Today's Junior High School

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TODAY'S JUNIOR HIGH SCHOOL

by

William R. Oliver

A Paper submitted in partial fulfillment of the requirements for the degree of Master of Education, in the Graduate School of the Central Washington College of Education

August, 1950
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The following paper approved as partial fulfillment of the requirements for the Degree of Master's in Education.

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Dr. E. E. Samuelson, Chairman

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Dr. J. Richard Wilmeth

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Mr. Rolla S. Goold
Chapter I

INTRODUCTION

The selection of this topic was prompted by the fact that the author wishes to gain a broader background of the development and of the present status as it exists today in the junior high school. As a result of having taught in the junior high school, an interest has been developed in the recent philosophy of the teaching of students of adolescent age. The writing of this paper provides a means for the survey of the principles of organization and the ways of meeting the needs of junior high school students. It is the intention of this paper to present the functions, the principles and the methods of instruction prevalent in the junior high school.

Chapter two, Origin and Functions, surveys the development of secondary education with respect to the junior high school and a revised statement of the functions developed so far. Chapter three is concerned with the instructional practices and trends of instructional procedures, and implications for the curriculum. Chapter four presents the need and the value of the guidance program in the school for growing adolescents. Chapter five involves the administration of the school program, the problems of administration, and the relative responsibilities between the school staff and the administration. Chapter six is the conclusion.
Chapter II
ORIGIN AND FUNCTION

Development of the Junior High School

In 1900, America's educational program consisted of the elementary school, grades one through eight, and the secondary school, grades nine through twelve. This plan of mixing childhood and early adolescent natures in the various common experience situations was not sound psychologically and did not result in satisfaction for the pupils.

During the three hundred years previous, public education was making a start. The first permanent school in the colonies supported by public funds was established in 1633. In 1635, secondary education began in America with the founding of the Latin grammar school. Greek and Latin were the main subjects and were of a college preparatory character. The limited curriculum and the high tuition fees made it a highly selective school, which served only a part of the students of that time. The Latin grammar school reached its peak of influence in about 1750 and by 1800, it had disappeared as a part of our educational system. There was so little articulation, so much difference in purposes and curricula that the two schools cannot be considered as to have formed parts of a well-articulated program of education.

A new period of education was entered with the establishment of the first academy in Philadelphia in 1751. The Latin grammar school,
which was an European institution, did not meet the needs of youth in our democratic society. The academy in Philadelphia was definitely an American institution. Benjamin Franklin, its sponsor and a typical early American, believed that youth entering business on governmental service should have the advantage of secondary education just as those who were going to college or into the ministry. Franklin believed that those preparing for business or diplomacy should study subjects which were not taught in the Latin grammar schools, such as mathematics, science, and modern foreign languages. Influential people would not be convinced that a secondary school program was worth while without Latin. Franklin was, therefore, compelled to include Latin in the curriculum. The program of the academy consisted of three departments, the Latin, the English, and the Mathematical. By 1800, the academy replaced the Latin grammar school as the leading secondary institution. The academy reached its peak of influence in about 1850, then declined in prestige, giving way to another institution, which served more adequately the democratic point of view.

Since the academy was intended to serve more youth than the Latin grammar school, it might be expected to be more closely articulated with the elementary school. However, this was not the case. The academy was entirely separate from the elementary school and no effort was made to articulate the two schools.

The English Classical School, known as the Boston English High School, went a step farther in providing for the needs of youth in
secondary education. The purpose of the Boston English High School was to prepare those for life who did not plan to enter college. The curriculum consisted of non-college preparatory subjects. The academy and the high school existed together, the first, a college preparatory school, and the second organized a practical curriculum for general education. As a result of the Kalamazoo decision in 1874, state support of the high school by taxation, the high school took over the function of the academy and by 1900, the high school was the leading school for secondary education.

The Boston English High School was a three-year school. The four-year school came about after three-, four-, and five-year schools had been tried. After experimentation in Connecticut, there appeared by 1872 a strong trend toward the four-year school. By 1890, the four-year school was most common in the United States.

Since the elementary school and the high school were usually controlled by the same board of education and the same superintendent, a greater degree of articulation could be expected. Many times the two schools were in the same building. These conditions would tend to encourage greater articulation than had previously existed between the Latin grammar school and the academy. The greatest encouragement for articulation came from the fact that the high schools seemed to recognize that their school was a continuation of the elementary school. Evidence of articulation was found in the admission requirements of early high schools. Most early high schools required
previous instruction in the elementary school subjects, but determined the pupil's achievement by examination. After 1840, the admissions examination was replaced by the acceptance of a certificate of promotion from the elementary school.

According to Gruhn and Douglass,¹ there are two conclusions concerning the origin and development of the 8-4 plan.

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 a recognition of the nature of the physical and psychological growth of children. Second, the elementary and the secondary schools began as two separate institutions; furthermore, throughout much of their early history there was little or no attempt to bring about satisfactory articulation between them.

Gruhn and Douglass attribute these two conditions to the reorganization movement in the upper elementary and secondary education that led to the development of the junior high school.

The 8-4 plan had hardly become accepted when attacks were being made upon the weaknesses of the plan. These first attacks came from the colleges and universities. A series of discussions at educational conferences were directed toward the improvement of certain aspects of the 8-4 plan. These events became known in the history of American education as the reorganization movement.

The first attack that questioned the organization of the school system was by President Charles W. Eliot of Harvard, at a meeting of

¹ Gruhn and Douglass. *Modern Junior High School*. p. 11
the Department of Superintendence of the National Education Association in 1888. President Eliot asserted.  

For the past sixty years, the average age of college admission has steadily risen, reaching eighteen years and ten months at Harvard, and that the period beyond college graduation required for professional training has lengthened to three or four years, with the result that the average college graduate who fits himself well for any one of the learned professions, including teaching, can hardly begin to support himself before he is twenty-seven years old.

This situation led to remedial efforts by the Harvard faculty. Four proposals were offered: (1) Modifying college entrance requirements; (2) urging the parents of prospective college students to send their sons to college as soon as the latter were qualified; (3) shortening the college course from four years to three years; and (4) persuading the elementary and secondary school men to condense their courses.

In a second address before the National Education in 1892 by President Eliot more detailed suggestions for "Shortening and Enriching the Grammar-School Course" were outlined. President Eliot believed that the content of the elementary school course could be shortened by

1. reducing the amount of time devoted to arithmetic,

3. Ibid., p. 147
2. introducing a foreign language as an optional replacement in the fourth or fifth grade for the work in spelling, grammar, reading, literature and writing,

3. combining geography with history and improving instruction in geography by introducing suitable apparatus, and

4. eliminating instruction in bookkeeping in the last grade, a practice found at that time in quite a few elementary schools.

Eliot also proposed to enrich the elementary school course by

1. introducing natural history - botany, zoology, geology, and physical geography - earlier in the school program,

2. placing elementary physics in the upper elementary grades,

3. introducing pupils to algebra and geometry at ages twelve or thirteen, and

4. offering French, Latin, or German beginning at the age of ten.

President Eliot's public pronouncements led directly to the appointment of the Committee of Ten on Secondary School Studies in 1892. It was not necessarily intended that the Committee of Ten should make recommendations for the reorganizations of the entire school system. Nevertheless, it was inevitable that an investigation of the time allotted to the various secondary school studies should lead to some consideration of the appropriate place in the school program to begin various studies.
According to the final report of the Committee of Ten, issued in 1893, recommendations for introducing pupils to secondary school studies were summarized as follows: 5

In preparing these programs, the committee was perfectly aware that it is impossible to make a satisfactory secondary-school program limited to a period of four years and founded on the present elementary-school subjects and methods. In the opinion of the committee, several subjects now reserved for high schools, such as algebra, geometry, natural science, and foreign languages, should be begun earlier than now, and therefore within the schools classified as elementary; or, as an alternative, the secondary-school period should be made to begin two years earlier than at present, leaving six years instead of eight for the elementary-school period. Under the present organization, elementary subjects and elementary methods are, in the judgment of the committee, kept in use too long.

The proposals offered by the Committee with respect to the introduction of secondary school studies at an earlier age were not widely introduced into the schools. Nearly twenty years passed before their hopes were realized.

