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The Certification Qualifications of Junior High School Teachers in Selected Illinois Counties

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THE CERTIFICATION QUALIFICATIONS OF JUNIOR HIGH
SCHOOL TEACHERS IN SELECTED ILLINOIS COUNTIES
(TITLE)

BY

John H. Conley

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1968
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CHAPTER I

STATEMENT OF THE PROBLEM

INTRODUCTION

The appearance and growth of the junior high school in the United States reflects one of the most important and significant aspects of this country's attempt to provide the best possible educational programs for its teenagers. Not only has the junior high school proved of high value, but its influence upon school systems in which the junior high school organization is not found has been wide and marked. For example, among communities in which the 8-4 plan of school organization prevails, many earmarks of the junior high school are commonly found.

Furthermore, there is evidence that the "spirit," "philosophy," and "goals" of the junior high school have had an effect upon the educational programs offered at the senior high school level.¹

Increasingly the following questions are being asked about the junior high school: (1) Is the present organizational pattern of the junior high school soundly based upon the needs of early adolescents? (2) Should this basic form of school organization be adopted everywhere? If so, what grades should comprise it? (3) Do junior high

¹ Leonard V. Koos, Junior High School Trends, (New York: Harper and Brothers, 1955), p. 4.

schools operate most effectively as separate schools? If not, should they be more closely associated with elementary education or with secondary education? (4) What are the most compelling reasons for creating these intermediate schools? What are their greatest weaknesses? (5) What are the basic practices and policies of the several states as concerns the junior high school? (6) Do junior high school staffs need special training? What kinds?²

STATEMENT OF THE PROBLEM

The purpose of this study was to determine and compare the types of teaching certificates held by seventh and eighth grade teachers in seven selected counties in Illinois.

SCOPE OF THE PROBLEM

This study was one of describing and comparing teaching certificates of junior high school teachers, excluding part time and special teachers, in the following counties: Coles, Douglas, Effingham, Clay Edgar, Jasper, and Cumberland.

The following table presents the schools used in the study, the grades included in the school, the number of teachers and pupil enrollment.³

²U. S. Department of Health, Education and Welfare, Junior High School Facts, (Washington: U. S. Government Printing Office, 1955), p. 5.

³Illinois, Office of the Superintendent of Public Instruction, Directory Illinois Schools, (1966-67).

TABLE 1

SCHOOLS CHOSEN, GRADES INCLUDED, NUMBER OF
TEACHERS AND PUPIL ENROLLMENT

School	Grades Included	Number of Teachers	Pupil Enrollment
Altamont	K-8	21	480
Arcola	K-8	32	774
Arthur	7-8	4	122
Beecher City	7-8	2	70
Bible Grove	1-8	4	80
Charleston-Jefferson	7-8	24	450
Clay City	K-8	20	347
Dieterich	1-8	7	171
Elliottstown	5-8	2	66
Montrose	1-8	4	95
Effingham-Central	5-8	21	516
Edgewood	6-8	3	70
Watson	1-8	4	120
Flora-Lincoln	1-8	9	212
Flora-McEndree	7-8	12	239
Greenup	7-8	4	105
Grove	1-8	11	169
Hidalgo	1-8	3	70
Hume-Metcalf	1-8	13	220
Kansas	1-8	18	285
Redmon	1-8	10	172
Louisville	K-8	17	384
Ingraham	1-8	3	73
Iola	1-8	4	95
Mattoon-Central	7-9	32	620
Mattoon-Jefferson	7-9	34	633
Humbolt	4-9	11	212
Newman	1-8	17	291
Newton	K-8	27	533
Oakland	5-8	11	190
North-Larkinsburg	1-8	2	47
Paris-Mayo	1-8	23	510
Paris-Crestwood	K-8	34	755
Sailor Springs	1-8	2	39
Scotland	K-8	9	144
Tuscola	K-8	30	671
Villa Grove	7-8	6	159
West Liberty	1-8	3	73
Wheeler	1-8	8	158
Xenia	1-8	10	153

Since this study was concerned with only grades seven and eight, schools were grouped for comparison by using seventh and eighth grade enrollments. Table 2 lists the enrollments, the number of schools and the number of seventh and eighth grade teachers that fall in each category.

TABLE 2
CATEGORY OF SCHOOLS BY STUDENT ENROLLMENT
AND NUMBER OF TEACHERS

Category	Student Enrollments	Number of Schools	Number of Teachers
1	1- 50	17	27
2	51-100	10	32
3	101-150	4	30
4	151-200	3	19
5	201-250	2	18
6	251-300	1	10
7	301-350	0	0
8	351-400	0	0
9	401-450	2	30
10	451-500	1	19
TOTALS		40	185

NEED FOR THE STUDY

The first junior high school was organized in the United States around the turn of the twentieth century. Though the birth date of the junior high school is uncertain, 1909-1910 is the most commonly accepted year.⁴

The junior high school program was designed particularly to

⁴William Van Til, Gordon F. Vars, and John H. Lounsbury, Modern Education in the Junior High School Years, (Indianapolis: The Bobbs-Merrill Company, Inc., 1967), p. 5.

meet the educational needs, the interests and the abilities of boys and girls during early adolescence.

American school administrators are becoming more aware of the special needs of young adolescents and the part specially trained teachers can play in meeting these needs.

The importance of the junior high school teacher cannot be minimized. A quality school program depends upon competent and effective teachers. Although the physical aspects of the school plant are essential, they are of no value unless placed at the disposal of a good teacher.

