

A COMPARISON OF GAINESVILLE JUNIOR HIGH SCHOOL WITH  
THE ACCEPTED STANDARDS FOR JUNIOR HIGH  
SCHOOL OUTLINE

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SCHOOL OUTLINE

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study is to make an evaluation of Gainesville Junior High School to determine the extent to which it meets criteria for this type of school. The different phases of the school evaluated were: plant and equipment, library, course of study, techniques of teaching, and extra-curricular activities.

#### Need and Importance of the Study

The junior high school is a product of the twentieth century. It was organized because there was a belief among educators that adolescent students had special needs and that these could be met better through schools for this one group. The school plant, curriculum, and the school activities of all kinds were to be planned to meet adolescent needs. During the period from 1915 to 1925 there were a great many junior high schools organized, and much attention was given them. According to Gruhn and Douglass there has been no thorough-going investigation of the functions of the junior high since the middle twenties.<sup>1</sup> They say that an institution

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<sup>1</sup>William T. Gruhn, and Harl R. Douglass, The Modern Junior High School, p. 44.

which is as new as the junior high school should be re-examined periodically to see if it is meeting the purposes it should serve. Changing conditions may bring changes in the objectives and in needed techniques. Schools need to measure their own programs against accepted standards in the same way that they measure the achievements of their pupils against standard tests.

The Gainesville Junior High School was organized twenty-three years ago for the purpose of more adequately meeting the needs of adolescent students. A re-examination of present-day adolescent needs and junior high school objectives and aims will be significant to the schools, and measuring the school against these criteria will be helpful in planning future activities. The study, then, for these reasons, is believed to be of importance.

#### Limitations of the Study

The study itself is limited to the Gainesville Junior High School, but background material and criteria for evaluation cover general areas in the field of junior high school literature.

#### Definition of Terms

A junior high school is an institution which is organized for the training of adolescent pupils. In the majority of instances it comprises the seventh, eighth, and ninth grades, but in some schools the eighth and ninth grades alone are taught.

Evaluation means to measure against some accepted standard or yardstick.

An Adolescent is an individual who is in the process of changing from a child to an adult and whose age ranges from eleven through the "early teens."

#### Source of Data

The data for the study were taken from two different sources, library material and a factual survey of the Gainesville Junior High School. The literature in the field of junior high school activities as examined for early history of junior high school movement, present status, and criteria whereby a junior high school can evaluate its program. The data from the Gainesville Junior High School were obtained directly from the school itself through check lists to the teachers and through personal observation and investigation.

#### Related Studies

A study of the Junior High School in Gainesville, Texas was made by Robinson in 1941, but it attempted only to measure the progress of the school in meeting the purposes of a democracy.<sup>2</sup> Attitudes of the boys and girls toward various phases of American life were examined. The conclusions were that the schools' program, at that time, was

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<sup>2</sup>William C. Robinson, "Evaluating a Junior High School Program," (Unpublished Masters Thesis, North Texas State Teachers College, 1941), p. 1.



meeting the needs of democratic citizenship in a fairly satisfactory manner.

The Department of Superintendence of the National Education Association made an investigation of the special purposes of the junior high school in 1921.<sup>3</sup> In this study, the committee examined the professional literature on the subject of the junior high school published from 1920 to 1927, and listed according to frequency of mention the special purposes of the junior high school as listed in various publications by fifty-nine public school administrators and twenty college teachers. The purposes most often mentioned, in order of frequency, were as follows:

1. Meeting individual differences
2. Prevocational training and exploration
3. Counseling or guidance
4. Meeting adolescent needs
5. Better articulation
6. Development of citizenship qualities
7. Providing opportunity for profitable self-activity
8. Retention of pupils beyond compulsory school age
9. Continuation of common education
10. Rounding out a complete unit of training.<sup>4</sup>

Changing industrial conditions, the impact of another World War, changes in society, all have occasioned changes in school practices in all types of schools. In the junior high school there has been a redirection of incentives. There has been reduced emphasis on the aim of keeping the boy or girl in school for a longer period of time, and on vocational exploration and guidance.<sup>5</sup> There has been a shift

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<sup>4</sup>Ibid., p. 2.

<sup>5</sup>Gruhn and Douglass, op. cit., pp. 52-54.

in other accepted functions of the junior high school. In order to give a more comprehensive picture of the functions of the modern junior high school, Gruhn and Douglass made a survey in 1946 of the opinions of a selected group of specialists.

The survey was conducted in this manner. The investigators prepared a tentative statement of the functions of junior high schools based on the old reorganization idea, on studies made of the junior high school, on statements made by leading educators on the subject, and recent shifts in emphasis on purposes and functions of the junior high school. This tentative lists of functions was then arranged in questionnaire form, and submitted for evaluation and criticism to a selected group of specialists in the theory and philosophy of the junior high school. On the basis of the evaluations and criticisms of these specialists, a statement was then worked out outlining the present functions of the junior high school.<sup>6</sup> Briefly summarized, this statement is as follows:

1. Integration:-(a) To provide learning experiences that will enable the pupils to coordinate and integrate skills, attitudes, interests, ideals and understandings previously acquired into effective and wholesome student behavior.

(b) To provide for all pupils basic knowledges and skills that will lead to wholesome well-integrated behavior, attitudes, interests, ideals, and understandings.

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<sup>6</sup>Ibid., p. 59.

2. Exploration:-(a) To lead pupils to discover special criteria abilities as a basis for present and future vocational decisions.

(b) To stimulate pupils and provide opportunities for developing cultural, social, civic, avocations, and recreational interests.

3. Guidance:-(a) To assist students to make intelligent decisions regarding present and future educational activities and opportunities.

(b) To assist students to make intelligent decisions regarding present and future vocational opportunities.

4. Differentiation:-To provide facilities that will meet varying individual needs of students in order that each pupil may realize "most economically and completely" the ultimate ends of education.

5. Socialization:-(a) To provide learning experiences that will aid the child in living in a complex society and in getting along with other people.

(b) To provide learning experiences that will help the student adjust himself to changing conditions.

6. Articulation: To provide for a gradual transition of the educational program from pre-adolescent needs to one suited for the needs and interests of adolescent boys and girls.

Gruhn and Douglass, with this statement of the revised

functions of the junior high school as a base, explore the whole field of junior high school education and give detailed study to present curriculum and administrative practices. Suggestions are made for improved programs and procedures. Their study fills the gap between the studies made during the 1920's and the present and is significant in any evaluation made of junior high school practices.

#### Method of Procedure

This study of the Gainesville Junior High School is divided into five chapters. Chapter I states the purpose of the study, gives its limitations, defines terms, gives the source of the data, discusses related studies, and describes the method of procedure. Chapter II discusses the special needs of adolescent pupils and sets up criteria whereby a junior high school can evaluate its program. The information concerning the Gainesville Junior High School is given in Chapter III. Application of the data to the criteria is made in Chapter IV. The concluding chapter states the findings and the recommendations.

## CHAPTER II

### CRITERIA FOR EVALUATING A JUNIOR HIGH SCHOOL

#### Purpose of the Chapter

The purpose of this chapter is to analyze literature in the field of junior high school education to set up criteria whereby the efficiency of a junior high school may be measured to some extent.

#### Origin and Purpose of the Junior High School

The junior high school movement originated in the 1890's in the United States, but did not reach important proportions until about 1920. It was founded on the theory that adolescent needs of boys and girls could better be met in a separate plant with all facilities expressly fashioned to meet these needs.<sup>1</sup> The movement to separate grades seven, eight and nine took hold, grew, and expanded and has become an integral part of the educational process of the country. As such there have grown up through usage and experimentation certain standards whereby the efficiency of a junior high school may be measured. These embrace the plant and equipment

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<sup>1</sup> Fred Englehardt and A. V. Overn, Secondary Education Principles, and Practices, 1937, p. 141.

of the school, the staff, course of study or curriculum, library, guidance program, health education and physical education, extra-curricular activities, and articulation.

#### Plant and Equipment

According to Rhodes, the junior high school needs a separate building and campus from that of the senior high school. Differences in the needs and taste and possibilities of children make segregation desirable, if not necessary.<sup>2</sup> Many schools, however, find it necessary to locate the junior and senior high schools near each other so that the two divisions may use the auditorium and gymnasiums, the more expensive parts of the school system,

The standards for junior high schools as set up by the State Department of Education for accrediting junior high schools specifies:

It is very desirable that the junior high school have a building of its own. Small enrollment only would justify the dual use of a building.

The junior high school should never be housed in an old discarded elementary or high school building.

It is strongly urged that movable furniture, and none other, be used in the junior school.

The junior school, more than any other, needs spacious grounds.<sup>3</sup>

Engelhardt has set up definite standards for plants for

<sup>2</sup>Jeremiah Rhodes, "The Junior Schools of Texas," Junior School Administration, Bulletin 342, February, 1935, p. 6.

<sup>3</sup>State Department of Education, Junior High School Accrediting, Bulletin 334, July, 1933, p. 6.

junior high schools. According to him, the site should be accessible and centrally located, every part of the building should be at least one hundred feet or more from surrounding streets, and should have attractive physical surroundings.<sup>4</sup> Playground space should be provided in terms of the need of both boys and girls. Outdoor games for boys and girls demand large, open spaces. Engelhardt gives this description:

The boys' space may be larger than that for the girls, since some of their games demand more room. For the boys, a full-sized baseball field, fitted for several playground ball fields, a soccer field, a 220-yard track, with vaulting and jumping pits, and outdoor basketball, volley ball, and handball courts are in keeping with the junior high school program. The girls' play area should contain a soccer field, a hockey field, basketball and volley ball courts, and a large free play area. Tennis courts should be furnished where they will be available to both sexes. There should be sufficient spaces for running games, competitive games, and team games. . .

