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A STUDY OF STATE-ACCREDITED JUNIOR HIGH SCHOOLS

IN MONTANA

by

EARNEST F. BIVINS

B.A. in Education, Eastern Washington College

of Education, 1943

Presented in partial fulfillment of the requirements


for the degree of

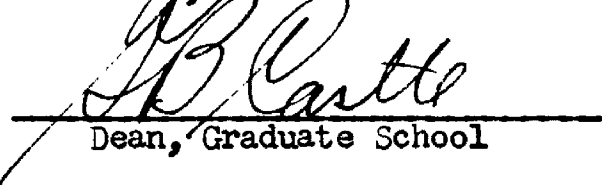
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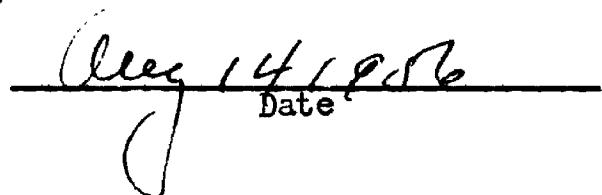
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## CHAPTER I

### INTRODUCTION

The junior high school is still in the formative stage. This is true despite the fact that its history is lengthening toward the half-century mark. It is especially true in Montana. As late as March, 1955, in its report to the Delegate Assembly of the Montana Education Association, the Montana Society for the Study of Education made no mention of the junior high school, even though mention was made of problems at the elementary and at the high school level.<sup>1</sup>

This study was undertaken because several Montana schools are becoming interested in establishing junior high schools which will meet state accrediting standards. Questionnaires were sent to superintendents, principals, and teachers of the junior high schools which had received accreditation. An attempt was made to find what problems had been encountered by the administrators and the teachers and to find what evaluation had been made of the Montana junior high schools.

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<sup>1</sup> Montana Society For The Study of Education, "Report to Delegate Assembly," Helena, March, 1955 (Mimeographed).

## HISTORICAL BACKGROUND

In 1888 President Eliot of Harvard addressed the Department of Superintendents of the National Education Association on education reform and made the following recommendations: (1) The elimination of many topics and the curtailment of others, (2) shortening the long vacation, (3) lengthening the school day, and (4) better training of teachers. These recommendations contained the germ idea of the junior high school.<sup>2</sup>

The report of the Committee of Ten, in 1893, advised: (1) An enriched program for the secondary schools, (2) the reduction of the elementary school to six years and the extension of the high school to six years, (3) the recognition of individual interests and ambitions among pupils, (4) the assignment of adequate time allotment to various subjects, and (5) departmental teaching below the ninth grade.<sup>3</sup>

In 1895 the Report of the Committee of Fifteen advocated the adoption of the departmental organization of teaching whereby promotion would be made by subjects in the seventh and the eighth grades.<sup>4</sup>

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2

John Dewey Society, The American High School--Its Responsibility and Opportunity, Eighth Yearbook (New York: Harper and Brothers, 1946), p. 73.

3

Lester Beals, "The Junior High School--Past and Present," Bulletin of the National Association of Secondary School Principals, January, 1952, p. 24.

4

Ibid., p. 22.

The Committee on College Entrance Requirements recommended in its Report of 1899 the inclusion of the seventh and eighth grades under the high school.<sup>5</sup>

From 1890 to 1900 the development of the ideas advanced by leading educators and study committees was slow. The aim was primarily to shorten the period for college preparation. Methods and techniques were vague and uncertain. The principal accomplishment during this period was the crystallization of the six-six plan of school organization.<sup>6</sup>

Theory became clarified and actual reorganization of schools began between 1900 and 1910. The aim was now to hold more pupils in school and to make vocational provisions for those who would drop school and go to work. Plans for operation and method were worked out and internal administration and individual requirements and needs of the pupils were studied.

Since 1910 the spirit of reform has been general and the idea has come to almost universal acceptance. Several forces were operating. An increased number of pupils were attending secondary schools. It was an age of scientific experimentation and research in education. Many study committees were adding their influence for reform. Many newly formulated principles of psychology, sociology, and education were advocating the democratizing of education.

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5

Ibid., p. 25.

6

Ibid., p. 32.

In 1911 the Committee of Nine made many recommendations along the lines of vocational work. In 1912 the Commission on the Reorganization of Secondary Education was formed which published fifteen reports in the various fields and, in 1918, published the Cardinal Principles of Secondary Education, definitely recommending the six-six plan.<sup>7</sup>

The aim at that time was largely to discover the individual characteristics of the pupils and to adjust education to them. Both methods and subject matter had undergone experimental scrutiny and were being reorganized according to the newer theory evolved.

#### THE JUNIOR HIGH SCHOOL MOVEMENT

Since 1909 there has been a conscious effort to develop junior high schools. The first junior high school was established in Berkeley in 1909, followed by Grand Rapids and Los Angeles, both in 1911. Two hundred seventy-two towns claimed to have junior high schools by 1917.<sup>8</sup>

In 1930 one-fourth of all secondary schools, and thirty per cent of all pupils enrolled in the eighth and ninth grades, came under the reorganized plan.<sup>9</sup>

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7

Ibid., p. 33.

8

Albert Sunderland and Leland N. Drake, "The Junior High Schools, Yesterday and Today," Bulletin of the National Association of Secondary School Principals, February, 1955, p. 68.

9

Ibid., p. 69.



Montana has two types of junior high schools. One type may be considered quasi-legal and operates what is called "departmentalized" seventh and eighth grade courses. They are quasi-legal in that they are recognized by the State Department of Public Instruction but do not conform to the legal definition of a junior high school as provided by Montana law which says:

"A junior high school is a public school as defined in the general school laws and is an integral unit of the public school system which comprises what is ordinarily designated as the work of the seventh, eighth, and ninth grades of the school system...."<sup>10</sup>

The Montana state legislature provided for the establishment of accredited junior high schools when the Foundation Program law was passed in 1949. According to that law, standards for accreditation were to be formulated by the Montana State Board of Education and administered by the state Department of Public Instruction. Those schools meeting state board standards were to receive certification as accredited junior high schools and were allowed to budget the same amount of money per average number belonging as the district high school did.

The first accreditation to a junior high school was issued in the spring of 1950, and there were eleven state accredited junior high schools at the time this study was made in the fall of 1955. A survey made in 1951-1952 by the United States Office of Education showed that Montana had twenty-three junior high schools at that time.<sup>11</sup> These were,

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<sup>10</sup> Biennial Report of the Department of Public Instruction of Montana (Helena: Naegele Printing Company, 1950), p. 30.

<sup>11</sup> Statistics of Public Secondary Day Schools, 1951-1952, Circular 379 (Washington: Office of Education, United States Department of Health, Education, and Welfare), p. 2.

for the most part, probably departmentalized seventh and eighth grades.  
Most of them have not become accredited as junior high schools.

## CHAPTER II

### SUMMARY OF THE JUNIOR HIGH SCHOOL MOVEMENT

The junior high school movement may be divided into three stages: (1) the early junior high school, from 1910 to 1920, (2) the intermediate stage in which gains were being consolidated and theories gelled, from 1920 to 1940, and (3) the modern junior high school stage, 1940 to the present.<sup>1</sup>

The first real move toward a junior high school occurred in Richmond, Indiana, in 1896, when the seventh and eighth grades were housed in separate buildings. The standard curriculum was modified, departmentalized teaching was introduced, students were promoted by subjects, and each child had a home room with faculty advisers.<sup>2</sup>

The Columbus, Ohio school system established a six-three-three plan of education and gave the name, Indianola Junior High School, to the building containing grades seven, eight, and nine in September of 1909. By doing so, Columbus seems to have first claim on the junior high school title. Berkeley, California claims the first program designed especially for adolescents; its junior high school opened in January of 1910.<sup>3</sup>

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<sup>1</sup> Albert Sunderland and Leland N. Drake, "The Junior High School, Yesterday and Today," Bulletin of the National Association of Secondary School Principals, February, 1955, p. 67.

<sup>2</sup>Ibid., p. 67.

<sup>3</sup>Ibid., p. 67 and Walter H. Gaumnitz (compiler), Paul Elicker who spoke from notes supplies by Leland Drake, "Significant Characteristics of Junior High School Education Revealed by 45 Years of History," Strengths and Weaknesses of the Junior High School, (Washington: United States Government Printing Office, 1955), pp. 25-26.