The staffing problems of the junior high school are generally similar to those of other levels in our school system, but there are a number of situations that create unique problems. These problems arise from the relative newness of the junior high school in the American education system and from its unique functions. The lack of organized training for a large number of teachers in a new area of education is always one of the major blocks in the progress of new ideas. Although the junior high school has established its unique role in education, there is still a definite lag in the preparation of teachers and in the number of individuals who look upon junior high school teaching as a career and plan their educational programs specifically for that level.⁵

The unique functions of the junior high school require a type of teacher education that is similar to existing programs but at the same time possesses features peculiar to this one specific level of education. The transitional role of the school demands a balance between the basic

⁵R. P. Brinn, The Modern Junior High School, (Washington: Applied Research in Education, Inc., 1963), p. 72.

skills of the elementary school and the subject matter specialization of the senior high school. The teacher with an elementary school background endangers this balance, as does the teacher oriented to the senior high school program. At present there seems to be a growing trend toward the employment of secondary teachers, and the overemphasis on subject matter specialization is causing the junior high school program to become more and more a replica of the senior high school.

Another imbalance caused by the use of senior high school teachers is in the content of the specific courses. The intense specialization of senior high school teachers causes a serious problem in maintaining the general course concept that is so essential if the broad exploratory function of the school is to be realized. It is much easier to find a teacher of physics or biology than it is to find a teacher of general science. Thus, the general science course in the hands of a physics teacher is likely to ignore or skim over the biological, chemical, and earth science experiences that are expected to be offered in the junior high school.⁶

If the junior high school is to provide an effective educational program for adolescent youth, the teachers who carry out the instruction must be interested in teaching this age group, well-informed as to the characteristics of these pupils, and competent to perform the expected functions.⁷

The junior high school pupils are a unique group. These pupils

⁶ Ibid., p. 73.

⁷ G. Derwood Baker and Frank N. Philpot, "What Preparation Should Junior High School Teachers Have?" The Bulletin of the National Association of Secondary School Principals, XLVI (October, 1962), 27.

differ from each other in height, weight, rate of growth, development of internal organs, sexual and social maturity, academic skill and interests; and they are changing in all of these areas. The early adolescents seek to belong and conform to their peer groups and to withdraw from adults. They have some special fears and problems. At the same time they are idealists; they are concerned about ideals and ethical concepts; and they are eager for social service. Putting all of these items together, it is most important that the junior high school teacher be able to recognize these differences.⁸

The junior high school teacher should possess certain attributes beyond those that all teachers must have. He should want to work in the junior high school; he should be at "home" there. He should be dedicated to this level of education to the degree that he is willing to make his career in the junior high school. He should enjoy working with the early adolescent. He should be effective with this age group and be respected by it.

To help to discover whether these qualifications exist or can be developed, prospective teachers should obtain experiences with junior high school pupils through observations, practice, internship, clubs for future teachers, and out-of-school groups.

Junior high school teachers must be able to counsel the young adolescent and his parents. This presumes an understanding of the theory of guidance, a broad knowledge of the problems and needs of adolescents,

⁸Gertrude M. Lewis, "Educating Children in Grades Seven and Eight," Bulletin U. S. Department of Health, Education and Welfare, No. 10 (1954), 3.

and an ability to measure individuals objectively, to identify differences in ability and need, to evaluate developments and to see all this in relation to the school program as a whole.

Junior high school teachers must develop the ability to teach the subject-matter in ways that will be interesting, understandable, and worthwhile to young adolescents who differ so widely. The ability to work with pupils on an individual basis is needed in junior high school, and the ability to teach pupils to read and to study the specialized subject matter is essential. Because the interests of adolescents vary, these specialized techniques of teaching that apply to specific subjects should be learned in connection with the subject.

The preparation of junior high school teachers thus is somewhat different from that of teachers at other levels. This must be true if the junior high school is to be effective.

The number of college credits required to meet each of the foregoing needs is difficult to prescribe. However, it is important that each prospective junior high school teacher is competent in meeting the needs of the early adolescent.⁹

DEFINITION OF TERMS

Certain terms used throughout the thesis will have the following meanings:

Junior High School - grades seven and eight in any given school regardless of their position in relation to other grades contained within the total school program.

⁹Baker, Philpot, op. cit., p. 28.

Junior High School Teacher - a teacher teaching in grades seven or eight.

Major - designating a principal subject of study, chosen by a student for a degree, in which he is required to take a certain number of courses or hours.

Minor - designating a subject in which a student is required to take a certain number of courses or hours, fewer than required for a major subject.

Elementary Certificate - an elementary school certificate shall be valid for 4 years for teaching in the kindergarten and lower 9 grades of the common school. It shall be issued to persons who have graduated from a recognized institution of higher learning with a bachelor's degree and with not fewer than 120 semester hours and with a minimum of 16 semester hours in professional education, including 5 semester hours in student teaching under competent and close supervision.

High School Certificate - a high school certificate shall be valid for 4 years for teaching in grades 6 to 12 inclusive of the common schools. It shall be issued to persons who have graduated from a recognized institution of higher learning with a bachelor's degree and with not fewer than 120 semester hours including 16 semester hours in professional education, 5 of which shall be in student teaching under competent and close supervision and with one or more teaching fields.¹⁰

Provisional Certificate - a provisional certificate may be issued to a person who presents certified evidence of having earned a

¹⁰ State of Illinois Office of Superintendent of Public Instruction, The School Code of Illinois, (1967), p. 225.

bachelor's degree from a recognized institution of higher learning.¹¹

Adolescent - a person who is in the period of transition between childhood and adulthood when hopes and desires that look to the future often conflict with attitudes and habits established in the past.