Shortly before the Committee of Ten made its report in 1893, the Department of Superintendence of the National Education Association in its annual session appointed a Committee of Fifteen to investigate the organization of the school systems, the coordination of studies in primary and grammar schools, and the training of teachers. The Committee of Fifteen were more directly charged with questions concerning the reorganization of the elementary and secondary education.

5. N.E.A. Report Committee Ten
The Committee divided its work into three parts, with a subcommittee to work on each part. The Subcommittee on the Correlation of Studies in Elementary Education confined itself to the division of time between elementary and secondary education. The Subcommittee presented seventeen questions on its broader problem to qualified persons in education. The two questions that had a direct bearing on the reorganization of the upper-elementary and secondary education were:

1. Should the elementary course be eight years and the secondary course four years? Or, should the elementary course be six years and the secondary six years?

2. Should Latin or a modern language be taught in the elementary school course? If so, why?

According to the replies much concern was expressed over the idea that the elementary school should be shortened to six years, and the opinion was divided on the second question. The Subcommittee naturally developed a conservative attitude toward revision of the 8-4 plan.

Functions of the Junior High School

There are certain important developments in the last twenty-five years of which we must recognize in our planning programs. First, it is important to know that we no longer have the serious problem of

drop-outs. Not only do eighty per cent of the pupils finish junior high school, but a definite majority of those go on into high school. This factor eliminates the necessity for terminal education in anything but the school especially established for rather dull children.

Secondly, we must note the fact that there has been a disappearance of work experience from the homes and in general from the lives of young people of junior high-school age. They do not have a contact with adults at work, and they do not have the experiences of responsibility for work either in the home or for compensation.

The third item is the rapid deterioration of moral standards, the lessened influence of the church, the increased amount of time and change in the nature of the leisure life of people, the spread and change of the nature of the content of comics, movies and radio programs, the spread and use of alcohol, and the spread and open discussion of sex matters.

Closely associated with sex is the increase in juvenile delinquency which has shifted from the upper years of adolescence to the lower years. In 1931, the typical criminal age was nineteen years, now it is seventeen years of age.

There has been a definite and pronounced trend toward the lessened necessity for specific vocational training for the masses. The trend is toward the number and nature of the needs. This is classified as general education, which includes general vocational education. The need for citizenship education has increased, including inter-
cultural education. There is increased necessity for knowledge of and attitudes towards people of other countries. The failure to develop attitudes of honest democratic government has grown at national, state, and local levels.

Douglass and Gruhn analyzed the opinion of men whom they thought best informed as to the major functions of junior high schools. They are: (1) integration, (2) differentiation, (3) exploration, (4) guidance, (5) socialization, (6) articulation, (7) personal adjustment, and (8) preparatory.

1. Integration

Integration in the sense of a function of the junior high school does not refer to integration of an individual or to the integration of subject matter, but to integration of the people of the United States. This is accomplished through the learning of a common language, of common ideals, of common interests, and of common morals and habits of behavior. This is especially necessary in a country as large as ours which is built from so many different races, and one with increasingly diverse financial and economic problems. Very few schools are developing that feeling of belonging, the feeling of belonging to the school group, including pupils and teachers. There is definite need for training pupils as social groups working together, and not

merely in the competitive or other extracurricular activities, but within the classroom, cooperative, working on projects together, and learning to assist each other.

2. Differentiation

It is important that we can identify and develop special traits, and that we emphasize and encourage individual interests. Extra-curricular activities are being classed as electives in the better schools. Adequate provision in school time and properly trained sponsors are being selected for the wide variety of specialized activities. An important development is the provision good teachers are making for the individual in the heterogeneous class. Teachers have begun to realize that you teach individuals and not a class. Individuals differ as to what they should be asked to do, what they are interested in doing, and what they can do.

The solution most commonly used is individual attention of each student. There must be special sections for those who fall at the extremes of the distribution curve. These sections should be taught by teachers who have special training, and they must have specially developed programs. The program must be adapted to the interests, capabilities and age level of the pupils.

3. Exploration

Young people, especially at junior high school age, are in a period of exploration. They are curious to explore themselves, and the world about them. A good junior high school will provide
opportunities for assisting students to discover themselves, to understand themselves, know their limitations, to know their special abilities and potentialities. Exploration is achieved by all aspects of the school program. All teachers should keep it in mind. It involves measurement of various and records of social behavior and interest which cannot be measured objectively.

The pupil is exploring the world which is becoming wider each year. He needs to continue to explore the scientific world, the recreational, the aesthetic, the industrial, and the political world. The junior high school student must begin to see the world outside his home, outside his community, his state and nation. He should be able to visualize the activities of people in all areas.

4. Guidance

We have been slow in developing a definition of guidance which is in accordance with personality and behavior patterns of youth. It is unfortunate that school people have been so long in understanding that guidance means assisting young people to solve their own problems, aiding them to recognize their own problems, and think through solutions that aid them in solving their problems in the future.

Youngsters should be given definite training in how to study himself and how to study an occupation, with a view of assisting himself in the matching of job and self. Vocational problems will continue pretty well throughout life for most people. It is encouraging to see that most schools do not think of guidance as being exclusively
vocational. Most junior high schools have begun to attach equal importance to educational guidance, social guidance, health guidance, and personal guidance. Through the use of sociograms, home visits, and written observations of the teacher on pupil behavior, there is increased attention placed upon social guidance.

The need for three levels of guidance are being recognized. First, the classroom teacher, relatively untrained; two, the semi-trained person with special responsibilities; and three, one highly trained person who is a leader in guidance and to whom referrals should be made.

5. Socialization

Socialization refers to developing the growth of the adolescent which will enable them not only to work together, but to enjoy other people, and certainly not to be hindered by lack of social adjustment. It, also, includes development of skills in social behavior by participation, development of social standards, social interests - interests not only in being with other people, but group welfare and social sensitivity in contrast with individual and competitive interest, and the widening of social activities beyond the surrounding environment to the community, state, nation, and the world. The function of socialization includes a large part of character education, because a large part of character means our relationships with others. It is also important in socialization to provide adequate contacts and social
adjustment of pupils with others of their own age level. It means a sound and healthy attitude and adjustment to the opposite sex.

Douglass says:8 The function of socialization is to provide increasingly for learning experiences designed to prepare pupils to adjust themselves and contribute to future developments and changes in our social order.

6. Articulation

At one time the important function of the junior high school was economic and effective transition from elementary school to secondary school. While somewhat less important today, articulation is still an important and unique function of junior high school. There still exist great differences of standards between the elementary and secondary school regarding behavior and discipline, the over-all philosophy and staff, the types of learning materials, methods of instruction, and understanding of students. There has been an increase, in the elementary level, in the degree to which teachers believed in student freedom and student direction of their efforts. In the secondary school there has been a definite increase in the degree to which classroom teachers become more responsible for guidance and counseling functions that enable them to understand the problem cases and not send them to the principal's office.

8. Douglass, H. R. The Modern Junior High School. p. 60
It is true, also, that many senior high school teachers have become less subject matter-minded and have begun to develop a philosophy similar to that in the elementary school. Differences, with respect to materials and methods of instruction, have decreased. The senior high school of today realizes the necessity of training in reading, arithmetic and language arts. The junior high school staff is better trained and does not depend entirely on the textbook. They have a background which allows them to draw upon a greater reserve of instructional materials. One of the reasons for the establishment of the junior high school was departmentalization with teachers who had been trained in special fields. This has been found to be unsatisfactory. We now see under the core program one teacher teaching two or more subjects.

7. Personal Adjustment

We are now stressing the importance of seeing to it that each individual grows up with a sound and healthy personality. This includes healthy attitudes towards himself, healthy attitudes towards others, and towards society and life in general.

The increase in juvenile delinquency and mental ill health among adolescents has increased to the point where we can no longer avoid the problem. The old method of fear, compulsion, threatening, and intimidation using threats or bribes, and the humiliation of comparisons with other pupils is on the way out. The teacher of today is able to provide a program of studies which will cause the youngsters
to put forth a reasonable effort in learning activities that it will not be necessary to use these older practices to get pupils to learn. The selection of materials, provision for students to participate in planning of their learning activities, and better methods of teaching no longer make it necessary to resort to unprofessional and unquestionable devices for motivation.