The conclusion can be drawn that school administrators felt the need for this new type of organization, for the rise of junior high schools outpaced all other schools. In 1920, one-tenth of one per cent of the total schools in the United States were junior high schools, while seven and six-tenths per cent had junior high organizations in 1952.<sup>4</sup>

The junior high school of today undoubtedly occupies an important place in the American pattern of public education. Of the 23,746 public secondary schools in the United States in 1952, less than one-half, or 10,168, were regular secondary schools. Of the 13,576 majority, 3,227 were separate junior high schools (grades seven, eight and nine) while the remaining were combined junior-senior high schools.<sup>5</sup> Slightly over fifty per cent of all children enrolled in grades seven and eight in 1952 were in junior high school organizations.<sup>6</sup> These statistics indicate that over one-half of the American children in grades seven through nine will pass through some sort of junior high school organization.

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<sup>4</sup>See Table I.

<sup>5</sup>Sunderland and Drake, op. cit., p. 63.

<sup>6</sup>Supplementary Statistics of Public Secondary Schools, 1951-52, With Special Emphasis Upon Junior and Junior-Senior High Schools, Circular 423 (Washington: Office of Education, United States Department of Health, Education, and Welfare), p. 3.

TABLE I  
NUMBER OF JUNIOR HIGH SCHOOLS  
1912-1952\*

Year	Number of junior high schools
1912	31
1914	193
1918	557
1920	883
1930	5,129
1938	8,575
1946	9,013
1952	11,818

\*Statistics of Public-Secondary Day Schools, 1951-52, Circular 379 (Washington: Office of Education, United States Department of Health, Education, and Welfare), p. 2.

Two primary reasons for, or purposes of the junior high school, according to Sunderland and Drake, were (1) to relieve the overcrowded condition in the high schools and (2) to initiate a plan which would recognize the needs of adolescent youth. It was hoped the junior high school organization would achieve better economy of time in the program of elementary education, closer articulation between elementary and secondary schools, an educational organization and program suited to the nature of adolescents, better retention of pupils, especially in grades six through nine, and instruction differentiated in terms of the needs, interests and capacities of individual pupils.<sup>7</sup>

That an overcrowded condition existed in the high school is supported by statistics prepared by the Office of Education which found that enrollments in grades nine to twelve increased over 2,800 per cent from 1910 to 1952 while the population of the country increased only 160 per cent.<sup>8</sup>

Gruhn and Douglass claim that the desire of educators, parents, and other citizens for an educational program "which would effectively meet the needs, interests, and abilities of adolescent youth" was the major reason for the development and growth of the junior high school.<sup>9</sup>

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<sup>7</sup>Sunderland and Drake, op. cit., p. 68.

<sup>8</sup>Statistics of Public Secondary Day Schools, 1951-52, Circular 379 (Washington: Office of Education, United States Department of Health, Education, and Welfare), p. 2.

<sup>9</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: Ronald Press Company, 1947), p. 26.

Another statement of "purposes of the junior high school" was made by Koos in 1920 and summarized by Gruhn and Douglass:

1. Realizing a democratic school system through (a) retention of pupils, (b) economy of time, (c) recognition of individual differences, (d) exploration and guidance, and (e) the beginnings of vocational education.
2. Recognizing the nature of the child at adolescence.
3. Providing the conditions for better teaching.
4. Improving the disciplinary situation and socializing opportunities.
5. Securing better scholarship.<sup>10</sup>

Still another statement of early purposes and functions is that made by Gertrude Noar:

1. Articulation. Helping children to go from elementary school through junior high school and into senior high with as little difficulty as possible.
2. Exploration. Giving young teenagers the opportunity to find out through brief experience what some of the high school courses were like, with the expectation that this would help them to choose their senior high school courses more wisely.
3. Educational guidance. Helping students choose from among elective subjects offered in the junior and later in the senior high school.
4. Vocational guidance. Helping students to make decisions about jobs and careers.
5. Activity. Providing athletic and social experiences and giving the students an opportunity to participate in the administration and control of the school. These activities were organized into an "extracurricular program" of clubs.
6. Time saving. Permitting bright students to skip a semester and thus specialize earlier and enter senior high school.<sup>11</sup>

While the rise of the junior high school was rapid, the rank and file of the teaching profession were not ready to take full advantages of the junior high school organization; a condition that exists today just as it existed forty years ago.

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<sup>10</sup>Ibid., 1947 ed., p. 45.

<sup>11</sup>Gertrude Noar, The Junior High School Today and Tomorrow (New York: Prentice-Hall, Incorporated, 1953), p. 4.

Administrators at first sought subjects and methods from the senior high school. Often the junior high school offered little more than an elementary school experience in the seventh and eighth grades and a senior high school curriculum in the ninth grade.<sup>12</sup>

Frequently the junior high school became a little senior high school with departmentalized teaching, electives, and promotion by subjects. The early junior high schools offered a subject-centered program which organized the pupils' learning experiences around definite subject areas. These schools were usually organized upon a departmentalized basis with the single period as the basic time unit.

A typical pattern was to drop down high school subjects such as Latin, French, Spanish, bookkeeping, stenography, typing, algebra, and geometry. Home economics and industrial arts were introduced. Club activities were added to help students know more about their own potential interests and abilities. Home rooms with faculty advisers were instituted in the attempt to supply educational and vocational counseling.<sup>13</sup>

B. R. Buckingham said the junior high school movement was essentially a curriculum movement.<sup>14</sup> The following is a summary concerning the early junior high school curriculum offerings:

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<sup>12</sup>Ibid., p. 4.

<sup>13</sup>Ibid., p. 6.

<sup>14</sup>B. R. Buckingham, The Junior High School (Boston: Ginn and Company, n.d.), p. 2.



1. Science. Physiology, nature study, and physical geography were offered until about 1915 when ninth grade general science appeared. This new course gained wider support after 1920.

2. Mathematics. Arithmetic in grades seven and eight; algebra in grade nine.

3. Social Studies. Separate courses in geography, civics, history of a logically organized sequence of subject matter courses.

4. English. General and inclusive. Speech, journalism, and dramatics were sometimes electives in addition.

5. Home Economics. Major emphasis on study of food, clothing, and shelter.

6. Industrial Arts. Teach individual skills on the unit shop plan aiming toward achieving a salable skill.

7. Business Education. Typing, Shorthand, Bookkeeping. Before long was supplanted by a general business course.

8. Music. Usually singing, especially on seventh and eighth grade level.

9. Art Education. Largely general courses with limited freedom in choice or use of media.

10. Physical and Health Education. Limited physical conditioning with an added course on personal health and hygiene.<sup>15</sup>

The emphasized purpose of the modern junior high school is the attainment of an educational program which meets the needs of junior high school students. The function of the junior high school is to construct an environment and institute learning activities which will secure the attainment or satisfaction of these needs.

If these needs are met, knowledge beyond the essentials provided by the elementary school is not a practical or a necessary basis in the defining of general education. Wrinkle and Gilchrist sum it up when they say, "The subject matter one studies is relatively unimportant so long as it is productive of growth with respect to the general purposes of education."<sup>16</sup> The most important duty of the junior high school, some

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<sup>15</sup> Gruhn and Douglass, op. cit., 1947 ed., pp. 141-161.

<sup>16</sup> William L. Wrinkle and Robert S. Gilchrist, Secondary Education For American Democracy (New York: Farrar and Rinehart, Inc., 1942), p. 306.

authorities think, is exploration and not preparation for the senior high school.<sup>17</sup>

The common needs of youth in early adolescence, according to Miller and Spalding, including their needs for exploration and tryout in a variety of areas, are so great that the pupils are not directed into specialized programs. Rather, they are held in a common organization with ample attention to the individual differences within the groups for most of the school time.<sup>18</sup>

J. G. Umstattd, Professor of Secondary Education at the University of Texas, said, "In the curricular aim of all American youth today, the emphasis is upon participation in, rather than preparation for democratic living."<sup>19</sup>

Since the junior high school is intended as a transition school, the type of curriculum organization most characteristic of the elementary school is found nearest the elementary grades, and the type most characteristic of the high school found nearest the high school grades, the emphasis upon opportunities for integrating and differentiating functions to operate being about equally balanced at the eighth grade.<sup>20</sup>

Nelson L. Bossing advocates a major change in the nature and organization of the curriculum. He urges that instead of "compendiums

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<sup>17</sup>L. A. Williams, Secondary Schools For American Youth (New York: American Book Company, 1944), p. 133.

<sup>18</sup>Van Miller and Willard B. Spalding, The Public Administration of American Schools (Yonkers-On-Hudson: World Book Company, 1952), p. 35.