To carry out the program of the junior high school, no site of less than 10 to 12 acres will suffice.<sup>5</sup>

The junior high school campus, according to Jones, should be large enough to permit training for intramural activities.

He comments:

The intramural activities present the school's best opportunity to challenge youth's energy and to train in health and physical efficiency, and to develop the nerves and muscular skills, and to provide for leisure play and character development.<sup>6</sup>

<sup>5</sup> Ibid., p. 20.

<sup>6</sup> Galen Jones, "The Junior High School Campus," The Junior-Senior High School Clearing House, November, 1930, p. 142.

Any criteria for a junior high school, then, should include a large and roomy campus area for outside activities.

Englehardt also worked out some definite criteria for buildings. In addition to being separate from other buildings, it should not exceed three stories in height, have maximum safety and sanitary provisions, be built of fire-proof materials, have adequate natural lighting, and be bright and cheerful and designed to eliminate the atmosphere of institutionalism.<sup>7</sup>

There should be an adequate auditorium for the needs of the pupils, chemical laboratories, cafeteria, industrial arts, shop facilities, and household arts department.

According to Englehardt there is no "best science laboratory."<sup>8</sup> Laboratories and laboratory equipment will have to be designed to serve particular needs, but flexibility and adaptability should prevail.

The general science laboratory should be closely connected with the natural science rooms. Its equipment should be a demonstration table, eighteen movable student tables, a work-shelf, display cabinets of standard type, a bookcase, magazine rack, reading table, a "growing" table, three sinks, an electric panel, projection apparatus, translucent and opaque window shades, chalkboards, two bulletin boards, an

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<sup>7</sup>Englehardt, op. cit., pp. 43-51.

<sup>8</sup>Ibid., p. 39.



apparatus case with glass siding doors, an aquarium with running water and drainage, notebook cases, key cabinet, tool bench, fume hood, first-aid cabinet, twenty-eight inch stools, fire extinguisher, and clock. There should be about thirty-five to forty square feet of floor space for each pupil to allow for ample working room.<sup>9</sup>

The household arts rooms and equipment should show evidence that it was built to reproduce home conditions and at the same time provide for group activities.<sup>10</sup> The entire household arts department should be one unit on the same floor. It should have adequate equipment that every home needs--stoves, bedroom and living room furniture like that used in nice homes. In fact, the household arts department should be the reproduction of a home.

The Industrial Arts shop should follow closely the set up of a modern garage or machine shop and preferable should be located in a structure outside the building.

#### Staff

There is no "hard-and-fast" rule that can be applied as to the number of teachers needed in a junior high school, but regional accrediting agencies maintain that, for four-year and senior high schools, one teacher to every twenty-five pupils is none too many and that more than thirty pupils is excessive. These standards, Gruhn and Douglass say, are

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<sup>9</sup>Ibid., pp. 90-93.

<sup>10</sup>Ibid., p. 94.

equally applicable to junior high schools.<sup>11</sup> The standards for the number of teachers, in junior and senior high schools as set up by the State Department of Education of Texas, are:

No junior school class should exceed as maximum forty pupils.

No teacher should have under her charge more than two hundred ten pupils per day.

No teacher should teach more than six classes per day. (In schools having the hour period schedule, no teacher should teach more than five periods per day).

The pupil-teacher ratio should not exceed thirty-five average daily attendance.

No junior teacher should teach in any other than a junior school.<sup>12</sup>

Gruhn and Douglass assert that the success of any school depends more upon the type of teacher who is employed than any other factor.<sup>13</sup> Kelley states that much emphasis should be placed on the teaching staff of a junior high school. Cook has this pertinent statement regarding the junior high school teaching staff:

In order to teach the adolescent boy or girl the junior school should have teachers particularly fitted for the task. This is not done in the majority of cases where new teachers are assigned to the junior school. Few teachers have, while in college, made any special study of the junior school. They

<sup>11</sup>Gruhn and Douglass, op. cit., 421.

<sup>12</sup>State Department of Education, Junior School Accrediting, Bulletin 334, p. 6.

<sup>13</sup>Gruhn and Douglass, op. cit., p. 438.

<sup>14</sup>E. D. Kelley, "Leadership, Guidance, and Adjustment," Junior School Administration, February, 1935, p. 31.

find their way into the junior school largely through chance and not because of the fact that they meet the necessary qualifications that a junior teacher should meet. . . There is at this time a need for the establishment of standards of requirement for junior school teachers which would bring about a greater demand for teachers who had specialized work. Such requirements might include more psychology and more training in the extra curricular work.<sup>15</sup>

The State standards for teacher preparation in junior high schools of Texas are as follows:

All teachers in the junior high school shall meet such academic standards as are required of teachers in regular four-year high schools.

General professional training of junior school teachers shall be equivalent in amount and kind to that required of high school teachers.

Special junior school training for junior teachers shall be as intensive and as extensive as is special senior school training for high school teachers.

Regular systematic and purposeful training of principals and teachers in service is demanded.<sup>16</sup>

#### Curriculum and Course of Study

The schools of America during the past few years have passed through three different periods, so far as emphasis upon particular subject matter is concerned. The first of these emphasized the importance of subject matter. Each subject was regarded as almost independent from all others, and the teacher was not concerned with what went on in other subjects. The next step was correlation in which, in a large way, subjects were considered in their relation to each other. The idea still prevailed that the individual

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<sup>15</sup>John A. Cook, "What is the Junior School?", Junior School Administration, February, 1935, p. 46.

<sup>16</sup>State Department of Education, Junior School Accrediting, p. 6.

teacher was to concern himself with the teaching of his own subject, but was in some way to tie it over in a correlative plan with other subjects of the school. The third stage which is prevalent today, at least in theory, is that of integration which demands that the whole sphere of subject matter is to be intimately planned and carried forward by groups of teachers rather than by individual teachers. In such a pattern, education is regarded as a life process in which every phase is intimately linked to the other. The child is the product of his heredity, his cultural environment, his physical make-up, and his life experiences. Education, therefore, is one of the main integrating forces which develop personality.

Under these differing concepts, there have been three general programs of study: (1) the single curriculum; (2) the multiple curriculum; and (3) the constants-with-variable types.<sup>17</sup>

According to the single curriculum type all pupils are required to take pretty much the same work regardless of the varying interests, aptitudes, and abilities of the pupils. No opportunity is provided for pupils to explore their interests, to develop their aptitudes and abilities, or get vocational information. There is not much improvement over the traditional school in this respect.

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<sup>17</sup> Ibid., p. 43.

The multiple-curriculum type provides for two or more curricula which are to be pursued by different groups of pupils. In it are to be found such curricula heads as academic course, commercial course, general course, and vocational course. Where the students will be forced early into vocational life this is perhaps the best curriculum of the three, but it does not provide the desirable amount of opportunity for exploration and it tends to encourage too-early fixing of vocational decisions. Experience has shown that there is not too much change among the students once they elect a course.

The third type of curriculum is the constant-with-variables type. This provides for a core curriculum consisting of constant subjects persisting throughout the three years of the junior high school and required of all pupils. No variables or electives are allowed in the first year but in the second and third years they appear in increasing numbers. The time allotment for electives increases from one-third in the first year to an even division between constants and electives in the last year. Cook says that this type of studies has all the advantages claimed for a more desirable type of exploration of interests, aptitudes, and abilities of pupils, and is easily administered. Junior high schools throughout the country have been turning to this type of program. Davis says:

The specific trends in junior high school curriculum making is to provide a single prescribed set of subjects for all pupils in the seventh grade (first year), to permit of a choice of a limited number of definitely outlined curricula in the eighth grade (second year), and to open the work of the ninth grade (third) to a wide range of electives selected under careful educational and vocational guidance.<sup>18</sup>

A revamped or revitalized course of study is then one, or should be, of the distinguishing marks of the junior high school. The controlling idea has been to give the courses of study a more definite and wider functional value in the lives of children. Koos says that the reorganization of the curriculum is the sole reason, in the opinion of many educators for the establishment of junior high schools.<sup>19</sup> Briggs queried a number of professors of education, state department officials, school superintendents, and junior school principals on their conception of the essentials of a junior high school. "Of sixty-one replies, 85.3 per cent indicated as essential the providing of curricula enriched beyond those commonly found for pupils twelve to fifteen years of age, and 83.6 per cent indicated as essential the providing flexible curricula."<sup>20</sup> Cox says that the wise solution of any other problem of high school education

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<sup>18</sup>C. O. Davis, Junior High School Education, p. 323.

<sup>19</sup>Leonard V. Koos, The Junior High School, p. 143.

<sup>20</sup>Thomas H. Briggs, "What is a Junior High School?", Educational Administration and Supervision, V (September, 1919), 283-301.

is unlikely "unless the curriculum be newly and broadly conceived."<sup>21</sup>

The paramount justification for a junior school then, in the opinion of educators in the field, is a new and different curriculum. In the evaluation of any part of a junior high school, the curriculum should have an important place. It should provide for life experiences, should be based on constants but allow for elective choice in some fields, and should be exploratory in nature. New techniques of teaching, of evaluating outcomes, and in presenting subject matter are all needed.

The need for a different technique in teaching junior high school students has been recognized by educational leaders. Denburg says that by far the larger group of adolescent children come to school at least partly under protest. They welcome the holidays, and they feel no senses of loss if their work moves slowly.<sup>22</sup> Each lesson assigned is to a certain degree an unpleasant task, and it is prepared with as little effort as possible. These students may like their school, appreciate their teachers and do their work in a fairly satisfactory manner, but if the choice was left up to them many probably would drop out of school altogether.