8. Preparatory

Preparation for college and preparation for senior high school is best done along the following six lines:9 (1) Expansion and refinement of vocabulary. (2) Increased skills in the searching for materials and the use of books and periodicals in general. (3) Development of written and oral expression, particularly, the ability to express oneself calmly and accurately in a classroom with one's peers and with the leader. (4) Specific training in various subjects in study habits, and skills that are pertinent to the subject in particular. (5) A definite attention to the basic and more commonly used skills in arithmetical computation and in problem solving. And (6) the preservation, extension and development of interests in intellectual and other areas which may lead to continued reading and study.

All of these functions and the ways of achieving them are important in the junior high school.

Chapter III

INSTRUCTIONAL PROGRAM

Practices of Classroom Procedure

1. Unit Planning

An outstanding practice in teaching procedures of today is the planning of instructional activities in large units instead of the daily lesson plan which was common at the beginning of the junior high schools, the majority of teachers prepare large teaching units.1

The large unit plan is characterized by the following respects: (1) the content and activities are organized around an important point, topic, an objective, a project, or some basic theme, and (2) the unit is planned to extend over a long period of time - from several days to several weeks.

From the teacher's point of view in planning a unit, there are several items which should be kept in mind. Some of these are: (1) the large unit is planned in its entirety rather than from day to day, (2) pupils should be given an opportunity in selecting the activities and content of the unit, (3) pupils should see the overall picture or outline of the unit before work has progressed too far, and (4) there should be logical sequence from one activity to the next.

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The main advantage of the unit plan is that the learning activities follow in a sequence and are closely related to each other. Among other advantages, are better opportunities for cooperative teacher-pupil planning and it affords opportunity for pupil participation in the direction and carrying on of the learning activities. Pupils are permitted more freedom and proceed at a rate equal to their ability, and provision for supervised study is easier. Greater responsibility can be placed upon the pupil in organizing, planning, and completing his work, which encourages the pupil to use more imagination, initiative and resourcefulness in carrying out the learning activities.

Another factor in favor of the unit plan is the economical and efficient use of time in completing the program of studies.

Several sources indicate objections, of which the teacher should be aware in order to take steps to avoid them. Some of the arguments against the unit plan include such items as, the teacher is not able to get a daily check upon the achievement of each individual and a stimulus for the daily preparation is lacking. Pupils lose the benefits that are afforded in the participation of daily recitations. If the assignments are not mimeographed, which throws an extra burden on the teacher, the pupils may lose sight of the immediate task and not accomplish his particular objective. Due to lack of proper planning, pupils of junior high school age may fail to grasp the nature and content in a large unit.
As compared with day-by-day planning, the large unit will require far more time in teacher preparation before a new topic for study is begun. The teacher should realize that the additional time spent on planning may be well worth while because the result will be more effective teaching.

2. Pupil Participation

Teachers realize today the contribution that pupils can make in planning and organizing learning activities. The pupil participation in planning has been influenced largely by the greater use of the unit plan. Another factor is the change in our philosophy of education which gives the pupil a more prominent place in the school.

Gruhn and Douglass\(^2\) made the following comment: "Teachers increasingly believe that the child should be the center of the learning situation participating in the planning of the learning activities, in the organization and carrying on of these activities, and in the evaluation of the outcomes."

Some important ideas for cooperative teacher-pupil planning are:\(^3\)

1. The teacher who employs cooperative planning must be superior in his understanding of children and in the knowledge of his subject.

2. The teacher must pre-plan his work more carefully as a basis

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2. Ibid., p. 197
3. Ibid., p. 198
for cooperative teacher-pupil planning than if he were to improve his own plan on the class.

3. The teacher should stimulate and guide the planning of the pupils without imposing upon them a preconceived plan of his own.

4. The teacher should not spend too much class time on cooperative planning.

5. The teacher should realize that the concept of cooperative planning does not apply equally well to all subjects nor all topics within a subject. Its use is limited by the grade level of the pupils, by their intelligence, and by their previous experience in planning.

The teacher should realize that cooperative planning should be used only to the extent that it is of value to the total learning situation.

3. Pupil-Activity Method

The great emphasis on subject matter, large classes, and the dominance of text-books have prevented many types of pupil activity and, therefore, was used very little when the junior high school was first organized.

The pupil activity method may consist of several different forms. The activity may be a problem or project; it may be oral or written exercises; and may include only individuals, small groups, or large numbers of students. There are numerous places where the activities
may be carried out, the classroom, the school, the home, or the community. The effectiveness of the pupil activity method is determined by the imagination, the skill and resourcefulness of the teacher, and the interests and maturity of the class.

For the junior high school, the pupil-activity method is in agreement with the philosophy and function of the school. The pupil-activity method makes use of the opportunity to apply what has been learned.

In planning pupil activities it should be kept in mind that the activity should be one which can be finished in a sufficiently brief period that pupil interest can be maintained; the activity should be planned so that pupils will not get lost in administrative details; most of the preparation should be under supervised study; and the level of difficulty should be equal to the ability and interest of the pupil.

4. Correlation with Life

Stress has been placed on the importance of closing the gap between learning situations in school and real-life experiences outside school. The integration of learning has not really been achieved until the pupil can make application of his learning to outside experiences. The correlation of school with life experiences and problems is related to exploration of pupil interest, the socialization of the pupil, and the educational and vocational guidance.
There are many ways to give real-life experience to pupils, such as (1) participation by pupils in planning and carrying on of classroom activities, (2) the organization of pupil-pupil and teacher-pupil relationships in the classroom on a mature, democratic basis, (3) the use of instructional materials, as books, pamphlets, films, radio broadcasts, and recordings, (4) pupil projects and activities which resemble outside life situations, (5) field trips and excursions into the community, and (6) talks to school groups by local people. Another means of correlating activities with life situations is to send pupils to interview business, labor, and professional people.

5. Socialized and Laboratory Method

Socialized recitation is no longer thought of as an instructional technique because we realize that the socialized approach may be implemented through a number of different ways.

Procedures used in socializing a classroom include creative pupil activities, teacher-pupil planning, reduced factual material, group learning activities, and democratic teacher-pupil relationship. Teaching methods which contribute to the socialized classroom are the problem and the project, the laboratory plan, oral reports and debates, pupil committee activities and dramatizations.

According to the laboratory method, the classroom is turned into a workshop with ample freedom for activity and movement. It is very

4. Ibid., p. 201
essential to have source materials, informal arrangement of pupil desks and chairs, emphasis on cooperative pupil activities and an opportunity to prepare large projects. The freedom for individual study makes it a splendid way for individualizing instruction and allowing opportunities to explore individual interests and abilities. The laboratory plan is definitely related to the functions of socialization and integration because of the opportunity of cooperative pupil activities.

Some teachers have criticized the laboratory plan because of their failure to properly organize and manage classroom routine. Freedom should not be allowed to the point where it interferes with providing efficient and effective learning.

6. Classroom Management and Control

Instead of the friendly and democratic group relationships now existing, there used to be formal discipline in which the pupils were dominated by the teacher. Two complaints have been directed at this type of discipline. One stresses the danger of nervous tension. We are reminded that adolescence is a period of emotional stress and that formal discipline only increases this condition. It is suggested that some of the emotional strain which is experienced by children could be avoided if there was an atmosphere free from disciplinary pressures, nervous tension, and fear.
The other attack on the formal classroom came from those who are concerned about the preparation of youth for living in a democratic society.

There is no place in the classroom for autocratic discipline if the schools are to prepare youth for democratic living in the world of tomorrow. These critics maintain that the most effective preparation for adult life in our democratic society is active participation in a democratic classroom.

7. Types of Instructional Materials

In the early history of the junior high school, teachers realized that strict use of the single-textbook plan did not meet with certain basic points of view held in regard to the instructional program of this new school. With the single-textbook, it was difficult to meet the differences in reading abilities of pupils, to provide adequate study materials that would challenge the superior pupil and still be understood by the dull, to appeal to the great variety of individual interests, to help develop greater reading interests, and develop skills in intelligent thinking.

