

Marquette University

e-Publications@Marquette

Bachelors' Theses

Dissertations, Theses, and Professional
Projects

7-1930

Individual Differences in the Junior High School and How They May Be Provided For

Marie C. Buckley

Follow this and additional works at: https://epublications.marquette.edu/bachelor_essays



Part of the [Education Commons](#)

CONTENTS

INDIVIDUAL DIFFERENCES

Page

IN THE JUNIOR HIGH SCHOOL

Preface

A n d

Chapter I. Introduction - - - - - 1

HOW THEY MAY BE PROVIDED FOR

The Junior High School Recognizes Individual Differences as the Most Important Justification for Its Organizing.

Chapter II. - - - - - 6

To Provide for Individual Differences the Junior High School Must Employ:

MARIE C. BUCKLEY

1. Ability Grouping of Classes - - - 6
2. Enriched Programs of Study - - - 13
3. Adequate Curriculum Differentiation - - - 17
4. Flexible Methods of Instruction - - - 22
5. Ample Opportunity for Socialization - - - 26

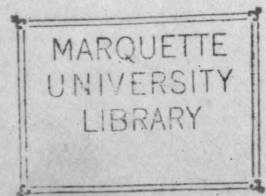
A Thesis submitted to the Faculty of the College of Liberal Arts, Marquette University, in Partial Fulfillment of the Requirements for the Degree of Bachelor of Philosophy.

10. Thorough Case Knowledge as a Basis of Adjustment - - - 42
11. Testing - - - 43
12. Do Away as far as Possible With Retardation and Elimination - - - 45

Chapter III. Conclusion - - - 49

MILWAUKEE, WISCONSIN
July, 1930.

Bibliography - - - 50



C O N T E N T S .

	Page
Preface	
Chapter I. Introduction - - - - -	1
The Junior High School Recognizes Individual Differences as the Most Important Justification for Its Organizing.	
Chapter II. - - - - -	6
To Provide for Individual Differences the Junior High School Must Employ:	
1. Ability Grouping of Classes - - -	6
2. Enriched Programs of Study - - -	13
3. Adequate Curriculum Differentiation - - - - -	17
4. Flexible Methods of Promotion - - - - -	22
5. Ample Opportunity for Socialization - - - - -	26
6. Definite Vocational Training and Educational Guidance - - - -	28
7. Exploratory Courses - - - - -	36
8. Individual Instruction - - - - -	38
9.-Provision in the Care of Brighter Pupils - - - - -	40
10. Thorough Case Knowledge as a Basis of Adjustment - - - - -	42
11. Testing - - - - -	43
12. Do Away as far as Possible With Retardation and Elimination - - - - -	45
Chapter III. Conclusion - - - - -	49
Bibliography - - - - -	50

CHAPTER I.

INTRODUCTION

Recognizing individual differences ranks
as the most important P R E F A C E .
organizing the junior

This is a brief account of
individual differences found in
Junior High Schools, and how they must
be provided for.

Acknowledgment is made to
the authors quoted and mentioned in
the attached bibliography for mater-
ial presented.

Marie C. Buckley.

to live it in school as ultimately it must be lived out of school - this is CHAPTER I. of the junior high school."

I N T R O D U C T I O N

Recognizing individual differences ranks as the most important of the justifications for organizing the junior high school.

¹"Of all the functions of the junior high school, that which seeks to aid pupils in discovering their own capacities and limitations, interests and distastes, powers and weaknesses, is, in the judgment of the writer, the most important. It is this function, above all others, that justifies the reorganization of schools on a new basis. To segregate adolescent pupils in a school by themselves; to surround them with influences that elicit their natural responses; to afford them opportunities to browse in many fields of endeavor; to permit them to try their strength in many different ways; to enable them to compete with other boys and girls of their own age; to permit them to initiate, organize and administer projects; to employ methods of teaching that challenge their best efforts in thought and action; to stimulate and to develop their best instincts by encouraging self-expression, and by furnishing opportunities to see life as it is and

¹Davis, Calvin O. "Junior High School Education." p.99

to live it in school as ultimately it must be lived out of school - this is the work of the junior high school."

²"Another product of the science of human nature is the principle of individual differences. The fallacy of believing that all pupils are exactly alike was the fallacy of a generation ago. We now realize that an individual, to be a productive member of society, must play some part other than that which is played by his fellows. In our schools we must provide preparation for the diversified duties of democratic society by giving full recognition to individual capacities and individual training."

³"More recently we have awakened to the significance of an important fact. It is the fact that human nature is variable, that individuals differ from one another as to their mental, as well as to their physical qualities. Hitherto we have attempted to fit the educational program to the common qualities of human nature; now we are giving due consideration to the differences in human nature. We have learned that methods of instruction must be as variable as individual differences, that they will not stay fixed or put. We have learned that the materials of instruction must be constant-

²Smith, William A. "The Junior High School" p.183

³Reavis, William C. "Pupil Adjustment" Introduction p.XI.

modified, readjusted and reinterpreted to fit the needs of changing childhood and the demands of a progressive society."

4*The junior high school has been variously entitled as the finding, the sorting, the trying-out, and testing period of the public school system. Exploration of individual differences, the revelation of educational and vocational opportunities adaptable to individual differences, the adaptation of educational offerings to ascertained individual needs rather than the conforming of all pupils to one educational pattern, all these and other purposes to adapt the educational program to the "individual" are the objectives of the junior high school."

5"Practically all representative leaders in the junior high school movement stress, directly or by implication, the necessity of adapting the work of the school to individual differences, both psychological and social. Almost without exception they emphasize the fact that these differences come into increased prominence during the junior high school age."

⁴Koos, Leonard V. "The Junior High School" p.52

⁵Smith, William A. "The Junior High School" p.197

"National Society for the Study of Education"
The Twenty-fourth Yearbook, Part II.

Spalmer, Jasper F. "The Individual in the Junior High School" - Journal of Education, Volume 29, pp.429, 430.

6 "The hand-in-hand development of educational psychology and educational tests has resulted in the accumulation of a wealth of information on the differences among individuals in abilities, aptitudes, and interests. We no longer ignore the fact that some children can never succeed in ordinary school work, or that children with low ability in ordinary work may be able to work successfully in a different type of educational curriculum."

7 "Already one can begin to see the day when each child will be recognized as a living human being, differing by right and by necessity from every other human being - differing in his needs, differing in the contribution he can make to mankind, yet a member of the human organism who must coordinate his life with the lives of his fellow members."

8 "A pure democracy is not made up of men of equal strength and capacity; it is not the plan of God or man."

School men have long recognized the fact that children are differently constituted, possess different mental traits, and have different natural tendencies and talents but have been unable to organize their schools to properly allow for the varying needs. The junior high school organization offers more opportunities for meeting the needs of the individual

⁶Mort, Paul R. "The Individual Pupil" pp.18,19.

⁷"National Society for the Study of Education"
The Twenty-fourth Yearbook, Part II.

⁸Palmer, Jasper T. "The Individual in the Junior High School" -Journal of Education,
Volume 89, pp.429,430.

than anything that has yet been proposed."

9"The fundamental aim of the junior high school is to educate all thirteen to fifteen year old children of the community. It follows that it must receive them all and must retain them, else it cannot educate them; that it must offer each child that kind and quantity of educational opportunity to which he can be stimulated to respond; that it shall offer opportunities not only to master the subject-matter of the curriculum, but that it shall give the young citizens practice in responding to typical experiences for democracy."