<sup>19</sup>Ibid., p. 35.

<sup>20</sup>Williams, op. cit., p. 124.

of encyclopaedic information organized into traditional sequences of subject offerings" the curriculum should consist of "problem situations now vital to understanding of the learner and to the redirection of his behavior patterns." He feels that the schools must emphasize the problem situations incident to the transition of boys and girls from childhood to adolescence and the larger world of adulthood, to which adolescence begins to give meaning.<sup>21</sup>

Since 1929, forty-four states have had organized movements for a revision of the curriculum. Out of these has grown a new concept of junior high school education centered around the pupil rather than around the subject.

Curriculum changes have taken various forms. These may be listed as correlated curriculum, which was an attempt to show relationships existing between different subject areas; and fused curriculum, which actually combines the offerings of two related subjects into a single subject.

The most widely discussed of the integrated programs is the core curriculum. The core curriculum has come into use to specify the "general stock of knowledge, skills, and attitudes which the well-founded citizen should possess, and which in theory is supplied by the required work of the secondary school. In this sense it represents an upward extension of the elementary school."<sup>22</sup> This definition states the concept quite generally accepted in recent years since it includes in its requirements not merely fundamental knowledge and subject matter, but attitudes and experiences as well.

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<sup>21</sup>Nelson T. Bossing, "Suggested Improvements in the Junior High School Program," Bulletin of the National Association of Secondary Education, April, 1954, pp. 56-58.

Douglass. op. cit. p. 702

Gertrude Noar refers to the core curriculum as one of the most interesting developments in the field of curriculum and one that seems to have direct bearings on the junior high school program.<sup>23</sup>

Ordinarily core curriculum describes the kind of school organization in which the students spend a block of time every day with one teacher. A. H. Lauchner says the swing toward having one teacher for two or more periods each day is perhaps the most significant thing that is happening in junior high schools today. Approximately four of every five schools have adopted or anticipate the adoption of block schedules. The usual combination is English and social studies, but some schools have worked in mathematics or science, frequently making a triple block. A few have seventh grade pupils receive instruction in all academic areas from one teacher.<sup>24</sup>

There are many other names for "core," the most common being social living, basic course, cultures and institutions, social studies, foundations, human relations, common learnings, and general education.<sup>25</sup>

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<sup>23</sup>Noar, op. cit., p. 310.

<sup>24</sup>A. H. Lauchner, "Study of Trends in Junior High School Practices in Twenty-Four States," Bulletin of the National Association of Secondary School Principals, December, 1951, p. 120.

<sup>25</sup>Noar, op. cit., p. 310 and Williams, op. cit., p. 250.

A development in the core program has been the trend toward the inclusion of guidance in social-living units in the core curriculum. Junior high schools no longer continue the early emphasis on guidance concerning occupations but make the program one that will satisfy the immediate problems of the child.<sup>26</sup>

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<sup>26</sup> Leonard V. Koos, Junior High School Trends (New York: Harper and Brothers, Publishers, 1955), pp. 102-10.

## CHAPTER III

### MONTANA JUNIOR HIGH SCHOOLS

The junior high school movement is comparatively new in Montana, and has the implied approval of the state legislature and the state Board of Education. Many educators believe that a junior high school program offers distinct educational advantages. Obviously it has certain financial aspects that appeal to administrators since a district can budget more money to operate a junior high school than a non-junior high school including the same grades.

State department criteria for accreditation of junior high schools provide for accreditation only for grades seven, eight, and nine to schools with at least fifteen pupils in each grade. Adequate library facilities must be provided as well as a special room for guidance and counseling. A minimum of three general classrooms must be provided in addition to the library and counseling room. Appropriate and permanent records must be kept.<sup>1</sup>

All teachers must hold bachelor's degrees and a majority of these teachers must have had their training in the elementary field.<sup>2</sup>

All junior high schools must offer a minimum of at least the following courses each year: general mathematics, algebra, United States

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<sup>1</sup>State Department of Public Instruction, Standards for Accrediting and Supervision of Junior and Senior High Schools in Montana (Helena: Reporter Printing and Supply Company, 1955) pp. 9-14.

<sup>2</sup>Ibid., p. 13.

history or a related social studies course, world history, history and geography of Montana, music, earth sciences, language arts and communications, physical education, health, hygiene, manual arts, and homemaking for girls and boys.<sup>3</sup>

The maximum teaching load, exclusive of one activity, shall not exceed five hours and the teacher will have not less than forty-five minutes each day of unassigned activity. Classes shall not exceed thirty pupils except in group work such as music and physical education. No school will be accredited with less than three teachers in addition to the principal. Pupils are limited to two activities per year and each pupil should be expected to enter one activity.<sup>4</sup>

This report is a fact-finding survey in which an attempt was made to discover when Montana's junior high schools were established and the time required to become accredited. An attempt was made to discover the resultant curriculum, what evaluation had been made of the program, and the results of such evaluations. Junior high school administrators and teachers were asked to give their present attitudes toward advantages or disadvantages of a junior high school when compared with the organization they previously used and to tell their opinions of how the students and community felt toward the junior high.

A series of questionnaires was sent to the junior high schools which had received state accreditation. Separate forms of the questionnaire

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<sup>3</sup>Ibid., p. 13

<sup>4</sup>Ibid., p. 14

were made, one for the superintendents, one for the principals, and another for the classroom teachers.

The superintendents were asked to return their completed questionnaires and were asked for permission to solicit the help of principals in their junior high schools. The next form of the questionnaire was sent to principals who were asked for permission to solicit the aid of their faculties. Later, forms for the teachers were sent to the principals who were asked to distribute them to faculty members and encourage the prompt completion and return of the instruments. A stamped, addressed envelope was attached to each questionnaire, and the respondents were asked to mail the questionnaires directly to preserve anonymity.

Some questions were included only in the form which was sent to district superintendents, some questions were included only in the form going to principals of junior high schools, and some questions were included only in the form which was sent to classroom teachers. Certain questions were included in two or even three of the forms.<sup>5</sup>

A one hundred per cent return was secured from superintendents and also from principals, with four superintendents supplementing the questionnaire with lengthy letters. All superintendents granted

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<sup>5</sup>Questions in superintendents' questionnaire: Nos. 1 to 26.

Questions in principals' questionnaire: Nos. 1 to 24, 26 to 31, and 33 to 55.

Questions in teachers' questionnaire: Nos. 11 to 19, 21, 22, 26, 32, 33, 36, 38 to 41, 52 to 54, and 56.



permission to write to the principals for further help; one principal denied permission to send questionnaires to his faculty members. One hundred seven out of one hundred eighty-one, or 59 per cent, of the junior high school teachers in Montana returned completed or partially completed questionnaires.

The questionnaire attempted to get opinions of administrators, teachers, pupils, and parents concerning the junior high schools in their communities.

The study shows that one to two years of preliminary work was necessary before a new junior high school could be operated as accredited. After making the decision to establish a junior high school, two superintendents made their intentions known to the state department, then to the local school board. Five approached the board first, and two discussed the matter with teachers first and then with the board.

The community was the last to be consulted by five of the superintendents, and three had secured the approval of the local board, its teachers, and the community before informing the state department of the intention to establish a junior high school which would apply for accreditation.

From the experience of new junior high schools, one or two years was needed to receive state accreditation after the state department was first notified of the school's intentions. Some of the present junior high schools were in existence for many years before state accrediting existed, and so their experience has no bearing on the expected time lapse.

Once the decision to have a junior high school has been made by the administration, custom dictates that the parents and community be consulted. The survey indicated that such preliminary meetings were held in four communities, whereas six made no such attempt. In two cases, however, the actual decision to have a junior high school was made by the community.

In the four communities holding meetings, curriculum was discussed and in three of these parents were asked for curriculum suggestions, with laymen other than parents also contributing suggestions. The superintendent supplied the leadership in these meetings and the faculty took an active part.

The faculty helped determine curriculum policies in six schools, while the students were consulted in four. The superintendents made the final decision to change to a program which would meet junior high school accreditation standards in two schools, while the superintendent and principal together made the final decision in six.

When the decision to establish a junior high school was made, the school was faced with the problem of meeting the criteria of the state department of public instruction. The study did not attempt to determine the degree of difficulty encountered, but superintendents and principals were asked to list the most difficult criteria to meet.

Selection of personnel caused the most trouble; thirty-six per cent of the administrators listed that as a difficulty, and twenty-one per cent said that fitting their present building into the junior high school program was difficult. Fourteen per cent of the respondents

found it a problem to meet the counseling and guidance service and the library requirements criteria, while others mentioned size of classes, getting the time block to function, and fitting the curriculum into the organization of the school.