There is a recent trend to have several sets of reference books for classroom use in such subjects as social studies, English, and general science. Some schools do not have a regular text book, but rely entirely on reference books. Another trend is to adopt different basic texts to meet individual needs and abilities of pupils. This is found to be the practice in schools with homogeneous grouping.
The superior group would have a more difficult text than the slower group. Teachers are increasingly using their own course outlines or courses of study prepared by professional committees. The improved preparation of teachers is largely responsible for this change. Students are encouraged to read more critically and to analyze and compare points of view in different textbooks, rather than accept the first viewpoint read.

It was not long ago that occasional showing of a film or hearing of a broadcast was a novelty which stimulated the pupils but contributed very little to learning. Such audio-visual aids as motion pictures, slides, recordings, radio, and radio transcriptions are found to be an important part of the instructional program in the junior high school. The techniques of using audio-visual materials in the classroom are still in the experimental stage. Past experiences have led to conclusions regarding the most effective use of these materials.

Audio-visual materials should be selected in terms of the particular contribution they are to make to the objectives of the unit being studied. The materials should always be previewed and the time for presentation of the material should be well planned and wisely used. The teacher's plans for the use of audio-visual materials should be made in advance and pupils should be prepared for the presentation. The amount of audio-visual material used should be kept in its proper place as compared to other materials. In order
that audio-visual materials may be most effectively used, it is recommended that every school have a well-trained person to stimulate and direct the use of these materials. The visual-aid coordinator should have free time to aid teachers with the location of suitable materials, the planning of learning activities based on those materials, and the use and care of the equipment.

The radio offers a variety of programs with educational value such as news, historical drama, music, lectures and forums on current problems. The universities, state departments of education, and radio networks broadcast programs especially for schools. Schools have not been able to realize full value from these programs because radio schedules seldom fit the class schedules of the school. Even in the face of these obstacles, schools are making use of the radio in social studies, where excellent material is offered for the study of current events. Teachers are also making use of the radio by suggesting that pupils listen to certain broadcasts at home.

Transcriptions and recordings offer many advantages as compared with listening to the original broadcast. By using transcriptions and recordings, there is no interference with class schedule, the program may be repeated for other classes, and the program can be stopped or repeated as the needs demand. Audio-visual materials will have an even greater place in the junior high school in years to come.

The resources offered by the community are rarely ever used to best advantage as source for materials of instruction. This is caused
by the fact that many teachers are not familiar with the resources of the community, and teachers have difficulty in fitting the use of these resources to the instructional program. The staff of every junior high school should conduct, in an organized manner, a survey of all community educational facilities.

There has been a definite trend in schools to use current materials, probably encouraged by events of the World War. These materials consist of newspapers, magazines, the radio, public lectures and forums and current books. These current materials are extensively used in social studies classes, especially for the study of current affairs. For years, many types of current events papers have been used as instructional aids in the junior high school. For junior high school people, current events papers are not only more appropriate than regular newspapers, but are more reliable and impartial. Publishers supply current events papers suited to the different pupil-abilities and pupil-interests. In the last few years, teachers have made considerable use of a wide variety of free and inexpensive material, including booklets, pamphlets, maps, charts, and pictures. These materials may be obtained from commercial and industrial firms, labor unions, chambers of commerce, agencies of the local, state, and federal governments, and other agencies as historical and patriotic societies, and service clubs.
8. Pupil Study Methods

Supervision of the pupils' study has become one of the guidance responsibilities of the classroom teacher. The length of class periods have been lengthened and more of the class time is used for supervised study. The most significant contribution of the supervised study period is the opportunity it affords the teacher to help individuals. This help might be diagnostic and remedial work with individual pupils, individual and group instruction in methods of study, discovery of pupil aptitudes and interests, and stimulation and encouragement of individual pupils to better achievement.

Home work assignments have been used in American schools for years. Pupils and parents have measured a teacher's thoroughness by the length and difficulty of assignments. Recently teachers have questioned the value of home work at the junior high school level. Many pupils do not have conditions at home which are conducive to good study, and without proper guidance, pupils of this age may develop inefficient and undesirable study habits. Home work is regarded as undesirable because of its effect upon the mental health of boys and girls. The church, the school, and other community agencies have added new activities for the child outside of school hours. At present, there is a tendency not to eliminate, but to limit, the amount of home work. There is considerable agreement in this respect; that

5. Ibid., p. 216
the policy of leaving the amount of home work to the teacher is not desirable. There should be an established policy in junior high school regarding the nature and amount of home work. This policy should agree with our understanding of mental health and effective study habits of the child. Pupils will develop efficient study methods only if there is definite instruction in the school.

Every technique, method, or device may be of some value for certain teachers, therefore, the teacher should be willing to experiment with many methods and select the most effective one. Teachers should employ those which, in particular situations, were found to be most effective. By constant experimentation and evaluation, the teacher can develop effective skills in the various techniques and methods of teaching.

Trends and Organization

In the past, the curriculum has been regarded as a fixed body of subject matter, a certain part of which was completed each year by the students. The curriculum today is not fixed or static, nor is it confined to subject matter. The curriculum, now, is the total controlled environment created by the school for the purpose of stimulating, influencing, and contributing to the wholesome growth and development of boys and girls.

Society has found that it is necessary to create a substitute environment, one that has been developed and controlled to meet the educational needs of the child. The curriculum of the school today
is merely a means contributing to the achievement of accepted goals of education. In achieving these goals, the curriculum takes on many forms. Dissatisfaction with the accomplishments of our older systems have brought about changes. Some of the recent trends or directions tend to point toward greater inter-relationships rather than individual subjects.

William Newsom suggests the following as recent trends:

1. Development of the general education program around a central core. The core curriculum idea was evolved and it found ready acceptance. Some schools use guidance as the core and organize the program around this basic idea. Some have organized the core on the subject basis along the broad fields curriculum. Other schools use life problems as the core, and all represent some form of integration.

2. Curriculum building on an integrated basis. Not too large a percentage of schools have done much in this direction. An integrated curriculum means more than simply relating some activities of different courses or even courses within a subject field. Curriculum integration today is a means of breaking down all subject field boundaries and organizing all activities and learning experiences around some basic ideas, skills, or behavior patterns to be acquired.

3. Integration of extra curricular activities into the curriculum. Extra-curricular activities lose their separate identity

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and become an integral part of the curriculum. They are now carried on as a part of the regular curriculum either as an integral part of a course or another course, such as dramatics or physical education.

4. The use of many and varied types of activities in the guidance program. The home room has been expanded as a group guidance agency. The home room program being centered around some emphasis for each grade or group. Assemblies are used for guidance purposes. The community, industry, and business are used for a study of vocational requirements and conditions, as well as for work experiences.

5. Discontinuance of detailed printed courses of study. The practice of printing detailed courses of study has given way to the printing or mimeographing of basic outlines. School administrators and curriculum specialists have recognized that teachers should have only an outline of the course materials. The rest is left to be filled in, in accordance with the needs of the particular group.

6. Use of many sources of assimilative materials. With the expansion of knowledge in a rapid manner, it is recognized that no one source of materials is adequate. Many sources of printed materials are now available. Audio-visual aids, observations, excursions, and field trips, and work experiences are also used as source materials.
Significant trends in the content and organization of the junior high school are as follows:

1. The trend toward correlation between subjects.
2. The trend toward fusion of related subjects.
3. The trend toward correlated courses.
4. The trend toward pupil participation in curriculum planning.
5. The trend toward the organization of courses into large units.
6. The trend toward correlation of the curriculum with real-life activities.
7. The trend toward preparation for intelligent consumership and effective home life.
8. The trend toward postponement of college-preparatory and vocational studies.
9. The trend toward more adequate preparation for intelligent citizenship.
10. The trend away from large numbers of differentiated curriculums and courses.

The future of the junior high school can be determined only on a basis of certain factors and tendencies and then extreme caution must be used. Present trends have a disconcerting habit of changing frequently and of new ideas suddenly appearing.

7. Gruhn and Douglass. op. cit., p. 93
A. J. Jones, 8 Professor of Education, University of Pennsylvania, briefly mentions some factors and trends affecting the junior high school today:

1. Most of the reforms established have already been accomplished in school systems that do not have the junior high school. In some instances these systems have realized the objectives set up for the junior high school much better than the junior high school.