Since group instruction is not only necessary but in the case of the vast majority of children desirable, such adaptation necessitates very obviously the classification of children in ability groups. Ability grouping is, therefore, one of the major problems of the junior high school principal and his staff."

Ability grouping in the junior high school is to be defined as the classing of the pupils of the school into groups which, within reasonable limits, are homogeneous in ability to perform the kind of task which confronts these pupils in the classroom. It is not an attempt to point out those who are worth while and those who are not. It is not a

⁹Summary, School Review, Vol. 27. 1919, p. 358

¹Smith, William A. "The Junior High School" p. 353

²Ryan, Eber Hinds and Grenilins, Philipine

"Ability Grouping in the Junior High School"

pp. 1-11

CHAPTER II.

To Provide for Individual Differences

It Will be Necessary to Employ:

1 - Ability Grouping of Classes.

¹"A suitable educational environment for children approximately twelve to sixteen years of age demands, among other things, a careful adaptation of the work of the school, from the standpoint of both quantity and quality, to individual differences in interests, needs and abilities. Since group instruction is not only necessary but in the case of the vast majority of children desirable, such adaptation necessitates very obviously the classification of children in ability groups. Ability grouping is, therefore, one of the major problems of the junior high school principal and his staff."

²"Ability grouping in the junior high school is to be defined as the classification of the pupils of the school into groups which, within reasonable limits, are homogeneous in ability to perform the kind of task which confronts those pupils in the classroom. It is not an attempt to point out those who are worth while and those who are not. It is not a move to separate the leaders from the followers. * * * * *

³Mort, Paul E. - "The Individual Pupil" p.333

¹Smith, William A. "The Junior High School" p.353

²Ryan, Heber Hinds and Crecilius, Philipine
"Ability Grouping in the Junior High School"
pp.1-11

"Ability grouping, in its simplest aspect, is a refinement of grading. It takes account of the fact that learning involves activity on the part of the learner; that the ability to engage in self-activity of such a kind and in such a way as to profit by the instruction of the moment varies greatly with individuals.

"One important principle that is emerging is that individuals show not only quantitative differences in ability to learn, but also qualitative and categorical differences as well. This calls for different kinds of school experience for different kinds of mind - different subject matter, different amounts, different methods, different motives.

"Since the grouping of pupils is for efficiency in instruction, all the factors which go to make up capacity for learning should be included in the basis of grouping, in so far as that is possible."

3. Grouping must be done in terms of individual subjects. Pupils pursuing a given subject are grouped according to their ability in that subject, regardless of the fact that their purposes in taking the subject may differ in a marked degree.

³Mort, Paul R. - "The Individual Pupil" p.333

⁴McGregor, A. Laura - "The Junior High School Teacher" p.27

⁵Koss, Leonard V. - "The American Secondary School" p.551

"As in the case of the elementary school, the purposes are to simplify the work of the teacher by reducing the range of ability with which he has to deal, and to improve the service of the school to individual needs, through various types of adjustment facilitated by ability grouping."

⁴"When boys and girls enter the junior high school they find themselves assigned to home-room sections numbering usually from thirty-five to forty pupils. Each seventh-grade section is a relatively homogeneous grouping of students on an ability basis as, determined by intelligence tests, standardized educational tests, estimates of teachers in contributing schools, or combinations of these methods. Students are aware of the significance of such grouping, but the matter is not held constantly before their attention; the explanation is given that such grouping enables their teachers to help them more effectively. Errors in grouping evidenced by performance better or worse than the general correlation are corrected by transfer to other groups. The ability-grouping principle is carried as far as possible through the three years of the junior high school, but when choice of electives becomes a factor in the grouping situation, numbers do not always permit of the maintenance of ability ranges."

⁵"A great deal has been said on behalf of placing pupils in ability groups for purposes of instruction,

⁴McGregor, A. Laura - "The Junior High School Teacher" p.27

⁵Koos, Leonard V. - "The American Secondary School" p.551

not only by those who have viewed it as theoretically desirable, but of late years, by those who have had the opportunity of giving it experiential evaluation. The advocates speak of better educational results for those of all degrees of ability, arising out of better adjustment of methods and materials of instruction to the narrower range of abilities represented within each group. Superior pupils, it is said, are stimulated by being in groups of those similarly equipped, and those of less ability are not discouraged by being hopelessly outstripped by superior pupils. The less capable are given a helpful sense of success essential to mental hygiene and conducive to a longer stay in school than would otherwise be the case. Among supplementary advantages are an improved social homogeneity, achieved by the greater degree of community of interest and by that nearness of age of the groups which is to some extent an accompaniment of such grouping, and the removal of many disciplinary problems by keeping superior pupils busier in competition with their intellectual peers and by relieving the less capable over-age pupil from that discontent with the school situation which is so often manifested in his untoward behavior in mixed classes."

⁶"The more progressive secondary schools have realized the necessity of taking individual differences into

⁶Reavis, William Claude, "Pupil Adjustment in Junior and Senior High Schools" p.103

consideration and have attempted to meet the school problems involved by grouping their pupils into relatively homogeneous sections and varying the instructional materials and methods according to the needs of the groups. It has been claimed that this attempt to adjust the school to the needs of its varying student personnel has resulted in the correction of mal-adjustment and the reduction of failure and elimination. The school has been able to challenge the powers of its pupils more effectively and thus to account more accurately for whatever abilities its pupils possess."

7 "The schools of a democracy should offer to each pupil those unique opportunities for acquiring skill, for practice in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. The ideal requires that we adjust our standards to the abilities of our pupils. Every pupil in the ideal school system is judged by the best which he can do and not by the median performance of a non-selected group.

"In order to adjust our schools to the needs of individual boys and girls, our curricula and courses of study must be markedly different for groups of children who vary in ability. We may not rest satisfied with the provision of special oppor-

⁷ Mort, Paul R. "The Individual Pupil in the Management of Class and School" The Editor's Instruction by George D. Strayer

tunities for the feeble-minded, the physically handicapped and the morally delinquent. It is important that adjustments be made in terms of the varying abilities, achievements, and environmental conditions of children all along the line. It is of surpassing importance to provide facilities which will stimulate the most able children to the attainment of their fullest intellectual development."

8 "The Junior-high school organization is democratic, for it offers a better way to give each individual an opportunity to get the treatment and experience by which he can profit most. There is nothing fixed about the plan of homogeneous grouping; it is flexible, since pupils may be moved from one group to another when there is evidence that a change in grouping will work to their advantage. In life people naturally group themselves according to their capacities and interests. * * *

Teachers of relatively homogeneous groups appreciate the potential capacity of their problems and are not so likely to make unfair demands of them or mark them as failures in their work and force them to repeat it. The teacher who receives a nearly homogeneous group of pupils adjusts her material and methods to their needs, and gives them the joy of success-

8 "Touton, Frank C. and Struthers, Alice Ball.

"Junior High School Procedure" pp. 84-86

ful achievement and the relief from embarrassment of repeated failure. The group is held to standards commensurate with its mental possibilities. The recognition of capacity tends to eliminate failures, and is therefore more economical and, to a certain extent, more just. In addition, teachers have the advantage of knowing their pupils much better from the first, and are saved much time in making discoveries. Pupil interest is awakened, and happier pupils are retained in school during the compulsory age. More pupils, are given, in consequence, a longer and more profitable educational experience than under the old system of failure, repetition and elimination.

