

AN EVALUATION OF THE SCHOOL PROGRAM OF THE WHITE  
SETTLEMENT JUNIOR HIGH SCHOOL,  
TARRANT COUNTY, TEXAS

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**AN EVALUATION OF THE SCHOOL PROGRAM OF THE WHITE  
SETTLEMENT JUNIOR HIGH SCHOOL,  
TARRANT COUNTY, TEXAS**

**THESIS**

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study is two-fold: (1) to formulate criteria for evaluating the activities of a junior high school, and (2) to determine the extent to which the program of the White Settlement Junior High School, Tarrant County, Texas, meets these criteria. In so doing, attention is given to many phases of the school and its program.

#### Need and Importance of Study

Those actively engaged in the teaching profession are interested in a critical examination of the educational theories and current practices pertaining to their special fields of work and to note the extent to which their own practices conform to generally accepted theory. They feel that it is as necessary to measure the efficiency of a school as it is to measure the extent of the progress of a pupil in a school. One of the ways by which the efficiency of a school may be measured is an examination of the entire school program in the light of accepted criteria in order to determine the extent to which the program meets these standards and to discover the areas in which it fails to meet them. In such an objective evaluation a principal may obtain an overall picture of his school and be

better prepared to implement and improve the school program. In this respect such a study is as important to the administrator and his staff as is the use of standardized tests in measuring academic achievement.

#### Limitations of the Study

This study is limited to an appraisal and evaluation of the White Settlement Junior High School, Tarrant County, Texas. Criteria for establishing standards of evaluation were taken from the general field of education and from the specific field of junior high school organization and administration.

#### Source of Data

Data for the study included both documentary and human types. Standard educational works were consulted for criteria recommended for use in evaluating a school program with special attention being directed to the field of junior high school education. Documentary material was secured from school records, age-grade progress studies, and from a survey of the White Settlement Junior High School in various phases of its activities.

#### Method of Procedure

Comprehensive reading regarding school evaluation and the formulation of adequate criteria for measuring school efficiency comprised the first step in the study. The purpose of

investigation, its importance, source of data, limitations, method of procedure and a number of related studies are given attention in this initial phase of the investigation.

A review of literature on accepted criteria for evaluating a school program is given in the second chapter. All phases of the school program are examined here, and a list of accepted practices are set up as a measuring device for evaluating the program of the White Settlement Junior High School.

Chapter III presents a survey and analysis of the program of the school. Documentary evidence taken from the school records is presented and analyzed. A survey of the program is given. These data are studied in the light of the criteria set up, and an effort is made to determine wherein they meet or fail to meet accepted practices.

In Chapter IV the conclusions derived from the study are given. Recommendations are then offered for improvement of those phases of the school program wherein weaknesses are found.

#### Related Studies

The junior high school movement is a comparatively new practice in the classification of students into grades and separate schools. It originated in the 1880's in the United States, but did not reach important proportions until 1920. The motivating purpose back of the movement was the belief

that adolescent needs could better be met in a separate plant with a curriculum especially prepared for the adolescent youth. Although the junior high school is comparatively recent in origin, some noteworthy studies have been made of its practices and aims. One of the first of such studies was an investigation of the special purposes of the junior high school by the Department of Superintendence of the National Education Association in 1931.<sup>1</sup> A review of literature listed the following purposes as the ones most commonly mentioned for the junior high school: (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, and (10) rounding out a complete unit of training.<sup>2</sup>

A study by Gruhn and Douglass in 1946 sought to measure the changes that have occurred in the junior high school within recent years.<sup>3</sup> A tentative statement was formulated

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<sup>1</sup>Department of Superintendence, National Education Association, The Junior High School Curriculum, p. 14.

<sup>2</sup>Ibid.

<sup>3</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High School, p. 14.



outlining the functions of junior high schools based on the old reorganization idea and on recent shifts in emphasis on purposes and functions. From this tentative statement a questionnaire was evolved and submitted to a selected group of specialists in high school education. The answers to the questionnaires showed that there had been a redirection of the aims of junior high school education. Less emphasis was placed on the junior high school as a holding power to keep the adolescent student in school. Vocational exploration and guidance also received less emphasis than in the early days of the junior high school. There was greater emphasis placed on integration of subject matter, exploration of abilities, differentiation, and socialization. The functions of the junior high school, in the eyes of these educators, had changed in much the same way as educational concepts in other phases of education.

A number of studies have been made by graduate students of the North Texas State College of their respective school programs. Two of these have dealt specifically with junior high schools. In 1941 Robinson evaluated the Gainesville Junior High School in relation to the extent to which it met the purposes of a democracy. Attitudes of the students rather than the school program were studied.<sup>4</sup> In 1947 Moore

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<sup>4</sup> William C. Robinson, "Evaluating a Junior High School Program," Unpublished Master's Thesis, Department of Education, North Texas State College, 1941.

made a critical evaluation of the entire program of the same junior high school in Gainesville. He set up criteria for evaluating the school program from recent literature in the field of junior high school education and then studied various phases of his own school program in the light of the criteria set up. Many weaknesses were found in the school and a remedial program was recommended.<sup>5</sup>

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<sup>5</sup>Walter Travis Moore, "A Comparison of Gainesville Junior High School with the Accepted Standards for Junior High School Outline," Unpublished Master's Thesis, Department of Education, North Texas State College, 1947.

## CHAPTER II

### REVIEW OF LITERATURE ON CRITERIA FOR EVALUATING A JUNIOR HIGH SCHOOL

#### Purpose of the Chapter

The purpose of this chapter is to make a review of some literature pertaining to recognized standards for determining the adequacy of a junior high school program. Attention will be given to various phases of the junior high school activities.

#### Objectives of the Junior High School

The junior high school was organized and made a definite part of the public school system because educators felt that there was a definite need for specialized training at the adolescent level. The Fifth Yearbook of the Department of Supervision defines such a school as:

. . . . that portion of the public school system above the sixth elementary grade, including usually the seventh, eighth, and ninth grades, . . . . It is essentially an exploratory, try-out, and information school. It is neither a sub-secondary school nor a vocational or trade school.<sup>1</sup>

These particular objectives of the junior high school have called for special procedures and standards suitable

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<sup>1</sup>Department of Superintendence, National Education Association, op. cit., p. 14.

for this age level. In order to give careful consideration to them, different phases of the school program will be considered separately.

#### Plant and Equipment

The State Department of Education of Texas has set up standards for junior high schools. According to these criteria established as a basis for accrediting schools, it is very desirable that the junior high school have a building of its own. Combination of the junior high school with the senior high school should be made only in cases of small enrollment. The junior high school should never be housed in an old discarded elementary or high school building. More than any other school, the junior high school needs spacious grounds. The State Department of Education likewise strongly urges that all furniture in the building be of the movable type.<sup>2</sup>

These criteria established by the State Department of Education of Texas for junior high schools are likewise recommended by authorities in the field. According to Rhodes, differences in the needs and temperament of the adolescent group make segregation from other school levels desirable.<sup>3</sup> Wherever possible, he states, the junior high school should

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<sup>2</sup>State Department of Education of Texas, Junior High School Accrediting, Bulletin 334, July, 1938, p. 6.

<sup>3</sup>Jeremiah Rhodes, "The Junior Schools of Texas," Junior School Administration, Bulletin 342, February, 1935, p. 10.

have a building and campus separate from that of the senior high school. In some instances, the schools may be built in close proximity in order for both schools to use the gymnasium and auditorium.