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<sup>21</sup>P.W.L. Cox, The Junior High School and Its Curriculum, Preface.

<sup>22</sup>Denburg, op. cit., p. 78.

The Successful junior high school teacher must find a new approach that will attract and hold the interest of the adolescent boy or girl.

The project method has been advanced by many teachers as the answer to this need for a special technique in junior high school teaching. Denburg states:

The project method is merely a name that has been given to a plan of teaching by which each teacher in his subject attempts to supply immediate purposes which will make the daily and weekly work really interesting because from it the pupil will get something--information, skill or power, which the boy wants or can be led to want at the very time this subject is being studied.<sup>23</sup>

In other words, the teacher must be able to build in the pupil an aim or a purpose for learning some particular thing, and this purpose must not be a far-removed future, but a present thing. The unit has proved to be the most popular method evolved by teachers in catching and holding the interests of the pupils. The work for an entire year is planned in a series of units which develop in sequence and involve the life activities of the pupils in some way. For example, the junior high school in Denver, Colorado, in 1924 made a study of the industrial growth of the United States and some of the social problems that developed. The study extended from the low seventh grade through the high ninth and consisted of the following units:

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<sup>23</sup> Ibid., pp. 234-235.



- Unit I. The Commercial Development of the United States.
- Unit II. The Interdependence of Modern Industrial Nations.
- Unit III. The Changing Agricultural Nations.
- Unit IV. The Westward Movement.
- Unit V. The Industrial History of the American People.
- Unit VI. The Growth of American Democracy.
- Unit VII. Group Life
- Unit VIII. Social and Civic Problems in the Community.
- Unit IX. Economic Problems of the Community.
- Unit X. Vocational Civics.
- Unit XI. Governmental Civics
- Unit XII. International Relations.<sup>24</sup>

Such a study, it is apparent, would call for some other technique than the old one of memory work and drill. It presents many possibilities to the classroom teacher, and may link any number of subjects and activities in the process. The junior high school that endeavors to carry out the principles of such an institution should have a technique of teaching that is vital and interest-creating.

Another factor in the many changes made in the junior high school is that of promotions. In the elementary school the student is promoted by grades; when the junior high school is reached, promotion is by subjects. This involves the process of marking, or grading. Within recent years there has been a tendency to reevaluate the old traditional method of grading and to substitute intelligence tests, elementary teachers' estimate of scholastic ability, and chronological

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<sup>24</sup>Department of Superintendence, The Junior High School Curriculum, Fifth Yearbook, The National Education Association, 1927, pp. 257-58.

age. Failure in a subject at the adolescent age is often a tragedy to the pupil, and may account for withdrawal from school. In an effort to reduce the number of failures, many educators have advocated remedial measures for the junior high school. An editorial in the Junior-Senior High School Clearing House of May, 1931, is significant in this respect.

Again and again has evidence been marshaled and philosophy elucidated emphasizing the futility and viciousness of basing promotions and graduations on the docility of children, their academic brightness, and their regularity of attendance and lesson learning. . . . The validity of such concepts as grade standards, promotions, and grade qualifications have been devastatingly attacked. At the turn of the century Rice investigated spelling and arithmetic attainments, pointing out the futility of the grind. Ayres next exposed the wastes involved in non-promotions and retardations. Spaulding challenged and demolished the sacredness of grade promotions in Newton, Mass. Keys studied overlapping in the grades of Springfield, Mass. A host of surveyors and other investigators have found that, in the distribution of abilities and accomplishments in all school subjects, many pupils in lower grades surpass the median pupils in higher grades.<sup>25</sup>

Mauer, writing in 1931, emphasized the idea that promotions should be regarded as a matter of pupil adjustment rather than a matter of passing or failing.<sup>26</sup> Rose raised the questions of how the teacher really knows about pupils when they fail, and how much do they know about those whom they pass. She pointed out that the questions are equally

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<sup>25</sup> Editorial, Junior-Senior High School Clearing House, (May, 1931), p. 18.

<sup>26</sup> Harold A. Mauer, "Who Should be Promoted to the Secondary Schools," Junior-Senior High School Clearing House, (May, 1931), p. 6.

difficult to answer and that both "are fraught with most important consequences to the individuals concerned."<sup>27</sup>

The problem is essentially one of guidance and interpretation, in which every member of the teaching staff should bear a part of the responsibility as a wise and sympathetic interpreter of the pupil's problems and difficulties. This is the only means by which we can hope not only to save out-gifted children from mediocrity, but also to protect out less able ones from annihilation. A democracy can do no less.<sup>28</sup>

In evaluating the program of any junior high school, the methods by which promotions are made should be considered. Such practices affect the efficacy of its work in training the adolescent.

#### Library

Another important junior high school need, and one that is closely connected with the course of study, is a good library. In fact an enriched course of study is not possible without sufficient library facilities. The library is the heart of the school, the organ that pumps "good red blood" throughout the organization by supplying many of the tools for learning. All up-to-date teaching methods lean more and more on the library. "A well-equipped, well-stocked,

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<sup>27</sup> Anna L. Rose, "How Much do Teachers Know," Junior-Senior High School Clearing House, (May, 1931), p. 16.

<sup>28</sup> Ibid.

and efficiently directed library is essential to the junior high school program."<sup>29</sup> Much of the best teaching occurs in the library. Necessities for such a library are a diversity of books on all the subjects with a wide variety of references, periodicals, newspapers, and other reading material. The standards for libraries recommended by the State Department of Texas for the accredited high schools of Texas are those of the Southern Association. The standards used in evaluating junior high school libraries are those as adopted by the Southern Association of Colleges and Secondary Schools.

The standards are arranged in five enrollment groups according to the number of students in the various schools. The groups are arranged for schools with less than one-hundred students, schools with one hundred-two hundred students, schools with five hundred-one thousand students, and schools with more than one thousand students. In each enrollment group there is a standard requirement for books, librarian, appropriation, organization and equipment. The standards, as adopted by the Southern Association of Colleges and Secondary Schools are given on the following pages.<sup>30</sup>

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<sup>29</sup>Kelley, op. cit., p. 30.

<sup>30</sup>Quoted in Alice B. Struthers, "The School Library," American School Board Journal, LXXI, (December, 1925), 45.

## Standards for School Libraries

I. Books

(1) Enrollment of 100 or less students--too well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from five to ten periodicals, suitable for student's use. Books selected from state approved list, or from lists approved by the Southern Association.

(2) Enrollment of 100 to 200 students--500 to 1,000 well-selected books averaging five per student. Also good general newspaper and well-selected list of from five to fifteen periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students--1,000 to 2,500 well-selected books, newspapers, and fifteen to thirty suitable periodicals.

(4) Enrollment of 500 to 1,000 students--2,500 to 5,000 well-selected books, newspapers, and twenty-five or thirty suitable periodicals.

(5) Enrollment of 1,000 or more students--5,000 or more well-selected books, newspapers, and at least forty suitable periodicals.

II. Librarian

(1) Enrollment of 100 or less students--teacher librarians with at least six semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students--half time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation including twelve semester hours in Library Science.

(3) Enrollment of 200 to 500 students--full time librarian with some qualifications and educational

background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students--same as above, with sufficient help and some experience in teaching or library specially desirable.

(5) Enrollment of 1,000 or more students--full-time librarian with college graduation and at least 24-30 semester hours in an approved library school.

### III. Appropriations

(1) Enrollment of 500 or less students--Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries,

(2) Enrollment of more than 500 students--Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.

### IV. Course in Use of Library

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This Course is required in all schools).

### V. Organization

(1) Enrollment of 100 or less students--At least an adequate shelf-list made on adequate loan system installed.

(2) Enrollment of more than 100 students--Card catalogue, shelf-lists, accession record, and adequate loan system.

### VI. Equipment

(1) Enrollment of 100 or less students to 200--Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, both under supervision.

(2) Enrollment of 200 to 500 students--Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students--same as above with separate library work room and essential office equipment.

(4) Enrollment of 1000 or more students--same as above with additional equipment to meet needs. If possible, separate rooms for conference and for instruction in the library are desirable.<sup>31</sup>

Large airy rooms, adequate equipment, books, magazines, and newspapers, however, do not make a real library.

Struthers says:

The librarian is the controlling factor and the guiding force of the library. In addition to the clerical and technical work connected with the handling of the books, the librarian has a great educational work. She should be ready to guide and direct the reference work of the various pupils and to assist teachers in making their reference lists. She should give library instruction to all the pupils in the school and should plan to put into operation definite library courses. She should know more than books. She should delight in the companionship of the developing adolescent. She should radiate the spirit of helpful service and a desire to cooperate and to discover the interests of pupils and to direct their reading.<sup>32</sup>

Alstetter found, in a survey made in 1938 of the education of secondary school librarians, that very few met the requirements.<sup>33</sup>

#### Guidance Program

Another factor of prime importance in the junior high school is an adequate guidance program. The age span of the junior pupil is from eleven to thirteen years, inclusive, which is a most important and vital period in the life of

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<sup>31</sup>Ibid.

<sup>32</sup>Ibid., p. 45.

<sup>33</sup>M.L. Alstetter, "Evaluating the Education of Secondary School Librarians," The School Review, XLVI (June, 1938). 8.

every child. Each pupil is a different problem. He does not know just what he wants and his parents do not understand him.