"The idea that the brighter pupils stimulate the slower is largely false. In fact, the opposite is more often true: the slower are overwhelmed by the brilliancy of the superior. Investigations have shown that qualities of leadership develop more by competition with one's peers. Boys and girls who have always been in the background become prominent in homogeneous groups, for when separated the very superior pupils are not present to submerge them. The latter, in turn, are forced to a better use of their capabilities when made to compete with those more nearly their mental equals.

"The community endorses that which is fair and good. The more serious complaints have come in cases where the classification has

not been done by serious, cautious, careful, tactful, and scientifically trained workers. It should proceed slowly and justify itself at each step. Parents are delighted when they realize that the various capacities and abilities of their children are being recognized and developed."

2 - Enriched Programs of Study.

⁹"Just how the enrichment is to be accomplished is problematical. A study of the literature that has appeared during the last five years will reveal that there is little or no agreement as to the way in which the curriculum is to be enriched. In general, two methods are suggested: either a fuller, broader, more detailed development of the topics to be studied and the inclusion of much related material; or the addition of subjects not usually included in the curriculum for pupils of this age.

"The first of these methods can be justified more readily than the second. Its chief difficulty lies in the fact that courses of study will need to be worked out in great detail in order to include a sufficiently wide range of related material to provide an enriched content."

¹⁰"In the junior high schools, relief comes to the class room teacher with the offering of elective broad-

⁹Ryan, Heber Hinds and Crecelius, Philippine.

"Ability Grouping in the Junior High School" p153

¹⁰Mort, Paul R. "The Individual Pupil" p.238

ening courses in the seventh grade, and with the introduction of variation in curricula coupled with elective opportunities within each curriculum in the eighth grade."

11 "It requires no extended inquiry to demonstrate that the single-curriculum type of program of studies is inadequate to the special purposes of the junior high school. The multiple-curriculum program of the pure type is somewhat better suited to junior high school needs, but it falls short by incorrectly assuming that by the time the pupil enters on the work of a curriculum he has already decided on his line of occupational specialization. This is contrary to a basic assumption in the junior high school, that the pupil is here to be helped to select a specialty rather than to train for one. The constants-with-variables type of program can be organized in harmony with this basic assumption. Some of the combination types are also in harmony with it, especially when they allow freedom of election, beginning this opportunity for partial variation in subjects taken not later than the opening of the eighth grade and preferably in the seventh grade. Where adequate assistance for guidance can be assured - which should always be characteristic of junior high schools -

¹¹ Koos, Leonard V. "The American Secondary School" p. 540

¹² Davis, Calvin O. "Junior High School Education" p. 36, p. 109

the constants-with-variables program seems best. Large junior high schools, however, deem it expedient to operate the combination type. The curricula most frequently found in junior high school programs which follow the combination type are, as stated in Chapter VII., the academic, the general, the commercial, the industrial, and the curricula in practical arts and home economics."

12 "The traditional program, with its stress upon formal studies, many of which have previously occupied the attention of the pupils, does not meet the demands of twentieth-century educational ideals. If pupils of diverse interests are to be encouraged to continue in school, then subject matter that makes an appeal to their several needs and interests must be provided. This can only be accomplished by a program of studies enriched far beyond the narrow confines of the old-type curriculum. * * *

"It has long been evident that if the junior high school is to justify the expectations of educational reformers and serve the ends established for it, the program of studies must not be narrow and formal. Neither may the school justify itself with an array of subjects differing slightly from those found in the traditional elementary school. A veritable wealth of offerings of varied types must be furnished. Indeed, to the degree that an enriched and suitable program of studies is provided, to

¹² Davis, Calvin O. "Junior High School Education" *School Review*, pages 313 et seq. p.56, p.109

that degree will the school approximate the true ideal of a junior high school."

13 "The course of study must be enriched to include intensive study of our nation and its meaning to our citizenship and to the world. The future must see the enriched course providing a broad, sure foundation for the practical life of the individual. There must be no narrow limitation of the individual, no training for a single type of life. The enrichment of the course must aim consciously at the destruction of those provincialisms and class prejudices which have worked in the history of nations in the past, counter to the interests of democracy. Ignorance of other tasks than one's own breeds lack of sympathy and results in the separation of group from group. Intelligence regarding others brings with it sympathy and co-operation.

"If more subjects are introduced into the course than can be assimilated by the pupils, there will follow a distraction which will be quite as disastrous as any limitation that could be put on the course. Pupils will fail to learn the lesson of concentration of attention; thoroughness and mastery will have no meaning to them; they will carry away a confused idea of the materials they study, and they will fall into a type of superficial thinking which is one of the perils of the modern course of study.

¹³ School Review, pages 313 et seq., May 1918.

"Not only so, but there is danger in the enlargement of the course of study that subjects will be introduced which are in form far beyond the maturity of the pupils. The old-fashioned course of study undoubtedly made the mistake of assuming too little capacity on the part of the pupils."

3 - Adequate Curriculum Differentiation.

¹⁴"The broadening of the curriculum takes upon itself special significance in the year or years of the junior high school prior to the selection of the specialized programs which pupils are to carry through high school. A series of short courses are given in many schools throughout the seventh and eighth grades for the purpose of discovering abilities, aptitudes, likes, and dislikes of pupils in the various lines of work open to them in their remaining school years. In some cases these courses are compulsory. In other cases, in order to increase the range of possible courses, they are made elective."

¹⁵"The unique and distinctively junior high school feature suggested by the committee is the broadening and finding courses. These courses

¹⁴Mort, Paul R. "The Individual Pupil" pp.317,318

¹⁵Bruner, H.E. "The Junior High School at Work,"
Bureau of Publications, Teachers
College, Columbia University, 1925.

should be six and eighteen weeks in length - six weeks in the seventh grade and six or eighteen weeks in the eighth grade - and should be open to every boy and girl in these two grades. It should be the aim of these short courses to present glimpses of the future studies in the fields in which they are given, as well as to show the pupils the possibilities of the different professions and businesses of which each is a sample.

"All broadening and finding courses should be elective. These courses have been called broadening and finding courses for when tried elsewhere it has been found that (1) through them many of the pupils find the later courses for which they seem to be best fitted, and in which their interest seems to lie; (2) in some instances they find also their life work, although this happens less frequently; and (3) whatever the finding, the pupils are profitably broadened by coming into contact with these different fields.

"The chief aim of the broadening and finding courses and the chief value seem to be the broadening effect. While for purposes of finding, a more or less typical cross section of future school work or life work is portrayed, nevertheless an attempt is made to present only material which is in itself worth while. Hence, if the finding were reduced to zero quantity, which would be well-nigh impossible, the enrichment alone would more than justify the cost."

16 "Indeed, curriculum differentiation is the crucial issue, whatever we do about it. We have already in our crudely conceived pre-vocational education begun to adjust our instruction in this prudent way to some sort of inevitable industrial test to come in the life of the junior high school pupil, saving him all the while from narrow specialization. Already also we have become increasingly convinced, from our crude scales and tests, of the consistent evidences of the inherent and universal differentiation among these children. No 'common elements' can produce like effects. Future probable careers suggest some flexibility in our courses; This relatively constant proportion of poor, medium, and superior students reinforces the suggestion."

17 "The outstanding problem of junior high school curriculum organization and administration is, therefore, to select and to combine in accordance with the exigencies of widely varying situations those activities and experiences which will enable us to achieve in each particular case as directly and immediately as possible the goal toward which we are striving - namely, genuinely functional behavior on the part of the individual and the group.