The special needs of adolescent students for play and exercise are taken into consideration by Engelhardt in his discussion of the size of the campus needed. Outdoor games for boys and girls require large, open spaces. The campus should contain not less than ten acres and have separate playgrounds for boys and girls. For the boys, space is needed for a full-sized baseball field, a soccer field, and outdoor basketball, volleyball and handball courts. The girls' play area should contain a soccer field, a hockey field, and basketball and volley ball courts as well as a large play area. Tennis courts should be furnished for both sexes. There should be sufficient space for running games, competitive games, and team games.<sup>4</sup>

These standards set up by Engelhardt apply to a very large junior high school enrollment. In many instances, the enrollment is not sufficiently high to require all of these facilities. However, all writers on the subject agree that the junior high school campus should include ample play area

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<sup>4</sup>N. L. Engelhardt, Standards for Junior High School Buildings, p. 20.

and room for many outdoor activities. Jones states that adolescent youth need training in health and physical efficiency.<sup>5</sup> Nerves and muscular skills need to be developed and there is especial need for provisions for leisure-time play and character development. Intramural activities, in the opinion of this writer, are very helpful in the development of these desirable characteristics. Such activities require adequate space area for play.

Definite criteria for junior high school buildings are also outlined by Engelhardt. He recommends that the building not exceed three stories in height, and that it be provided with maximum safety and sanitary facilities. It should be built of fireproof materials, have adequate natural lighting, and be furnished with movable furniture. There should be an auditorium, a gymnasium, laboratories, a cafeteria, and industrial arts and home economics workshops. A central library is needed, and adequate classroom space is a vital necessity.<sup>6</sup>

According to Engelhardt the industrial arts shop preferably should be in a separate building. The household arts department should be one unit on the same floor and should reproduce, as nearly as possible, actual living conditions in the homes of the children. The library should have ample space for bookshelves and reading tables.<sup>7</sup>

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<sup>5</sup>Galen Jones, "The Junior High School Campus," The Junior-Senior High School Clearing House, November, 1930, p. 142.

<sup>6</sup>Engelhardt, op. cit., pp. 43-51.

<sup>7</sup>Ibid., p. 94.

### Staff

The principal of a junior high school is its chief administrative officer and the supervisor of instruction. Smith and others, in their comprehensive study of junior high school education, state that the qualifications needed to meet the many responsibilities of the principal's position cannot be assured by the minimum training standards set by state certification agencies. They state:

Principals need to have the broadest general academic and cultural training, particularly in the field of social sciences. Special training is also needed in administration, school law, school finance, and business administration, together with a broad, thorough training in all aspects of the general educational field.<sup>8</sup>

The further statement was made that a broad experience background in teaching was also desirable as one of the qualifications. Salaries of principals should be commensurate with the qualifications required of the position in the opinion of these authors.<sup>9</sup> Gruhn and Douglass advocate equal rates of pay of all junior high school personnel with these of senior high school teachers.<sup>10</sup>

The academic preparation of the junior high school staff is also an important factor in the school program. Gruhn and

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<sup>8</sup>Maurice M. Smith and others, Junior High School Education, p. 353.

<sup>9</sup>Ibid.

<sup>10</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High School, p. 429.

Douglass recommend three different types of preparation: academic, professional, and extra-class activities. Academic preparation should consist of a broad cultural education. The professional preparation should include some attention to each of the following:

1. History of American education
2. Philosophy of education
3. Educational sociology
4. Principles and problems of curriculum development
5. Psychology of learning
6. Psychology of adolescence
7. Problems of mental hygiene
8. History, objectives, organization, and curriculum of the secondary school in America
9. The history, functions, organization, and curriculum of the junior high school
10. The philosophy, organization, and procedures for guidance and extra-class activities
11. Methods of teaching in the junior high school, with special reference to the subject fields of most importance to the prospective teacher.<sup>11</sup>

Gruhn and Douglass recommend that further study be made in the following professional areas: (1) the use and interpretation of intelligence tests, (2) organization and techniques of guidance, (3) psychology and measurement of personality, (4) advanced educational psychology, (5) history of education, (6) methods in the teaching of reading and language, (7) European school systems, and (8) workshop experience in curriculum development and guidance.<sup>12</sup>

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<sup>11</sup>Ibid., p. 425.

<sup>12</sup>Ibid., p. 426.



The junior high school staff should also have training in supervising pupil extra-class activities. An integral part of the junior high school program is included in clubs, speech activities, assemblies, competitive sports, music, dramatics, social functions and the student council.

The above qualifications for the staff are standards taken from various writers. The State Department of Education of Texas has outlined some definite standards in this respect. Regulations concerning the number of students per class and teacher load are as follows:

1. No junior school class should exceed a maximum of forty pupils.
2. No teacher should have under her charge more than two hundred ten pupils per day.
3. 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.)
4. The pupil-teacher ratio should not exceed thirty-five average daily attendance.
5. No junior high school teacher should teach in any other than a junior school.<sup>13</sup>

The standards for preparation of junior high school teachers are also outlined by the State Department of Education of Texas:

1. All teachers in the junior high school shall meet such academic standards as are required of all teachers.
2. General professional training of junior school teachers shall be equivalent in amount and kind to that required of high school teachers.

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<sup>13</sup>State Department of Education of Texas, Junior High School Accrediting, Bulletin 334, p. 6.

3. Special junior high school training for junior high school teachers shall be as intensive and as extensive as is special senior high school training for teachers.
4. Regular systematic and purposeful training of principals and teachers in service is demanded.<sup>14</sup>

### Curriculum and Course of Study

Leonard V. Koos, one of the outstanding educational authorities, 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>15</sup> This new and vitalized curriculum is the paramount justification for the new in-between school. This is due to the fact that the junior high school population is adolescent in nature. Students, at this particular age, need an incentive to keep them in school, they need guidance, and they need special techniques of instruction.

The present junior high school curriculum differs from the one used in the initial junior high schools. The original purpose of the junior high school was to give specialized training to many students who would drop out before finishing senior high school. To this end courses in industrial arts and home economics were added and an acquisition of skills were stressed in teaching techniques. Increased attendance

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<sup>14</sup>Ibid.

<sup>15</sup>Leonard V. Koos, The Junior High School, p. 143.

through high school, however, has eliminated this need to a great extent. The modern trend is shown in the summary of trends in the different subject fields by Gruhn and Douglass:

1. In school systems having organized junior high schools, a three-year science sequence has been widely introduced to meet the need for science in general education.<sup>16</sup>

2. Mathematics is being utilized for developing an understanding of social institutions and processes and as a means of educating for intelligent citizenship.<sup>17</sup>

3. Less emphasis is placed upon the permanent acquisition of detailed information as an objective of the social studies and more emphasis upon the development of attitudes, interests, and fundamental principles.<sup>18</sup>

4. Teachers of English stress the desirability of cooperative pupil-teacher participation in the learning situation as a means of preparing pupils for better speaking, listening, reading, writing and literature understanding.<sup>19</sup>

5. The foreign-language offerings in the junior high school are quite limited in the seventh and eighth grades.<sup>20</sup>

6. There is a trend in the home economics curriculum which may contribute to the personal and social adjustment of

<sup>16</sup> Gruhn and Douglass, op. cit., p. 115.

<sup>17</sup> Ibid., pp. 124-25.

<sup>18</sup> Ibid., p. 133.

<sup>19</sup> Ibid., pp. 142-43.

<sup>20</sup> Ibid., p. 150.

boys and girls in the community. There is an increased use of case studies and home contacts; cooperative planning takes place regarding better ways of solving complex problems of personal development and family living.<sup>21</sup>

7. In industrial arts there is a trend toward more educational and prevocational guidance and away from vocational preparation and the development of highly specialized skills.<sup>22</sup>

8. The most frequent offering in business education in the junior high school is a course in general business "with the objective of giving pupils a basic understanding of business, . . . providing guidance with respect to business subjects and occupations, and serving as an introduction to other courses in business."<sup>23</sup>

9. The practice in most junior high schools is to require general music in the seventh and eighth grades for two to five full class periods per week for the purpose of bringing the student in contact with many phases of music and stimulating him to enjoy it so much that he will later choose some music courses as electives in senior high school.<sup>24</sup>

10. Physical education and some instruction in health education should be required in all three junior high school grades.<sup>25</sup>

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<sup>21</sup>Ibid., pp. 159-60.