Self-Contained Classroom - a classroom in which one teacher teaches all courses that are offered to the students.

Departmentalized Arrangement - an arrangement in a school whereby in a typical day courses are taught to one class by two or more teachers.

METHOD AND TREATMENT OF DATA

The writer attempted to gather the necessary information on seventh and eighth grade teachers by personal interview with superintendents or building principals. The information requested was: type of certificate held, major and minor areas of concentration as college students and in what subject areas they were now teaching. Due to the nature of the information requested, some superintendents and principals were hesitant or completely unwilling to provide the information.

Since the initial approach yielded no significant information and the validity of the information was questioned by the writer, another approach was taken.

Letters were sent to all building principals in the seven county area requesting seventh and eighth grade class schedules and teaching assignments. A copy of this letter may be found in Appendix A.

Material was requested from forty schools and twenty-nine re-

¹¹Ibid., p. 228.

sponded. This was a response of seventy-two and one-half per cent.

The writer then requested a county directory from each of the seven county superintendents. By studying the directories, the writer was able to ascertain the teaching assignments for those schools not responding to the first letter of request.

The names of the seventh and eighth grade teachers were then taken to the office of the county superintendents of their respective counties by this writer. Form C-3 which is used for registering certificates, was studied, thus yielding the type of certificate held by each teacher. A copy of form C-3 may be found in Appendix B.

Comparisons of this information were made and will be presented in Chapter III. Percentages used for comparison have been rounded off to the nearest whole number.

CHAPTER II

RELATED RESEARCH

From the beginning of the junior high school movement, locating teachers qualified to teach in this school has been difficult. Teacher education institutions seem to have neglected the preparation of teachers for this level, and preparation for teaching in the elementary or high school has not been considered to be suited to the needs of the junior high school. Ackerman¹² made a study to determine present practices for the preparation of junior high school teachers and to develop a basis for such programs in teacher education institutions.

The study included the programs for the preparation of junior high school teachers in 246, or 85 per cent, of the colleges and universities accredited by the National Council for Accreditation of Teacher Education. An examination of teacher education programs as described in the catalogues of these institutions reveals three groups of institutions with respect to the preparation of junior high school teachers: (1) those that have a special curriculum; (2) those that have special courses or facilities but not a special curriculum; and (3) those that do not indicate any special course or program.

¹²Ralph E. Ackerman, "The Preparation of Junior High School Teachers," Journal of Teacher Education, XIII (March, 1962), p. 68.

There are two hundred institutions which provide some special facility, course or program. Of these two hundred, thirty-six indicated in their catalogues that they provide a special curriculum, and one hundred sixty-four indicated that they provide a special course or courses, but do not provide a special curriculum. The remaining forty-six institutions do not have any offerings indicated in their catalogues for the preparation of junior high school teachers.

The programs for junior high school teachers in the thirty-six institutions which provide a special curriculum were analyzed in order to obtain the following information: (1) the total number of semester hours in both general and professional education required for graduation, (2) the courses that are required in professional education, and (3) the courses that are required in general education. The course offerings of these thirty-six institutions were also analyzed to locate courses not required in the special programs that would be of direct benefit to students preparing to teach in the junior high school.¹³

After doing the study, six conclusions were made regarding the preparation of junior high school teachers.

1. Teacher education institutions as a group do not give direct attention to the preparation of junior high school teachers. Although most institutions have programs for preparing elementary school teachers, secondary school teachers, or both, relatively few have programs designed especially for junior high school teachers.

2. In most institutions which prepare junior high school teachers, the junior high school curriculum is combined with an ele-

¹³Ibid., p. 69.

mentary or general secondary education curriculum. In many institutions, students preparing for junior high school teaching enroll in elementary education curriculum and modify it to include some preparation for the junior high school. Furthermore, in some institutions students in the general secondary education curriculum may prepare for junior high school teaching by taking one or more courses in junior high school education. Consequently, in the institutions students completing a junior high school education curriculum are ordinarily considered to be qualified to teach in either the elementary or senior high school.

3. In many of the institutions which have a special junior high school curriculum, that curriculum includes courses in both elementary and general secondary education. In other words, a student who completes a special junior high school program is likely to have an understanding of the entire school system.

4. In most institutions with a junior high school curriculum, the greater part of the student's program consists of courses in general education and in the subject or subjects he plans to teach. In most institutions more than 70 per cent of the total credits required for graduation are in general education and in the student's teaching fields. One may conclude, that students completing a junior high school program in the school included in this study should have a broad general education and an adequate command of the subjects they plan to teach.¹⁴

5. In most of the institutions with a special curriculum for

¹⁴ Ibid., p. 70.

the preparation of junior high school teachers, the student is expected to acquire preparation in broad, rather than narrow teaching fields. For example, the student's preparation is in social science, rather than history, geography, or government; or in the broad field of science, rather than in physics, chemistry, or biology. In most institutions included in the study, students enrolled in this curriculum are prepared to teach in more than one field.

6. In those institutions with a special curriculum for prospective junior high school teachers, there is a definite attempt to help students gain an understanding of junior high school students and the nature of the junior high school. This is most often accomplished by requiring courses in human growth and development, adolescent psychology, the junior high school, and student teaching in the junior high school.¹⁵

It is apparent from this study that little direct attention is given by these institutions to the preparation of junior high school teachers. It is also evident that in most of these institutions, students who want to teach in junior high school are prepared mainly for elementary or secondary school teaching and may have little specific preparation for teaching on the level of their choice.