"In junior high school curriculum organization it is imperative to draw a careful distinction between constant materials required in common of all pupils, and variable materials intended for different individuals and groups, and to make adequate provision for both.

16 Johnston, Charles Hughes, "The Junior High School" Journal of Educational Administration and Supervision, Vol. III., pp. 420, 421.

17 Smith, William A. "The Junior High School" pp. 240-242.

"In actual practice we have as yet made but slight progress in that direction. The constants in existing junior high school curricula not only occupy too prominent a place but they vary altogether too much. They have obviously been selected largely on the strength of other considerations than common educational needs on the part of American children. The variables have on the whole been very inadequately provided for, and those which have been provided have not been chosen as definitely as they should have been in accordance with specific objectives. Scientific curriculum making has, therefore, much to contribute at this point."

¹⁸"One of the chief functions - if not the chiefest function - of the junior high school is to discover individual differences and to administer the school work so as to develop personality to its highest practical degree in each individual. Such a conclusion obviously demands that more than a single curriculum shall be provided in the schools. How many and what curricula shall be offered is a debatable question. Judging from the experiences of many administrators, four or five curricula are ample. More than this number tend to confuse the pupil; fewer than this number take individual differences too little into account.

¹⁸Davis, Calvin O. "Junior High School Education"
pp.113,115

"Surely, if the Junior High School is to continue the integrating influences of education started in the elementary school, a considerable portion of the curricular offerings will be uniform prescriptions for all normal children, irrespective of the future. On the other hand, the interests of individuality require that not all work shall be common. What subjects, therefore to prescribe for all; what to permit as alternative selections; and what to leave to election are unsettled questions. Seemingly, little or no differentiation should be permitted in the seventh grade; some should be allowed in the eighth grade; and considerable should be permitted in the ninth grade.

"For pupils greatly retarded in the school work and for those for whom the more formal studies in the school have little interest, individual curricula should be arranged.

"Finally, the administration of the several curricula must not be so conducted as to prevent absolutely all revision of curricular choices when once made; nor allowed to operate in such a way as to penalize an individual unnecessarily when permission to make changes is granted. The junior high school being, primarily, a testing place, opportunity must be allowed for explorations. Whenever a pupil, notwithstanding an honest effort carried on for a reasonable period of time, has shown his utter incapacity or distaste for a self-selected subject of study, he should

be permitted to discontinue his study of that subject and allowed to begin again in a new field. Nor is 'a reasonable period of time' to be taken to mean the completion of a fixed amount of work. Six weeks may be ample time in which to test a pupil's powers; indeed, in some cases a shorter period may suffice."

4 - Flexible Methods of Promotion.

Promotion by subject rather than by grade.

¹⁹"Subject promotion in principle is highly desirable, since it permits every pupil to proceed normally from grade level to grade level in the subjects in which he meets the standard and retards him only in the subjects where his failure indicates the necessity for more training.

"It is probable that subject promotion is only a transition in the junior high school. It is better than repeat-the-entire-grade system of the old-time seventh and eighth grade, but it is not the final word upon the subject of pupil progress. There is evidence in the present curriculum movement that a sounder educational theory is prevailing, and that promotion either by subject or by grade will no longer be a specific event at

¹⁹McGregor, A. Laura - "The Junior High School Teacher"
pp. 22-24

the end of a year or a term. New courses of study are being set up in units of learning. When this is accomplished attainment will be measured at the close of each of these units of learning in a given subject and mastery of one unit will be assured before the succeeding one is attempted. Through such a plan there will be more rapid mastery on the part of some pupils and a slower rate of achievement on the part of others; but the system of covering a term's work without regard to pupil weaknesses along the way, and with the expectation that a certain number of pupils will become repeaters, will disappear from school administration."

²⁰"Through promotion by subject there will be eliminated the repetition of work in which a pupil has made a satisfactory record.

"The justification of subject promotion is to be found not only in the fact that in the actual school situation pupils are given failing marks, sometimes in large proportions, but more because they often receive such marks in some subjects of study while receiving passing marks in most others. The likelihood of a pupil's receiving passing marks in some subjects and failing marks in others is increased

²⁰Koos, Leonard V. "The Junior High School"
 Enlarged Edition, pp. 34, 365, 375

by variation in standards of work from teacher to teacher in the same school, and by the fact that a given pupil is likely to have what seemed to be special disabilities in some subjects, while being successful in most or all other subjects.

"Including promotion by subject as a feature would clearly be a recognition of individual differences, because it would not force on the pupil failing in one or more 'important' subjects the waste of time of repeating the work in which he has not failed. This he is often called upon to do where subject promotion is not practiced. Permitting him to advance at least in the part in which he has been given passing marks and requiring him to repeat only those constants in which he has failed, will often keep him in school past the period of compulsory education. The pupil affected by the conventional plan of promotion in the manner referred to, through the expression of the resentment he harbors, is often a disturbing factor in the disciplinary situation, subtracts from the possibility of securing conditions for effective teaching, and has a detrimental influence on scholarship. Promotion by subject reduces the frequency of these obstructions to an efficient school."

Elmer Calvin C. "Junior High School Education" p. 46

22 Banker, F. F. "Method of Promotion"

University of Iowa Extension Bulletin
No. 25, November 1916

21 "Assigning school work to individuals on the basis of their ability to accomplish results and permitting each pupil to advance as rapidly as his attainments warrant, or as slowly as his capacities necessitate, are likewise practices wholly in accord with the ideas of true democracy. Moreover, pupil advancement should be made in respect to each subject pursued and not by grouping all subjects together and making promotion depend on standard attainments in each and every one of the branches. It is a truism to say that individuals exhibit different degrees of interest and progress in different subjects. There is no valid reason for insisting that none shall proceed in the work in which he is really efficient, at no faster rate than he is compelled to proceed in the subjects in which he is less efficient."

22 "The junior high school arrangement also makes possible a greater flexibility in our methods of promotion, for it enables the school to evaluate the work of the pupil, and hence his progress in terms of the school course, by subjects and points rather than by the traditional class system of promotion. The lock-step in education has been justly condemned as being mechanical and positively harmful to the individual pupil who varies

21 Davis, Calvin O. "Junior High School Education" p.46

22 Bunker, F. F. "Method of Promotion"

University of Iowa Extension Bulletin
No. 25, November 1916

somewhat from the theoretical average which the teacher establishes. Progress by subjects, gives every individual a chance to move forward as rapidly as his abilities and his will determine."

5 - Ample Opportunity for Socialization.

23 "A large proportion of representative junior high school leaders stress the fact, either directly or by implication, that it is one of the basic purposes of the junior high school to provide ample opportunity for socialization. They point out that the eight-four plan has fallen seriously short in this respect - in the seventh and eighth grades largely because the number of pupils in a given building has usually been too small to support an adequate program of extra-curricular activities; and in the case of the ninth grade largely because pupils usually found themselves too suddenly in an environment so radically different from that represented by the seventh and eighth grades that it tended to confuse rather than to socialize them. The junior high school representing, as it usually does, relatively large groups of pupils who have much in common, constitutes, in their estimation, an ideal situation for socialization on a large scale. While it is generally recognized that socialized curricular activities are an important factor in

23 Smith, William A. "The Junior High School" p.201

23 Davis, Calvin O. "Junior High School Education"

socialization, most leaders emphasize the necessity of an extensive and well-directed program of extra-curricular activities for genuine socialization."