2. The junior high school emphasized the needs of the pupils as opposed to stress upon subject matter. It aimed at the weakest point in the school system, the seventh, eighth, and ninth grades. This attitude of considering the needs of the child has run through the entire school system, and it does not appear that the junior high school needs more consideration than the other parts of the school.

3. While the junior high school solved some of their important problems, it created others which were not present before.

4. In our educational system there is a tendency to emphasize the need for an integrated education program for each pupil based upon his needs from the kindergarten through high school. Such a program can be best accomplished where there are no breaks, that is, a twelve-grade system. The tendency seems to be for a longer unit in high school; either a six-year or two four-year units.

5. The separate junior high school is not adapted to the small high school and the most of our high schools have enrollments of less than 125 pupils.

Trends in education may be compared with growth in that the change is gradual and a short period of time is not noticeable. From comparisons at ten year intervals, evidence of trends is perceptible. One of the most outstanding trends in the junior high school is the change from a narrow conception of the purpose of education to one which includes the pupil in all his aspects. Teachers are still vitally concerned with the development of skills and increase of knowledge but recently there has been a decided interest in health, attitudes, and behavior. The teacher has taken over tasks which were formerly left to the home and the church. A definite part of the teacher's work consists of development of attitudes of fair play, of respect for authority, for person, and for property. The teacher is now interested in the behavior of the pupil because these elements are a part of the individual and, with all aspects of life, make the whole child.

All organization within the schools should be judged as appropriate to the American system of education just in the degree in which it makes for continuous and uninterrupted opportunity for every pupil. With the wide variation in resources and needs from one locality to another, it is reasonable to expect wide disparity in types of organizations.
The 8-4 type organization was nearly universal by the latter part of the last century. No one has held this type of organization as the product of careful planning to implement clearly conceived objectives. The 8-4 plan has been under attack since the N.E.A.'s Committee of Ten was formed in 1893. First was the criticism that small isolated grammar schools are uneconomical in that the plant is not fully used; special teachers and supervisors lose time in going from one school to the other; and they do not permit differentiated curriculums. These facts when taken together with the growing acceptance by the elementary school of its community responsibility seems to justify ever more the inclusion of grades seven and eight in the junior high school. The utilization of facilities and resources is high desirable if not essential to improved community and school living.

The second criticism found in the elementary school, that it does not prepare for life activities because it is subject centered and repetitions are recognized to be a criticism of poor teaching, and not the off-spring of any particular type organization. Dr. Briggs accepted a third generalization as rated which is still used today, that it causes unnecessary and unjustifiable elimination because the break is too sharp between Grade VIII and the high school.

The 6-3-3 type of school organization presents more assets than liabilities. This is substantiated by the place that this type holds in the nation's schools. The most significant appeal of the 6-3-3 plan is that it establishes the seventh, eighth and ninth grades as the junior high school. These are logical grades in which to organize the experiences provided by junior high school curriculum. The sixth grade boys and girls should not be placed with adolescents. Ninth graders are not ready for the expanded experiences of the senior high school. The more technical studies are not within their range of comprehension and they are not mature enough for high school competitive sports.

Since the 6-3-3 type of organization was approved, it has been successful in reaching many of the objectives for which it was created. Its atmosphere of action met the needs of its age group. Less emphasis was placed on fundamental drill and more time given to social living - character, citizenship, cooperation, and initiative.

Before the 6-3-3 plan was introduced, our elementary schools were overcrowded with pupils who were retarded two to five years. Under the 6-3-3 philosophy, entrance to the second level is based on social maturity as well as achievement.
Edgar and Wilborn\textsuperscript{10} maintain that social maturity is the factor to be considered for those who are too old for elementary school and too young for high school. These pupils make regular progress through junior high school, gain confidence and interest as they progress and succeed, and at the end of the ninth grade enter the senior high school level with security.

Two educators\textsuperscript{11} feel it safe to assume that counseling and guidance are the most important needs of junior high school. Every teacher should be a counselor, trained and capable of intelligently directing the children's interests, levels of ability, and traits at this crucial stage.

Even though the 6-3-3 plan takes credit for improving the holding power and reducing over-ageness, the 8-4 school systems have led in this respect.\textsuperscript{12} The 6-3-3 holds better in junior high school but loses more between junior and senior high school.\textsuperscript{13} It is a step in the right direction but it does not go far enough to offer sufficient opportunity for efficient administration of the curriculum.

The 6-6 type of school organization provides for a six-year elementary school and a six-year high school. Usually each unit is separate with one or more elementary schools feeding into a high

\textsuperscript{10} Edgar and Wilborn. "Advantages and Disadvantages of the 6-3-3 Plan," School Executive. (October, 1948) p. 71
\textsuperscript{11} Ibid., p. 72
\textsuperscript{12} Ibid., p. 71
\textsuperscript{13} Ibid., p. 71
school, depending upon the school population of the district. The 6-6 plan makes a high school economically possible in many small communities where there are not enough pupils to justify separate junior and senior high school buildings, or even a four-year high school under the 8-4 plan.

A six-year high school costs less per pupil than two three-year high schools with the same combined enrollment. One administrative officer is needed instead of two. Operation and maintenance costs are half as great. Pupil stations and special facilities such as shop, home economics rooms, auditorium, gymnasium, and music room can be used more efficiently. One adequately stocked library is less expensive than two libraries which would necessarily contain much duplicate material.

There are other important considerations. According to Davis, English educators tend to believe that no school should be larger than one which will permit the headmaster to know every pupil in it. Few will deny that when a school gets so large that pupils lose their identity and become statistics to the administration and teachers, it might better be divided. The 6-6 plan provides greater continuity to the school program by eliminating the extra break which occurs in the 6-3-3 plan. There is an inevitable period of adjustment for

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each pupil during which he must identify himself in a new school. In the six-year school, he is more likely to remain a distinct individual in the eyes of the staff over a longer period of time. Teachers tend to meet classes over a wider range of grades. Guidance counselors, school nurses, and the principal can follow each pupil over a longer, more productive period of time.

An objection to this argument is that too much continuity may, in the case of the pupil who gets to be typed, cause a problem child. In this case, a break between junior and senior high school gives him a chance for a new start. Another objection is that seventh and eighth grade pupils learn too early to strive to equal the behavior of juniors and seniors. The span of years in a six-year high school may be too great during the period of adolescence. However, the 6-6 plan is an improvement over the 8-4 plan in that the break comes at a time more suited to the developing needs of children. The shift from the elementary school to the high school at the end of grade VI, or at the age of twelve, is the most natural break. The 6-6 plan offers the richer, more mature opportunities of the high school to boys and girls two years sooner than the 8-4 plan.

The first and perhaps the major advantage of the 6-4-4 plan is that it is congruent with the developmental history of the child. Recent studies indicate that the twelfth year of chronological age which corresponds in the majority of cases to the seventh grade of school is the time of the onset of physiological changes which set
the child of this age apart from those immediately younger and join him in bonds of potentiality and experience with his seniors. Students of sixteen years and older are physiologically set apart from the adolescent and in terms of the averages in which public education must deal, they represent a new and different problem. It is logical, says Ross, to include them with other students who are adults and help them to learn to conduct themselves in keeping with their physiological maturity.

From the standpoint of the development of the child, significant changes in growth attend the twelfth and sixteenth year. This means that we should have breaks between the sixth and seventh grades and between the tenth and eleventh grades. The 6-4-4 scheme takes note of these physiological and psychological facts and is organized around three administrative units. These units are: the child school, including grades I through VI, called the elementary school; the adolescent school, including grades VII through X, called the junior high school; the adult school, including grades XI through XIV, called the junior college.

In addition to being articulated with the child's growth and developmental needs, there are other advantages inherent in the system. In the first place, there are advantages concerning buildings and equipment. The fact that these facilities can be combined for

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15. Ross, R. T. "Good and Bad Points - 6-4-4 Plan," School Executive. (October, 1948) p. 74
the eleventh and twelfth and for the thirteenth and fourteenth grade levels where they are most in demand, represents an important saving. A second advantage of the 6-4-4 plan lies in the fact that each unit is long enough for the faculty and counselors to get to know each student reasonably well. This plan encourages students to complete more grades of school than they might in other plans. Ross\textsuperscript{16} points out that the plan has the greatest advantage of presenting the opportunity for efficient education articulated with the child's growth and oriented toward early achievement of mature modes of behavior.