<sup>22</sup>Ibid., p. 167.

<sup>23</sup>Ibid., p. 168.

<sup>24</sup>Ibid., p. 174.

<sup>25</sup>Ibid., p. 175.

11. An example of the way in which units are used in the modern junior high school may be found in the social studies program of the San Francisco public schools. The units follow:

#### Seventh Grade

- I. Our School and Our Home
- II. Living in the San Francisco Bay Area
- III. California-Our Home State
- IV. Our Country and Its Resources

#### Eighth Grade

- I. The Growth of Democracy in America
- II. The United States Becomes a World Power

#### Ninth Grade

- I. Our World in the Air Age
- II. Our American Neighbors
- III. Western Europe
- IV. Pacific Relations
- V. Africa
- VI. Planning for High School<sup>26</sup>

#### Guidance

A new concept of guidance has evolved in junior high school education. In the traditional concept guidance was regarded as vocational or educational in nature; the new point sees guidance as aiding youth in a better understanding of mental-hygiene problems, development of wholesome personality, and desirable social, moral, and other character and personal qualities.<sup>27</sup>

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<sup>26</sup>Ibid., pp. 137-38.

<sup>27</sup>Ibid., p. 41.

This newer concept of guidance in the junior high school calls for new techniques. It calls for a study of all the pupils. Guidance is not merely advice given to students in homeroom meetings or in conferences, but it is, or should be, instruction based on a knowledge of the individual derived from scientific study. In their comprehensive study, Gruhn and Douglass outline criteria and data needed in the classification of pupils in a guidance program as follows:

TABLE 1  
CRITERIA AND DATA NEEDED IN THE CLASSIFICATION OF PUPILS<sup>28</sup>

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. Extra-class activity records 3. Teacher judgments 4. Records of interests
<b>Achievement</b> Knowledge and skill in subject areas, special abilities and disabilities	1. Achievement-test records, age grade scores 2. Cumulative scholastic record, including school marks 3. Results of aptitude tests 4. Anecdotal records 5. Opinions of other pupils

<sup>28</sup>Ibid., p. 56.

TABLE 1--Continued

Criteria	Data
<b>Maturity, adjustment, stability</b>	<ol style="list-style-type: none"> <li>1. Rating scales of cooperation, personal and social relationships and responsibility</li> <li>2. Records of leadership, friendships, attendance, extra-class activities, participation in community activities</li> <li>3. Teacher judgments</li> <li>4. Anecdotal behavior data</li> <li>5. Records of home and community influences and conditions</li> </ol>
<b>Character</b> Moral standards, ethical values, religious beliefs	<ol style="list-style-type: none"> <li>1. Rating scale of traits</li> <li>2. Records of attendance, extra-class activities, friendships, participation in community activities</li> <li>3. Anecdotal behavior data</li> <li>4. Teacher judgments</li> <li>5. Records of home and community influences and conditions</li> </ol>
<b>Esthetic</b> Appreciation, interests, aptitudes	<ol style="list-style-type: none"> <li>1. Results of standard tests of appreciation, interest inventories</li> <li>2. Aptitude tests</li> <li>3. Extra-class activities</li> <li>4. Cultural influences of home</li> <li>5. Teacher judgments</li> </ol>
<b>Integration</b> Balance, proportion	<ol style="list-style-type: none"> <li>1. Entire cumulative-record folder</li> <li>2. Data from conferences interpreting and evaluation of the entire contents of the folder</li> </ol>

Even a cursory examination of Table 1 will show changes in technique. The teacher, through records, physical examinations and observation, learns the pupil thoroughly. Intelligence tests, records and judgments reveal the mental level. Academic achievement is measured by tests and school marks. The maturity and adjustment level is studied through use of rating scales, school records, teacher judgments, and anecdotal behavior data. Character is measured in much the same way. The interests and aptitudes of the pupils are considered from the standpoint of appreciation tests, aptitude tests, and participation in extra-class activities. The pupil is studied from all angles, and the guidance program is an attempt to help him realize all his possibilities.

### Library

The new junior high school calls for an enriched course of study. This, in turn, calls for an adequate library with a diversity of books and material. Fortunately, there is an available standard whereby a junior high school may evaluate the adequacy of its library. The standards for libraries recommended by the State Department of Texas are those of the Southern Association of Colleges and Secondary Schools. They are given under the subdivisions--books, librarian, appropriations, course in use of library, organization and equipment. They follow:



## Standards for School Libraries

### I. Books

1. Enrollment of one hundred or less students--two 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 students' use. Books selected from state approved list, or from list 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 same 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 seventy-five cents per student per year for books, periodicals, etc., exclusive of salaries.

### IV. Course in Use of Library

Course of at least twelve lessons in the use of the library given by the librarian or teacher-librarian, preferably in the 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 catalogues, 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 twenty-five 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>29</sup>

The books in the library, however, are only a part of its adequacy. There should be ample space for the students to use the books. The librarian, as the controlling and guiding force in the library, should have not only a broad academic education but special library training.

#### Extra-Class Activities

The extra-class programs of junior high schools include many activities of different types. Reavis and Van Dyke have compiled a list of activities suitable for junior high schools as follows:

#### List of Extra-Class Activities for Junior High School

- I. Homeroom activities
- II. Assembly programs
- III. Graduation exercises
- IV. Organizations for pupil participation in school administration
  1. Council
  2. Court
  3. Traffic organizations
    - a. On grounds and in buildings
    - b. On streets and public thoroughfares
- V. Publications clubs
  1. Pupil handbooks
  2. Newspaper
  3. Semi-annual

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<sup>29</sup>Quoted in Alice B. Struthers, "The School Library," American School Board Journal, LXXI, (December, 1925), 45.

**VI. School service clubs**

1. Clerical
2. Cafeteria
3. Objective aids
4. Stagecraft
5. Assembly

**VII. Character-building clubs**

1. Junior Hi-Y
2. Boy Scouts
3. Campfire Girls
4. Girls' Reserves
5. Girl Scouts

**VIII. Departmental Clubs****1. Music**

- a. Band
- b. Orchestra
- c. Swing band
- d. Chorus, choir, glee club
- e. Instrumental and vocal ensembles

**2. Physical Education**

- a. Seasonal games
- b. Hiking
- c. Dancing
- d. Bicycling
- e. Swimming
- f. First aid
- g. Leaders
- h. Archery
- i. Boating
- j. Boxing

**3. Science**

- a. Audubon
- b. Chemical
- c. Wild flowers
- d. Photography
- e. Astronomy
- f. Radio

## 4. Foreign language

## 5. English

- a. Dramatics
- b. Public speaking
- c. Writing
- d. Reading

## 6. History

- a. Stamp
- b. Museum

## 7. Industrial and household arts

- a. Model airplane
- b. Woodwork
- c. Cooking
- d. Sewing

Reavis and Van Dyke state that it is not to be expected that any junior high school will have all these activities in operation at any one time, but they serve as criteria in planning the program of extra-class activities.

The techniques of conducting these extra-class activities determine to a large extent of the value to be derived from them. The opportunities they furnish for pupil participation in school activities are valuable in teaching citizenship, democracy, and leadership. The following suggestions are offered by Gruhn and Douglass as a basis for extra-class activities:

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<sup>20</sup> William C. Reavis and George E. Van Dyke, "Non-athletic Extracurricular Activities," National Survey of Secondary Education, Monograph 26, Bulletin no. 17, 1932, pp. 78-79.