24 "While many of the activities of a junior high school are concerned with the individual and his personal adjustments for successful living, the socialization phase of the junior-high-school program is an effort to extract from the group situation the particular values which are inherent in it. It is, when associated with others, that the principles of government, the pleasures of recreation, and the full possibilities of shared endeavor for common ends are prominently brought to our attention. The group itself affords certain types of training which the child taught entirely by himself would never enter into nor comprehend.

"To make social attitudes conscious and to capitalize the benefits of group life, certain intra - and extra - curricular activities have been developed."

25 "To be socialized implies an adaptation and adjustment of the individual to the group, a surrender of a portion of one's independence in order that each may profit the more by the combining of resources and powers delegated to a common authority.

24 McGregor, A. Laura "The Junior High School Teacher"

Davis, Calvin O. "Junior High School Education" p.53

25 Davis, Calvin O. "Junior High School Education" p.178

To be socialized, therefore, is to be humanized, to be possessed of group consciousness, and to exercise magnanimity toward all one's associates and in all one's relationships."

6 - Definite Vocational Training and Educational Guidance.

²⁶"Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and, as far as possible, to find in that vocation his own best development.

"The ideal demands that the pupil explore his own capacities and aptitudes, and make a survey of the world's work, to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary school is essential.

"Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and clear conception of right relations between the members of the chosen vocation, between different vocational groups, between employer and employee, and between producer and consumer. These aspects of vocational education, heretofore neglected, demand emphatic attention."

²⁶Davis, Calvin O. "Junior High School Education" p.91

²⁷Reavis, William G. "Pupil Adjustment" p. 32

²⁸Kort, Paul R. "The Individual Pupil" p.94

27 "One point, therefore, that should not be overlooked is that the schools should be organized and conducted to give the child the greatest possible command over the things that are round about him. In this connection it should be said that it is but fair that he ask to be given some insight into vocation, some guidance and some training toward a vocation."

28 "Not all pupils will either desire or require vocational guidance. Some obtain it through the home, some get it from their out-of-school contacts with the active world, but many will have to rely upon trial experiences unless they obtain it through the school. It should not be the purpose of the school, however, to determine vocational choice for the pupil. Rather it should direct the pupil so that his understanding of vocations will be increased, his insight into his own abilities and qualities will be clarified and his choice of courses will be intelligently made."

29 "Perhaps a great danger arises when pupils follow courses that are not so exacting as they might be. This is likely to arise from an emphasis of vocational or occupational training. While there is no adequate reason

27 Course of Study and Manual of Instruction
For the Public Schools of Kalamazoo,
Michigan, Book 4, 1921.

28 Reavis, William C. "Pupil Adjustment" p. 32

29 Mort, Paul R. "The Individual Pupil" p. 94

why an individual with high intelligence may not be permitted to follow an occupation that does not require him to use all his ability, the pupil should understand his possibilities. If he persists in the line of work that does not make full use of his abilities, consideration should be given to the possibility of enriching the vocational course he is taking."

30 "The vocational program of the junior high school is conditioned by the physical and mental immaturity of its pupils. Lack of physical growth and development makes it undesirable for pupils of normal age to attempt to develop a high degree of skill in vocational activities.

"It follows that for a majority of the junior-high-school pupils vocational guidance will be of an exploratory and prevocational character and will include information on the pursuits of mankind, together with a variety of experiences and evaluation gained through short-unit contacts with a wide range of unspecialized and semi-skilled vocations." One of the best types of vocational guidance for normal junior high school pupils is the direction given by teachers in the subject-matter program of the school, for through this program the range of the pupil's experience may be broadened, his information

30 Touton, Frank C. and Struthers, Alice B.
 "Junior High School Procedure" pp. 39-40

as to the vocational interests of men will be extended, his appreciation of the problems of vocational groups will be placed on a sound foundation, and his own native interests and aptitudes will be explored. Not skills, therefore, but information, habits, and proper bases for evaluations are the chief benefits to be realized by normal boys and girls in the vocational-guidance program of the junior high school."

31 "There is undoubtedly great need for careful vocational and educational guidance. The best time for an adviser to study the boy is in the period of adolescence, just before he enters high school. The best opportunity for such study is when the student is 'exposed' to various stimuli. Let a boy take a fair amount of several subjects, and then have the vocational adviser watch carefully the effect. It should place him in a position to diagnose the case with small chance of making a mistake."

"The junior high school is such an institution as will allow the greatest opportunity for this study. We have boys or girls at just the right age. There are plenty of short courses which the pupil may take. If he is ever going to have an aptitude or liking for anything, it will surely show in the period from twelve years old to sixteen."

31 Smith, William A. "The Junior High School"
 Enlarged Edition pp.174-175
 pp.376-377

"While guidance is in a large sense the paramount function of all education, it is peculiarly the function of secondary education. It is during the secondary period that the individual begins to effect his orientation with reference to the complex social world in which he must presently play his part as a full-fledged citizen. An such orientation can be effected economically only under the influence of genuine guidance.

"As is evident from the statement of the purposes of the junior high school, such guidance must begin early. Indeed, during the earlier years of the secondary period, the junior high school years, all else must be subordinated to this one function. Without guidance in the larger sense, there can be no suitable educational environment for children twelve to sixteen years of age; nor is it possible without it to democratize the school system in any real sense of the word, or to effect genuine economy of time in education. Guidance is, then, the very keystone of the junior high school idea."

³²"The beginnings of vocational education are guaranteed to the pupil in the junior high school by the full performance of the functions: exploration and guidance. If the pupil in this school is permitted, for purposes of guidance to participate in a generous variety of vocational activities, he is at the same time receiving what

³²Koos, Leonard V. "The Junior High School" School Enlarged Edition, pp. 57-58

³⁴"The Junior High Schools" Baltimore Bulletin of Education, April, 1924, pp. 237-238

may be termed 'general' vocational training which should stand him in good stead, should he later enter, with or without subsequent vocational training, any specific occupation represented in the exploratory courses."

33 "The unanimous demand on the part of these leaders for the recognition of occupation in the training program takes cognizance of a need for vocational education.

"Equalization of educational opportunity requires that those who must leave school early shall have an education suited to their special needs. The urgency of this need is brought home by data pertaining to the occupational distribution of children who leave school early."

34 "The fact that the junior high schools offer the opportunity for adolescent boys and girls to try themselves out in various prevocational courses is probably one of the chief reasons why the pupils are actually remaining in school longer than formerly. The junior high school is definitely organized to provide opportunities for pupils to try out various subjects during these formative years, so that they will be able more intelligently to select a future life work. Pupils' strong points and weaknesses are noted through their successes and failures in various courses and

33 Koos, Leonard V. "The American Secondary School" *American Educational Digest* 47, Sept. pp.299-300

34 "The Junior High Schools" *Baltimore Bulletin of Education*, April, 1924, pp.237-238

through standard tests of various kinds. These schools have thus made a concrete beginning in giving to the pupils educational and vocational guidance to enable them as far as possible to discover the trend of their interests and abilities and there is, probably no period in a pupil's life when schools may be of greater significance than during the ages thirteen, fourteen, and fifteen."

35 "The greatest problem confronting American education today is how to secure proper pupil guidance and vocational effectiveness. As human activities become more numerous and more complex, the problem of the individual adjustment becomes more serious. Society has specific needs, and it makes, therefore, specific demands on the product of the schools. On the one hand we have social situations and opportunities, on the other hand we have human capacities and abilities to be discovered and developed. It is the business of the schools to relate and adjust youthful abilities to the complex and social needs. This must be done not only that the individual may make a life but also that he make a life - full, rich, happy."