All the superintendents and the six principals who answered the question thought their present junior high school offered better educational opportunities than did the traditional school, as did sixty-three per cent of the teachers. Thirty-one per cent of the teachers felt their present school offered about the same educational opportunities, while six per cent believed their present junior high school offered less educational opportunities for the children.

Fifty-five per cent of the teachers wrote "yes," in response to the question, "Do students like it better?" Six per cent said "no," while thirty-nine per cent indicated that they did not know. One hundred per cent of the administrators thought the students liked the junior high school better.

Thirty-six per cent of the teachers who answered the question, "Do parents like your junior high school better?" replied "yes," while five per cent said "no". Fifty-nine per cent indicated they did not know how the parents felt about the school. At the same time, seventy-five per cent of the administrators thought that parents liked the school better; only nineteen per cent said they did not know.

Standardized testing was used in all the schools surveyed, according to the replies from administrators. Only seventy-seven per cent of the teachers used these tests in their classes. However, of those using such media for evaluation of their program, forty-one per cent felt the

results showed better scholastic attainment for the junior high school students, and fifty-nine per cent thought the tests indicated about the same results. None thought the results were lower.

Eleven respondents used other methods of evaluation. Three said they used "observation" as a method, and two responded that they used "self-evaluation by students". Other comments included, "follow-up with students," "the number on the honor roll are increasing," "better social adjustment," and "local comparison".

The question, "What do you feel is the strongest feature of your junior high school?" elicited many responses. Twenty-six per cent gave "Recognition of the needs of the junior high school age group," for an answer, and another twenty-two per cent listed "the curriculum". These forty-eight per cent might be in one group saying, "A curriculum which recognizes the needs of an age group". "A staff made up of better teachers" was the strongest feature of junior high schools in the opinion of fourteen per cent of the respondents. Other items which were mentioned were the block of time or core, school morale, stronger administration, leadership opportunities and development, the physical plant, staff morale, the guidance program, teacher-parent cooperation and better discipline.

The item most mentioned as a weakness in the junior high school was "overcrowded buildings and classes," more than one-fourth indicating that as a major source of trouble in their school. "Too heavy teaching load" was given as the greatest weakness by eighteen per cent, although one criterion for a state-approved junior high school is that

"classes shall not exceed thirty pupils except in group work in music, physical education and recreation," with the further stipulation that "the maximum daily teaching load, exclusive of one activity, shall not exceed five hours . . . . It is expected that the teacher will have not less than 45 minutes each day of unassigned activity or time . . ."6

Other respondents suggested one or more of the following as the major weaknesses in their junior high schools: lack of individual guidance, having junior and senior high school together, student morale, discipline, failure to integrate the ninth grade curriculum, being tied to high school activities, staff morale, lack of correlation, lack of sufficient study periods, the school staff, failure to integrate or articulate with the senior high school, the core or block system, lack of homogeneous grouping, and the school plant.

Six of the eleven junior high schools in Montana had some sort of in-service program for the faculty. Three of these made use of staff meetings as an in-service device, two said that extension courses were offered in their schools, while one used study groups and made publications available to the teachers. The fact that one principal thought his school used the core program but nineteen per cent of his teachers said their school did not use the core program indicated a need for some sort of in-service planning so that teachers will at least recognize the nature of the school curriculum.

Every superintendent who had a junior high school said his school gained financially because of the junior high school accreditation. The state department of education allows a junior high school to budget the

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<sup>6</sup>State Department of Public Instruction, op. cit., p. 14.

same amount for its seventh and eighth grade students as it does for high school students, which is a greater amount than can be budgeted for students in a school which does not have junior high school accreditation. The state department intends, however, that additional revenue accorded to the school shall be spent within the junior high school to provide better facilities and curriculum.

For financial or other reasons an overwhelming majority of administrators and teachers would favor changing to a junior high school set-up if they had it to do again. (All the administrators and eighty-two per cent of the teachers answered that query in the affirmative.) Twelve per cent of the teachers would not make the change, however, while six per cent were undecided. These results show that the junior high school has an appeal for those educators who have had an opportunity to work in the program.

William I. King, state high school supervisor, expressed the opinion that a junior high school in a smaller community tends to cause students from outlying areas to enroll for the better educational opportunities afforded, whereas otherwise they would attend rural schools while in the seventh and eighth grades and wait until the ninth grade to enroll in the "city school".

Five principals said their junior high schools brought outsiders into the seventh and eighth grades; the median per cent enrollment increase was four per cent. These answers were from smaller schools, and answers varied from one to ten per cent.

Five principals thought the junior high school had more holding power over students beyond the eighth grade who otherwise would have

dropped out of school and would not have had the opportunities of a ninth grade education. Two said there was no difference in the holding power in their schools past grade eight, while one did not know.

One criterion for junior high school accreditation is that "all teachers must hold a bachelor's degree and a majority of these teachers must have their training in the elementary field." The questionnaire results do not reflect such a condition in accredited junior high schools. A majority, or fifty-seven per cent, of the respondents indicated that they held secondary certificates; only twenty-six per cent held elementary certificates, and seventeen per cent either held special unclassified certificates or failed to give an answer that could be interpreted.

According to results of the survey, the typical Montana junior high school teacher has taught from four to ten years, the last four in the present school, and holds a secondary teaching certificate. The typical principal has held his present position for four years and has had over ten years of teaching experience. He probably was an elementary school principal before becoming a junior high school principal, although he may have been a junior high teacher, a superintendent, or an elementary or high school teacher.

While the state department does not make use of the term "core curriculum" in setting up standards for accreditation of junior high schools, a core is implied by the following:

"It is recommended that the class schedule will be so arranged that the pupils in language arts and social studies and other practical subject-combinations may have both classes with the same teacher in consecutive or dual periods. Length of class periods should vary in proportion to the need of the classes."<sup>7</sup>

The following assumption was made in the questionnaire: "The core consists of learning activities that are regarded as basic to the education of all students. It cuts across conventional subject matter lines, putting two or more subjects together, and may completely disregard subject boundaries. It utilizes a relatively large block of time." Thirty-nine per cent of those teachers answering said they taught a core class. Fifty-seven per cent of these core teachers responded that they believed the junior high school program offered better educational opportunities, and thirty-eight per cent felt the opportunities in the junior high school were at least as good as in a traditional type school. Only five per cent thought the educational opportunities were less in the junior high.

When questioned about the use of laymen consultants, forty-nine per cent of the teachers replied that they made use of laymen as consultants; thirty-eight per cent said that they made use of other school personnel in their core classes.

The use of laymen consultants by Montana junior high school teachers is not significantly different from those not teaching core classes. Fifty per cent of the non-core teachers said that they used laymen consultants in their classes, although they were not specifically asked that question. Thirty-one per cent of the non-core teachers also used other school personnel.

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<sup>7</sup> Ibid., p. 14.



Most of the scheduling for consecutive or dual periods in Montana junior high schools centered around the English-social studies field. Five schools scheduled English and social studies together in a lengthened period while two others added literature to the combination. Two schools used a minor block of mathematics and science in addition to their major block.

Core teachers expressed the opinion that they had to spend as much or more time for preparation than they would spend in the traditional school, forty-eight per cent said they needed more preparation time, and forty-eight per cent answered that they needed at least as much as would be spent in the traditional school.

Eighteen per cent of the non-core teachers thought that junior high school teaching demanded more time for preparation, but some of these said that the increased class load to which they were subjected was largely responsible for this situation.

Twenty-eight per cent of the core teachers found actual teaching harder than before, but fourteen per cent had the opinion that the teaching was easier. Fifty-eight per cent said the actual teaching was about the same.

The non-core teachers found their burden lightened somewhat in the junior high classrooms. Thirty-one per cent thought that classroom work was easier, and fifty-two per cent answered "about the same". Seventeen per cent of this group thought the work was harder than before.

A great majority of instructors confined all their teaching to the junior high school. In some schools, and in some special fields such as shop, music and art, special subject teachers would spend part of

their week in the elementary or the high school. The amount of time spent outside the junior high varied from fifty to fifteen hundred minutes a week, with a median of six hundred minutes per week.

Since the use of correspondence courses in a junior high school is permitted by the state department of public instruction,<sup>8</sup> an attempt was made to find out to what extent they were being used in Montana's junior high schools. Art was the only correspondence course given; one school used it in the seventh grade. Two principals were undecided as to plans to use correspondence courses in the future while two thought they would under the right conditions. Four principals did not plan to use them.