In the early days of the junior high school program, one of the main reasons advanced for such an institution was that it could provide better guidance facilities for adolescents. Vocational guidance was especially stressed. Gruhn and Douglass say that at first, guidance was thought of only as educational and vocational guidance, with most emphasis on the vocational aspect. Within recent years, however, a new concept of guidance in junior high schools has taken form. This new point of view sees guidance as aiding youth in a better understanding of mental-hygiene problems, placing more emphasis on the development of a wholesome and effective pupil personality, and showing a greater concern for the development of desirable social, moral, and other character and personal qualities.<sup>34</sup>

This new concept of guidance has materially changed guidance practices in many instances. Instead of guidance being confined to helping pupils with educational and vocational problems only, it is now concerned with problems of emotional stability and adjustment, social relationships among pupils, moral problems of youth, and development of poise and good taste in social situations, and numerous

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<sup>34</sup>Gruhn and Douglass, op. cit., p. 54.



other problems which have grown out of the recent emphasis on the development of the "whole child". This broader concept of guidance has increased considerably the responsibility of the junior high school for guidance of youth and has put increasing responsibility on individual teacher guidance rather than one person for this important provision.

Wrenn and Others, in a study of Group Guidance, set up the following standards to observe in a guidance program. Dallas, which has one of the most progressive school systems in Texas, uses this book as its basis for guidance. The standards are as follows:

1. Group guidance in general, and home room or advisory room guidance in particular, can be only to the degree that the program of group guidance is related to the program of individual and counseling.

2. The home room cannot, even under the most favorable circumstances, serve as more than a part of a complete guidance program.

3. Information collected about pupils in the home room or other group activity, should be utilized by the sponsor in the individual counseling of pupils.

4. The counseling can be more effectively done by a specially trained and designated counselor sometimes, but this work should be followed by individual counseling.

5. Home rooms, as one phase of the school's program of group guidance, can be most helpful to the pupil, but problems are solved and plans made by individuals. This help can be given most effectively through individual counseling that has been preceded by a careful analysis of the pupil's characteristics.<sup>35</sup>

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<sup>35</sup>c. Gilbert Wrenn, Aids for Group Guidance, p. 1.

Under this conception of guidance, the work becomes that of the classroom teacher as well as the guidance counselor, if the school is in a system where such service is available. the following table shows needed principles and criteria for use in the classification of pupils in a guidance program.

TABLE 1  
CRITERIA AND DATA NEEDED IN THE CLASSIFICATION  
OF PUPILS

Criteria	Data
<b>Physical</b> Morphological: body height, weight, form, proportions, strength, appearance Physiological: organic maturity, pubescence, health, energy	1. Records of growth in height and weight 2. Physical examinations 3. Cumulative health record 4. Pubescence Status 5. School attendance records 6. Teacher judgments 7. Physical education activities
<b>Mental:</b> Level of development, rate of growth	1. Intelligence-test records, ages, quotients 2. Extraclass-activity records 3. Teacher judgments 4. Record of interests
<b>Achievement:</b> Knowledge and skill in subject areas, special abilities and disabilities	1. Achievement-test records, age grade scores 2. Scholastic honors 3. Cumulative scholastic record, including school marks 4. Results of aptitude tests

TABLE I (Continued)

Criteria	Data
	5. Anecdotal records 6. Friendship records, opinions of other pupils
Maturity, adjustment, stability	1. Rating scales of cooperation, personal and social relationships and responsibility 2. Records of leadership, friendships, attendance, extraclass activities, participation in community activities 3. Teacher judgments 4. Anecdotal behavior data 5. Records of home and community influences and conditions
Character: Moral standards, ethical values, religious beliefs	1. Rating scale of traits 2. Records of attendance, extraclass activities, friendships, participation in community activities 3. Anecdotal behavior data 4. Teacher judgments 5. Records of home and community activities 6. Anecdotal behavior data 7. Teacher judgments 8. Records of home and community influences and conditions
Esthetic: Appreciation, interests, aptitudes	1. Results of standard tests of appreciation, interest inventories 2. Aptitude tests 3. Extraclass activities 4. Cultural influences of home 5. Teacher judgments

TABLE I (Continued)

Criteria	Data
Integration: Balance, proportion	<ol style="list-style-type: none"> <li>1. Entire cumulative-record folder</li> <li>2. Data from conferences interpreting and evaluation the entire contents of the cumulative folder</li> </ol>

#### Health Education and Physical Education

Health education and physical education courses in junior high schools are necessary but they must be supplemented by individual and group activities of a guidance nature if full value is to be received therefrom.

Gruhn and Douglass divide the health education and physical education work into activities in physical health guidance and those in mental health guidance.<sup>36</sup> They say that the activities in physical health guidance should be directed toward discovery and treatment of physical ailments and defects among pupils and helping pupils acquire sound health habits and practice as a basis for continued good health. Guidance for mental health must be concerned with two kinds of problems: the prevention of serious pupil maladjustments, and the relieving of maladjustments, once they arise. Sex education, also, is important at this age.

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<sup>36</sup>Gruhn and Douglass, op. cit., p. 56.

High school students also need to understand the physiological, psychological, and social significance of their own growth and changes accompanying and following sexual maturity. They need to get a clear-eyed view of their problems of getting more sleep and food than usual during the preadolescent growth spurt, of selecting their own lunches... and of resisting get-thin fads and unsound radio and magazine appeals.<sup>37</sup>

The Handbook for Instruction in Health and Physical Education for Junior and Senior High Schools in Texas sets up the following standards or criteria for health education:

1. Periodic physical examinations.
2. An annual appraisal of physical fitness.
3. Assignment to one of the four health classifications.
4. An examination by a physician of each student planning to compete in strenuous activities or athletics.
5. A plan for securing the correction of health defects.
6. Adjustments of the school program in accordance with the findings of the appraisal of health and physical fitness.
7. Immunization programs and other measures for the control of communicable disease.
8. Employment by the school of a trained nutritionist to supervise the lunchroom and plan balanced menus.
9. Adequate and easily available first-aid equipment in each school and school bus. Teachers, bus drivers and pupils should be trained in first-aid.<sup>38</sup>

Standards desirable in the divisions of the physical education program are as follows:

1. Each boy and girl should receive daily instruction in which the teaching of skills, attitudes, knowledge, safety practices, and related health instruction is stressed.

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<sup>37</sup>Ruth Strang, "Broadening the Objectives of Health Education," American Education in the Post-War Period, Forty-Fourth Yearbook, National Education Society, 1944, p. 127.

<sup>38</sup>State Department of Education, Texas Handbook of Instruction for Health Education and Physical Education, Bulletin 444, p. 14-16.

2. Class periods should be of at least the same length as are periods for other subjects.
3. All students in school should be enrolled in one of the four health classifications for instruction.
4. Students should be classified for participation in physical education in accordance with their health status, by grade level, and by ability.
5. Participation in musical organizations, safety patrols, pep-squads, military drill, monitor duty, or other school activities should not be permitted to substitute for class instruction in physical education.
6. Although interschool athletics is an integral part of physical education, students should not be allowed to substitute participation in athletics for class instruction, except to a limited extent.
7. Content of the program in junior and senior high schools should be broad and varied.
8. Instruction in physical education should receive equal recognition with other subject fields in the curriculum.
9. Adequate facilities, equipment, and supplies are essential if full benefits of physical education are to result.
10. Class sizes should be kept small enough to allow abundant student activity and efficient teaching.
11. Adequate locker, dressing, and shower rooms should be provided.
12. Qualified teachers of physical education are essential to good results. Such teachers should have a major in physical education, or at least enough professional training to meet State Department of Education standards.<sup>39</sup>

#### Extra-Curricular Activities

The extra-curricular activities also play an important part in the life of the average junior high school student. These comprise club meetings, assembly programs, athletics, socials, home-room organizations, and various other activities. These are designed to develop interests and aptitudes, give training in school citizenship, and aid students

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<sup>39</sup>Ibid., p. 17-18.

to prepare themselves better for the wise use of leisure time. The usual practice is to give the extra-curricular activities a regular place on the general program of the school, on school time, and to offer a varied spread of activities to cover a wide range of interests.<sup>40</sup>

Within recent years these extra-curricular activities have taken on increased importance in the field of education because of the opportunities they present for the training of citizenship.<sup>41</sup> More and more it is becoming recognized that the schools must inculcate the principles of democracy into their teaching and their practices. It is being realized that the democratic ideal can be realized only when the citizens of the country are intelligent, capable, industrious, considerate of the rights of others, and are willing to cooperate in promoting the general welfare. The school is the best institution for working toward these ends, but democracy must be practiced in the schoolroom if it is to be vital. Some junior high schools have tried practices of pupil participation in the school government as the best means of developing practice in democracy, but the most commonly used activity is that of the home room.

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<sup>40</sup>Harry C. McKown, Extra-Curricular Activities, p. 8.

<sup>41</sup>Ibid., p. 7.

The home room corresponds to the family in social structure. It contains pupils selected on the basis of age, intelligence quotients, sex, curriculum, or some method of selection. As a usual thing each home room sets up its own governing council, and the students actively participate in the selection of officers and in the government of the home room.

In many ways the home room is the very center of school life in the junior high school. It is the chief avenue for guidance; it is the central agency for stimulating and organizing the extra-class program; it serves as a clearing house for many administrative activities; and it is a coordinating force for numerous other phases of the junior high school program. A survey in 1930 set up the following principles basic to effective home-room activities:

1. Home-room activities should be planned in their broad outlines a semester or a year in advance.
2. Home-room activities should be planned in terms of worth-while educational objectives which are understood and accepted by both the adviser and the pupils.
3. Home-room activities should be selected and planned in terms of interest and needs of the particular group of pupils concerned.
4. Home-room activities should promote pupil participation in selecting, planning, and directing these activities.
5. Home-room activities which consist of "sermons" by the teacher and other teacher-centered activities should be employed sparingly.
6. Home-room activities should be brought to a conclusion at a time when pupil interest is still at a high level.