Because the junior high school has a unique place in the American school systems, it is important that its teachers be prepared for their work as thoroughly as elementary and high school teachers are prepared. This does not mean that the program for prospective junior high school teachers must be entirely separate from those of prospective elementary

¹⁵ Ibid., p. 71.

and high school teachers, but it should include the philosophy and organization of the junior high school, the nature of the early adolescent, and methods of teaching in the junior high school.

Much of the criticism of our junior high schools centers around the following: (1) The teachers lack the special training needed for junior high school teaching. (2) Little attention has been given to certification requirements for this level. (3) The junior high school and its teachers lack prestige.

These criticisms are unimportant if the level of teaching and learning in our junior high schools is not inferior.

A study reported by Rasmussen¹⁶ was designed to examine the relative strength and weaknesses of teachers from kindergarten through the twelfth grade. Each rating was based upon 45 hours of observation spread over a 15-week period.

From September 1958 to February 1962, 245 elementary and public school teachers in Genesee County, Michigan, were observed. Because these teachers were selected by their administrators as subjects for observation, it is likely that teachers known to be substandard did not take part in the study. A careful examination of all relevant factors suggested that they were average teachers and that there were no known reasons why differences in quality of teaching should exist.

A five-point scale was used. Table 3 expresses the mean rating given to the teachers on twelve specific traits. In the light of

¹⁶ Glenn R. Rasmussen, "The Junior High School-Weakest Rung in the Educational Ladder?" The Bulletin of the National Association of Secondary School Principals, XLVI (October, 1962), 63.

current criticism of junior high schools, it is of interest that our teachers were rated highest in "knowledge of the subject being taught" and lowest in "the extent to which the teacher encourages students to have a hand in planning the class."¹⁷

TABLE 3
MEAN RATINGS OF TEACHING ABILITY

	Grade Level				Total N=245
	E.E. N=64	L.E. N=58	J.H. N=55	S.H. N=68	
1. The ability of the teacher to explain things clearly	4.44	4.06	4.02	4.13	4.16
2. The extent to which the teacher assists in making the class work interesting	4.22	3.92	3.41	3.92	3.88
3. Knowledge of the subject being taught	4.70	4.55	4.52	4.76	4.64
4. His understanding of the students	4.14	3.93	3.31	4.12	3.90
5. The classroom order when the teacher is in charge	4.30	4.16	3.90	4.07	4.11
6. Fairness and impartiality in dealing with students.	4.06	4.06	3.72	4.15	4.01
7. Willingness to acknowledge errors	4.34	4.17	3.80	4.44	4.21
8. Patience	4.10	3.60	3.45	4.30	3.89
9. Enthusiasm for teaching.	4.42	4.23	4.08	4.20	4.24
10. Sense of humor	4.21	4.18	3.79	4.36	4.15
11. Appearance and grooming.	4.56	4.38	4.21	4.48	4.42
12. The extent to which the teacher encourages students to have a hand in planning the class	3.33	3.50	2.52	2.62	2.99
Mean	4.24	4.06	3.73	4.13	4.05

NOTE: 5 = excellent; 4 = very good; 3 = good; 2 = fair; 1 = poor. E.E. includes grades kindergarten through 3; L.E. includes grades 4 through 6; J.H. includes grades 7 through 9 in a junior high school; S.H. includes grades 10 through 12 in a senior high school.

¹⁷Ibid., p. 65.

Examining the mean ratings in Table 3, it is noted that early elementary teachers were rated highest on six items, later elementary on one item, junior high school teachers on no items. All junior high school ratings were lower than the ratings at any other level. Even though the mean for all the ratings given to the junior high teachers (3.73) is closer to "very good" than it is to "good," it is somewhat alarming to note that they were given the lowest rating on all twelve items.

In one study, junior high school teachers reported more trouble with students than did elementary- or senior high-school teachers. The "per cent of teachers reporting at least one act of physical violence against a faculty member in their school" was: elementary 8.8; junior high 21.4; senior high 15.9.¹⁸

Table 4 presents a summary of those items which are likely to produce a conflict of wills between the teacher and the student. On five of the six items there is a significant difference between the mean rating of junior high-school teachers and the total mean ratings of the others. This suggests that at the junior high-school level there is a greater potential for conflict between teacher and student. Other investigations have substantiated this.¹⁹

¹⁸"Teacher Opinion on Pupil Behavior, 1955-56," National Education Association Research Bulletin, XXXIV, No. 2 (April 1956), p. 67.

¹⁹Rasmussen, op. cit., p. 66.

TABLE 4
MEAN RATINGS OF STUDENT-TEACHER CONFLICTS

	E.E. N=64	L.E. N=58	J.H. N=55	S.H. N=68
# 4 His understanding of the students	4.14	3.93	3.31	4.12
# 6 Fairness and impartiality in dealing with students .	4.06	4.06	3.72	4.15
# 7 Willingness to acknowledge errors.	4.34	4.17	3.39	4.44
# 8 Patience	4.10	3.60	3.45	4.30
#10 Sense of humor	4.21	4.18	3.79	4.36
#12 The extent to which the teacher encourages students to have a hand in planning the class	3.33	3.50	2.52	2.62

It is apparent that in the sample, junior high-school teachers were judged to be significantly less effective on those items causing teacher-pupil conflicts than either elementary or senior high-school teachers. While direct evidence is lacking, it is quite likely that a careful study would indicate that this is a national as well as local condition.