1. The program of extra-class activities should be sufficiently broad to provide experiences in leadership for a large proportion of the student body.

2. Positions of leadership in these activities, such as pupil offices, committee chairmanships, should be changed frequently so that many pupils may gain leadership experience.

3. There should be competent faculty supervision of pupil leaders.<sup>31</sup>

#### Physical Education and Health Program of the Junior High School

One responsibility of school authorities is to provide a place where the children may live and learn healthfully. This is especially true in the junior high school. Pupils in these grades need frequent periods of physical activity which the school facilities and curricula should provide. At this period of development both boys and girls are undergoing important physical changes and special techniques are needed in both the physical education and health programs.<sup>32</sup>

According to Chenoweth and Selkirk physical education at the junior high school level is characterized by informality and a certain degree of competition.<sup>33</sup> When first introduced

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<sup>31</sup>Gruhn and Douglass, op. cit., p. 270.

<sup>32</sup>L. B. Chenoweth and T. T. Selkirk, School Health Problems, p. 308.

<sup>33</sup>Ibid.

in the schools, physical training largely consisted of formal drills and calisthenics. The trend has changed, and now the work is practically all in the form of games, dancing, and other informal activities. Intramural contests are favored by many schools because they promote the growth of leadership, and provide many opportunities for the development of skill and a spirit of cooperation among groups. There are four important aims of the physical education program:

1. Development of the organic powers
2. Development of neuromuscular skills
3. Development of interest in play and recreation
4. Development of social and moral standards.<sup>34</sup>

The first two aims are concerned with the development of certain parts of the body through use and activity. These may be developed by a carefully planned program of games and dances, when special consideration is given to the muscles and body structures used in each. The third aim is that of deriving pleasure from games and physical activity. The last aim is one that has often been considered the most significant of the physical education program. Social and moral standards, like anything else, must be taught. At the junior high school level, it is especially important that the physical education health program stress the development of social and moral traits<sup>35</sup>

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<sup>34</sup>Ibid.

<sup>35</sup>Jesse F. Williams and Fannie B. Shaw, Methods and Materials of Health Education, pp. 143-47.

The school health program in a junior high school presents an opportunity for much constructive health education at this particular period. A regular physical examination as a part of the physical education program furnishes opportunity for study of the pupils. Complete health records should be made and kept on file. These should include all the information discovered at the examination. This health record should include:

Health history	Blood
Height and weight	Abdomen
Nutrition	Bones
Eyes (condition)	Muscles
Vision	Posture
Hearing	Feet
Nasal passages	Nervous system
Glands	General condition
Skin	Immunization against
Lungs	contagious diseases <sup>36</sup>
Heart	

#### Summary of Criteria

A review of literature concerning the program of the junior high school has yielded the following points which are offered as a check list in evaluating a junior high school:

#### Plant and Equipment

1. The junior high school should have a building of its own, and not be a part of another plant.
2. It should never be housed in an old discarded elementary or high school building.

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<sup>36</sup>Ibid.



3. It needs spacious grounds with ample room for play.
4. The building should be fireproof with facilities for safety.
5. The school should have an auditorium large enough to accommodate all the students, a gymnasium, and vocational education laboratories.
6. The school should have a cafeteria.
7. A central library is needed.
8. Adequate classroom space is a vital necessity.

#### Staff

1. The principal of the school is the chief administrative officer.
2. He should have a broad academic training, special professional training, and a broad experience background.
3. The staff should have broad academic training in the field in which they teach, with professional preparation and special study in adolescent problems.
4. The staff should have training in supervising extra-class activities.
5. No junior high school class should exceed a maximum of forty pupils.
6. No teacher should teach more than six classes per day.
7. There should be an in-service training program for the teachers.

### Curriculum and Course of Study

1. The junior high school curriculum should be especially planned for the adolescent age level.
2. No specialized skills should be stressed but explanatory material used.
3. Less emphasis should be placed on acquisition of detailed information and more emphasis upon the development of attitudes, interests, and fundamental principles.
4. Physical education and some instruction in health education should be required.
5. The teaching techniques should provide for pupil participation, should be based on an activity program, and should utilize the project method of teaching.
6. The course of study should embrace the traditional core subjects plus the newer ones of home economics, business, and industrial arts.

### Guidance

Guidance is not merely advice given to students in home-room meetings or in individual instruction, but it is, or should be, understanding instruction based on a knowledge of the pupil derived from scientific study. This scientific study should embrace:

1. Physical data: records of growth in weight and height; physical examination, and cumulative health record.

2. Physiological data: pubescence status, school attendance records, teacher judgments, physical education activities.

3. Mental data: intelligence test records, mental age, extra-class activity records, record of interests.

4. Achievement data: academic tests, scholastic honors, results of aptitude tests, anecdotal and friendship records.

5. Adjustment data: personality tests, records of leadership and activities.

#### Library

The check list for an adequate junior high school library is the standards set up for school libraries by the Southern Association of Colleges and Secondary Schools.

#### Extra-Class Activities

1. The program of extra-class activities should include homeroom activities, assembly programs, clubs, and games.

2. The scope of the program should be sufficiently broad to provide for participation by all the students.

3. Democratic practices should characterize the administration of the activities.

4. The pupil leaders in extra-class activities should have competent faculty supervision.

### Physical Education Program and Health Education

1. Physical education classes should be given special stress at the adolescent level.
2. They should be characterized by informality and a certain degree of competition.
3. The physical education curriculum should be planned to the end that it will develop organic powers, neuromuscular skills, interest in play and recreation, and social and moral standards.
4. The health education program should include special stress on adolescent changes and problems.
5. Health education should be based on an individual study of the pupils.

### CHAPTER III

#### DATA ON THE WHITE SETTLEMENT JUNIOR HIGH SCHOOL AND EVALUATION IN THE LIGHT OF CRITERIA

##### Location of the White Settlement Junior High School

The location of the White Settlement Junior High School plays an important part in the school program. The school is located in the northwestern portion of the suburban part of the city of Fort Worth in a thickly populated area. The Consolidated Vultee Aircraft Corporation, employing as many as ten thousand people at one time, is near the school boundaries and offers employment opportunities to many of the school's patrons. Carswell Air Base, a permanent army installation, is also located near the school's boundaries, and, like all other army installations, presents many problems to the surrounding area. In the instance of the White Settlement Junior High School, the chief influence exerted is the presence of a large number of soldiers near the adolescent school population. A large government housing project is a part of the school's area. On the north there is a large recreation project, Lake Worth, which also presents its share of problems. It is apparent that the White Settlement Junior High School is confronted with many environmental factors not common to all schools of its type.

### Historical Background of the School

The White Settlement Junior High School has only been functioning for a period of four years, but its roots go far back into the life of the community. The original school was a log cabin erected in the late 1850's at Pecan Grove. At that time it was called the Grant School House. Soon after the structure was built the community received its name. Legend has it that Captain Joe Terrell, early Fort Worth Settler, was making a speech at a May Day program when he commented on the fact that almost all his listeners were white people. An Indian settlement was not far removed at the time. Since then the community has been called "White Settlement."

The second school, a one-room frame structure, was built in 1877 on the site of the present building, and was named Trinity Academy. The school was maintained by private funds. Captain H. J. Thompson of the Texas Rangers, as one of the thirty-five share-holders in the school company, made the first one hundred dollar contribution. Another one of the shareholders was Setan Eddy, grandfather of the screen-radio singer, Nelson Eddy.

The third new building was erected in 1902. The school population had increased until five teachers were required. Soon after this time a second room was added to the structure and later a third room was built. The community had begun to expand rapidly.

