, the health units you have studied, and the library books you have read have satisfied your questions about sex?	Yes	75.0	65.0	86.4	45.5
	No	21.5	33.6	12.6	46.5
	No ans.	3.5	1.4	1.0	8.0
If not, list some of the subjects you feel you should know more about.					
	Boy and girl development and relations	5.6	18.6	1.0	21.2
	Human reproduction	5.6	3.6	2.0	3.0
	Love and marriage		0.9		
	How to make friends			2.0	
	Menstruation	1.0		2.0	
	Health		1.8	1.0	
	Blood		0.9		

this information and only 5.6 per cent at Coontz. Various requests made were grouped under the heading of human reproduction. Girls wanted to know more about pregnancy and birth but boys were more interested in the actual mating process. Comments made using smutty language might indicate unwholesome sources of sex information and almost total ignorance as to suitable nomenclature.

Table IX shows how the pupils themselves evaluate their intramural programs, and their suggestions for its improvement. About one-fifth of the girls at Coontz and one-fourth of those at Dewey feel that there are not enough after-school activities. In offering ideas for its improvement, 28.1 per cent of the girls at Coontz and 43.7 per cent at Dewey not only desire more activities but feel that a wider variety should be offered. Five and one-tenth per cent of the girls at Coontz expressed a need for setting "limits" for conduct for those participating in intramural activities. It was also important to the girls that the intramural program be presented in such a manner as to attract more girls.

Both the boys at Coontz and those at Dewey were more content with the intramural program than were the girls. The girls expressed a desire for mixing boys with girls during some intramural activities as well as for after-school dancing, but not one request of this nature came

TABLE IX
STUDENT EVALUATION OF INTRAMURAL PROGRAM
AND
SUGGESTED AREAS FOR IMPROVEMENT

Question		Per cent of Group Responding			
		Coontz		Dewey	
		Girls	Boys	Girls	Boys
Do you feel that the intramural program provides enough after-school activities?	Yes	81.6	90.9	75.6	81.8
	No	18.4	9.1	24.4	18.2
How would you improve after-school activities?					
	More and greater variety	28.1	12.7	43.7	17.2
	Set "limits" for conduct	5.1	11.8		6.1
	Attract more participants	21.4	8.6	15.5	5.1
	Better equipment, fields, etc.		1.8		

from the boys. Ninety and nine-tenths per cent of the boys at Coontz and 81.8 per cent of the boys at Dewey are content with the intramural program as it is. The boys would like to have more participants, and 12.7 per cent of those at Coontz and 17.2 per cent of those at Dewey suggested more and a greater variety of events. Both groups of boys felt that some standards for conduct be established. Several mentioned in their comments their preference for adult referees and the need for everyone to have a chance to play in the "best" position. There was also the suggestion made that captains be chosen by the "kids," not the coaches. Everything that was suggested by the boys and girls themselves seems to have merit and, with very little effort on the part of the intramural directors, the Bremerton intermediate schools could offer a program that would receive top-rating from the boys and girls.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The foregoing data and related literature have brought to light certain areas in which the felt needs of Bremerton seventh graders are not being met as well as some of those in which they are being met. They are summarized as follows:

1. The girls at the George Dewey Intermediate School and the boys at the Admiral Coontz Intermediate School like school better, are more proud of their schools, and feel of greater importance to their schools than do the girls at Coontz and the boys at Dewey.

2. Although only two-thirds of the seventh graders at Coontz received handbooks, Dewey and Coontz seventh graders find handbooks valuable in gaining a better knowledge of their schools.

3. Almost all Bremerton seventh graders know how to use a card catalog. Seventy five per cent of the 464 pupils that have Kitsap Regional Library cards use them to obtain reference materials for school.

4. Most seventh grade girls go to their parents for sex information, but boys prefer to get theirs from friends

or older boys and girls. The school contributes little to sex instruction.

5. Seventh graders would improve the intramural program by offering a greater variety of activities, by encouraging more to participate, and by setting up certain limits governing conduct.

II. CONCLUSIONS

The summaries give rise to the following conclusions:

1. The George Dewey Intermediate School tends to follow the felt needs of girls while the Admiral Coontz Intermediate School more closely follows the felt needs of boys.

2. Since the seventh graders from both schools feel that handbooks are important in helping them understand their schools, care should be taken to include pertinent information in legible form.

3. Bremerton schools are doing a good job of teaching children how to use a library.

4. Seventh graders are interested in their sexual development and the sexual development of the opposite sex, yet they feel that their information is inadequate.

5. Seventh graders prefer intramural programs that offer a wide variety of activities, attract a large number

of participants, and abide by set "limits" governing conduct.

III. RECOMMENDATIONS

It is recommended:

1. That an effort be made to keep the ratio of women teachers to men teachers more in balance at seventh grade level.
2. That seventh grade administrators and teachers review the "felt" needs of adolescents and make an equal effort to meet the needs of both boys and girls.
3. That seventh grade health classes include a unit on sex education and that the subject matter covered be worked out through "Teacher-Pupil" planning.
4. That "locked case" practices used in school libraries to control the checking out of books dealing with problems common to teenagers be eliminated.
5. That a special bulletin board for intramural use be placed in a prominent location and that it be kept attractive and up-to-date with intramural news.
6. That the intramural program include a wider variety of activities and that set "limits" governing conduct be established and strictly adhered to.

It is hoped that the findings reported in this thesis will be taken into consideration when plans are being

formulated for sixth grade orientation, and that the recommendations be viewed as suggestions offered to a school system that continually works to improve its curriculum.

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APPENDIX

QUESTIONNAIRE

Name of School	Boy	Girl
Do you like school? Yes No	Are you proud of your school? Yes No	Yes No
Do you feel that you are an important part of your school?		Yes No
Have you met your principal? Yes No	Do you know his name? Yes No	Yes No
Have you met your advisor? Yes No		
Do you feel free to talk over your problems with your advisor?		Yes No
Did your handbook help you understand your school?		Yes No
How would you improve your handbook?		

Did you use your map to locate classrooms, lavatories, cafeteria, gymnasium, office, and advisor's room?
Yes No

Which person in this building has helped you most?

Do you have a Kitsap Regional Library card?
Yes No

If so, who helped you get it?

How long have you had it?

Do you go to the Kitsap Regional Library for
reference material?

Yes No

Do you know how to use a Card Catalog?

Yes No

When did you learn how to use a Card Catalog? _____

Do you feel that the films you have seen, the
health units you have studied, and the
library books you have read, have satis-
fied your questions about sex?

Yes No

If not, list some of the subjects that you feel
you should know more about. _____

Where have you gained most of your information about sex?
Check one or more:

Mother _____ Older boys and girls _____

Father _____ Books _____

Doctor _____ Magazines _____

Other family members _____ TV _____

Minister or Priest _____ Movies _____

Neighbors _____ Other _____

Friends _____

Do you feel that your school's intramural program provides
enough after-school activities?

Yes No

How would you improve your after-school activities? _____