The state department requires that special room for guidance and counseling must be provided with space for appropriate files for schools with enrollment over one hundred fifty.<sup>9</sup> In half the eight schools answering the question, the principal served as the guidance director. Three said the junior high school guidance teacher was also the director of high school guidance while three said he was not. Five did not answer.

The median time provided for the guidance program, exclusive of the regular guidance work done by every teacher, amounted to one hour per week for every sixty children.

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<sup>8</sup>Ibid., p. 10.

<sup>9</sup>Ibid., p. 14.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

This study was made to discover problems school administrators encountered in satisfying the state department of Public Instruction's criteria for an accredited junior high school, and to determine the opinions of junior high school educators as to the merits of the junior high school organization.

Related literature was consulted in order to discover the history and philosophy of the junior high school movement. A questionnaire was devised to secure answers to questions suggested by the literature and by junior high school conferences on the Montana State University campus. The questionnaire was sent to junior high school personnel in Montana.

The study shows that one to two years of preliminary work was necessary before a new junior high school could be operated as accredited. The results showed no definite pattern for getting ready for accreditation. At some time the state department of public instruction must be notified; to do so early in the planning probably will save later disappointments. At some time the school board will have to give its approval and consent, and the teachers certainly should be informed as well as the community.

According to the questionnaire answers, certification and building needs were the most difficult criteria to meet. The curriculum established for Montana's junior high schools does not represent a drastic departure from established practices except in providing that

dual or consecutive periods be used for the teaching of language arts and social studies. Further study might show, however, that such practice is not unique in schools which have not received state accreditation.

Some junior high schools have utilized the dual period requirement as an opportunity to introduce a core curriculum program, and a high percentage of respondents in such schools mentioned the core either as one of its strong or weak features; most teachers who were conducting core classes indicated that they felt such practice was good and offered the students strong educational opportunities.

All schools studied in this survey made use of a standardized testing program as a normal academic evaluation process. Results of the study did not show that any appraisal was being made which would compare the present with the past educational program or with scholastic or other attainments. Several opinions were expressed for and against the present school, but these were opinions not substantiated by factual evidence.

Either the schools have not considered an evaluation important or have not had ample time to prepare and administer a measuring instrument.

A school system which establishes a junior high program is allowed to budget more money for its operation than for a non-junior high school; the amount of additional revenue varies with the enrollment. The expressed intention of the state department is that additional money will be spent within the framework of the junior high school organization to improve the educational opportunities for the junior high students.

An important phase for the implementation of a successful curriculum organization is some sort of in-service program that will enlighten the faculty members and enhance their professional development. An in-service program can be simply a planned series of general faculty or committee meetings which will provide information and instruction by the administration or through group participation. It can be a program of university extension courses which will provide instruction in pertinent aspects of the curriculum and organization. In either event the program must be well organized and planned so that materials presented will be relevant to problems of the school. Dissatisfaction of some teachers, which was expressed on some of the questionnaire returns, might have been avoided if a proper in-service program had been provided.

There are several areas in which this study was inadequate. For example, while one hundred per cent of the administrators, both principals and superintendents, said they felt that a state accredited junior high school offers better educational opportunities than does the traditional school, a survey of all state administrators might reveal different thinking. Such a survey might also reveal obstacles in the state established criteria which were impossible for many schools to overcome. This does not imply that all schools without a junior high school organization are opposed to junior high schools. Many are now in the process of becoming accredited, and some have undoubtedly been accredited since this study was started a year ago. There are some, however, which do not intend to become accredited, and the study would have been more complete if their views and opinions had been registered.

The response to question number 25, which asked the administrator if he thought his school gained financially by having a state accredited junior high school, does not present an accurate picture of a financial gain. A school can budget a larger amount of money per A.N.B. in grades seven and eight than it could under a non-junior high school program. The question did not pull from the respondents, however, whether this amount of additional revenue was offset by additional expenses incurred through meeting the criteria requirements necessary to become and to continue operating an accredited school.

A separate questionnaire for students would have given a better picture of how students feel about the junior high school. Answers to question number 3 probably are not a true picture of how students actually feel.

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APPENDIX A  
FORMS USED IN STUDY

**POLSON PUBLIC SCHOOLS**  
**SCHOOL DISTRICT NO. 23, LAKE COUNTY**  
**POLSON, MONTANA**

Mr. Xxxx Xxxxxxxx  
Superintendent of Schools  
Xxxxxx, Montana

Dear Mr. Xxxxxxxx:

I am interested in making a study of Montana junior high schools which have been accredited by the State Board of Education, and I am asking your help in making this study.

My purposes are twofold: (1) We are planning to establish a state approved junior high school in Polson and we would like the advice of school men who have had experience with the problem and (2) it is my intention to use the results of my findings as a subject for a Master's thesis at Montana State University.

A questionnaire is enclosed which covers the points which we think may be pertinent to our own problems at Polson. Some of these questions pertain to the mechanics of establishing a junior high school, some pertain to problems of the curriculum, and some deal with your frank opinion as to whether a junior high school is worth while. Your comments on anything which you feel is pertinent and that I have omitted, will be most welcome.

All answers will be considered confidential and I will make a compilation of the results and mail you a copy upon completion of the study.

In addition to your cooperation in returning the questionnaire, may I have your permission to contact your junior high school principal so that I may enlist his assistance in my study? If so, will you please write his name on the enclosed postal card and mail to me?

I have been told that it will be very difficult to get the complete returns necessary to make this study valid. However, since the problem of establishing a junior high school is very close to each administrator and teacher contacted, I have high hopes that the returns will be satisfactory.

Thank you most sincerely for any help you can give.

Sincerely yours,

Earnest F. Bivins, Principal  
Polson Junior High School

Enclosure to Superintendent

(Postal Card)

Dear Mr. Bivins:

I am mailing the questionnaire covering your study of Montana junior high schools.

You have my permission to ask my junior high school principal for his cooperation in completing your study. His name is

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Sincerely yours,

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School

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Signature

**POLSON PUBLIC SCHOOLS**  
**SCHOOL DISTRICT NO. 23, LAKE COUNTY**  
**POLSON, MONTANA**

Xxxxx Xxxxxxxx, Principal  
XXXXXXXXXXXXXXXXX Junior High School  
Xxxxxxxx, Montana

Dear Mr. Xxxxxxxx:

I am asking your help in making a study of Montana junior high schools which have been accredited by the State Board of Education. I have received the assistance of your superintendent, Mr. Xxxxx Xxxxxxx, together with his permission to contact you.

My purposes are twofold: (1) We are planning to establish an accredited junior high school in Polson and we would like the advice of school men who have had experience with the problem and (2) it is my intention to use the results of my findings as a subject for a Master's thesis at Montana State University.

A questionnaire is enclosed which covers the points which we think may be pertinent to our own problems at Polson. Some of these questions pertain to the mechanics of establishing a junior high school, some pertain to problems of the curriculum, and some deal with your frank opinion as to whether a junior high school is worth while. Your comments on anything which you feel is pertinent and that I have omitted will be most welcome.

All answers will be considered confidential and I will make a compilation of the results and mail you a copy upon completion of the study.

In addition to your cooperation in returning the questionnaire, may I enlist your aid in distributing a special form of my questionnaire to all members of your faculty? I have been advised that this is the only way I will be able to get the high returns necessary to make the study valid.

Thank you most sincerely for any help you can give.

Sincerely yours,

Earnest F. Bivins, Principal  
Polson Junior High School

Enclosure to Principal  
(Postal Card)

Dear Mr. Bivins:

I am mailing the questionnaire covering your study of Montana junior high schools.

I will distribute a form of your questionnaire to members of my faculty, as requested.

The number in our junior high faculty is \_\_\_\_\_.

Sincerely yours,

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School

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Signature

**POLSON PUBLIC SCHOOLS**  
**SCHOOL DISTRICT NO. 23, LAKE COUNTY**  
**POLSON, MONTANA**

Mr. Xxxxxx Xxxxxxxxxx, Principal  
XXXXXXXXXXXX Junior High School  
XXXXXXXXXXXX, Montana

Dear Mr. Xxxxxxxxxx:

I want to express my appreciation for your cooperation in completing and returning my questionnaire on "Montana Junior High Schools" and your willingness to distribute further materials to your faculty.

I am sending, under separate cover, questionnaires to be given to your teachers. A questionnaire can be completed in 10 minutes. Anything you can do to encourage complete returns will be helpful and appreciated.