36 "The social waste of unguided vocational choice has long been resented by the thinking educator and layman. Public education which merely furnishes knowledge in the

35 Mayberry, Sup't L.W. "Vocational Effectiveness"

American Educational Digest 47, Sept. 1927. p.159

36 Reed, Edwin T. "Vocational and Educational Guidance"

American Educational Digest 47, Sept. 1927, p.445

form of scholastic and vocational subject matter is failing in one of its greatest responsibilities. Public education must not restrict itself to the informational stuff of life."

37 "If we are to provide for educational needs we must know (1) what the needs are, (2) what the occupations or vocations are into which the students may go, and (3) how to discover and develop individual aptitudes. Hence, there is no more important aspect of the junior high school work than educational guidance.

"One very important method of educational guidance is that providing opportunity for experimentation. This involves the offering of work in such lines as will reveal the special interests and aptitudes of each pupil both to his teacher and to himself."

38 "About three million children under the age of fourteen annually make a raid on the industrial world for some means to make a living. Only a small percentage of them have been advised by teachers or parents as to their life work.

"Every junior high school should have an expert on vocational guidance. He should have deep knowledge of human nature and of our industrial life and be profoundly in sympathy with the

-
- 37 Jones, Arthur J. "The Junior High School"
 Davis, Calvin O. School Review, Volume 26, 1918, p. 118
- 38 Phillips, D. E. "The Decalogue of the Junior High School" School Review,
 Volume 27, 1919, p. 166

struggles of the adolescent. To him should be referred all important cases of individual choice of studies. He should settle them; not as a dictator but as a kind, sympathetic father."

7 - Provide Exploratory Courses.

³⁹ "In outlining courses for the junior high school, the fundamental principle of the whole reform movement must not be lost to view. This is, to take account of individual differences among pupils and to afford each pupil a preliminary survey of every field of knowledge he is expected to enter by making all first courses exploratory courses.

"Every exploratory course must fulfill a twofold purpose: first, to help some pupils to explore their aptitude for the course, and second, to give all pupils an actual educational return. There is a similar dual nature in all the objectives of the junior high school by reason of the fact that there are two practically exclusive groups of pupils - first, those who will continue into senior high school, and secondly, those who will drop out during or at the end of the junior high school period. For the former each exploratory course becomes the basis of choice of electives, and for the latter

³⁹ Davis, Calvin O. "Junior High School Education" p.122

each exploratory course must contain a content of genuine educational value. For the dropouts, therefore, every general course must preserve life contacts. "

⁴⁰"As repeatedly stressed heretofore, exploratory and try-out courses constitute one of the most important agencies for guidance during the junior high school period. Above all else the early adolescent needs to explore the several fields of human knowledge and to try himself out with reference to the various fields of practical endeavor. Other agencies for guidance become effective only in proportion as he had the opportunity to do this. The academic subjects should be, as indicated earlier, organized on a general basis so as to make possible a maximum of exploration and try-out.

"Some progress has been made toward the organization of general survey courses in the academic fields, though not to the extent that is desirable. Beyond this, the greatest progress toward the organization of subject-matter for purposes of exploration and guidance has been made in the field of industrial art for boys."

"The teacher must use individ-

⁴⁰Smith, William A. "The Junior High School" p.383

⁴¹Port, Paul R. "The Individual Pupil" p.343

⁴²Coston, Frank C. and Struthers, Alice B.

"Junior High School Procedure" pp.98, 99

8 - Individual Instruction.

⁴¹"The term individual instruction covers a wide range of methods of class room administration. There has always been considerable individual instruction in our schools. The supervised-study movement has much of the individual instruction idea involved."

⁴²"The border line cases, profit greatly by the decrease in the range of individual differences in the group. Oftentimes they are over age and physically mature. It has been previously noted that their minds and judgment correspond to that of a fourth-grade, fifth-grade, or sixth-grade level, but their worldly experience frequently makes them appear quite sophisticated. For this reason it is well to separate these boys and girls for recitation and home rooms. They have become discouraged, owing to their failure to meet the academic standards set for them, and are conscious of failure and fearful of themselves and of any and all projects presented by a teacher. These pupils are not bad, but misunderstood and misplaced.

"The teacher must use individual methods to rouse individual activity, socialized recitations to stimulate group consciousness, project methods to reach individual interests;

⁴¹Mort, Paul R. "The Individual Pupil" p.343

⁴²Touton, Frank C. and Struthers, Alice B.

"Junior High School Procedure" pp.98, 99

in short, she must focus her attention upon the individual rather than the subject, approach her work from the standpoint of pupil interest rather than that of specialist."

⁴³"When pupils all work together it is not expected that all will be able to do an equal amount of work. It is especially important that provision be made for the brighter members of the class, in order that they may have enough work to keep them active and alert. It too often happens that in large classes the work is scaled down to meet the ability of the poorest half of the class, in consequence of which the brighter pupils learn to loaf and tend to lose interest in school work. However many groups the class may be divided into, there will always be the necessity for individualizing the children of each section. The brighter ones must be given assignments which are beyond the ability of the less capable, while a minimum of achievement must be accepted when it represents the best effort and means the continued development of the pupil who is weaker intellectually..

"Good teachers provide for individual needs, not only by grouping their classes on the basis of their ability, but also by giving individual instruction. No daily program should fail to provide a period during which the teacher can devote her-

⁴³Mort, Paul R. "The Individual Pupil"
Preface, pp. 7-9

self to the needs of those individuals who need special help. It may be to help the boy or girl who has been absent on account of sickness, to explain a difficult problem in arithmetic, to help in the interpretation of a map or program, or to teach the pupil how to study; always there will be plenty for the teacher to do who thinks of her pupils as individuals during the half hour or more devoted to individual instruction."

9 - Provision in the Care of Brighter Pupils.

⁴⁴"Exceptionally able boys and girls are frequently discovered whose unusual ability have not been challenged by school work. They have walked along the school's highway at an ordinary pace, although nature has endowed them with seven-league boots. They have had their attention insistently called to the surface of things, although they have eyesight that can penetrate into the depths. They have brought twelve, fifteen, or twenty talents, but they have been taught the stewardship of only ten.

"The consensus of opinion today seems to be that part of the adjustment to bringt pupils may be made by permitting such pupils to finish high school at an earlier age.

⁴⁴Mort, Paul R. "The Individual Pupil" pp. 125-129

"The greater ease of broadening the individual pupil's curriculum in the junior and senior high school is an argument given for acceleration in the grades. On the other hand, it is easier to accelerate in junior and senior high schools because it requires only the addition of subjects to the normal program.

"In the junior and senior high schools acceleration is brought about by assigning a larger number of subjects than the number required or by giving extra credit for exceptional work. To make early graduation possible as a result of extra work taken in the junior high school, provision must be made for counting additional credit made in the junior high school toward graduation from senior high school."

⁴⁵"Up to this time the great majority of the plans advanced for adapting instruction to individual differences in ability has been based on quantitative differentiation. The greatest single factor in the rising tide of attention to this problem has been the growing conviction that we are not realizing fully upon the talents of superior children. It is evident that, for a considerable fraction of the children, the tasks put before the whole group constitute no challenge whatever; these brighter youngsters dally along with the pabulum offered, developing bad work habits

⁴⁵Ryan, Heber Hinds and Crecilius, Philippine
"Ability Grouping in the Junior High School"

⁴⁷Ryan, Heber Hinds and Crecilius, Philippine.
"Ability Grouping in the Junior High School" pp.61-62

and failing to get a development commensurate with their possibilities. To remedy this, some administrators have set up plans by which the superior children can get over the six grades of work in five or four years, or eight grades in seven or six years; in high school extra subjects may be taken, thus shortening the time required for graduation. Other administrators have been unwilling to 'push' the children through school but instead have increased the volume of work for the brighter children."