7. Home-room activities should be conducted in an informal, friendly manner which encourages pupils to express themselves freely and frankly on any topic or problem that is being studied.

8. Home-room activities should be evaluated from time to time by the pupils and advisers of each individual group to improve the choice of activities and the methods for carrying on those activities.<sup>42</sup>

These principles, because of their fundamental worth, may well be considered as a standard for home-room activities.

#### Articulation

The educational program of the junior high school should be organized so that there is a gradual transition from the activities, methods, studies and school organization of the elementary school to those which are more appropriate for the boys and girls in the secondary school. Gruhn and Douglass offer the following recommendations to improve articulation between the junior high school and the elementary and senior high schools:

1. Satisfactory articulation demands a definitely formulately statement of ultimate educational goals and a basic educational philosophy for the entire program of elementary and secondary education.

2. Satisfactory articulation demands that the teachers in each school be kept informed regarding the objectives, learning activities, and instructional methods of other school units.

3. Satisfactory articulation demands that teachers from all three school units--elementary, junior high, and senior high--participate when any considerable modification or reorganization is made in the instructional program of any one of these units.

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<sup>42</sup>Ibid., pp. 341-342.

4. Satisfactor articulation demands a gradual transition from the nondepartmental organization of the elementary school to the departmentalized plan of the secondary school.

5. Satisfactory articulation demands a gradual transition from the supervised study of the elementary school to the more independent study expected of pupils in the secondary school.

6. Satisfactory articulation demands a gradual transition from the administrative policies and practices of the elementary school to the elective courses and curriculum of the secondary school.

7. Satisfactory articulation demands a gradual transition from the administrative policies and practices of the elementary school to those of the secondary school in such matters as attendance, home work, marks, report cards, and discipline.<sup>43</sup>

#### Summary

This chapter has been an analysis of literature on the various phases of junior high school activities with a resulting attempt to set up criteria whersby a junior high school can evaluate its program or activities. The following criteria have been worked out and are offered as a measuring scale for evaluating a junior high school program:

1. The junior high school plant should be separate from the other school plants. The classroom space should be adequate for class needs, the lighting should be modified natural light, and there should be a well-equipped gymnasium, auditorium, laboratories, and facilities for vocational education training. Playground space should be large.

2. The staff should have specialized training in its respective fields, but special training in adolescent needs and knowledge is necessary. Junior high school education

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<sup>43</sup>Gruhn and Douglass, op. cit., pp. 416-418.

is based on special needs of adolescent pupils and the teachers should have special training in adolescent psychology as well as normal psychology.

3. The course of study should be dynamic, exploratory, and suited to adolescent needs. Recommended practices are:

a. A core curriculum consisting of constant subjects but permitting electives in the eighth and ninth grades

b. Life activities base for learning

c. Exploratory activities rather than those teaching specific skills

d. Project method of teaching

e. Use of units

4. The library should have:

a. An average of five well-selected books per person

b. A trained librarian in charge

c. Adequate equipment for reading and comfort

d. Periodicals suitable to the

level of the reader

e. Adequate funds for new books and replacements

5. The guidance should be an integral part of the school's entire program and should comprise:

a. A staff member trained in guidance principles and practices

- b. Scientific study of the pupils--socio-economic, personality, intelligence and aptitude tests
- c. Anecdotal case records of pupils
- d. Individual counseling

6. The health and physical education programs should include:

- a. Guidance
- b. Sex education
- c. Appraisal unit
- d. Periodic physical examination
- e. Immunization
- f. Safety education
- g. Intramural activities
- h. Supervised playground activities
- i. Equipment for play and games
- j. Regular class instruction on level with other subject matter

7. The extra-curricular activities comprise:

- a. Club meetings
- b. Assembly programs
- c. Athletic games
- d. Socials
- e. Home-room organizations
- f. Citizenship training
- g. Informal entertainments
- h. Clearing house for co-ordinating school activities.

8. Adequate articulation requires:

- a. Gradual transition from elementary to junior high and from junior high into senior high school
- b. Participation of all schools in programs
- c. Cooperation between the schools and teachers

## CHAPTER III

### DATA ON THE PLANT, STAFF, COURSE OF STUDY, AND OTHER PHASES OF THE GAINESVILLE JUNIOR HIGH SCHOOL

#### Purpose of the Chapter

The purpose of this chapter is to present data on the Gainesville Junior High School. Attention will be directed in this chapter only to the presentation or statement of the data. Interpretation and analysis will be made in the succeeding chapter.

#### Physical Plant of the Gainesville Junior High School

The Junior High School of Gainesville, Texas, is centrally located in the town and is surrounded on three sides by streets. The front is attractively landscaped. One half of the block adjoining is used for playground space. The

The building is three stories high. It has three exit halls, one in each end of the building, and one in the center, plus a fire escape from each story. It has fourteen class rooms wherein the eighth and ninth grades are taught. The enrollment for the year of 1946-47 was 382 pupils.

The building is built according to state specifications and the rooms conform in size to the accepted dimensions of class rooms. Modern lighting facilities are used and natural light is stressed through the latest discoveries in lighting. The gymnasium is equipped with showers and equipment for all kinds of games. The auditorium has a seating capacity of 700 people and is comfortably arranged with modern seating. There are seats for 500 people in the gymnasium.

The general science laboratory has a demonstration table, eighteen movable student tables, a display cabinet for various collections of rock and fossil specimens peculiar to this locality, a bookcase, magazine rack, reading table, projection apparatus, microscope, dynamo, one cylinder engines, bulletin board, tool bench, first-aid cabinet, stools, a clock, fire-aid extinguisher, and two sinks with running water.

There is a well-equipped shop housed within the building. The main aim of the junior high school shop is exploration and experimentation, and no costly machinery has been installed in the shop. The school received a great deal of surplus war materials, such as automobile engines, electrical equipment, and radios. The boys can "tinker" without fear of ruining expensive equipment.

The entire household arts is located in adjoining rooms on the same floor. There are a living room, a bathroom, dining room, and fitting room. There are ten sewing machines and sewing tables.

A modern cafeteria serves the needs of the school in this respect. Gas ranges, electric ice boxes, and modern self-serving equipment is used throughout.

### Staff

The qualifications of the staff of the Junior High School of Gainesville, Texas, are given in Table 2.

TABLE 2

THE SUBJECT TAUGHT, DEGREES OF TRAINING, AND EXPERIENCE OF TEACHERS IN THE JUNIOR HIGH SCHOOL OF GAINESVILLE, TEXAS

Teacher	Subject Taught	Degree	Major	Minor	Years Experience
1	Physical Education (Boys)	B.S.	Industrial Arts	Mathematics	7
2	Physical Education (Girls)	B.S.	Physical Education	Government	6
3	Shop	B.S.	Industrial Arts	Mathematics	7
4	Library Science	B.A.	English	History	30
5	Language Arts 9th Grade	B.A.	English	Spanish	31
6	Mathematics 9th Grade	B.A.	English	Math. Govt.	32
7	Language Arts 8th Grade	B.A.	English	Speech	5



TABLE 2 (Continued)

Teacher	Subject Taught	Degree	Major	Minor	Years Experience
8	Mathematics 8th Grade	B.S.	Eng- lish	Math Home Eco.	11
9	Social Studies 8th Grade	B.S.	Home Eco.	Com- merce	4
10	Social Studies 9th Grade	B.S.	Eng- lish His- tory	Social Studies	15
11	Art 9th Grade	M.A.	Psy- chol- ogy	Art	20
12	General Science	B.A.	Natu- ral Sci- ence	His- tory	25
13	Home Economics	B.A.	Home Eco.	Social Studies	25
14	Band	B.M.	Music	Music	8
15	Music	B.M.	Music	Music	1
16	Principal	B.A.	School Adm.	School Tech.	19

As the data in Table 2 indicate, the teaching experience of the teachers in the Junior High School of Gainesville, Texas, is wide and varied. Three of the teachers have been teaching over thirty years, three have been teaching over twenty years, and the principal has had nineteen

years experience. Only one teacher has one year of experience, while four years is the next shortest term of experience.

In regard to the teacher load, each teacher has five sections assigned to them with one period off during the day. The average teacher load is around thirty pupils, with none over thirty-five in number. An exception to this number is the Physical Education classes which sometimes number as high as forty to forty-five pupils because of lack of room, equipment, and training essentials.

#### Course of Study

The course of study for the eighth and ninth grades in the Gainesville High School is given in Table 3.

TABLE 3  
COURSE OF STUDY FOR THE EIGHTH AND NINTH GRADES IN  
THE GAINESVILLE JUNIOR HIGH SCHOOL

Grade	Required Subjects	Electives
8	Mathematics Language Arts Social Studies	Art Music Vocal Band Conservation
9	Mathematics General Math Algebra Language Arts	Occupation Social Studies Shop Home Economics Band Spanish Latin Music

The course of study, it can be seen in Table 3, required the so-called "solid subjects" but provided for a number of electives. A wider range of electives was provided in the ninth grade than was in the eighth. The social studies were required in the eighth grade but could be chosen as electives in the ninth.

#### Teaching Techniques

The course of study merely gives the outline of the subjects taught. The heart of the entire program is in the methods or teaching techniques used by the different teachers. These varied from teacher to teacher, but, as a general thing, the techniques were based on the recommended activities in the State course of study, on work books specially prepared for different subjects and different grade levels, and on individual needs of the children.