Since the origin of junior high schools, both elementary and secondary certificated teachers have been used. "Some" leaders in teacher education and curriculum development believe that there is a need for specially prepared teachers for the junior high school since its purposes and methods differ from those of either elementary or high school education.

A study by Hoots²⁰ was done to determine to what extent certi-

²⁰William R. Hoots, "Junior High School Teacher Certification," The Bulletin of the National Association of Secondary School Principals, XLVII (October, 1963), 44.

fication requirements for junior high school teachers and state certification practices reflect this need. The specific purposes of this study were to determine: (1) which states have special certification for junior high school teachers, (2) which states are planning for this kind of certification, (3) what are some of the requirements for this certification, and (4) what kind of certification is recognized for junior high school teaching at the present time.

Data for this study were obtained from an analysis of the state certification regulations of each of the fifty states and from a questionnaire designed to determine present and planned certification practices. All state divisions of teacher certification responded to the questionnaire and included copies of their certification regulations.

Results of the study show that twelve states now issue special certificates or endorsements for junior high school teachers. These states are: Oregon, California, Colorado, Indiana, New York, Vermont, New Hampshire, New Jersey, Maryland, West Virginia, Georgia and Florida. The eight states of Idaho, Nevada, South Dakota, Wisconsin, Arkansas, Mississippi, Kentucky and North Carolina have definite plans in this direction. The remaining states, including Illinois, indicate no plans for junior high school certification. However, many states having this special certification allow teachers to teach in the junior high school with either an elementary or secondary certificate. This is shown on Table 5. Seven of the twelve states with junior high school teacher certification employ teachers with elementary certificates for these grades, while ten use teachers with secondary certificates. Neither Florida nor New Hampshire indicate the use of either elementary or secondary certificated personnel at this level.

TABLE 5
 ELEMENTARY AND SECONDARY CERTIFICATE ACCEPTANCE
 FOR STATES HAVING JUNIOR HIGH SCHOOL TEACHER CERTIFICATION ²¹

	Number of States	Per Cent
Elem. Cert. for Grades 7, 8, & 9	3	25.0
Elem. Cert. for Grades 7 & 8	4	33.3
Sec. Cert. for Grades 7, 8, & 9	9	75.0
Sec. Cert. for Grade 9	1	8.3
Junior High-School Certificate Only	2	16.6

Requirements for the preparation of junior high school teachers in some of these states reflect educational training for depth as well as breadth. Florida, for example requires twelve semester hours each in mathematics and English and eighteen hours each in science and social studies. New Jersey requires a minimum of thirty semester hours in general background courses such as science, mathematics, fine arts, and foreign languages and included six hours each in English and social studies. Georgia requires fifty semester hours including a concentration with at least seventeen hours each in two related subjects such as science and mathematics or English and social studies.

An over-all look at teacher certification recognized at the junior high school level, as shown on Table 6, shows that about half the states responding to this question allow teachers with elementary certificates to teach in grades seven and eight while the other half include grade nine. In other words, ninety-one and a half per cent of these states use elementary certificated personnel in the junior high school.

²¹Ibid., p. 45.

Ninety-eight per cent indicate that secondary certificated personnel may teach in these grades. Only one state restricts secondary certificated teachers to the ninth grade.

TABLE 6

ELEMENTARY AND SECONDARY CERTIFICATE
ACCEPTANCE FOR ALL STATES IN GRADES SEVEN, EIGHT, AND NINE²²

	Number of States	Per Cent
Elem. Cert. for Grades 7, 8, & 9	21	44.7
Elem. Cert. for Grades 7 & 8	22	46.8
Sec. Cert. for Grades 7, 8, & 9	46	97.9
Sec. Cert. for Grade 9	1	2.1

School administrators are becoming more aware of the special needs of young adolescents and the part specially trained teachers can play in meeting these needs. Certification for junior high school teachers is slow in coming since there is little need for certification standards and regulations when there are few teachers who meet these requirements.

Progress is being made. Twenty-eight states have either institutions offering a junior high school teacher education curriculum, junior high school teacher certification, or plans for this certification. Six states have institutions preparing teachers for the junior high school and have, or are planning for, special certification for them. Although this is far from being the practice throughout the nation, schools are moving in this direction to better meet the needs of the youth.

²²ibid., p. 47.

CHAPTER III

CERTIFICATION OF SEVENTH AND EIGHTH GRADE TEACHERS IN SELECTED ILLINOIS COUNTIES

For the purpose of comparison in this study, schools were grouped in categories by using seventh and eighth grade enrollments as shown in Table 2.

Seventeen schools having a total seventh and eighth grade enrollment of 1-50 students are represented in category one and comparisons of these schools are made in Table 7.

TABLE 7

SCHOOL, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE STUDENTS, TOTAL
NUMBER OF SEVENTH AND EIGHTH GRADE TEACHERS, NUMBER OF MALE
AND FEMALE TEACHERS AND THE TYPES OF CERTIFICATES
HELD BY THE TEACHERS - CATEGORY 1

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate	
		Male	Female	Elem.	H.S.
1	11	0	1	0	1
2	11	1	0	1	0
3	12	1	0	1	0
4	16	1	0	1	0
5	16	2	0	0	2
6	17	1	0	0	1
7	20	0	1	0	1
8	26	1	0	0	1
9	32	0	2	2	0
10	33	1	0	0	1
11	33	2	0	1	1
12	36	2	1	2	1

TABLE 7 - Continued

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate	
		Male	Female	Elem.	H.S.
13	37	2	0	0	2
14	42	2	0	0	2
15	42	1	1	2	0
16	43	1	1	0	2
17	46	2	0	1	1
TOTALS	473	20	7	11	16

An analysis of the findings in the category of 1-50 students revealed a variety of aspects in the education of seventh and eighth grade students. A total of seventeen schools were represented. The seventeen schools had a total of 473 seventh and eighth grade students. They were taught by twenty-seven teachers; seventy-four per cent (20) of the teachers were male and twenty-six per cent (7) were female.