You will note that the meat of my questionnaire was in the form originally sent to principals. However, I feel that the opinions of the classroom teachers in the Montana junior high schools will provide me with valuable material in addition to the factual information provided by superintendents and principals.

Again I want to thank you very sincerely for all your help and I will send a summary of the returns as soon as the study is completed.

Very sincerely yours,

Earnest F. Bivins, Principal  
Polson Junior High School

**POLSON PUBLIC SCHOOLS**  
**SCHOOL DISTRICT NO. 23, LAKE COUNTY**  
**POLSON, MONTANA**

Dear Fellow Teacher:

I am asking your help in making a study of Montana junior high schools which have been accredited by the State Board of Education.

My purposes are twofold: (1) We are planning to establish an accredited junior high school in Polson and we would like the advice and help of teachers who have had experience in that type of school and (2) it is my intention to use the results of my findings as a subject for a Master's thesis at Montana State University.

A questionnaire is enclosed which covers the points which we think may be pertinent to our problems at Polson. Some of the questions deal with your frank opinion as to whether a junior high school is worth while. Your comments on anything which you feel that I have omitted and that is important will be most welcome.

In order to facilitate distribution of the questionnaire, your principal has agreed to distribute copies to all members of his faculty. A stamped, self-addressed envelope is included and should be mailed direct to me.

Any answers will help us with our problems at Polson. However, in order to make the study valid for a Master's thesis, the returns must be very high.

I will certainly appreciate your cooperation. Thank you most kindly for any help you can give.

Sincerely yours,

Earnest F. Bivins, Principal  
Polson Junior High School



APPENDIX B

TABULATION OF RESULTS OBTAINED  
FROM QUESTIONNAIRES

RESULTS OBTAINED FROM QUESTIONNAIRE

1. When did you first make known to the state department your intention to establish a state accredited junior high school?
2. In what order were the following groups informed of your plans to establish a state accredited junior high school in your community?  
(Please number the following 1, 2, 3, and 4 in the order they were informed.)

State department \_\_\_\_\_  
 School board \_\_\_\_\_  
 Teachers \_\_\_\_\_  
 Community \_\_\_\_\_

Results:

No. of schools

state department, school board, teachers, community . . . . .	2
school board, teachers, community, state department . . . . .	2
school board, community, teachers, state department . . . . .	1
school board, state department, teachers, community . . . . .	1
teachers, school board, community, state department . . . . .	1
teachers, school board, state department, community . . . . .	1

3. What was the first year you operated a state accredited junior high school?  
The time lapse indicated by combining the results of this question with that of number 1 follows:

less than 1 year . . . . .	0
1 year . . . . .	3
2 years . . . . .	3
3 years . . . . .	0
more than 3 years . . . . .	2

	<u>No. of schools</u>	
	<u>Yes</u>	<u>No</u>
4. Did you hold meetings with parents relative to your proposal to change to a state accredited junior high school?	4	6
<hr/>		
Answer the following only if your answer to No. 4 was "yes".		
4A. Was the decision: "shall we have a state accredited junior high school?" made by the parents?	2	2
4B. Was curriculum discussed at the meetings?	4	0
4C. Were the parents asked for curriculum suggestions?	3	1
4D. Did the faculty take an active part in these meetings?	4	0
4E. Were these meetings attended by persons in the community other than parents, teachers, and board members?	4	0
	<u>Supt.</u>	<u>Prin.</u>
4F. Did the superintendent or the proposed junior high school principal carry the burden of "selling the program" to the community?	4	0

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5. Which of the following methods were used in determining the curriculum in your junior high school?

decision made by the supt. . . . .	27%
decision made by the princ. . . . .	0%
decision made by supt. and princ. together . . . . .	55%
joint meetings by faculty . . . . .	27%
joint meetings of faculty and parents . . . . .	9%
citizens other than parents consulted . . . . .	27%
students were consulted . . . . .	36%

6. If meetings were held to determine the curriculum, approximately how many were held?

with faculty	0 to 50, median, 8
with faculty and parents	0 - 100, median, 3
with students	0 - 10, median, 2.5

7. Did these groups contribute suggestions which were incorporated into the curriculum?

faculty	45%
students	36%
parents	36%
laymen other than parents	27%

8. What was the most difficult criterion to meet?

securing qualified teachers	36%
building requirements	21%
guidance requirements	14%
library requirements	14%
class size requirements	7%
two activities per student	7%

9. Why do you say that?

10. List any other criteria which caused you trouble. The following were listed:

Determining personnel.  
Fitting curriculum into the organization of the school.  
Taking time to get all large time blocks functioning.  
Some teachers were more interested in subject matter than helping students through adolescent period.

11. Do you believe your junior high school offers better educational opportunities than was offered in your school before you had a junior high school?

Administrators replies

better	100%
less	0%
same	0%

Teachers' replies

better	63%
less	6%
same	31%

12. Why do you say that?

13. Do you believe that the students like your junior high school better than did the students of the same grades before your junior high school was started

	<u>Administrators</u>	<u>Teachers</u>
yes	100%	55%
no	0%	6%
don't know	0%	39%

14. Please make any comments which you think bear this out.

15. Do you believe that the parents like your junior high school better than they did before you had a state accredited junior high school?

	<u>Administrators</u>	<u>Teachers</u>
yes	75%	36%
no	6%	5%
don't know	19%	59%

16. Please make any comments which you think bear this out.

17. Do you use standardized tests for evaluating the scholastic attainment of pupils in your junior high school?

	<u>Schools</u>	<u>Teachers</u>
yes	100%	77%
no	0%	23%

18. If you use standardized tests, do you feel the results show that the students in your present junior high school have a higher scholastic attainment, lower scholastic attainment, or about the same as did students of the same grades before the adoption of your junior high school?

	<u>Administrators</u>	<u>Teachers</u>
higher now	50%	41%
lower now	0%	0%
about the same	50%	59%

19. Please list any other methods of evaluation which you use for comparing your present junior high school with the school you had previously.

Observation and comments of students and parents were the only answers given.

20. What do these show in comparing your past school with your present school?

Better adjustment.  
Better scholastic attainment.

21. What do you feel is the strongest feature of your junior high school?

Recognition of the needs of age group	26%
The curriculum	22%
The staff, better teachers	14%
Block of time or core	6%
School morale	6%
Stronger administration	5%
Leadership opportunities & development	5%
The physical plant	5%
Staff morale	4%
The guidance program	3%
Teacher-parent cooperation	3%
Better discipline	1%

22. What do you feel is a weakness in your junior high school, if any?

Overcrowded building and classes	27%
Too heavy teaching load	18%
The curriculum	9%
Lack of individual guidance	6%
Having junior & senior high together	5%
Student morale	5%
Discipline	5%
Failure to integrate the ninth grade curriculum	5%
Tied to high school activities	3%
Staff morale	3%
Lack of correlation	2%
Lack of sufficient study periods	2%
The school staff	2%
Failure to integrate or articulate with senior high school	2%
The core or block system	2%
Lack of homogeneous grouping	1%
The school plant	1%

23. Does your school have an in-service program of education for the junior high school faculty

yes	52%
no	48%

24. If so, what has been the nature of your in-service program?

staff meetings	53%
extension courses	20%
study groups	13%
publications made available	13%

25. Do you think that your school gains financially by having a state accredited junior high school?

yes	100%
no	0%

26. If you had it to do over, would you be in favor of leaving your school as it was, or again changing to a state-accredited junior high school?

	<u>Administrators</u>	<u>Teachers</u>
leave it as it was	0%	12%
change to state-approved junior high school	100%	82%
undecided	0%	6%

27. What was your 1954-1955 enrollment in your
- |           | <u>median</u> |
|-----------|---------------|
| 7th grade | 62            |
| 8th grade | 55            |
| 9th grade | 52            |
28. Do you think you have more students enrolled, less enrolled, or about the same as if you did not have your junior high school?
- |                |           |
|----------------|-----------|
| more enrolled  | 4 schools |
| less enrolled  | 0 schools |
| about the same | 4 schools |
29. In your opinion, has a junior high school program had a tendency to cause 7th and 8th grade students to enroll in your school who otherwise would have attended rural or outlying schools?
- |            |     |
|------------|-----|
| yes        | 63% |
| no         | 13% |
| don't know | 25% |
30. If your answer to question 24 is "yes", what do you estimate as the approximate number of 7th and 8th grade students enrolled in your school last year who otherwise would have attended other schools?
- median . . . . 4% increase
31. Do you feel that your junior high school program has caused students to enroll in the 9th grade who otherwise would not have continued past grade 8?
- |            |           |
|------------|-----------|
| yes        | 5 schools |
| no         | 2 schools |
| don't know | 1 school  |
32. What kind of teaching certificate do you hold?
- |              |     |
|--------------|-----|
| elementary   | 26% |
| secondary    | 57% |
| unclassified | 17% |



33. How many years have you taught?

0 to 3	20%
4 to 10	39%
over 10	41%
median	4 to 10 years.