10 - Thorough Case Knowledge as a Basis of Adjustment.

⁴⁶"Formerly it was thought that the teacher who set for pupils high standards of work and conduct was justified in eliminating from her classes such pupils as failed to meet these standards. Now, since it is recognized that correct standards for a pupil are those which he can be expected to attain, the pupil who fails to measure up to the established standards becomes a problem case requiring special and remedial treatment."

⁴⁷"Cases arise in grouping where a child seems to belong to one of two groups as much as to the other. In such a dilemma the parent can often supply an additional bit of

⁴⁶Touton, Frank C. and Struthers, Alice B.

⁴⁹Mort, Paul "Junior High School Procedure" p.33

⁴⁷Ryan, Heber Hinds and Crecelius, Philippine.
"Ability Grouping in the Junior High School" pp.61-62

evidence or even make the decision. Happily, parents are beginning to realize that, in the placing of children in grade or group, the optimum advancement is identical with the maximum advancement."

⁴⁸"In summary, the high-school classroom teacher should expect to find recorded upon the program of each pupil who comes to him a definition of some of the individual adjustments he will be expected to make for that pupil. In addition, he should expect to find the record of tests in tool subjects for use in determining other adjustments. Upon the basis of such information the classroom teacher can intelligently plan his work."

11.- Testing.

⁴⁹"A program of testing that will make information available not only for the measurement of results in teaching subjects, or the improvement of the teaching of subjects, but will also provide objective information on abilities and achievements of individual boys and girls, is essential to an adequate adjustment of the schools to the needs of boys and girls.

"The most commonly used methods for original classification in school subjects are intelligence tests and

⁴⁸Mort, Paul R. "The Individual Pupil" p. 243

⁴⁹Mort, Paul R. "The Individual Pupil" p. 282; pp. 341, 342

school records, including teachers' marks and ability ratings. None of these methods are highly successful in grouping pupils into homogeneous groups, but they provide a good beginning which can be corrected by shifting pupils. Intelligence tests, for example, are about as closely related to term-end marks as are the marks given by teachers at the end of six weeks' experience with the children. An intelligence test at the beginning of a term, therefore, gives as good an estimate of what a pupil will do as the teacher can give after having the pupils six weeks.

"Attempts to develop specialized tests for high-school subjects have not given results sufficiently superior to the results from intelligence tests to justify their use in ability grouping.

"There is a difference of opinion as to whether the I.Q. or the mental age score from the intelligence tests should be used in grouping in high school. Until more conclusive evidence is gathered those wishing to use this measure may well choose the one that is the more convenient and be on the lookout for exceptional cases."

50 "When the teacher makes use of the results of standardized tests, as a component of her opinion and a check upon it, her testi-

50 "Ryan, Heber Hinds and Crecelius, Philippine

52 "Ability Grouping in the Junior High School" p.66

mony is much more accurate. The teacher's estimate of social age is the best means of getting at that phase of the child's development; this estimate should be based largely upon activities outside the classroom.

"Two kinds of standardized tests are of greatest value for grouping; intelligence tests, and tests of school achievement. These must be scientifically made, standardized, administered, and the results scientifically summarized."

51 "Educational and mental testing is beyond the stage of faddism. The value of the tests for diagnostic purposes in recognizing the pupil as the true center and object of consideration, is generally conceived as evidence of educational progress."

12 - Do Away as Far as Possible with Retardation and Elimination.

52 "By retardation is commonly meant the slowing up of a pupil in his progress through school as a result of any cause. Mainly it has served two purposes. It has been used as a corrective for failure for all types of pupils and as a means of adjusting schools to low-ability pupils.

51 Touton, Frank C. and Struthers, Alice Ball
"Junior High School Procedure" p.87

52 Mort, Paul R. "The Individual Pupil" p.160,163,178

"In the junior and senior high school, however, the question of retardation as an adjustment to abilities has different aspects. If a pupil can complete an entirely desirable course by spending more than normal time there is no reason why the longer period of time should not be used.

"The need of injecting some order into the chaotic condition existing in the failure situation in junior and senior high school is indicated by every careful analysis that has been made on the subject. In the percentage of children failed, extreme differences exist not only among subjects, but also among the classes of the same term in the same subject."

53 "The seeker after evidence will also take assurance from the large likelihood that the junior high school is holding boys better than does the conventional organization, especially since it is well known that boys rather than girls are eliminated from the latter. But he will rely mostly on his faith that the thorough going junior high schools - and there are still too few even today - are destined in good time to overcome those causes of pupil mortality which lie within the school, through provision of a wide range of curricu-

53 Koos, Leonard V. "The Junior High School"
Enlarged Edition pp.27-28

lar activities designed to make it possible for many who now fail and lose interest to find something at which they can succeed. They will also, in some degree, remove those which lie without the school, such as the indifference toward education in the homes from which these children come. Notwithstanding the absence of unequivocal affirmative evidence, there is abundant justification for anticipating, as one result of effective reorganization, a greater retentive power of the school."

54 "In other places school officers insisted that reforms could be made thorough-going only by the creation of an entirely new educational unit. The junior high school seemed to present the best solution. Being new and unfettered by traditions it could be made an opportunity school for trying all sorts of means for checking undesirable elimination.

"They planned to reduce dropping out of school in the seventh and eighth grades by keeping children interested in school work. The common branches, if taught at all, were effectively changed in nature and content. If arithmetic had to be left in the curriculum, it appeared as book-keeping or elementary accounts. New subjects were added - subjects that appealed to the imagination and ambition of young people. The real telling work of the big outside world was brought

54 Bennett, G. Vernon "The Junior High School" pp.13-16

into school and the youngsters had a chance to partake of the things in which they were interested.

"The junior high school functioned in preventing elimination by bridging the chasm between elementary and high school through gradual departmentalization of work, by introducing new and difficult studies singly rather than all at one time, by employing sympathetic teachers of boys and girls rather than scholastic specialists, by gradually leading the pupil to assume and bear responsibility, and by giving him work that appeals to his immediate interests and ambitions."

And needs must be made if they are to answer successfully the calls upon them as workers, as citizens, and as men and women. The junior high school seems to us to be full of great promise. We are anxious to see the educational future of our boys and girls provided for as wisely and fully as possible; to see each pupil given opportunity to become, and to be assisted with all care in becoming an efficient worker, a useful citizen, and a good man according to his interests, capacities and needs.

Report on "The Junior High School"

Documents of the Civic Federation of
New Haven, Number 21, December, 1918. p.3

BIBLIOGRAPHY.

CHAPTER III.

1 - Books: CONCLUSION.

Bennett, G. Vernon. The Junior High School. Warwick & York, Inc., 1926.

¹"The Junior High School, in one form or other, has come to stay in our educational system. Be that as it may, we are sure of this: boys and girls are here to stay, and a better, if not a sufficient, provision for their individual differences in capacities, interests and needs must be made if they are to answer successfully the calls upon them as workers, as citizens, and as men and women. The junior high school seems to us to be full of great promise. We are anxious to see the educational future of our boys and girls provided for as wisely and fully as possible; to see each pupil given opportunity to become, and to be assisted with all care in becoming an efficient worker, a useful citizen, and a good man according to his interests, capacities and needs.