A comparison of types of certificates held by the twenty-seven teachers can be found in Table 8.

TABLE 8

A COMPARISON OF CERTIFICATES HELD BY MALE AND
FEMALE TEACHERS - CATEGORY 1

Teachers	Total Number	Certificates		Per Cent
Male Teachers	20	High School	13	65
		Elementary	7	35
Female Teachers	7	High School	3	43
		Elementary	4	57

An analysis of the information in Table 8 shows that sixty-five

per cent of the male teachers hold high school certificates, while thirty-five per cent hold elementary certificates. Of the female teachers, forty-three per cent hold high school certificates and fifty-seven per cent hold elementary certificates. A comparison of high school certificates with elementary certificates by all teachers reveals that of the twenty-seven teachers, fifty-nine per cent have high school certificates and forty-one per cent have elementary certificates.

The self-contained classroom was quite evident in the study of these seventeen schools. Table 9 shows the grade arrangements in the seventeen schools, the number of teachers, and types of certificates held by the teachers.

TABLE 9
A COMPARISON OF TEACHING DUTIES - CATEGORY 1

Grades Taught	Number of Teachers	Certificates	
		Elem.	H.S.
Grades 5, 6, 7, 8	4	4	0
Grades 6, 7, 8	2	2	0
Grades 7, 8	4	1	3
Only Grade 7	5	1	4
Only Grade 8	5	2	3
Departmentalized 6, 7, 8	7	1	6

Table 9 reveals a variety of classroom arrangements. Four teachers teach all of the courses in grades five, six, seven, and eight. These four teachers all hold elementary certificates. Two teachers teach all courses in grades six, seven, and eight. These teachers both hold elementary certificates. Four teachers teach all courses in grades seven and eight. One has an elementary certificate and three have high school certificates. Five teachers,

four with high school certificates and one with an elementary certificate teach all courses in grade seven. Five teachers, three with high school certificates and two with elementary certificates teach all the courses in grade eight. Seven teachers teach in a departmentalized arrangement. Six have high school certificates and one has an elementary certificate.

An analysis of Form C-3 revealed that three teachers had received additional college credits since their certificates had last been registered and that three teachers had attended workshops.

Ten schools are presented in category two, which represents schools with enrollments of 51-100 seventh and eighth grade students. In Table 10 these schools are arranged in order of total seventh and eighth grade enrollment.

TABLE 10

SCHOOL, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE STUDENTS, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE TEACHERS, NUMBER OF MALE AND FEMALE TEACHERS AND THE TYPES OF CERTIFICATES HELD BY THE TEACHERS - CATEGORY 2

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate		
		Male	Female	Elem.	H.S.	Other*
1	53	2	0	0	1	1
2	55	1	2	1	2	0
3	70	2	1	0	3	0
4	70	2	1	1	2	0
5	71	2	1	1	2	0
6	72	1	2	2	0	1
7	84	2	1	0	3	0
8	92	2	2	2	2	0
9	95	1	4	2	2	1
10	96	2	1	0	2	1
TOTALS	758	17	15	9	19	4

*Three hold Provisional Elementary Certificates and one holds a Special Certificate.

In these ten schools there are a total of 758 seventh and eighth grade students. They are taught by thirty-two teachers. Fifty-three per cent of the teachers are male and forty-seven per cent are female.

A comparison of types of certificates held is shown in Table 11.

TABLE 11

A COMPARISON OF CERTIFICATES HELD BY MALE AND FEMALE TEACHERS - CATEGORY 2

Teachers	Total Number	Certificates		Per Cent
Male Teachers	17	High School	13	76
		Elementary	1	6
		Other	3	18
Female Teachers	15	High School	6	40
		Elementary	8	53
		Other	1	7

An analysis of Table 11 reveals that seventy-six per cent of the male teachers hold high school certificates, as compared with forty per cent of the female teachers. Fifty-three per cent of the female teachers hold elementary certificates as compared to six per cent of the male teachers. Eighteen per cent of the male teachers hold certificates other than elementary or secondary and seven per cent of the female teachers hold other types of certificates.

In comparing the types of class arrangements of these ten schools, ninety per cent (9) had a departmentalized arrangement and ten per cent (1) had self-contained classrooms. One teacher was employed to teach the seventh grade and one was employed as eighth grade teacher.

Four schools are represented in the group of 101-150 seventh and eighth grade students. The schools are arranged in order of total

enrollment as shown in Table 12.

TABLE 12

SCHOOL, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE STUDENTS, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE TEACHERS, NUMBER OF MALE AND FEMALE TEACHERS AND THE TYPES OF CERTIFICATES HELD BY THE TEACHERS -- CATEGORY 3

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate			
		Male	Female	Elem.	H.S.	Other*	
1	110	3	1	1	3	0	
2	122	3	3	1	3	2	
3	147	4	6	6	4	0	
4	148	5	5	5	3	2	
TOTALS		527	15	15	13	13	4

* Four hold Provisional Certificates.