There are two types of curriculum organization, the single type and the multiple type. The single curriculum which is taken by all pupils consists of certain required courses and others offered as electives. Pupils may be required to take such courses as English, social studies, mathematics and physical education, while they may have a choice of junior business training, industrial arts and home economics.

The multiple curriculum makes provision for grouping all courses into several curriculums. The most common multiple curriculums are college preparatory, general, commercial, home economics and industrial arts. The pupil is required to take certain subjects and also permitted to select one or two electives from a limited group.

\textsuperscript{16} Ibid., p. 74
There is a trend away from having different plans of curriculum organization at various grade levels, and to introduce the single curriculum with electives into all three grades of the junior high school.

Implications for the Curriculum

Objectives are important and useful in providing direction, continuity, motivation, and criteria for evaluation purposes. The curriculum, as well as growth and development of the pupils, should be evaluated. Curriculum experts think of objectives in terms of pupil behavior over which the school has control. They think in terms of areas of living in which may be discovered the interest, needs, problems and conflicts of life. Much concern and planned emphasis in the curriculum should be devoted to the development of pupil attitudes, useful habits of living, and personal-social adjustment and philosophy of life.17

One of the weakest areas of the curriculum lies in the relationship of activities and experiences to the ultimate objectives of the secondary school. Properly analyzed and defined, the objectives may serve as a basis for the selection of activities and experiences to be included in the curriculum.

Related to the objectives of education is the task of securing more and better educational outcomes. To accomplish this, there are a number of points to be given consideration. The secondary-school curriculum should:

1. Provide opportunity for pupils to relate and unify their experiences in school.
2. Promote development of a greater personal sense of responsibility.
3. Make provision for the personal-social adjustment and the physical and mental health of pupils.
4. Promote the development of effective reading skills and study habits.
5. Provide experiences which will promote a more enriched family life.
6. Promote a greater degree of world understanding.
7. Promote understanding and appreciation among youth of the value of education and free public schools.
8. Make provision for educational experiences better adjusted to the several levels of pupil ability.
9. Cultivate the creative use of leisure time.

Many measures may be employed to implement the above statements.

Correlation of courses in subject-matter curriculum and the organization

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18. Ibid., p. 388
of courses around problems of every day living will permit pupils to unify their experiences. Activities should be included which pupils recognize as having value for them, and courses should be adapted to the individual's ability. Opportunities to demonstrate originality, creativeness, and self-responsibility should be provided. This contributes to the development of a personal sense of responsibility for intellectual growth and development.

To promote personal-social adjustment and health, teachers should attempt to establish good teacher-pupil relationships, and mental hygiene should be applied in developing and teaching the curriculum. Pupils should be given an opportunity to participate in experiences which develop personal and social acceptability.

More effective home membership may be created through the development of cooperativeness, responsibility, personal and social acceptability and other characteristics conducive to harmonious group living. The curriculum should cultivate the development of recreational pursuits suitable to family and group living, and associated responsibilities.

World understanding requires a knowledge and appreciation of the cultures of other peoples, current problems of living, and an ability to live democratically with others, both in school and out.19

19. Ibid., p. 390
Opportunities to develop such behavior characteristics should be provided in the curriculum. Young people should be given more information concerning the public schools and their support. If the curriculum provides for the developmental and adjustment needs of youth, it may well enlist greater support by virtue of the fact that students more readily realize the contributions which it makes to their lives.

Differentiated assignments provide for individual differences, both with or without homogeneous grouping. Enrichment is more desirable than acceleration, and provision for greater flexibility in the curriculum is necessary. The creative use of leisure time may be encouraged by providing experiences for pupils in creative activities. Skill in one or more athletic and non-athletic activities which can be continued after school years will also assist.

The process of curriculum construction is complicated by the fact that the attempt to develop desired behavior outcomes always gives by-products or concomitant outcomes, sometimes important and sometimes undesirable. Perhaps these outcomes are more the result of methods of instruction than of the content, but it is hard to draw the line, and it is clear that some grow directly out of content.

A child's attitude toward school, toward authority, toward learning in general, and toward his classmates are usually influenced by the degree to which he finds the curriculum or parts of it interesting and apparently useful. His interests in various fields of
learning or vocations are undoubtedly affected by his experiences with school subjects. Learning activities which appeal to the child as pleasure-giving or worth doing result in favorable attitudes toward everything associated with their learning activities. Learning and instructional activities will result in these favorable attitudes if they appeal to the learner as worth doing for the sake of the resulting learning.

It is important to bear in mind that the learner must not only be convinced that the learning likely to result is worth while to him, but also that it will bring him returns in the near future. Also very important is the degree to which the learner succeeds in mastering the learning activities. If he fails frequently, he is most likely to develop unfavorable attitudes towards the materials, the subject, the schools, and the teacher, and is very likely to develop a lack of confidence within himself, particularly with respect to his field of activity.

The basis upon which instructional programs and activities must be built are in constant state of change. In the first place, the pattern of responsibility of the school changes from time to time. With changes in the home, in modes of amusement, in national and international problems, in vocational life, and in other areas, the responsibility of the school for education increases or decreases. Changes are, therefore, required in the nature of school education itself.
If school instruction is to remain in anything like adequate adjustment to the needs and conditions of American society as the learner will find it and to the learner's needs and responsibilities as he will find them in society, teachers, textbook writers, and other curriculum makers must be in touch with American society - its institutions, its problems, its trends, and implications of all these for the curriculum. It is logical that the curriculum should be regarded as a growing, living thing which is at least a few steps behind. The lag of the curriculum behind conditions and requirements of the times is in many respects a matter of decades rather than years.

Another fact not fully recognized is that the interests of young people change with the passage of years. Their customs, what they read, what they like to do, how they like to play, their attitudes toward parents and teachers - all these and many other characteristics of youth important to the adjustment of the curriculum to the individual are matters which do not remain constant.

The nature of young people attending school has changed significantly in recent years as a result of the increased number of young people attending school. The high school student body is not actually selected on any basis - neither intelligence, nor interest, nor

economic status. They are representative of all young people and thus constitute a cross-section of American adults, living on all levels and in manners are following vocations that will be represented in American Society.
Chapter IV
GUIDANCE PROGRAM

Educational Guidance

The preparation of pupils in junior high school involves decisions and adjustments relative to their plans for the present and future education. Decisions must be made concerning such matters as how long to stay in school, the choice of curriculum and elective courses, adjustment to administrative policies and practices of the school, extra-class activities, and success in school work. The educational activities in the junior high school may consist of the following:1

Exploration of pupils' interests and abilities; adaptation of class work to abilities and interests of the learner; diagnosis and remedial learning activities; methods of study; training in use of library and other facilities; help in learning how to plan educational careers; and assistance in making application of school learning to out-of-school situations. Some of these activities can be rendered upon entering school and others after the student has entered school.

These services are rendered in various ways, such as the use of handbooks, instruction sheets, assembly talks by pupils and teachers, home room discussions and programs, pre-registration, inclusion in

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and adaptation of regular class work, and individual or group conferences in supervised study periods.

Many pupils spend a year or more in school before gaining knowledge and understanding of his responsibilities and opportunities in the school. From this lack of orientation and confusion arise many of his problems. Lack of orientation may be found to be the reason for his failure to respond to his educational environment. Many schools are making provision for appropriate educational guidance and orientation. Handbooks are prepared, published, and discussed in home rooms, classrooms or assemblies. One of the important responsibilities of the teacher is to familiarize himself with all these matters. The new teacher should obtain as much material and information as possible before the beginning of school. In addition, he should seek information from other teachers in the system.

Another phase of educational guidance is in directed study procedures. New terms need to be defined and dictionaries used to find new meanings. Students should be guided in becoming more independent, careful, and critical workers by being constantly on the alert for new material on a topic. Care should be taken in studying a topic to weight evidence as to its validity. The student must be warned not to draw conclusions on the basis of insufficient evidence.