At the outbreak of World War II, one six-room building erected in 1938 was the only one needed for the students in the area. Shortly after the outbreak of hostilities, the Federal Government located the Consolidated Aircraft Corporation near the school community. The Fort Worth Air Base, a subsidiary of the aircraft corporation, was located adjacent to the airplane factory. The population of the area doubled almost overnight. In the short space of two years, 1941 to 1943, the school population increased from eight to twenty teachers. The plant was inadequate and an appeal was made to the Federal Government for aid. Assistance was granted by the Federal Government and an eight classroom building with library, lunchroom and bookroom was built. This added sixteen teachers to the staff as the teachers worked on half-day shifts. This building soon became inadequate and in May, 1944, another federal building was dedicated. This building contained ten classrooms, a bookroom, and offices. Twenty more teachers were added. Up until this time only eight grades had been taught in the school, but in 1945 the ninth and tenth grades were added. Buildings 1 and 2 were assigned grades seven, eight, nine, and ten, and the school was given the status of a junior high school. Government barracks were purchased from Camp Bowie, Brownwood, and an eleven-room building was made from these. Gradually, a school system, primary and

intermediate as well as junior high school took shape on the site of the original one-room schoolhouse established more than eighty years ago.<sup>1</sup>

In studying the history of the development of this school, one significant factor is noticed. In the many historical notes relative to the early schools and the people, frequent mention is made of the use of the schoolhouses for community gatherings. The original school was used jointly as a schoolhouse and a church. One of the early pioneers described Trinity Academy as follows:

The Trinity Academy was the center of social life of the community. Old fashioned dances were held, with music provided by local talent. Always popular were the "Calico Balls" where the girls wore calico dresses, and the boys wore a tie of material matching their date's dress. Other activities were debates, spelling bees, and "Little Theater" presentations. One of the old programs was the play "Ten Nights in a Bar Room."<sup>2</sup>

There has been a very close tie between the school and the community. The influx of industrial workers during the war has brought in many strangers to the area and its traditions but the school is still considered a meeting place for many community activities. It is looked to for leadership and guidance in many instances.

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<sup>1</sup>All historical material was taken from the Bomber News, the official publication of the City of White Settlement, October 8, 1948.

<sup>2</sup>Ibid.



### Plant and Equipment

The White Settlement Junior High School, as previously stated, has two buildings. The ninth and tenth grade building is a cream-colored brick veneer with six classrooms and an auditorium. The seventh and eighth grade building is a cream-colored hollow tile building and contains eight classrooms, a lunchroom, library, teachers' lounge, bookroom, and assistant principal's office.

The playground area is very small considering the number of students in the junior high school. The entire school ground includes only about one and one-half acres and there are four buildings--two elementary buildings, and the two junior high school buildings--on this space. This leaves very little area for playground activities.

The White Settlement Junior High School does not teach either industrial arts or home economics. There are no facilities provided for these subjects. The auditorium is small and will not seat the student body at one time.

When the physical plant and its equipment of the White Settlement Junior High School are evaluated in terms of the check list set up as criteria, the following conclusions are reached:

1. The school has an individual plant for junior high school students, but it is on the same grounds with the elementary schools.

2. The two buildings comprising the junior high school plant are comparatively new and modern.

3. The buildings are fireproof and have adequate safety facilities.

4. The playground is much too small, is on the same area as that of the other schools, and does not provide needed play facilities.

5. The auditorium of the school is too small to permit the school to come together at one time.

6. There is no gymnasium.

7. There are no vocational laboratories for either industrial arts or home economics.

8. The school has a cafeteria

9. There is no central library large enough to accommodate the number of pupils in the school.

10. There is not sufficient classroom space for the number of pupils enrolled.

In evaluating the physical plant of the White Settlement Junior High School, it is indicated that the most serious inadequacies are the lack of sufficient playground, lack of provisions for vocational education, and the lack of a gymnasium. Efficient administration of the physical plant could overcome the handicap of inadequate classroom space, a small central library, and a small auditorium.

**Staff of the White Settlement Junior  
High School**

There are eighteen teachers in the White Settlement Junior High School. Table 2 presents the data concerning the staff, their academic training, experience, and their major and minor subjects in college.

**TABLE 2**

**DATA CONCERNING QUALIFICATIONS AND TEACHING EXPERIENCE OF  
THE STAFF OF WHITE SETTLEMENT JUNIOR HIGH SCHOOL**

Number	Degree Held	Experience	Major	Minor	Subjects Taught
1	B. S.	11	History	Government	Principal
2	B. A.	1	Psychology	Biology	Biology
3	M. A.	12	Education	Physical Education	Coach Health
4	B. S.	11	Education	Math	Math
5	B. A.	8	English	Latin	English
6	B. A.	19	History	English	Spanish
7	B. S.	11	Education	Spanish	English
8	B. A.	13	English	Geography	Social Science
9	B. S.	4	Business Education	History	Social Science
10	B. A.	20	English	English	Junior Training
11	B. A.	6	English	Economics	English
12	B. A.	15	Education	History	English
13	M. A.	14	Education	History	History
14	B. S.	10	Math	Social Science	Social Science
15	None	7	Home Economics	Science	Math
16	A. B.	14	Math	Science	Geography
17	B. S.	1	Physical Education	Spanish	Math
18	B. S.	3	Home Economics	Math	Physical Education
				Science	General Science

The principal of the school is the chief administrative officer of the school. He has no teaching duties. The data in Table 1 show that he has four years academic training, with a major in history and a minor in government. The table does not show, however, that he is completing the requirements for a Master's Degree during the present school term, 1948-49. He belongs to a number of professional organizations and reads professional literature in his field. He has no special training in teaching adolescent students other than courses in adolescent psychology.

One of the teachers, the data show, does not have a college degree. Two of the teachers have received the Master's Degree and all the others except one hold the bachelor's degree indicating four years of academic study. Eleven of the teachers have been teaching over ten years. One has been teaching twenty years and another one has been in the profession for nineteen years. Only two of the teachers are beginning their first work as teachers.

In checking the subjects taught by the different teachers and their preparation for this teaching, it is shown that all the teachers have either majored or minored in the field in which they are teaching except the teacher without an academic degree. In this instance, the teacher has majored in home economics, minored in science, and is teaching geography. None of the teachers has completed any special training for

teaching adolescents. The school has no in-service training program for the teachers.

The school conforms to state requirements regarding the number of students per teacher and the number of classes taught.

When the data regarding the qualifications of the staff of the White Settlement Junior High School are compared with the check list set up as criteria the following conclusions are reached:

1. The principal of the school is the chief administrative officer of the school. He has no teaching duties.

2. The principal of the school has a broad academic training and a broad experience background. He has some professional training.

3. The staff, with one exception, have specialized in academic training in the fields in which they teach. None have made any special study of adolescent problems or teaching techniques.

4. Some of the members of the staff, physical education and music teachers, for example, have had training in supervising extra-class activities.

5. The number of students per class and the number of class periods per teacher do not exceed the maximum set by the state.

6. There is no in-service training program for the teachers.

The most noticeable inadequacies of the staff, it may be noted, is lack of professional training, lack of specialized training in adolescent problems and teaching techniques, and lack of an in-service training program for the teachers in service.

#### School Population and Grade Distribution

Table 3 presents the data on the school population by grades of the White Settlement Junior High School for the school year 1947-48.

TABLE 3

#### DATA ON SCHOOL POPULATION OF WHITE SETTLEMENT JUNIOR HIGH SCHOOL FOR THE SCHOOL YEAR OF 1947-48 BY GRADES

Grade	Number of Pupils
7th . . . . .	178
8th . . . . .	120
9th . . . . .	102
10th . . . . .	70

The age-grade distribution of 458 pupils during the first six weeks of the 1948-49 school session is given in Table 4.