The four schools in this category have a total enrollment of 527 seventh and eighth grade students. There are thirty seventh and eighth grade teachers. Fifty per cent are male and fifty per cent are female.

A comparison of certificate types is shown in Table 13.

TABLE 13

A COMPARISON OF CERTIFICATES HELD BY MALE AND FEMALE TEACHERS - CATEGORY 3

Teachers	Total Number	Certificates	Per Cent	
Male Teachers	15	High School	9	60
		Elementary	3	20
		Other	3	20
Female Teachers	15	High School	4	27
		Elementary	10	67
		Other	1	6

An analysis of Table 13 reveals that sixty per cent of the male teachers have high school certificates, while twenty per cent have elementary certificates. Twenty per cent hold other types.

Comparing the female teachers, it is revealed that sixty-seven per cent hold elementary certificates, while twenty-seven per cent hold high school certificates and six per cent hold other types.

By studying the class schedules of all four schools it was revealed that they are all departmentalized.

In category four, three schools are represented. The schools in this category have 151-200 seventh and eighth grade students and are arranged in order of total enrollment as shown in Table 14.

TABLE 14

SCHOOL, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE STUDENTS, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE TEACHERS, NUMBER OF MALE AND FEMALE TEACHERS AND THE TYPES OF CERTIFICATES HELD BY THE TEACHERS - CATEGORY 4

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate	
		Male	Female	Elem.	H.S.
1	159	3	3	1	5
2	168	4	3	1	6
3	168	3	3	2	4
TOTALS	495	10	9	4	15

The total number of seventh and eighth grade students in these three schools is 495. There are nineteen teachers. Fifty-two per cent are male teachers and forty-eight per cent are female. Of these nineteen teachers, fifteen hold high school certificates and four hold elementary certificates. Comparison of certificate types are made in Table 15.

TABLE 15

A COMPARISON OF CERTIFICATES HELD BY MALE AND
FEMALE TEACHERS - CATEGORY 4

Teachers	Total Number	Certificates		Per Cent
Male Teachers	10	High School	10	100
		Elementary	0	0
Female Teachers	9	High School	5	56
		Elementary	4	44

An analysis of Table 15 reveals that one hundred per cent of all male teachers hold a high school certificate and fifty-six per cent of the female teachers hold high school certificates. Forty-four per cent of the female teachers hold elementary certificates.

Two schools are represented in the group of 201-250 seventh and eighth grade students. Table 16 shows a comparison of the two schools.

TABLE 16

SCHOOL, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE STUDENTS, TOTAL
NUMBER OF SEVENTH AND EIGHTH GRADE TEACHERS, NUMBER OF MALE
AND FEMALE TEACHERS AND THE TYPES OF CERTIFICATES
HELD BY THE TEACHERS - CATEGORY 5

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate	
		Male	Female	Elem.	H.S.
1	208	5	3	3	5
2	239	4	6	2	8
TOTALS	447	9	9	5	13

There is a total of 447 seventh and eighth grade students in

these two schools. They are taught by eighteen teachers, nine male and nine female. Thirteen teachers hold high school certificates and five hold elementary certificates.

A comparison of certificate types is shown in Table 17

TABLE 17

A COMPARISON OF CERTIFICATES HELD BY MALE AND
FEMALE TEACHERS - CATEGORY 5

Teachers	Total Number	Certificates	Per Cent
Male Teachers	9	High School	89
		Elementary	11
Female Teachers	9	High School	33
		Elementary	67

An analysis of Table 17 shows that eighty-nine per cent of the male teachers hold high school certificates as compared with thirty-three per cent of the female teachers. Sixty-seven per cent of the female teachers hold elementary certificates and eleven per cent of the male teachers hold elementary certificates.

Only one school is represented in the category of 251-300 seventh and eighth grade students. This school has a seventh and eighth grade enrollment of 258 students. There are ten seventh and eighth grade teachers; six male teachers and four female teachers. Six teachers or sixty per cent hold high school certificates and four or forty per cent hold elementary certificates.

In comparing types of certificates it was found that sixty-seven per cent of the male teachers hold high school certificates and

fifty per cent of the female teachers hold high school certificates.

Two schools, both with grades seven, eight, and nine are represented in this group of 401-450 seventh and eighth grade students.

These schools are charted in Table 18.

TABLE 18

SCHOOL, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE STUDENTS, TOTAL NUMBER OF SEVENTH AND EIGHTH GRADE TEACHERS, NUMBER OF MALE AND FEMALE TEACHERS AND THE TYPES OF CERTIFICATES HELD BY THE TEACHERS - CATEGORY 9

School	Total number of 7th and 8th grade students	Number of teachers		Type of Certificate	
		Male	Female	Elem.	H.S.
1	412	5	10	5	10
2	422	7	8	4	11
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>
TOTALS	834	12	18	9	21

Thirty teachers, twelve male and eighteen female, teach a total of 834 seventh and eighth grade students. Of these thirty teachers, twenty-one hold high school certificates and nine hold elementary certificates.

Table 19 shows a comparison of certificates held by male and female teachers.

TABLE 19

A COMPARISON OF CERTIFICATES HELD BY MALE AND FEMALE TEACHERS - CATEGORY 9

Teachers	Total Number	Certificates	Per Cent
Male Teachers	12	High School	10
		Elementary	2
Female Teachers	18	High School	12
		Elementary	6

Table 19 shows that eighty-three per cent of the male teachers hold high school certificates and seven per cent hold elementary certificates. Sixty-seven per cent of the female teachers hold high school certificates compared to thirty-three per cent that hold elementary certificates.