34. How many years have you held your present position as principal of a state-accredited junior high school?

median                      4 years.

35. What position (not where) did you hold prior to your present position?

	<u>number</u>
elementary principal	3
junior high teacher	2
superintendent	1
elementary teacher	1
high school teacher	1

36. How many years have you taught in your present school?

ranges from 1 to 30  
median                      4 years.

37. What subjects are scheduled for your consecutive or dual periods?

	<u>number</u>
English, Soc. St.	3 schools
Mathematics, Science	2 schools
English, Soc. St., Lit.	1 school

38. The "core curriculum" will receive some consideration in this study. So that respondents will have a common understanding of the term, the following assumptions are made: "The core consists of learning activities that are regarded as basic to the education of all students. It cuts across conventional subject matter lines, putting two or more subjects together, and may completely disregard subject boundaries. It utilizes a relatively large block of time."

Following the above definition, does your school make use of the core?

	<u>Administrators</u>	<u>Teachers</u>
yes	43%	74%
no	57%	26%

39. Do you teach a core class?
- |     |     |
|-----|-----|
| yes | 39% |
| no  | 61% |
40. Do you make use of laymen consultants in your core classes?
- |     |     |
|-----|-----|
| yes | 49% |
| no  | 51% |
41. Do you make use of other school personnel in your core classes? (other than the core teacher)
- |     |     |
|-----|-----|
| yes | 38% |
| no  | 62% |
42. Have you made correspondence courses available to the junior high school students?
- |     |           |
|-----|-----------|
| yes | 1 school  |
| no  | 6 schools |
43. If so, what grades have used them?
- |         |     |
|---------|-----|
| grade 7 | yes |
| grade 8 | no  |
| grade 9 | no  |
44. If you have used correspondence courses in your school, please list some of the courses that you have used.
- Art
45. What has been the source of your correspondence courses?
- |        |          |
|--------|----------|
| M.S.U. | 1 school |
|--------|----------|
46. Do you plan to make correspondence courses available to your junior high school students in the future?
- |           |           |
|-----------|-----------|
| yes       | 2 schools |
| no        | 4 schools |
| undecided | 2 schools |
47. Does your school designate a person other than the principal to be responsible for your guidance program?
- |     |           |
|-----|-----------|
| yes | 3 schools |
| no  | 3 schools |

48. How many minutes each week is devoted to the guidance program? (Exclusive of the regular work done by every teacher.)

Ranges from 1 minute to 1.6 minutes allotted per week per child. Median, 1 minute per week per child.

49. What other subjects does your guidance teacher have in your junior high school?

none	43%
social studies	29%
general business	14%
general science	14%

50. Is your guidance teacher also the director of high school guidance?

yes	50%
no	50%

51. As a teacher, how does the amount of time needed for preparation compare with what you would spend in the traditional school?

	<u>Core teachers</u>
more time	48%
less time	3%
about the same	48%

	<u>Non-core teachers</u>
more time	18%
less time	12%
about the same	70%

52. Do you find the actual teaching

	<u>Core teachers</u>
harder	28%
easier	14%
about the same	59%

	<u>Non-core teachers</u>
harder	17%
easier	31%
about the same	52%

53. Do you teach any classes in your high school or the elementary school in addition to your junior high school?

yes	20%
no	80%

54. If so, how many minutes each week?

Varies from 50 to 1500 minutes per week.  
Median is 600 minutes.

55. Will you please send any forms used in your school which are pertinent to your own school organization, especially a copy of your current class schedule.

returns 5 schools

56. Please add any comments which you think may be pertinent to this study.

returns 65%

APPENDIX C

PERTINENT COMMENTS TAKEN FROM  
UNSIGNED QUESTIONNAIRES

COMMENTS TAKEN FROM UNSIGNED QUESTIONNAIRES

"Before we had a junior high there was no opportunity for band, chorus, or physical education. No moving picture facilities. We now have better qualified teachers."

"Conversations with the students lead me to believe they enjoy this system better. During parent-teacher conferences, most parents expressed the opinion that the junior high allowed the children to grow up too fast."

"Through a core system the teacher can accomplish much more because of fewer students to know. The parents feel that a better teaching job is being done by growth shown on general development charts."

"The junior high is a better transition from grade school to high school."

"More specialization. Opportunity for homogeneous grouping, giving the superior child a better chance. Conversation with parents (especially on parent-teacher conference days) makes me feel that parents like it better."

"Leadership is developed earlier. Strong school spirit and a feeling of 'oneness'."

"Ninth grade social adjustment is better here. Size of school permits greater amount of individual attention."

"Better instruction provided in each phase of the curriculum."

"Parents have said that they like the idea of their ninth graders being separated from the senior high group."

"The strongest feature is to prepare children for high school (different classes and teachers) and yet still keep them related to elementary system (time block)."

"Well-equipped classrooms enable us to better help each individual child. Our common learnings program helps the teacher to become better acquainted with the students. The teachers are overloaded, however, and I have no free time during any day."

"There is friendly cooperation between teachers and pupils, parents and teachers. Children have a chance to participate with others of their own age without high school competition."

"There is better supervision."

"There are greater opportunities for the students to explore those subjects that interest them. There was some resentment at first by the ninth grade students, but they have now adjusted and feel they are the most important unit in our system."

"Our school is better able to meet the needs of the junior high school child."

"We offer a bigger variety of subject matter, more extra-curricular activities and have an expanded overall program. A private survey shows that the students like the new school better."

"All the students of this particular age group are under one roof and are able to enjoy an expanded program. Having so many students under the same roof is also a disadvantage."

"I feel the strongest feature is the 'core program' as there is such opportunity for coordination of subject matter and many more chances in a 'block of time' than in scattered hour periods."

"Adolescent youngsters get the advantages of the many classes taught in a junior high school, the moving from class to class, and having specialized teachers and the extra curricular activities, yet it is within their own age level and they don't compete with older students."

"The junior high system offers social achievement through association with students of their own age level."

"The integration of subjects allowed in the core curriculum is invaluable. A varied education made possible better understanding (because of integrated subjects) on part of students."

"The community is extremely proud of the school."

"To me, a junior high school adequately serves as a transition period. It can better meet the social as well as the academic needs of its students at this age. I cannot see any weaknesses that will or should not be eliminated with the opening of a new school to relieve the crowdedness."

"This is my first year of teaching. I teach English and History according to the 'core' plan. I am finding this to be self-satisfying for so much more subject matter is covered. The child is also more relaxed and confident when he spends nearly two hours in the same room, with the same teacher, and with the same pupils. I believe the greatest difference in having a junior high is that one can better meet the social needs of this age group."

"Special departments such as music, art, shop work, and home economics are good."

"..... a common understanding among faculty members and principals of the situation in an extremely crowded school, and group cooperation. Students come into contact with many of the teachers including the librarian."

"Unity in working toward goals, award systems, student councils, office workers, large library, social activities and larger choice of friends are all good. Wider ranges of interest."

"Teaching children to work together and meet social requirements, to enjoy life, to be diligent, and reach for happiness....."

"It is a wonderfully privileged field, and I often wish I had as many years to give as have been given. Our new education is much, much better than before."

"It deals specifically with problems and submatter of children of that age."

"It gives us only children of that age group with which to work."

"Until recently there was too much departmentalization. However, we have corrected that somewhat by going to the core or block system, especially in the seventh and eighth grade."

"More consideration is given to students of this age level than before. Closer supervision of study helps students also."

"Better supervised study and remedial aids in reading than we did formerly."

"We have better discipline and control for teaching study habits."

"We have better facilities than before and more materials for the use of all."

"The students like the new school better because of better opportunities for learning, sports, music, etc. They like the block system because they do not have the same teacher all day."

"Our school is better because more subjects are offered and we have better equipped departments."

"The children are at the age that makes them feel more grown up to be in a separate school. They like the idea of having an elective."

"Social adjustment is better."



"They have opportunities for social and leadership development."