TABLE 4

AGE-GRADE DISTRIBUTION OF PUPILS THE FIRST  
SIX WEEKS OF 1948-49 TERM

Age	7th		8th		9th		10th		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10		1								1
11	5	3							5	3
12	41	58	5	8					46	66
13	24	16	21	48	6	11			51	75
14	7	4	11	8	26	37	12	11	56	60
15	4	1	8	2	15	8	17	12	44	23
16					6	2	6	3	12	5
17					3	1	2		5	1
Total	81	88	45	66	56	59	37	26	219	239

If a child enters school in the first year at the age of six years and makes normal progress he will complete the twelfth grade at the age of seventeen. If the amount of retardation or acceleration of these White Settlement Junior High School students is based on this normal grade progress, it may be noted that there were thirteen students in the seventh grade who were accelerated one year and one who was accelerated two years. Ninety-eight pupils in this grade were in their normal grade

level. Forty students were retarded one year at this grade level, eleven were two years behind the normal grade level, and five were three years retarded.

In the eighth grade thirteen pupils were one year accelerated, sixty-nine were at the normal grade level, nineteen were one year retarded, and ten were two years behind their normal grade level.

In the ninth grade seventeen pupils were one year accelerated, sixty-three were at the normal grade level, twenty-three were one year retarded, ten were two years retarded, and four pupils were three years below their normal grade level.

In the tenth grade twenty-three pupils were one year accelerated, twenty-nine were at their normal grade level, nine were one year retarded, and two were two years retarded. The largest number of retarded students, it is apparent, was in the seventh grade. The number of accelerated pupils in the school is noticeable. In a study made of the pupils eliminated from this school it was found that the highest percentage of retardation was in the seventh grade.<sup>3</sup>

#### Teacher-Pupil Load and Number of Students Per Class

In regard to teacher-pupil load the White Settlement Junior High School conforms in all respects to the requirements set up by the State Board of Education for junior high schools.

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<sup>3</sup>Floyd E. Jolly, "To Determine Factors Associated With Elimination from White Settlement Junior High School," Unpublished Master's Thesis, North Texas State College, 1949.



The number of pupils in the classes ranges from twenty to thirty. The number of pupils per teacher in all classes does not exceed 180. Junior high school teachers have four class periods per day; elementary teachers have five class periods. The teacher-pupil ratio does not exceed thirty-five in average daily attendance. The junior high school teachers have no duties in any other school.

#### Curriculum of the School

Table 5 gives the curriculum of the school as far as grade content is concerned.

TABLE 5

#### THE CURRICULUM OF THE WHITE SETTLEMENT JUNIOR HIGH SCHOOL ACCORDING TO GRADE CONTENT

Grade	Required Subjects	Electives
7	Mathematics Language Arts Social Studies	None
8	Mathematics Language Arts Social Studies	None
9	Mathematics General Math Algebra English	Junior Business Training Spanish I Chorus
10	Mathematics Algebra I or II English	Occupation Safety Chorus Spanish II Social Studies

According to the data in Table 5 the seventh and eighth grades have prescribed courses with no elective choices. In the ninth grade there are three electives and in the tenth grade five electives are offered.

The teaching techniques of the school favor the unit method of presentation, but the traditional concept of teaching by grades is still prevalent. One one-hour period is given to each subject.

An effort is being made, however, to use modern recommended techniques of teaching. An illustration of a unit in Texas history is typical of much of the teaching in the school. At the beginning of the school year the social science teacher of the seventh grade made a scrapbook of all material available on Texas--past and present--Chamber of Commerce material, pamphlets, pictures, picture postcards, and newspaper clippings pertaining to Texas history were all utilized. This scrapbook was used as supplementary material for the textbook in Texas history.

In studying the life of the pioneer Texan, one pupil suggested that the class make individual scrapbooks comparing the life of the pioneer Texan with present day living conditions. The home furnishings, occupations, foods, and transportation were suggested as subjects for study and comparison. The suggestion was enthusiastically adopted by the entire class. Although the teacher made suggestions, the children

were allowed to make final decision on all problems which arose in making the scrapbooks. Some of them drew all of their illustrations, some chose pictures from magazines, and some wrote very interesting comparisons with a few illustrations.

There were 140 pupils in the four classes. When the scrapbooks were completed, they were checked for originality as well as content. Before the scrapbooks were completed the pupils were already searching for other activities. Without any discussion of further activity, a girl came to school a few days later with a covered wagon made from a matchbox and cardboard wheels. The children were interested that the miniature wagon could be made from such common articles as a matchbox and cardboard. Before a week had passed two or three other covered wagons were brought in, each an improvement over the earlier model. One boy contributed a model of an old boat used during the pioneer days. Another improvised an early model train from some discarded toys. The girls constructed pioneer homes out of cardboard and then made models of the present day homes. This brought up the subject of furniture, and boys and girls alike vied with each other in creating antique and modern cardboard models. Cooking utensils modeled after the pioneer types of Dutch oven and pots and kettles were made of cedar.

After the unit was completed, the pupils were still eager for similar activities. They asked the Texas geography teacher to let them make scrapbooks about different parts of Texas. They illustrated their reports from textbooks with these scrapbooks and pictures and other illustrative material. For example, when they studied the Southern part of Texas where a great many Latin Americans live, the children displayed Spanish clothes, trinkets, jewelry and other articles. They wore Spanish clothes when they gave their reports and explained the material found on the bulletin board and in booklets. When the ranch group gave their report, all the boys who could wore boots or complete cowboy attire. One of the boys brought his guitar and sang cowboy songs for the different classes. The boys made brands of different ranches in West Texas and displayed them on the bulletin boards along with other pictures of ranch life which they had collected.

One of the most significant results of this activity in history was the fact that several students who had shown little interest in history made much better grades during the six-weeks period than they had previously. The decision was made by the class to include the scrapbook as a part of the test for determining the grades of students. In order to measure the value of the activity in aiding the pupils to gain an understanding of Texas History, grades were compared over the first six-weeks period of regular textbook recitation with those

during the activity period. Table 6 presents the results of these tests.

**TABLE 6**

**COMPARISON OF THE FAILING GRADES MADE BY TEXAS HISTORY STUDENTS OVER TWO SIX-WEEKS PERIODS OF STUDY**

Groups	Enrollment	Number of Failures during the First Six Weeks	Number of Failures during the Activity Period
1	35	9	5
2	34	8	3
3	34	7	4
4	34	5	1

The number of failures over the six-weeks period of regular textbook instruction and the consequent decrease in failures during the activity period indicate that the scrap-book project had been instrumental in creating new interest in the subject on the part of the pupils. The work in this class is being used as an example to encourage other departments in the school to initiate activity projects.

In evaluating the courses of study of the White Settlement Junior High School and teaching techniques against the check list set up as criteria, the following conclusions have been reached:

1. The curriculum of the White Settlement Junior High School does not appear to have been especially planned for the adolescent age level; it follows the old system of grade separation to a great extent.

2. Little emphasis is placed upon exploratory methods and courses.

3. The curriculum stresses primarily the acquisition of facts.

4. Teaching techniques, for the most part, follow the traditional lines. The unit method is used in some classes, and a few teachers are beginning to make use of the project method.

5. The school has a physical education program and regular classes in health instruction. Problems peculiar to the adolescent age are stressed in health education classes.

6. Some effort is being made to base the curriculum content on life activities; pupil participation in planning and achieving is encouraged at all levels.

7. The grade content of the curriculum embraces the traditional core subjects, but does not include vocational subjects. A number of elective courses, however, are provided in the ninth and tenth grades.