An example of the techniques described is that of the mathematics work in the eighth grade. The recommended text is used as a base of study, and in addition, a workbook, Working With Numbers, prepared by James T. Shea, Director of Curriculum and Research, San Antonio Public Schools, is also used. The workbook provides practical examples of everyday problems for the pupils to solve; Gainesville Junior High School teachers use these problems, but make them actual life experiences. On page 3, Unit 1 in the workbook, the pupils are assigned problems dealing with the buying of everyday articles, such as eggs, oranges, bananas,

coal, cost of new highways, and borrowing money.<sup>1</sup> The problems are localized, and the pupils assigned to the actual experience of finding out through buying the articles, figuring the cost of the streets in the town, or by an actual trip to the bank to see what it costs to borrow money. Many other listed activities are also localized. The lesson on property taxes is made more effective when the pupils consider it in the light of figuring the taxes due on their parent's property or on the family car. The same is true of income taxes. Reading a railroad timetable is more interesting if the pupil is planning a trip or if he makes out an itinerary for an imaginary trip. Telegraph rates, installment buying, mortgages, are all parts of everyday life. The textbook and the workbooks are used as guides; life experiences are the base of the course of study.

Workbooks similar to Working With Numbers are used in English, geography, and some of the elective subjects such as conservation and occupations. These workbooks have been made by different people who have been teaching different lines of work and who have done research in the subject. The teachers, using them as a guide, are able to plan and carry out the necessary activities for realizing the desired outcomes of teaching the subject.

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<sup>1</sup>James T. Shea, Working With Numbers, p. 3.

The course of study in music is divided into two parts, vocal and band. The vocal is a study of music as sung by the students of the school in various activities, and the band is an organization which furnishes music for various occasions as well as providing an opportunity for the pupils to study different kinds of musical instruments.

The home economics program is designed to make better homemakers out of the girls of the school. The laboratory for this work consists of a kitchen, with complete equipment, a dining room, and a living room. Within the confines of this laboratory, the girls may prepare meals, make their own dresses, and entertain and take care of the housekeeping and life experiences that arise. The practical needs of the pupils are used as the base of the activities.

In the social studies program, local problems are analyzed in the light of knowledge derived from the book and from library reading. Practical application is made of problems studied wherever possible.

The work in general science and shop was on an exploratory basis. The general science teacher had made a study of the rocks near Gainesville, and much of the work was based on projects dealing with many rare specimens and peculiar formations. Weather, geography, history, social science, and biology were all related subjects that were brought in.

Surplus war equipment made it possible to equip the shop with radios, car engines, and electrical gadgets which provided many opportunities for the boys to explore and study occupations.

### Library

The library of the Gainesville Junior High School is thirty by sixty feet in size, is indirectly lighted, and is equipped with library chairs and tables for seventy pupils. There is extra space in which to use references and dictionaries.

A full-time librarian has charge of the library. She has been a reading teacher for a number of years, but has been given charge of the library within recent years. She has had six hours of college training in library science methods. As noted in Table 2, the librarian has had thirty years of experience as a teacher in the public schools.

Special training is given all beginning students in the use of the library. Fifteen lessons on how to use library material are given.

Textbooks in English, social science, mathematics, general science, Spanish, Latin, history, and spelling are issued to the students to be used for the term.<sup>2</sup> The students may check out other books to take home with them for reading.

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<sup>2</sup>Library Regulations, Gainesville Junior High School, Gainesville, Texas

Table 4 gives the number and kind of books in the library.

TABLE 4  
NUMBER AND KIND OF BOOKS IN THE GAINESVILLE  
JUNIOR HIGH SCHOOL LIBRARY\*

Subject or Type	Number of Books	Per cent
English	1,045	52.4
Social Science	390	19.7
Health and Physical Education	60	
Junior Business Training	10	
Home Economics	40	
Manual Training	18	
Foreign Language	35	
Music	26	
Art	20	
Standard Reference Books	328	16.8
Unabridged Dictionary	2	
Total	1,974	

\*The library also has approximately 1,200 copies of old books that once were adopted by the State. These serve also as reference books.

Table 5 shows the source of funds for library support in 1946-47.

TABLE 5  
SOURCES AVAILABLE FOR FUNDS FOR PURCHASING BOOKS  
IN THE LIBRARY DURING 1946-47<sup>3</sup>

Source	Amount
Funds allotted by Local Board . . . . .	\$300.00
Funds given by Parent-Teacher Association. . . . .	90.00

<sup>3</sup>Public School records, Gainesville Junior High School, Gainesville, Texas.

The amount of money allowed for purchase of new books in the library varies. There is no set figure, but the needs of the school and the amount of funds available determine the amount appropriated.

The books are selected by all the teachers. Each teacher makes out her particular list for the needs of her subject. In addition, many books are selected through conference of the librarian and various members of the faculty.

Table 6 gives the number and kind of periodicals and newspapers that the library has available for student reading.

TABLE 6

NUMBER AND KIND OF PERIODICAL AND NEWSPAPERS AVAILABLE  
IN THE GAINESVILLE JUNIOR HIGH SCHOOL LIBRARY

Type of Reading Material	Number
Periodicals . . . . .	13
Life	
Time	
Nation	
National Geographic	
Popular Science	
Popular Mechanics	
Scholastic	
Athletic Journal	
Reader's Digest	
School Art	
Newsweek	
Newspapers . . . . .	3
The Dallas Morning News	
Fort Worth Star-Telegram	
Gainesville Register	



A check list was made out for the fifteen teachers to mark regarding the use of the library. The data from this list are given in Table 7.

TABLE 7  
ITEMS WHICH TEACHERS CHECKED, AND NUMBER CHECKING EACH ITEM

Item to be Checked	Number of Teachers Checking Each Item	
	Yes	No
Do you keep a set of books in classroom to be used there day by day?	10	5 (Some-times)
Do you designate pages and books for certain information	0	15
Do you give challenging questions to aid in library reading?	15	0
Do you send pupils to library during class periods to do special research or reference work?	0	15
Do you occasionally allow your home-room pupils to have a free reading period during which they may browse at will in the library and read whatever they wish?	0	15
Do you check the notebook work which pupils do in the library?	15	0
Do you give library assignments?	15	0

Some of the items in Table 7 need clarifying. All the teachers keep a set of books in the classroom all the time. The practice varies with the subject and the amount of reading or supplementary material needed. Students are never sent to the library during class hours, but regular periods are assigned for library work. Needed information is looked for at this time. No "free" periods of browsing are given for the reason that browsing is provided for otherwise. During that library period the work assigned by the teacher is completed, and if there is additional time the student is free to read or "browze" at will. The student is not allowed to take textbooks in the library for study purposes; the library period is used for assigned library reading and browsing.

The library also has a number of books especially recommended for adolescent students and a number of textbooks written for use in teaching junior high school pupils. The textbooks which have been adopted by the State Board of Education for junior high schools, and the number which are used in the Gainesville Junior High School are shown in Table 8.

TABLE 8

THE BOOKS ADOPTED UNDER JUNIOR HIGH SCHOOL LAW, AND  
THE NUMBER USED BY THE GAINESVILLE JUNIOR HIGH  
SCHOOL

Type of Book	Book In Gainesville Junior High School Library	
	Yes	No
<u>Public Safety</u> , Kreml	X	...
Junior Speech <u>Our Speech</u> , Dodd	...	X
<u>Speech for All</u> , Dodd	X	...
General Farm Shop Practice <u>Farm Mechanics</u> , Text and <u>Handbook</u> , Cook	...	X
Mechanical Drawing <u>Mechanical Drawing</u> , French	...	X
Elementary Electricity <u>General Shop Electricity</u> , Dragoo	...	X
General Metal Shop Work <u>Shop Theory</u> , H. Ford Trade Schools	...	X
General Woodwork <u>General Shop Woodworking</u> , Fryklund	X	...
Home Economics <u>Our Clothing</u> , Baxter	X	...
<u>Everyday Foods</u> , Harris	X	...
<u>Junior Home Problems</u> , Binyon	X	...
<u>Junior Business Training</u> , Crabbe	X	...

In addition to the books listed in Table 8, the library has a number of books in the following fields, written on the junior high school level:

Democracy in America

Fundamentals of Citizenship

Conservation

Occupational Guidance

Literature

Science

There is no adequate method of measuring the amount that these books are read in the library. They are available at all times to the students, but regular lesson assignments are made in them for library study by the different departments. The librarian reports more "free" reading in the books on conservation and science than any of the others except in literature, and this is material written for the junior high school level and not "classical" literature.

#### Guidance and Counseling

The Gainesville Junior High School makes no particular provision for guidance and counseling; that is, the school does not employ a full-time counselor or teacher trained in guidance principles. Each teacher is available for counsel, but there is no concerted effort made by the faculty. The shop teacher serves as vocational counselor to the boys in

this respect, and the home economics teacher counsels with the girls on various vocational problems. Students are watched to see if talent or aptitude is shown in any one field, and encouragement and aid is offered.

However, none of the teachers have had any training in junior high education techniques of either teaching or guidance. Within the past few years, a great deal of progress has been made concerning pupil behavior and its causes. Scientific information about the pupil can be determined through the modern educational tests, and by anecdotal records kept by teachers on pupils. Such a program, however, is not haphazard, and it requires expert direction and supervision. Many school systems of the state have been inaugurating programs of child study and these embrace all the grades from the primary through the senior division. The Gainesville Junior High School, as yet, has not done any work along this line, but follows the traditional custom of individual teacher guidance.