2. Ibid., p. 476
Teachers must guide pupils in organizing material from the mass of facts which have been found. Pupils need guidance in selecting books for additional reading. Sometimes a few interesting paragraphs are read to the class. One of the most vital things a teacher can do in guidance is to bring every assignment, and class activity to the present time and relate to the daily lives of the pupil.3

According to Bartholomew,4 "A student council organized for the sake of having a council and not because there is a need or desire for one, will not function adequately in the life of any school." School projects usually originate in the home room, or in one of the several school clubs or organizations. Affairs to be taken up in the council are discussed in the home room both before and after the council meeting. A practical problem and one which has made for good morale has been that of introducing new pupils to the school. When a visiting day for sixth graders is arranged, council members act as guides.

One of the most important activities of the home room is the bi-weekly meeting. The home room president presides, and in a dignified but pleasant manner follows the regular order of business.

The meeting is carried on according to correct procedure, for this knowledge will be useful in later life in the community.

Vocational Guidance

When the opportunity for work was plentiful in the early part of this century and great numbers of pupils of junior high school age left school to obtain jobs, the schools realized the importance of aiding these adolescents in choosing a vocation. As a result, numerous types of vocational guidance activities were introduced into the junior high school.

Several factors in our society have caused a change of view with respect to vocational guidance. Child labor laws, labor union regulations, increased unemployment among adults, compulsory school attendance laws, an attractive school program on the secondary level, increased wages for family heads, and other factors have caused the junior high schools to decrease vocational guidance and to plan the emphasis in senior high school. 5

There are many vocational guidance activities in junior high school today, but these activities are concerned with providing pupils with an informational background for selecting future vocations rather than an immediate choice. In junior high school today, emphasis is placed on: 6 (1) exploring vocational interests by

5. Gruhn and Douglass. The Modern Junior High School. p. 290
6. Ibid., p. 290
study, (2) acquiring a background of vocational information, (3) learning the importance of careful thought and study before making vocational decisions, and (4) learning what is important to consider in thinking about a choice of vocation. The definite choice of a vocation, however, is being postponed more and more to the senior high school.

Courses in "vocations", "occupations", and "vocational civics" are still being offered in junior high schools. The aim of these courses, which are taught in either the eighth or ninth grade, is to create interest in vocations, cause students to make careful decisions, and to supply the student with information about the vocations. It is difficult to find teachers with the training, experience, and personal qualities for teaching these courses. If these courses are to be taught effectively, teachers must have special training and experience.

To realize the most benefit from occupational courses up-to-date information must be available. Textbooks present only a limited amount of information on a few choice occupations. Today there are many books, monographys, and pamphlets which serve as excellent and inexpensive sources of up-to-date information on a wide range of occupations.

There are many excellent sources of information besides printed materials. Through class excursions, investigations by pupil committees, and talks by members of the occupation, much first hand
information is obtained. Movies, slides, and film strips provide a new source of information with advantages to the field trip for bringing pupils into contact with the activities of the occupation. Because of the increased interest in the middle or lower socio-economic occupations, a wider range of information has been included.

The work of policemen, truck drivers, firemen, waiters and waitresses, mechanics, and domestic servants are now included in occupational courses. Information concerning occupations may be obtained in various ways such as, pupil-teacher conferences, home room discussions, talks by persons from various occupations, special orientation classes and guidance and pupil handbooks.

There are some pupils who expect to leave school during or soon after their junior high school work, and many in the eighth and ninth grades who should make a tentative vocational choice preliminary to planning their high school programs. These cases require the services of a person trained in vocational guidance. The vocational counselor should be familiar with the activities and opportunities of the more common occupations and the source of information.

To a great extent the responsibility for vocational guidance falls upon the classroom teacher, especially the home room teacher. As a basis for such guidance, teachers should be informed about the

7. Erickson, C. E. A Basic Text for Guidance Workers. p. 273
educational qualifications for various occupations that should be met in the junior and senior high schools. This information is given to teachers in the form of mimeographed copies, and in teachers' handbooks. Teachers should also be acquainted with the aptitudes, abilities, and personal qualities desirable in various occupations. It is doubtful that teachers can be well informed without help and stimulation from the administration.
Chapter V
ADMINISTRATION

Problems of Administration

Educational articles are filled with discussions of leadership and democratic administration, and great emphasis is being laid upon faculty participation in school administration. This emphasis upon the administrative affairs of our local school systems is encouraging and should produce a marked improvement in the statesmanship which produces educational policies.

It is essential that the various staffs of a school system take part in the making and establishment of policies. Such participation in the establishment of administrative policies obligates individual staff members to make themselves familiar with matters that are considered, and to reach and express judgments, and to vote upon various policies.

Formulation of policies should not be confused with the administration of policies. After policies have been set up, the administration of them should be assigned to the administrative and supervisory staff. It should also be recognized by all concerned that administrative officers must make decisions. Nothing can produce an atmosphere of uncertainty, and insecurity, quicker than the failure of administrative officers to make decisions within established policies.
One of the characteristics of good administration and leadership is the habit of appraisal. One of the most important functions of an administrator is that of appraising existing policies in terms of periodic reports to the faculty on the results of existing policies. Appraisal of existing policies is also an inherent obligation of the faculty if truly democratic administration is to be realized.

The administrator must not be arbitrary, nor should the faculty. Understanding is just as important on the part of the faculty as it is on the part of the administrator. Too often there is a tendency on the part of the faculty to indict administrative officers for the same type of mistake for which the faculty is guilty. The principle of dual obligation of both faculty and the administrator in the observance of sound and effective personal relationships is being emphasized.

The democratic administrator must be a working partner with each and every unit of organization. He is obligated to familiarize himself with all aspects of the educational program. Special interests or specialized experience of the administrator must not serve as a basis for judgments.

It is desirable that an administrator be as nearly impersonal as possible in attempting to arrive at a sound evaluation of proposals concerning recommendations made and services rendered. In other words, the decisions must be rendered on a professional basis.
After the educational program has been established and the specific details of the program assigned to qualified staff members, the basic obligation of the administrator is that of serving the staff toward the establishment of an environment in which adequate space in terms of size, arrangement, and comfort are available along with the essential material. Administrators should be even more concerned with sound welfare and personnel policies than the instructional staff.

The qualities of appreciated and recognized leadership are personal qualities. The forms in which these qualities are expressed must be individualistic and are unique. Both administration and leadership are a process rather than collections of methods or techniques.

Dr. Fowlkes,1 University of Wisconsin, emphasized the fact that democratic administration and leadership essentially are processes of living and working together as members of an institution devoted to the rendition of service which will help human beings to develop in the ways in which they should grow.

The administrator should provide opportunities for faculty groups to meet together and discuss problems they consider important in their work. This can be accomplished by actually setting up the

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machinery, delegating definite responsibilities, and affording opportunity for staff members to select problems they think important. The administrator need not be apologetic for providing some time from school for the important job of planning together. One should be concerned less with material covered and the speed with which he moves and more concerned with adapting the material to maturation and development. An administrator may find it difficult to relax his own ego and give recognition when it is due. Staff personnel will recognize that the administrator has needs just as they themselves for belonging, for developing fine associations, for being recognized in areas in which he is competent.

Through his own example, the administrator proves whether his idea of democracy in administration is of the "talk" variety or the "do" kind. The degree to which he really trusts democracy as a way of achieving school objectives is evident in the way he seeks the realization of his philosophy in practice.

As the Educational Policies Commission has pointed out, the administrative leader cannot master-mind the various major problems. He must rely on all the resources at his command to help him see various angles and eliminate his blind spots.

The administration must recognize the need for a knowledge of mental hygiene and counseling techniques. He must be a confidante to some people, fair, impartial, and understanding.

Probably many individual problems can be best solved by their reference to group activity when they are dealt with impersonally and the person most needing a particular kind of assistance develops new insights leading to feelings of personal worth and security.

John E. Baker,1 Professor of Education of Ball State Teachers College, says that the effective administrator respects people as they are and has a wide range of personal interests which enable him to meet people well; he is capable of playing different roles in accordance with the needs of individuals, without forfeiting the confidence or respect of associates.

Whenever the administrator delegates responsibility to a group for deciding an issue or finding the solution to a problem, he assumes the responsibility for helping the group implement the decision reached. His ideas on a particular subject should be considered along with others. It is assumed that the administrator and board of education follow the policy of giving staff members a share in making decisions on policies which affect them.