One school is represented in category ten. This category deals with schools having 451-500 seventh and eighth grade students. This school has a seventh and eighth grade enrollment of 452 students. There are nineteen seventh and eighth grade teachers; fourteen female and five male teachers. Seven teachers hold elementary certificates and twelve hold high school certificates.

A comparison of certificates held by male and female teachers shows that of the male staff all hold high school certificates for 100 per cent. Comparing the certificates held by female teachers, it was found that seven or fifty per cent hold high school certificates and seven or fifty per cent hold elementary certificates.

The following statements may be made concerning the preceding data:

1. In the forty schools surveyed there were a total of 4,214 seventh and eighth grade students.
2. These 4,214 students were taught by 185 teachers; 94 male teachers and 91 female teachers.
3. One hundred-fifteen (63 per cent) of the teachers hold high school certificates.
4. Sixty-two (33 per cent) of the teachers hold elementary certificates.
5. Eight (4 per cent) of the teachers hold other types of certificates. Seven hold provisional elementary certificates and one holds a special certificate.
6. The average (mean) pupil-teacher ratio of the forty schools was 23.3 to 1.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine and compare the types of teaching certificates held by junior high school teachers in seven selected counties in Illinois. Secondary purposes were: (1) to compare the types of certificates held by male and female teachers (2) to compare the number of male and female teachers teaching in junior high school. The study was limited to the schools in the following counties: Clay, Coles, Cumberland, Douglas, Edgar, Effingham, and Jasper. Junior high school teachers were defined as those teachers teaching in grades seven and eight. A total of forty schools were contacted by personal interview or by letter. Seventh and eighth grade class schedules and teaching assignments were requested. Pupil enrollment and types of teaching certificates were requested from county superintendents by personal interview. The forty schools were then grouped by total seventh and eighth grade enrollments for purposes of comparison.

In the forty schools surveyed there were a total of one hundred-eighty-five teachers teaching in grades seven and eight. Sixty-three per cent of these teachers hold high school certificates and thirty-three per cent hold elementary certificates. Of the one hundred-eighty-five teachers

ninety-four were male teachers and ninety-one were female. Eighty-six per cent of the male teachers hold high school certificates. Fifty-two per cent of the female teachers hold elementary certificates.

Fifteen schools in the survey had a self-contained classroom arrangement for grades seven and eight and twenty-five schools had a departmentalized arrangement for grades seven and eight.

On the basis of the findings of this study comparing types of teaching certificates held by junior high school teachers, the following conclusions and recommendations appear to be warranted:

CONCLUSIONS

1. In the counties surveyed, more high school certificates are held by teachers than are elementary certificates.
2. A greater number of male teachers hold high school certificates than elementary certificates.
3. A greater number of female teachers hold elementary certificates than high school certificates.
4. The schools with self-contained classrooms have a total seventh and eighth grade enrollment of less than one hundred students.

RECOMMENDATIONS

The geographical area surveyed in this study offers a variety of studies that could be done for the purposes of comparing junior high schools.

Fifteen of the forty schools had a self-contained classroom arrangement where one teacher taught all of the courses. Further studies should be conducted comparing the achievement of these students with stu-

dents in a school with a departmentalized arrangement.

Other studies should be made at the county level to determine the feasibility of consolidation of the one room - one teacher schools.

Further studies could be made to determine the number of teachers that were junior high school majors in college.

More inservice education programs should be provided for junior high school teachers. These programs could be used to expand the philosophy of the junior high school to provide an educational program which is based on more of the characteristics, needs, interests, and abilities of the early adolescents.

If the needs of the youth are to be met, educators must work with state certification personnel to establish standards for junior high school teacher certification.

APPENDICES

Appendix A

Letter

Oakland, Illinois
March 3, 1967

Dear Sir:

I am in the process of studying class schedules for grades seven and eight or seven, eight and nine and would like very much to have one from your school.

If you would place a schedule in the enclosed self-addressed envelope and drop it in the mail, I would greatly appreciate it.

Thank you.

Sincerely yours,

John H. Conley

Appendix B

Form C-3



Form C-3

APPLICATION FOR REGISTRATION OR RENEWAL OF CERTIFICATE

For the year beginning July 1, 19____

For Office Use Only

Registration or Renewal

County

Receipt Number

Date

Name Mr. Miss Mrs. _____
Last First Middle Maiden Name

Present Mailing Address _____
Street and Number City State Zip

Birth Record: _____
Month Date Year State County Telephone Number

CERTIFICATE RECORD:

Certificate	Kind	Number	Date of Issuance	County of Issuance
Last Registered			How was present certificate issued	
	County	Date	Credits	Exam. Exchange

List here other certificates registered or renewed without fee:
(The certification law permits free registration of additional certificates held by a teacher.)

Kind	Number	Date of Issuance	County of Issuance
Kind	Number	Date of Issuance	County of Issuance

EMPLOYMENT RECORD:

Last Teaching School Year

19__ - 19__ _____
School Building District Number Grade or Subject Annual Salary

Present Teaching School Year

19__ - 19__ _____
School Building District Number Grade or Subject Annual Salary

Years Taught in Illinois _____ (do not include this year) Other States _____

ACADEMIC RECORD:

College or University	Degree	Date
College or University	Degree	Date
College or University	Degree	Date

ADDITIONAL ACADEMIC CREDIT EARNED SINCE LAST REGISTRATION OR RENEWAL OF CERTIFICATE:

Name of College	Course Title	Semester Hours	Date
	40		

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