Junior High School Education, Tenants' on Sunday, New York, World Book Company.

¹Report on "The Junior High School"
Documents of the Civic Federation of
New Haven, Number 21, December, 1918. p.8

B I B L I O G R A P H Y .

1 - Books:

Bennett, G. Vernon The Junior High School, Warwick & York, Inc., 1926

The book contains the history of the Junior High School, problems, and their solutions, and describes the school in action.

Briggs, Thomas H. The Junior High School. New York, Boston, Chicago and San Francisco, Houghton Mifflin Company, 1920.

The book states the need of re-organization; gives historical sketch of the Junior High School, claims and objections, special functions and curricula.

Bruner, Herbert B. The Junior High School at Work, New York, Teachers College, Columbia University, 1925.

The book contains current opinions and theories on Junior High School.

Davis, Calvin O. Junior High School Education, Yonkers on Hudson, New York, World Book Company.

The author believes that the junior high school plan should be still further developed and its use extended. He believes its

development should be guided and not left wholly to chance, and he has prepared this book in the hope that he may be able to indicate the application of certain pedagogical principles to the new plan and to present them in a plain and straightforward fashion to all those who have the cause of American education at heart.

Douglas, A. A. The Junior High School, Bloomington, Illinois, Public School Publishing Company, 1916.

Explains the features of re-adjustment, the physical and psychological character of adolescence.

Heck, Arch O. Administration of Pupil Personnel, Ginn & Company, Boston, New York, Chicago, London.

This book has been written particularly for the classroom teacher. All phases of pupil personnel have been discussed in their relations to the work of the teacher.

Koos, Leonard V. The Junior High School, Enlarged Edition, Boston, New York, Chicago, London, Ginn & Company, 1927.

Deals with the Junior High School movement, reorganization of schools, peculiar functions of the Junior High School, methods of teaching and social organization.

Koos, Leonard V. The American Secondary School, Ginn & Company, Boston, New York, Chicago, London, San Francisco.

This book has been prepared as a basic treatise on American secondary education as a whole.

Leighton, Joseph A. Individuality and Education, D. Appleton & Company, New York, London.

The purpose of this book is to outline a social philosophy of education for a democracy and to make certain applications that are of outstanding importance.

McGregor, A. Laura The Junior High School Teacher, Garden City, New York, Doubleday, Doran & Company, Inc., 1929.

This book is intended to present, with as much concrete detail as possible, the teacher and child relationships of the Junior High School years.

Mort, Paul R. The Individual Pupil in the Management of Class and School, American Book Company (1928), New York, Cincinnati, Chicago, Boston, Atlanta.

In this volume, Dr. Mort presents the best that has been accomplished in our schools, as well as suggestions for the improvement and development of our practices in caring for the needs of individuals.

Mueller, A. D. Teaching in Secondary Schools, The Century Company, New York and London.

"Teaching in Secondary Schools" is an attempt to bring together in a single volume all that is good from the old procedures, with such modifications as modern scientific education has determined, and all those newer procedures which have been developed within very recent years.

Reavis, William C. Pupil Adjustment in Junior and Senior High Schools, D. C. Heath & Company, 1926, Boston, New York, Chicago, London, Atlanta, Dallas, San Francisco.

One of the chief merits of this book is that it gives a detailed description of certain types of cases and these cases are not abstract cases.

Ryan, Heber Hinds and Crecelius, Philippine, Ability Grouping in the Junior High School, Harcourt, Brace & Company, 1927, New York.

The authors of this book have interpreted the administrative procedure of Ability Grouping in terms of its educational philosophy and have evaluated its outcome in terms of pupil training.

Smith, William A. The Junior High School, New York, The MacMillan Company, 1925.

2 - Periodicals:

The author has endeavored to make his account of the new institution representative of the best thought and practice throughout the country. The Junior High School has been, and still is a great cooperative enterprise. It is the product of no one man and of no one section of the country. There is, therefore, urgent need of continued and evergrowing co-operation on the part of all concerned.

Terman, Lewis M. The Intelligence of School Children, Houghton Mifflin Company, 1919, Boston, New York, Chicago. (The Riverside Press, Cambridge)

The purpose of this book is to illustrate the large individual differences in original endowment which exist among school children and to show the practical bearing of these differences upon the everyday problems of classroom management and school administration.

Touton, Frank Charles and Struthers, Alice Ball, Junior High School Procedure, Ginn & Company, Boston, New York, Chicago, London.

The purpose of the writers is to present in this volume the best procedure in school organization, administration, supervision, and instruction for the attainment of the proposed Junior High School objectives.

School. School (1918) p.118.

2 - Periodicals:

Alltucker, Margaret. A Counseling Plan Bridging the Gap Between the Junior and Senior High Schools. School Review, Vol. 32, pp. 60-66.

Alltucker, Margaret, What Can the Secondary Schools Do for the Student of Law I.Q.? School Review, Vol. 3, pp. 653-661.

Brewer, J. M. The Need for Tryout Courses in the Junior High School. Industrial Arts Magazine, Vol. 11, pp. 85-88.

Briggs, Thomas H. Extra Curricula Activities in Junior High Schools. Educational Administration and Supervision, Volume 8, pp. 1-9 (January, 1922).

Briggs, Thomas H. What Next in Secondary Education? School Review, Volume 30, pp. 526-527 and pp. 529-531.

Bunker, F.F. Method of Promotion, University of Iowa Extension Bulletin, No. 25, November 1916.

Burk, Caroline F. Promotion of Bright and Slow Children. Educational Review, Vol. 19, pp. 296-302.

Dvorak, August. Recognition of Individual Differences in the Junior High School. School Review, Vol. 30, No. 9, pp. 679-685

Jones, Arthur J. The Junior High School. School Review, Volume 26 (1918) p. 118.

Johnston, Charles Hughes, The Junior High School, Journal of Educational Administration and Supervision. Vol.II. pp.420-421

Judd, Charles H. The Junior High School. School Review, Volume 23, pp. 25-33.

Koos, Leonard V. The Peculiar Functions of the Junior High Schools - Their Relative Importance. School Review, Vol.28, pp. 673-681.

Mayberry, Sup't L.W. Vocational Effectiveness. American Educational Digest. Vol.47, p.159. September, 1927.

Palmer, J.T. The Individual in the Junior High School, Journal of Education 89: 429-431 April 17, 1919.

Reed Edwin T. Vocational and Educational Guidance. American Educational Digest, 47 September, 1927, p.445.

Ryan, H.H. Grouping Pupils for Acceleration. Elementary School Journal, Vol. 24, pp. 50-53.

Seashore, C.E. Sectioning Classes on the Basis of Ability. School and Society, Vol.15, pp. 353-358.

Strayer, George D. Measurement of Individual Differences, American Educational Digest, 46: 65-67, October, 1926.

57.

Washburne, C. W. Breaking the
Lockstep in our Schools. School
and Society Vol. 8, pp. 391-402.

Whitney, Frank P. Provision for
Accelerant and Retarded Children
in Junior High School. School
Review, Vol. 27, pp. 695-705

Approved

Geo. E. Farnsworth, B.S.

MAJOR PROFESSOR

W. J. Grace, Jr.

DEAN

July 15, 1930

Approved

Geo. E. Lander Betke
Major Professor

W. J. Grace, Jr.
Dean

Date July 15, 1930.