In light of the criteria previously established, the greatest criticism that can be made of the grade content of

and teaching techniques is the traditional stress on textual material and the lack of new vitalized subject content. However, the White Settlement School is not peculiar in this respect. No funds have been provided in this school, or in similar schools in the county, for vocational education. The lack of facilities necessary for teaching newer subject matter cannot be held against the school administration.

### Library

Because it furnishes the supplementary material to enrich textbook instruction, the library of the school is intimately related to the school curriculum. In the case of White Settlement Junior High School, the library is a part of a county-wide library program with a central library at the Fort Worth-Tarrant County Library. At this central library, 72,854 books are available for selection. A list of these books is available at the school and selections are made by the teachers and patrons of the community. Deliveries are made regularly by the Tarrant County Library Association.

The books in the central library are bought with funds appropriated by the County Commissioners' Court. Varying amounts have been set aside for this fund as the library needs of the county schools increased until the appropriation reached \$10,000 annually during the war years, 1942-46. In 1948 the appropriation was raised to \$15,000 per year. The

local Parent-Teacher Association donates approximately \$200 each year to buy books and the school adds about one dollar per student to this amount.

In White Settlement Junior High School one room, twelve by fifteen feet, is used as a central library for the two buildings comprising the junior high school. Although it serves mainly as a depository for the 1500 books drawn from the Tarrant County Library every two weeks, it has a permanent collection of approximately 500 books at the present time.

Table 7 shows the number of books in circulation through the school in the 1947-48 term and the average number of books read per student.

TABLE 7  
NUMBER OF BOOKS ISSUED EACH MONTH FOR YEARS  
1947 AND 1948 AND THE AVERAGE NUMBER  
BOOKS READ PER PUPIL

Year and Month	Number of Books Issued	Average Number of Books Read Per Pupil
1947		
September	551	1.2
October	748	2.0
November	693	1.7
December	408	1.0
1948		
January	616	1.5
February	747	1.7
March	869	2.1
April	747	1.7
May	660	1.4
	<b>Total 6363</b>	<b>Average 15.9</b>



The foregoing figures show the number of books checked out by the students during the year of 1947-48. An average of fifteen books per pupil was checked out during the year. The data indicate a fairly satisfactory amount of reading done by the pupils. The library, it is apparent, is used regularly as the average number of books read per pupil per month ranged from one to two books.

Table 8 shows the average number and type of books available for use in the school during the 1947-48 school term.

TABLE 8

AVERAGE NUMBER AND TYPE OF BOOKS AVAILABLE IN THE WHITE  
SETTLEMENT JUNIOR HIGH SCHOOL LIBRARY DURING  
THE 1947-48 SCHOOL TERM

Type of Books	Number of Books
English . . . . .	115
Social Science . . . . .	120
Junior Business and Math . . . . .	15
Health and Physical Education . . . . .	15
Foreign Language . . . . .	20
Art . . . . .	5

One item very noticeable in the data in Table 8 concerns the number of social science books available for use. In almost all studies available on this subject, it will be found that the number of books for use in the English classes have predominated. In this instance, there were

more books pertaining to social science than there were pertaining to English. This fact indicates the growing realization of the importance of the social sciences in education and the stress placed on the teaching of these subjects.

In addition to the rotating supply of books from the Tarrant County Library, the White Settlement Junior High School Library has a permanent supply of books. There are thirteen sets of reference books in the library. There are four unabridged English dictionaries and one Spanish-English dictionary available to the classes at any time. In the individual classrooms atlases and other supplementary materials are provided. In addition to these, many of the rooms have their own bookshelves where supplementary materials of various kinds are kept for the use of pupils. Mention has already been made of the permanent collection of books donated by the Parent-Teacher Association and members of the community.

The following list of magazines are subscribed to by the school and are available at all times to the students:

Life	Science Pictorial
Time	Science Classroom
Coronet	Popular Science
Readers' Digest	Hygeia
Athletic Journal	Mechanix Illustrated
Holiday	Popular Mechanics
Saturday Evening Post	Science Digest
Science Illustrated	Science Mechanics
Science Teacher	Things of Science
Human Biology	

The following newspapers are subscribed to by the  
White Settlement Junior High School Library:

Fort Worth Star-Telegram  
The Christian Science Monitor  
The Bomber News (Local Weekly Paper)

Selection of books for use in the school is made by the teachers of the various subjects and officials and patrons of the library. In the central library, the secretary of the Library Association selects the books with the aid of various other officials and patrons of the library.

The librarian in charge of the White Settlement Junior High School Library is a former English teacher. She has a wide acquaintance with books, with childrens' reading needs, but she has had no regular library training in the professional sense of the term.

In evaluating the adequacy of the library facilities of the White Settlement Junior High School, the standards set up by the Southern Association of Colleges and Secondary Schools are used as criteria. In light of this comparison, the following conclusions have been reached:

1. Due to its affiliation with the Tarrant County Library, the White Settlement Junior High School has an adequate number of books available for supplementary reading.

2. The library space is not sufficient for the number of pupils enrolled, but the fact that the books are rotated from school to school minimizes the need for space for books. Each

classroom has its own bookshelves, and much of the supplementary reading is done there.

3. The library offers no training course in the use of books, but the librarian gives individual instruction.

4. The appropriations for financing the library are adequate. The active Parent-Teacher Association also provides for permanent additions to the library book shelves.

5. The magazines of the library are popular and well-selected. However, there are no magazines available that are designed especially for the junior high school age level. Although a number of such magazines are published, the White Settlement Junior High School does not subscribe to any of them.

6. The newspapers available give national, state and local news.

7. The librarian of the school has had no formal training in library science.

In evaluating the school library, it is indicated that it is adequate for the needs of the school in amount of reading material available. The lack of library space appears to be offset, in part, by efficient utilization of the central library and classroom bookshelves. The magazines of the library include none on the junior age level. Lack of formal library training on the part of the librarian might appear to

be the most important criticism to be made of the library program of the school, but her long experience as a librarian tends to offset this deficiency.

### Guidance

The White Settlement Junior High School has no organized guidance program for the students. Problems of discipline are left to individual teachers except in serious infractions which are referred to the principal. There is no testing program for the study of children and discovery of individual differences. In many respects, the guidance program of the school follows the traditional lines established by the pioneer school wherein this function was left to the homes.

There is an attempt, however, to give the pupils some vocational guidance. The school has no vocational education, but one of the functions of the junior high school is the exploration of interests in order that pupils may make future choices more intelligently. To this end an occupations course is offered as an elective in the tenth grade. In this course each student is permitted to choose from one hundred occupations the one that he prefers to study for six weeks. An intensive study is then made of this occupation. Information is sought on the possibilities of employment, remuneration, amount of training necessary, special abilities required, dangers of the occupation, opportunities for service, and

permanency. Booklets, posters, scrapbooks, and any kind of materials available are utilized.

Homeroom activities constitute the main guidance program of the school. Each homeroom is organized into a club. Two periods each day are utilized; the first one is a fifteen minute period at the beginning of the school day and the second is a like period directly after the lunch hour. The time is utilized for business and for counseling in various problems that arise in the school. Individual counseling is given by the teacher where a need is felt by the pupil or recognized by the teacher. This counseling, however, deals mostly with matters of discipline. In the seventh and eighth grades one hour is set aside each week for a club meeting in the homeroom for business and for a short program planned by a committee of pupils in charge of the entertainment for the six-weeks period. Officers are elected every six weeks and no child is permitted to serve more than one term during the semester. An effort is made to provide opportunities for all students to participate in the programs from time to time.

The tests given by the school are, for the most part, objective in nature and are for the purpose of testing academic achievement. Cumulative record cards are kept for each student and these are filed in the principal's office.

In evaluating the guidance activities of the White Settlement Junior High School it is found that the program, in the light of the check list, is very inadequate. The following conclusions seem warranted:

1. The school has no adequate physical data on which to base child study. There are no physical examinations except screening tests for visual and auditory deficiencies.