1. Baker, John E. op. cit., p. 48
Since the quality of the learning experiences offered to youngsters has been set out as the object for most concern by both faculty and administrator, every valid device for evaluating these experiences must be used constantly. The administrator must be constantly on the alert for better ways of furnishing evidence that what the school is doing brings effective results. This is the basis for his own success in the community, for a good public relations program, and for making further changes.

Time must be made available to competent staff members to do research; to make meaningful evaluations; to present evidence to students, faculty, and townspeople of the extent the school is reaching its objectives. As time advances, good leadership will make sure that the staff will be ready through careful evaluation to change objectives and means of reaching them, should it be necessary.

The modern administrator should stand out as an educational statesman, with vision and courage directed toward the advancement of the interests of youth; he should be able to stimulate his staff through his leadership toward their own self-realization and community progress by effective long-time planning.

We know that schools need a large measure of good will, especially in the interpretation of aims, achievements and the problems of the school. Poor public relations are proving costly in attacks by the press, action of pressure groups, or opposition of uninformed
citizens. Improvement of the schools is an accepted responsibility for professional leadership. School-community relations should be an accepted responsibility of the principal. The American public has faith in its schools. This is evident by the demand for increasing educational facilities. It is a mistake to believe that the public understands its schools or appreciates the efforts to provide education for all children. Favorable community publicity is now recognized as a new importance for the principal.

School-community relations constitutes a two-fold purpose; that of keeping the public intelligently informed of school conditions and interpreting for teachers and school, the community reactions and the patron's opinion of the educational program. From indifference to public attitude through successive stages of publicity, educational interpretation, and mutual understanding, we reach the philosophy of cooperative endeavor in the interests of child welfare. Policies are an outgrowth of the school philosophy. The community co-ordinating council is the result obtained over a period of years.

From an educational standpoint, the standards of a public-relations program are generally four-fold: It should be based on the desire and practice of telling the truth; it should be continuous; it should be thorough; and it should be effective. In planning a public relations program, the principal should develop it as a

phase of the administrative work.

The value of the school is not measured in terms of its philosophy, its activities or facilities, but in terms of pupils who are the products of the program. Whatever means may be used in securing public relations, the important thing is what happens to the children in school. The children's school experiences, their attitudes toward the school, their successes and failures, contribute to the development of the parents' attitude toward the school program. All these experiences determine a lifetime attitude toward the school. The junior high school pupil is entering upon a period of increasing community and social contacts. Adolescent society is a reflection of school procedures, direction and spirit. The democratic school encourages the participation of pupils in school endeavor.

Besides planning and co-ordinating the work of others, the principal has the task of personal interpretation of the school program. The principal's contact with the student body will be apparent through his guiding of the student council, his directing of activities, and individual pupil contacts. The faculty meeting brings the principal and teacher together in the same relationship that exists between pupil and teacher. The principal's role as educational leader permits him to find opportunities to explain his philosophy.

6. Ibid., p. 27
The principal's approach to the patron may come through the home visit, through the personal contact and through reports to the parents.

In regard to the principal and public relations, Martz makes the following statement:7 "The reaction toward the principal in public meetings reflects the judgment of the community toward the school."

The principal cannot become an inactive participant or one who exercises absolute authority, or he will find he has lost the values of his program. The most influential work will be the organization of a democratic co-ordinating council.

This changing society has caused many changes in educational procedure. It is now necessary to set up a public relations program that will reach all patrons. Various methods according to the philosophy of the school may be used to interpret education, but the combined efforts of all school personnel are needed for an effective program. A better understanding of needs, aims, and problems of the school will bring patrons to participate in a more constructive use of the school as a force in the community.

7. Ibid., p. 28
Chapter VI
EVALUATION AND PREDICTIONS

The junior high school has met the needs for which it was organized, but upon examination of schools without junior high schools, we find that these schools have also accomplished the objectives set for junior high schools. The junior high school solved many critical problems, but it also created others, such as the gaps at the beginning and end of junior high school. It will be necessary to have modifications in the present 6-3-3 plan. Based upon surveys and local factors, the junior high school program should be expanded to either 6-3-3-2 or 6-4-4 plan.

The 6-4-4 plan has proven to be most effective in several systems where there are junior high schools, and the 6-6 plan for schools without junior high schools. The system used will be greatly affected by the needs of local communities. In the development and trend of the 6-4-4 plan, the educational program aims to serve all youth, including those who plan to attend the university and those who will end their formal education in these years.

The schools of today are affected by a serious problem of population movement. It is the movement into the city of a lower economic group. The result is that low income areas have expanded considerably and new ones have developed. The schools of this area are known as difficult, problem and tension schools. These schools carry many
implications that limit the best efforts of the school. Among these implications are: poverty, disorganized homes, limited cultural background, insufficient parental care, and increased temptations for the adolescents to go wrong.

Those concerned with adolescents may wonder at times how it has come about that standards of behavior and scholarship have fallen so low. When the time spent under a wholesome educational environment is compared with time spent under the learning and teaching influences in disorganized homes and unfavorable community surroundings, it is not surprising that a teacher has to struggle for acceptable behavior and that scholarship is low.

There is no limit to the idea of the community school that will give these homes and communities the lift and the urge to start their children in a better direction. It will require nothing short of a community organization to accomplish this purpose. If this bigger school can become the active center of democratic planning for a better living and working together, our schools will have new hopes.

It seems that the less "academically-minded" a student is, the more apt he is to learn least from teachers and books and most from his fellow classmates.

It is important that educators be continually alert to the philosophy, the aims, and the functions of education to meet the needs of children in their adolescence. All aspects of the educational program must be flexible in order to meet the changes of our society.
It is necessary to constantly evaluate the junior high school program to determine if the curriculum and methods of teaching are meeting the changes in the development of the adolescent.

There is a strong trend toward re-establishment of the home room as the very center of the school organization, a place where most of the work of individual study, diagnosis, and guidance of pupils is carried out. It is also a center where many of the policies of school-wide concern are formulated, discussed, and executed by pupils themselves in a truly democratic fashion. Another encouraging trend is toward closer articulation of the home room program with other parts of the instructional program, with the result that pupils come to be known by their teachers over a fairly long period of time, and on a broad basis of contact and experience. Pupils are coming to be regarded as persons rather than merely as cards in a file. Organization in central offices will not make a guidance program function properly if the element of human relationships is neglected.

The "school of living" must determine an individual's needs and interests which will continue for a period of time, and these needs and interests will be the curriculum for the individual. Upon completion of his own curriculum, this student will pass on with his group to other experiences of life.

There is a rapid disappearance of highly technical and specialized training in vocational fields and a trend toward the teaching of music, art, and other subjects designed to increase the aesthetic
quality of life. There is a marked trend toward the organization of socialized studies on broad bases of life problems and processes and the increasing of attention given to problems of consumer education and the improvement and enrichment of family life in its economic, social, and cultural aspects. There is increasing concern on the part of teachers with the all round development of their pupils by becoming better informed about the nature of adolescent people, as well as by efforts to make teaching as stimulating and meaningful as possible.

All junior high schools should move in a more liberal direction. Practices should be modified to meet the idea that education consists of achieving the greatest intellectual, physical, and moral growth of which an individual is capable in a reasonable length of time. The standards of expected growth and development must be scaled down to what boys and girls of adolescent age of all levels of ability can accomplish. Many students of adolescent age must be taken out of the elementary school and put into schools with children of their own age and social maturity. To gain the most, students should have the opportunity of a school adapted to their needs, interests, and abilities. A school of this type would be a school of living life experiences. It is easy to understand why the educational experiences of these members of society must be vital and real in the sense that they deal with the processes of living, and they must be dynamic in
the sense that they develop and expand from day to day as new conditions arise and new problems emerge.

The junior high school of today is the result of many social and educational changes. The junior high schools have not adequately met all objectives, and they have not succeeded in making use of all the important educational findings. The social philosophy of today plus the measurements of educational progress, indicates that there is a need for improvement and extension of a junior high school education.

In order for the junior high school to create the proper surroundings to help children understand and appreciate the world, changes must be in the direction of better qualified personnel, increased use of more appropriate instructional material and procedures, expanded and improved school services, and improved school plants to aid in the realization of educational objectives.
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