#### Health Education and Physical Education

Health education is taught as a part of the physical education program. The recommended course of study by the State Department of Education is followed rather closely in this respect. The Texas Handbook of Instruction for Junior and Senior High Schools is used as a guide in the work. "Information Please", a unit on Social Relations is especially stressed in the health education work because the

adolescent age raises many problems not common to other age groups. Other units which are worked out in daily classroom practice are:

Unwelcome Travelers (Communicable Disease)

Happy Home and School Living

Your Best Foot Forward

What's Behind That Smile

Let's Be Attractive

Let's Be Comfortable

These units are made functional wherever possible. For example, in the unit, "Let's Be Attractive", the time is not used in reading about how to do this, but the fundamentals of good grooming, the care of the body, the right kind of food, courtesy, and good manners are made a part of the lives of the class. Because of the junior high school age and the personal appeal of the subject, more response is received from this unit than perhaps any other one taught in the school. It is not difficult to put theory into practice with the adolescent.

The gymnasium with its modern equipment, showers and locker, provides space and materials for all kinds of indoor physical exercise. The playground, however, is small, and there is room for few activities. The school sponsors a football team, a basketball team, and a soft ball team each year, but these activities are confined to selected groups, and are not available to all the students. There

is no intramural program of athletics.

#### Extra-Curricular Activities

The extra-curricular activities are all mainly carried on through home-room meetings. There are eleven home-rooms in the school. The first period in the day is given over to the home-room activities. Each home-room has one or more assembly programs during the year. Most of the home-rooms have some separate club. The following clubs were organized at the Gainesville Junior High School in 1946-47:

Home Economics

General Science

Latin

Spanish

Girl Reserve

Boy Scout

Band

Library

The meetings of these clubs were all held at the home-room period. Since the pupils of one home-room might belong to a club that was meeting in another home-room, they were permitted to attend the meeting in a home-room other than their own.

The school has its own 16 mm picture machine, and the various clubs have pictures for their own organizations, beside the regular pictures that the school gets. On the

average, two pictures are received monthly, and these are shown in the different rooms. At Christmas time the "Nativity" is given and every child participates.

No intramural program of athletics is carried out, but the school sponsors a football team in the fall of the year.

#### Articulation

The Gainesville Junior High School makes an effort to provide a gradual transition of the students from the elementary schools into the school and from the school into senior high school.

In the spring of the year, before the term is over, two programs are given--one for the elementary boys and girls about to come into the school, and the other for those who are graduating to senior high school. There are four elementary schools in Gainesville. Each one of these schools is invited to send its graduates to the program. Since the pupils are from different areas of the town, they march in separately, but are seated "every other one"--that is, the pupils are alternated in order to begin to mingle different groups together, one of the purposes of the junior high school. The following program was given at the Gainesville Junior High School in the spring of 1947.



Program for Elementary Graduates of Ward  
Schools in Gainesville

Song . . . . .	Audience
Welcome Talk . . . . .	Principal
Response to Welcome. . . . .	Pupils from Elementary School
Stunts . . . . .	Pupils from Junior High School
Song . . . . .	Audience

The students who gave the responses had been selected from each school and they were seated on the stage. The stunts were things that the students could do, and representative of the talent that was in the junior high school. For example, one of the classes had developed a quartette in its music class. Another pupil played the piano, and some others were adept at tumbling. The purpose of the whole program was to get the groups acquainted and to establish a feeling of cooperation between the school and the pupils.

Likewise, a program was given for the graduates of the school. A special effort was made to get the parents of the graduates to this program, and at the one given in May the auditorium, which seats 700 people, was more than two thirds occupied.<sup>4</sup> Representative teachers from the senior high school explain fully the program of this school to the

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<sup>4</sup>The Gainesville Register, May 27, 1947, p. 1.

junior high graduates and tell them about the different subjects which are taught. Pupils were present, too, from the senior high school, to invite the graduates to participate in various activities of the senior high school.

Junior high school students responded with a program of songs and yells designed to represent the things that the graduates offered the senior high school. It was an orientation program with emphasis on the parent-side in an effort to make them understand what the senior high school had to offer the students and to encourage attendance.

#### Summary

This chapter has been a presentation of the data on the Gainesville Junior High School. Data presented have been as follows:

1. The plant of the school is modern with classrooms, auditorium, gymnasium, cafeteria, general science laboratory, shop, and complete homemaking department. The playground area is very small.

2. The staff all have degrees from recognized colleges. There was only one first-year teacher in the system in 1946-47. A number of the teachers have long experience records, and the majority of them have several years of experience. No member of the faculty has taken any special junior high school training.

3. Teaching techniques are based on recommended courses

of study. Workbooks based on life activities are used. Subject matter largely dominates the curriculum.

4. The library of the school has a variety of material with a heavy emphasis on the English content. A number of periodicals and newspapers are available in the school library.

5. There is no organized guidance and counseling program in the school. These are matters for individual teachers, and vocational guidance is left to the vocational teachers.

6. The health and physical education work follows the recommended course of study by the State Department of Education. No special guidance work is provided for.

7. The extra-curricular activities of the school were varied--assembly programs, club activities, scouting, and such. The school-assembly programs are held in the main auditorium, but other assembly programs are held in the home-rooms. The first period in the morning was devoted to home-room activities, and club meetings and varied programs were given at this time. The school announcements were also made, and the period was used for coordinating the activities of the entire school. Since no intramural games were played in athletics, few athletic contests were on the school's 1946-47 program of extra-curricular activities.

8. The articulation of the school with other schools was carried on through "get-together" programs of the incoming and the out-going students.

## CHAPTER IV

### APPLICATION OF THE STANDARDS TO THE DATA

The purpose of this chapter is to measure the Junior High School of Gainesville, as described in the preceding chapter, against the criteria in Chapter III.

#### Plant

The Gainesville Junior High School was found to have the following in the way of plant and equipment:

1. The school was centrally located, but was surrounded on three sides by streets. The playground was small and inadequate for necessary play activities.

2. The building was three stories high, fireproof, and the class rooms were modern, well lighted, and equipped with movable chairs and desk. The auditorium could seat seven hundred people and it was equipped with comfortable seats and modern equipment. An auditorium in the gymnasium could seat five hundred people, and the gymnasium was equipped with lockers, showers, and modern play equipment.

3. The general science laboratory was equipped with a demonstration table, eighteen movable student tables, display cabinets, projection apparatus, microscope, dynamo, tool bench, first-aid cabinet, fire-aid extinguisher, and two sinks with running water.

4. The shop laboratory is on the ground floor of the school house. It is equipped with surplus war materials-- automobile engines, electrical equipment, and radios. The main aim of the school is exploratory, and no expensive equipment is kept for this reason.

5. The household arts rooms make a complete home-making unit. Living room, dining room, kitchen, bath, and fitting room are all complete. The sewing room is equipped with ten machines and sewing tables.

6. The cafeteria is equipped with gas ranges, electric ice box, and self-serving equipment.

The school plant and equipment meet the criteria as set up in all respects except the playground area. This is too small to permit play suited to the needs of adolescent pupils. The location of the school, too, is in a crowded part of the city, and the plant has streets on three sides of the small campus.

#### Staff

The staff of the school all had degrees from recognized colleges, but the major subjects taught by some of the teachers did not coincide with their major training in college.

The physical education teachers, industrial arts teacher, English teachers, history teacher, and those in home economics, music, and science all had majored in college in

their respective teaching fields. The librarian, however, had majored in English; one mathematics teacher was an English major, and one social studies teacher had majored in home economics and minored in commercial arts. The art teacher had a major in psychology and a minor in art.

Nine of the teachers had had more than ten years experience in teaching, while six of these had records of more than twenty years. Two teachers had been teaching for more than thirty years.

None of the teachers had had any specialized training in junior high school administration nor had any of them had any particular training for work with adolescents. The majority of the teachers had been teaching in the other public schools of the state before coming to this school.

Each teacher had five sections assigned to them as classwork, and each had one period off during the day. The average teacher load was around thirty pupils, and none had over thirty-five in number. An exception was the physical education classes which sometimes numbered as high as forty-five pupils. The shop classes were restricted to twenty-four pupils because of lack of room, equipment, and training essentials for larger groups.

The staff of the Gainesville Junior High School does not meet the criteria as set up. The teachers have college degrees, but none of them have had any specialized work in adolescent psychology or junior high school administration.

A number are teaching in other fields than their college majors. The experience records of a number of the teachers extended over a wide span of years; during the time covered, many important changes have been made in the science and techniques of teaching. Long service, in many instances, has served to "harden" the teacher in "set" ways of teaching. Older people, too, sometimes, are very critical of the adolescent pupils and have little sympathy with their desires and actions. The teachers of the Gainesville Junior High School, as judged by their qualifications, did not meet the standards as set up in the criteria.

#### Course of Study

The course of study of the Gainesville Junior High School was the constant-with-variable type. Three subjects--mathematics, language arts, and social studies--were required in the eighth grade and art, music, and conservation were permitted as electives. The required subjects in the ninth grade were mathematics, and language arts, and the electives were occupation, social studies, shop, home economics, music, Spanish, and Latin.

The unit method was used in teaching as recommended by the State course of study and by various workbooks especially prepared for different subjects. In the mathematics classes, efforts were made to make the problems functional and to relate them to such everyday activities as figuring income



taxes, property taxes, buying the family groceries, borrowing money at the bank, and buying on the installment plan.

The music course was divided into two parts, vocal and band. In each instance, the students were allowed to take part in many activities of the school and civic affairs.

The homemaking course was based on the life activities of the students, and everyday problems were worked out in the classroom. Better ways of keeping house, taking care of a family, buying food, and related units were carried on.

The general science class and the shop work was exploratory in nature, and followed the general lines of interest in the community. Gainesville, from the standpoint of geology, is located near some interesting rock formations, and this provided opportunity for much study along these lines. The shop work was made practical and dealt with problems that came up in the everyday activities of the pupils. Trouble that developed in electric refrigerators, the home radio, and the automobile were all given attention. No attempt was made to teach specific skills, but the possibilities of many occupations were explored.