2. The school does give guidance in adolescent problems through its physical education and health programs, but the work is not based on scientific tests.

3. The mental data on the pupils are inadequate; tests have not been given regularly and records are inadequate.

4. The school gives teacher-made tests and records are kept of results. No aptitude tests are given and no anecdotal records are kept.

5. No personality tests are given.

The lack of scientific testing on which to base guidance is a major criticism of the school. There can be no sound guidance program unless it be based on a scientific study of the children to be counseled.

#### Extra-Class Activities of the White Settlement Junior High School

The small playground area of the White Settlement Junior High School limits the number and type of extra-class activities in many respects, but utilization is made of those that

are available. The school sponsors a football team, basketball, and softball teams. Intramural games are played and interest in these activities is evidenced by the large number of boys and girls competing for places on the teams. In addition to these team sports, games are provided for participation of all the students. The school has no gymnasium but portable goals make it possible to use the auditorium as a make-shift gymnasium for many activities.

The auditorium of the school seats approximately 450; therefore, all of the students cannot meet here at one time. For this reason assembly programs are held at infrequent intervals, and in their place programs are presented by the different classes and clubs. In many instances, one class will invite other groups in the school and plays or projects will be presented either in the classroom or in the auditorium.

The following clubs are represented in the school:

- Y-Teens
- Pep Squad
- Choral Club
- Dramatics Club
- Science Club
- Art Club
- Spanish Club

Each of these clubs present its own programs during the year. The Choral Club is especially active and the group visits other schools in presenting their programs. There is a father-and-son football banquet, a graduation party given by the mothers, class parties, and community programs as part



of the recreational program. The school is an integral part of the community life and all programs of the school are well supported.

In evaluating the extra-class activities of the White Settlement Junior High School against the check list set up as criteria, it is found that the school program meets standards in some respects and fails in others. Pupil participation is encouraged by means of programs presented in various rooms by various organizations, and the wide variety of games and events sponsored by the school. However, the inadequate play area and the lack of a large auditorium and a gymnasium very definitely limit many regular extra-class activities. The school appears to utilize its limited facilities very effectively.

#### Health Program

In its health program the White Settlement Junior High School works in cooperation with the Tarrant County Health Clinic. Screening tests for vision and hearing deficiencies are given. An immunization program is also carried out. X-ray tests for tuberculosis are given by a traveling laboratory.

Supervised classes in physical education are taught in all the grades in the junior high school. In addition, regular health classes are taught by teachers who are trained

in health education and physical education. A number of motion pictures are used in this department.

In evaluating the physical education and health programs of the school against the check list, the following conclusions have been reached:

1. The school maintains a regular physical education program taught by the instructors especially trained in this work.
2. A varied program of games and activities is maintained.
3. The health program includes problems of adolescent life.
4. Screening tests are given the pupils for physical defects.
5. An immunization program against contagious diseases is provided.

The physical education and health programs of the White Settlement Junior High School meet state requirements and appear to be fairly adequate for this age-grade level. In this respect, the school more nearly meets accepted standards set up in the check-list than any other area studied.

#### Summary

1. The White Settlement Junior High School has some peculiar environmental factors.

2. The school is and has been an integral part of the community life and activities.

3. The plant is comparatively new, consisting of two buildings, small library, auditorium, lunchroom, bookroom and principal's office. There is no provision for vocational education. Playground area is small. Plants of the elementary school and the junior high school are located on the same grounds.

4. With one exception the member of the staff hold academic degrees. Two of the teachers hold the Master's degree. There is only one teacher who is not teaching in the field in which she majored or minored in her college training. None of the teachers has taken any special training in teaching adolescent children.

5. The curriculum of the school offers a number of elective courses in the ninth and tenth grades, but provides none in the seventh and eighth grades.

6. Teaching techniques follow the traditional pattern by stressing individual subjects and lessons, but the project and activity plans of teaching are receiving increased emphasis in the school.

7. The school, through connection with a large central library, has a wide range of supplementary material available.

8. The librarian in charge of the school library knows and appreciates good reading habits, but she has had no regular library academic training.

9. The guidance program of the school is traditional in nature and does not stress study of individual differences.

10. Extra-class activities are many and the students participate in them to a satisfactory degree.

11. The health program of the school includes X-ray tests of the children, immunization against contagious diseases, and visual and auditory screenings.

12. The school plant needs more play area. Due to the lack of forethought in planning for the expansion of the school, there is little that can be done to remedy this situation.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to make an evaluation of various phases of the progress of the White Settlement Junior High School in the light of criteria developed from recent literature in this field. A review was made of the literature, and a check list of desirable practices was compiled for the various activities studied. The practices of the White Settlement Junior High School were then studied and the results were compared with the check list. In the course of the study the following conclusions were reached concerning criteria for evaluating a junior high school:

1. The junior high school is essentially an exploratory, try-out and information school.
2. It should have a separate building for its activities.
3. It should have ample play area and adequate facilities for games and recreation.
4. There should be facilities and equipment for vocational education.
5. A gymnasium should be available for the physical education program.
6. The school should have a well-planned guidance program based on scientific tests and measurements.

7. The school should have a central library and an adequate supply of books and other supplementary material.

8. The building should supply adequate classroom instruction space for all the students.

9. There should be a health program centered around the special need of adolescent youth for health practices and information.

10. The staff should have special training in the field of junior high school activities.

In the evaluation of the White Settlement Junior High School, the following conclusions were reached:

1. The school has a modern plant and is a separate institution from the other schools of the system.

2. The playground space is very inadequate and the facilities for recreation fall far short of accepted standards. This is one of the greatest weaknesses of the school.

3. There are no facilities or equipment for vocational education; this makes the curriculum narrow and it fails to meet the needs of the community for this type of education.

4. The school has no gymnasium, and this hampers the work of the physical education teachers, the health teachers, and the recreation activities of the school. The study indicates, however, that the school makes effective use of the limited facilities that it has for recreation and physical education.

5. There is no organized guidance program in the school. This is another major weakness; junior high school pupils require special techniques of guidance. The school makes no study of individual differences, uses no scientific tests other than those of measuring facts and skills, and follows the traditional pattern of the early-day schools.

6. The school library center is too small for adequate library facilities for a school of this size. It does have an adequate supply of books, which is one of the strong points of the school.

7. There is inadequate instructional space. More classrooms are needed.

8. The curriculum follows traditional lines of subject matter, and lacks many of the vital new courses which have enriched the course of study. There is little attempt to use subject matter especially designed for the adolescent level.

9. The health program of the school merely meets state requirements; it is not planned especially for the junior high school level. This is another weak point in the school.

10. None of the staff has any special training in the techniques of teaching adolescent pupils.

#### Recommendations

In the light of the foregoing conclusions, the following recommendations are offered:

1. It is recommended that the public sentiment be enlisted for the establishment of vocational education in the school. All avenues for financing facilities for this type of education should be explored.

2. It is recommended that the area be canvassed to see if there is any space available which might be used to augment the inadequate playground.

3. It is recommended that an in-service training program be inaugurated to study junior high school needs. The staff should have a working knowledge of the aims and objectives of high school education and techniques of teaching adolescent children.

4. It is recommended that a guidance program be organized. This should include a study of individual differences based on scientific tests.

5. It is recommended that the curriculum be revised from the standpoint of adolescent needs. Greater stress should be placed on an activity program, and less attention devoted to traditional textbook materials and techniques of instruction.

6. It is recommended that further study of the school's problems be made and attention directed to points that need improving. In view of the fact that a large per cent of the attendance is drawn from families living in government projects, the Federal Government should be contacted for aid in securing a gymnasium and other needed facilities for the school.



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