"Our strongest feature is getting people more homogeneous as to social and physical standards."

"Organization is better, less overlapping."

"When students are under one roof rather than being in several different schools, it is possible to offer more complete program in all fields, especially those which require special facilities such as music, art, home economics, shop, etc."

"I think our ninth grade students show much better judgment, maturity of thinking, and genuine progress in growing up as compared with the same age group in a high school 'freshman' situation."

"The individual child is in his own peer group. Children are happier and more at home thus causing less problems."

"The block system is our strongest feature."

"It puts in one building grades seven, eight, and nine--the age group with peculiar problems of its own."

"After the system is in operation several years and a school spirit has been strengthened, I believe that some of the discipline problems will be ironed out."

"Each teacher is better qualified for his or her position than before."

"Keeping students of this age group together in a junior high school is advantageous. The students are prepared for high school more gradually both socially and scholastically."

"When our school became accredited we offered a more complete course for our ninth grade students."

"The students receive more personal attention and know more students."

"I believe the parents are proud of this building they are giving to their children for a school."

"The education of the faculty has been stressed at PTA and parents are proud their children have teachers who have degrees."

"There is a close relationship between the students and faculty."

"I believe that students of junior high school age like to be exposed to more than one instructor during the school day."

"Seventh and eighth grade students feel that they have made a step toward maturity. Ninth grade students feel a junior high school affords them a longer period of adjustment before high school."

"Parents seem to feel that junior high school is a 'finding oneself out' situation for their children and that they form their final habits, attitudes and develop long range interests in a junior high school."

"Considerable preparation was needed to start the program, thus investigations brought out the best known methods of instruction for pupil benefits."

"Ninth graders are introduced to high school in a general fashion; they have some privileges not accorded regular high school students and vice versa. Emphasis is given in fields that more strongly develop citizenship and preparation for community living."

"There is a great deal of activity and a select faculty."

"Pupils participate in more activities."

"Better social advantages."

"Unquestionably the grouping for longer blocks of time, by ability groups, and for two or three subjects as resulted in better teaching and learning situations. Students have a feeling of belonging which they didn't have when a part of the elementary school system."

"Better able to provide the subject offerings necessary to the development of young men and women."

"Coordination between elementary and senior high makes it easier for pupils to adjust from one to the other."

"Special subjects in shop and home economics have been good for the seventh and eighth grades."

"Teachers are better prepared."

"A good trend toward having pupils stay with one teacher for two or more subjects."

"Eighth and ninth graders (and seventh graders to a degree) have the opportunity to participate in student government and club activities on a 'junior' scale before entering senior high."

"A large system makes possible well-staffed and equipped auxiliary departments for curriculum enrichment."

"Student self-confidence."

"Better instruction by specialized teachers. The junior high gives a graduated feeling of responsibility."

"Parents often acquire the enthusiasm of the children."

"By having the students together, we can have better equipment, especially in the vocational field and better trained teachers than if they were in the various elementary buildings."

"I asked my students for help on this. They said they looked forward to junior high because they changed classes, had a number of teachers, met many new friends, that it seemed more grown-up, had more activity, more freedom, can take more part in school government, became more independent, and learn poise and self-assurance. They think it exciting and stimulating."

"Parents said that teachers have a chance to specialize and devote time and effort to being the best in the field. Parents want their children to learn to meet and get along with many children. The chance of their children being 'stuck' with a poor teacher is not so great."

"Students repeatedly say that the junior high school is a very exciting school."

"A unified program with central direction."

"Students seem happier and have a richer program."

"A difficulty has been the absorption of a part of the senior high school faculty into the staff without their acceptance of the philosophy."

"I prefer a 6-3-3- plan whether state-approved or not."

"Classrooms are overcrowded."

"Our curriculum is limited for the poorer students."

"No one teacher assumes responsibility for the development of students individually, under our strict departmentalization."

"Core curriculum cannot work under departmentalization."

"Our weakness is lack of correlation--also our situation requires that we be tied to all too many senior high school activities."

"I believe we should develop a core program."

"We have no weaknesses that are not found in other schools."

"When our junior high was first started, I believe the students liked it better but not since we are crowded."

"I often feel that the ninth graders should be in a four-year set up. Many ninth grade boys feel they are the big shots and become problems."

"There is too much subject overlap; we should have a better organized course of study."

"Successful core teaching depends on having teachers carefully trained in core teaching and also having very careful planning of core and core materials under the supervision of superior leadership also carefully trained in core teaching. Without these many have labeled busy work activities 'core teaching'."

"I feel that we should have an outline of minimum requirements in each department."

"I am not in favor of core curriculum entirely. While it may give more security to the child, it leaves too much scope for a teacher to neglect important phases of school work. If a competent coordinator were to help establish basic principles for each level, I believe that the core plan would have its advantages."

"There is a lack of planning for gifted pupils and slow learners."

"We have so many pupils in our classes that one doesn't get to really know them."

"Discipline is our greatest trouble."

"There is a lack of a sense of belonging."

"I believe that many of the things a junior high school is supposed to do for the child are lost to the average teacher. Our curriculum is either elementary or secondary; we have merely provided a separate building."

"The freshmen were moved back to the junior high and could not take part in many of the activities they would have been in in high school."

"Our ninth graders feel that they do not belong to either group."

"The only actual major changes we made were to include the frosh in with junior high and to change to core. The one problem that we are still working on is promotion from one grade to the next and the integration of country school students into the program."

"Not being separate from the high school building is a problem. We also have a large number of transfer students who are not up to grade."

"Our curriculum is not meeting the needs of all groups."

"Classes are very large and teachers have no free period."

"Having junior and senior high schools in same building presents many difficulties."

"If the 'core' idea was put into practice, it would be beneficial; but as we have it, it has not changed the junior high very much."

"Ours is a very poor example of what a junior high school should be like. The principal has a title and that is all. We need strong organization."

"More stress should be put on the good students."

"The activity period is patterned too closely after the senior high school."

"The parents did not endorse the program as wholeheartedly as did the students, but the majority favored it."

"Teacher-pupil load is not permitting the things a junior high is to accomplish."

"Speaking as one teacher, the core curriculum is great, but having your students for two or three full hours, consecutive hours, is not desirable. Too tough on the kids to stare at the same pedagogical mug for two or three hours, not to mention the plight of the educator with many mugs to stare at for that time."

"We have a lack of sufficient supervised study periods."

"We offer little individual guidance, both educational and vocational. There is a lack of time and of trained personnel."

"Lack of curriculum supervision. Too much aping of senior high, especially in grade nine."

"Too much regimentation of such young children. Lack of interchange of ideas."

"I don't believe science should be passed around to teachers who are unprepared for this subject just so students may have two subjects under one teacher. Although Montana is urging 'core' teaching, there are certainly authorities who argue against it."

"Core classes should have proper pupil-teacher ratio to be effective."

"Discipline is our greatest problem."

"Classes are almost twice the size as before. I cannot do as good a job of teaching under these conditions."

"Our parents are taking a wait-and-see attitude."

"Crowded classrooms. Too heavy a teacher load. Not enough conference periods. Schedule too full."

"We spend many hours in paper work (copying grades three times, etc.) which should be devoted to teaching."

"If a junior high is to be established, it should be a new type of school and not a copy of the elementary school any more than of the high school."

"I think ninth graders get along better with high school seniors than with seventh graders."

"The curriculum is too rigid and too limited. There is no provision for the weak students."

"They have overloaded the English-social studies block."

"The core is a valueless innovation unless adequate teacher time for planning is provided. Just lumping reading, grammar, penmanship, spelling, history, geography, and civics into a two-hour period with one teacher does not make a core curriculum. I would recommend a gradual adoption rather than a 'jump-in-and-see-what-happens' approach."

"Ninth graders are big frogs in a little puddle."

"Our biggest weakness is the teachers that were in the senior high that were assigned to the junior high."

"Our weakness is a lack of control over students as they pass from class to class meeting their seven or eight instructors."

"We do not have enough articulation with the senior high school."

"I feel the entire educational system of the state needs a re-vamping."

"If a junior high plans to have a teacher teaching core classes all day, that teacher should be provided with a free period and not be assigned outside activities."

"Lack of strict discipline is very evident."

"I am eager to return to straight high school classes for the following reasons:

1. smaller classes
2. fewer subject preparations
3. fewer discipline problems
4. more time for preparation."

"We have all the seventh, eighth, and ninth graders under one roof and have thus sacrificed the close personal relationship we formerly had."

"My complaint is lack of any free time."