The techniques of teaching, as used by the teachers in the junior high school, so far as can be measured by the methods and the activities used, met the criteria as set up to some degree. However, the school did not give any standard tests except achievement tests and little accurate measurement can be made without a testing program. There

was not much evidence of integration of subject matter, and this, it is indicated, was rather heavily stressed. An indicated need is for improved techniques of technique and study.

The library of the Gainesville Junior High School had 1,976 books of various kinds besides some old textbooks used as reference material. The standards set up called for at least five books per pupil. If these books had been well-balanced in selection, the adequacy of them might be said to be satisfactory, but the largest portion of the books were in the English field. There were only 390 books on social science in the library. Home economics had only forty books. The library lacked balance and proportion, it is indicated, in its selection of books.

The periodicals were not sufficient in number--the criteria specified fifteen to thirty--and there were none especially written for the junior students. Such magazines as Hobby and Seventeen are written for the junior high school level, and a junior high school library should have them on the mailing list.

The librarian, too, did not meet the criteria as set up. She had been an English teacher with a long experience record, and was given the place as librarian because she had had some library training.

The junior high school library in the Gainesville Junior High School, it is indicated, did not meet the criteria as set up.

## Guidance and Counseling

The guidance and counseling program of the Gainesville Junior High School failed to meet the criteria in almost all respects. The criteria provided for study of the pupil in various ways: physical, mental, achievement, emotional maturation, social, character, and aptitudes. In the outline set up, these characteristics or traits were studied and measured through various kinds of standard tests and methods of keeping records. The teachers in the Gainesville Junior High School kept no cumulative records, and gave no tests except those for achievement. Intelligence tests were given when special problems arose, but no concerted method of study and testing was carried on. No teacher had any special guidance training except the physical education teachers, and they did the major portion of the counseling at the physical education periods. The children felt more privileged to talk at these times, because of the "play" atmosphere, and a large number of the problems that arose were "ironed out" at these times. There was no one teacher with special guidance training and there was no concerted effort to carry on a guidance program. Some problems were discussed in the home-room meetings, but the work was not organized or directed.

The guidance program of the Gainesville Junior High School, it is indicated, did not meet the standards set up in the criteria, and was very unsatisfactory from the standpoint of the standards.

### Recreation, Health, and Physical Education

The health and physical education program of the school had some of the same shortcomings as that of the guidance program. The course of study followed the recommended activities in the handbook of the State Department of Education. There was no physical examination of the children, and no remedial program planned or carried out. A course taught in the health education program for girls was valuable to the extent that much needed information was given the adolescent. Units of study, however, were made functional wherever possible, and the ones dealing with personal appearance and manners were especially appealing to the "teen age" pupils.

The gymnasium with its play facilities and its lockers and showers was ample for indoor play. Lack of playground hindered outdoor activities. The school sponsored a football team, and a soft ball team, but these activities were confined to a limited number of the students. The school had no intramural system of play wherein all the children could participate and take part in competitive activities.

The health and physical education program, it is indicated, did not meet the criteria as set up in the standards in Chapter II.

### Extra-Curricular Activities

Extra curricular activities are especially important in the lives of junior high school pupils because they are

at an impressionable age and the habits and mannerisms acquired here determine much of the future life of the pupils. Adolescence is an especially favorable time for the teaching of citizenship, leadership, and habits of clean recreation. The junior high school curriculum, according to the criteria, should provide ample opportunities for developing these things.

The Gainesville Junior High School reserved the first period in the morning for home-room activities. The children's minds were fresh at this time, but the literature in the field does not agree that the first period in the morning is the ideal time for club meetings. There was no evidence presented in the study of the extra-curricular activities of the school to show that much time was given to the development of desirable recreation activities or to many outdoor activities. According to the evidence as shown in the data, the extra-curricular activities did not adequately meet the standards as set up in the criteria, for the following reasons:

a. There were no provisions for study of the children's needs; no individual diagnosis and counseling.

b. Too much stress was placed on the home-room as the focal point of the guidance activities.

c. Home-room activities were not always planned and carried on in terms of interest and needs of the particular group of students concerned.

d. There were no provisions made for evaluating the activities of the home-room extra-curricular activities.

#### Articulation

The program of articulation carried on by the Gainesville Junior High School, it is indicated, was in line with the criteria as set up. An effort was made by the school to make the transition from the elementary school to the junior high school and from there to the senior high school a gradual process. The program and work of the junior high school was explained to the elementary pupils, and in turn, the work offered in senior high school was explained to the parents and children of the students graduating from the junior high school. During the year contact was kept with all the schools.

#### Summary

This chapter has been an effort to measure the program of the Gainesville Junior High School against the criteria as set up in Chapter II. The following conclusions have been reached:

1. The plant and equipment of the school meet the criteria as set up, except in the area of the playground and in the crowded location.

2. The staff of the school fail to meet the criteria in these ways:

a. Not all the teachers are teaching in their major subject.

b. None of the teachers have any special training for teaching adolescents.

c. The experience records of some of the teachers are very long; they could be out of step with present day educational practices and unsympathetic with adolescent patterns of thought and actions.

3. The course of study of the school is the constant-with variable type. The core subjects are required, but the electives are mainly the "special" subjects such as home economics, and shop and occupations.

4. The unit method was used in teaching to a large degree. The units were made functional wherever possible, and were related to life activities of the real life of the pupils.

5. The music courses provided opportunities for learning music and for participating in many programs.

6. General science and shop were taught on an exploratory basis and related to the life activities of the pupils.

7. The criteria, as set up, were met to some extent by the above program. The main weakness, as developed was the fact that no testing program, to any extent, was carried on by the school to measure its efficiency or its inefficiency.

8. The library of the school was not adequate for the needs of the pupils in the following ways:

- a. The books were not well selected.
- b. There were not enough social science books, or for other fields, except English.
- c. The librarian did not have a college degree in library science.
- d. The periodicals were not enough in number, and junior-age reading was not provided for in this respect.

9. The guidance and counseling program did not meet the criteria for the following reasons:

- a. No provision was made for a scientific study of the pupils and their needs.
- b. No testing program was given.
- c. Guidance was not organized or directed by any one person.
- d. None of the staff had any special training in guidance.
- e. Guidance was left too much to the home-room period.

10. The health and physical education programs were not adequate, according to the criteria, for the following reasons:

- a. No immunization program was carried on.
- b. No periodical examination was made of the students.



- c. No remedial program was planned or carried out.
- d. Lack of space prevented playground activities.

11. The extra-curricular activities did not meet the standards for the following reasons:

- a. The extra-curricular activities were tied too closely to home-room activities.
- b. There was not enough provision for the development of healthful enjoyable recreation.
- c. No purposeful planning was carried out.
- d. The program in the early morning was not the most ideal time of the day for many of the activities carried on.
- e. The entire school should have been brought into the competitive athletic program; as is was, this was limited to a few students. Intramural activities were not possible.

12. The articulation program of the school, it was indicated, functioned adequately in making the transition from one school to another, in cementing contact relations between the schools, and in creating interest in other schools.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The following conclusions have been made in this study of the Gainesville Junior High School as measured against criteria set up in Chapter II:

1. The plant and the equipment of the school are adequate for the needs of the students, but the playground area is too small. This hampers many of the different departments of the school such as the extra-curricular activities and the recreation, health, and physical education program.

2. The staff of the school failed to meet the criteria because of lack of training in junior high school techniques and methods, "too-long" experience records of some of the teachers, and lack of training in the subject being taught.

3. The course of study met the criteria in the following respects:

- a. It provided a constant-variable program.
- b. Functional units were used as subject bases.

4. It failed to meet the criteria in these respects:

- a. Too much stress was placed on subject matter.
- b. There were not enough real-life activities.

5. The library of the school did not meet the criteria because the librarian did not have sufficient training, the

books available were "top-heavy" with English and not well balanced, and there were not sufficient periodicals for reading. These periodicals, too, were not on the junior high level and did not include periodicals written especially around normal junior high school interests.

6. The guidance and counseling program of the junior high school did not meet the criteria in any respect. There was no organized direction of the guidance function and no one teacher had any special training in this field. No tests were given and there was no scientific study made of the pupils.

7. The recreation, health, and physical education programs of the school did not meet the criteria in some respects. The guidance work of the physical education instructors, and the special activity units worked out for the pupils concerning good manners and personal appearance, appeared to be functional and valuable.

The programs did not meet the criteria in that they did not provide for a recreation program, for intramural activities, and for physical examinations and remedial work in the health education program.

8. The articulation program of the school, it was indicated, met the criteria requirements much better than some of the other activities of the school.

## Recommendations

The following recommendations are made in the light of the data as given in this study:

1. The Gainesville Junior High School should inaugurate an in-service training program for a study and appraisal of its school and for the improvement of its teachers in service.

2. The first aim of such a program should be a study of the purposes and aims of a junior high school, and the differences between it and other schools.

3. A study should then be made of the school and the different departments. New methods of teaching, of testing, and of articulation should be studied and tried out through an experimentation program.

4. More, perhaps, than anything else the teachers need to inaugurate a study and testing program of the pupils. They need this information for every part of the school's activities. A boy's intelligence quotient may explain a great many things to a teacher, and anecdotal records, where they are scientifically kept, can help the teacher understand the children's behavior.

5. The school needs an organized, directed guidance program. More study needs to be given to the place of the home-room and to the activities that rightly belong in it.

6. The recreation program of the school needs to be

strengthened and balanced.

7. Some provision should be made for more land for playground space.

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