



**state policies  
and regulations  
affecting  
the junior high school**

**by  
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**U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**

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## FOREWORD

This report is one in a series of publications already issued or now projected by the Office of Education as part of a major study of the junior high school, its status, problems encountered, and promising practices found among some of the more than 3,000 junior high schools. The general idea for the report came from the thinking and planning of the entire Secondary Schools Section.

It was felt that a summary of basic practices and policies of the States would provide needed background information for further studies both by the Office of Education and by other interested agencies or individuals. Also, it would show State department of education personnel how their State policies and regulations compared with others in concern for the junior high school and attention to it.

As the study progressed and as the Office sought the advice or approval of State departments of education on issues raised or information included, staff members of several of those departments expressed themselves on the timeliness of the study, saying that their States were presently engaged in a study of the junior high school. We hope, therefore, that as these and other States consider the place and purpose in their school systems of this school for early adolescents, this summary of policies and regulations will be of assistance.

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## TERMINOLOGY

As used in this report, the following terms have the meanings ascribed:

Junior high school.--An intermediate school, usually grades 7-9, but may be any grade combination authorized by the State to be called a junior high school.

High school.--Any combination of secondary school grades that includes grade 12 in its organization, such as 9-12, 10-12, or the undivided 7-12.

Reorganized schools.--Schools having an organizational pattern other than the traditional 8-year elementary school followed by the 4-year high school.

Approved junior high school.--One which meets standards or criteria established by the State department of education and as a result is formally recognized by that department as providing an acceptable program and facilities. It is included in lists of approved schools issued by the State department.

Standards.--Regulations the junior high school is required to meet or criteria the school is advised to meet if it wishes to be listed as an approved school.

Regulation.--A law enacted by the State legislature or a principle or rule adopted by the State board of education.

Policy.--A settled course adopted and followed by the State department of education.

## INTRODUCTION

In many States the junior high school sprang up and even attained rapid growth during the past 40 years with little or no preliminary or concomitant planning or supervision at the State level. Thus there is little uniformity among the States in the degree to which policies and regulations have been directed to this school, which was organized to bring some form of secondary education to all boys and girls and to bridge the gap between elementary and high school. In other words, in the absence of a law or State board ruling affecting it, the junior high school is loosely regulated or not regulated at all by some State departments of education. At the other extreme are the States which not only do not permit a school to be established without consultation and approval at the State level, but prescribe standards the school must continuously meet. In between these extremes are many gradations of control and supervision.

This study attempts to throw light on the status of the junior high school in the 48 States to the extent that a presentation and interpretation of State policies and practices governing it can do that. Although presumably practice is in line with regulation, obviously it may not be in line with policy. For example, it may be the policy of the State department to recommend to junior high schools a specific curriculum; the school may or may not comply with the recommendation. Or it may be the policy of the department to recommend strongly against the establishment of junior high schools with grades other than 7-9, but in the absence of a regulation, the local system will not necessarily follow this recommendation.

The present report considers State policies for establishing junior high schools. It sets forth grade combinations, such as 7-9, 7-8, 7-10, authorized by State departments to be included in a junior high school. It lists those States which have programs for "approving" junior high schools similar to their programs for accreditation of high schools, and discusses standards used in the programs of approval, especially as these standards differ from those prescribed for the high school. And finally, it categorizes the States as to their certification requirements for junior high school teachers.

Information included was obtained primarily from a survey of the most recent handbooks and manuals of the State departments of education and supplementary material they submitted. For the section on the teacher, information came from the States' statements of certification requirements and from published summaries of such requirements when the former were not available.<sup>1</sup> A tentative draft of the completed document was sent to each of the State departments of education for checking for accuracy and completeness of reporting. Replies were received from 47 of the States, and revisions were made in accordance with the suggestions proffered.

<sup>1</sup> W. Earl Armstrong and T. M. Stinson, *A Manual on Certification Requirements for School Personnel in the United States*, (1963 and 1965 editions) Washington, D. C., National Education Association, 1963 and 1965.

## WHAT GRADES MAY BE INCLUDED IN THE JUNIOR HIGH SCHOOL?

When State agencies define the junior high school organization in their handbooks and manuals or in their statutes, as half of them do, they most frequently define it as grades 7-9 organized or administered as a separate unit. Several States will authorize exceptions to or deviations from the 7-9 combination in individual cases. The following States give blanket authorization for the organization of junior high schools with grade combinations other than or in addition to 7-9:

A distinct organization within the limits of grades 7-10:

Kansas, Mississippi, Missouri, Washington.

Four-year junior high school, grades 7-10: California, Pennsylvania, Washington. In communities too small to support a 4-year high school: New Mexico.

Grades 7-8 when administered as a separate unit: California, Louisiana, New Hampshire, Oklahoma (Class B schools), Oregon, Wyoming. In union high school districts: Arizona.

Grades 8-9 when administered as a separate unit: Louisiana, Oklahoma (Class B schools).

Grades 9-10 (30 annual a.d.a.) and 7-10 (75 annual a.d.a.): Tennessee.

Any single or consecutive number of grades from 7 to 9, inclusive, on the basis of the program offered: Connecticut.

In actual practice, one-half of the States have 20 percent or more of their junior high schools organized on a basis other than 7-9.<sup>1</sup> With two or three exceptions, these are States which (1) do not formally approve junior high schools,<sup>2</sup> or (2) have not singled out this school for attention in their standards,<sup>3</sup> or (3) have authorized other grade combinations, such as those listed above.

<sup>1</sup> Walter H. Gaumnitz and Committee, *Junior High School Facts--A Graphic Analysis*, Washington 25, D. C., U. S. Government Printing Office, 1954, 71 p. (Office of Education Misc. No. 21)

<sup>2</sup> See pages 12-13 of this report.

## UNDER WHAT AUTHORITY ARE JUNIOR HIGH SCHOOLS ESTABLISHED?

In 25 States authority to establish and operate a junior high school rests with the local district or county board of education, either by specific legislation or, most often, by lack of any legislation. A few of these States specify the manner in which local districts or counties may establish or organize a junior high school--as by resolution of the board, approval of the county board, or vote of the people--or they may stipulate the grades to be included.

In the remaining 23 States, the State board or department of education exercises some jurisdiction. In 12 of these some form of approval at the State level must be obtained before the junior high school is established. In 7 States the school may be organized upon local initiative, but it must be classified by the State or must meet State requirements or standards before it may operate. Four other States report that they will not grant State aid to the school until its program meets State requirements. The situation as reported by each of the States<sup>4</sup> is as follows:

**Alabama.**--The law governing the expenditure of Minimum Program Funds requires local boards of education to operate schools at centers and with grades as approved by the State superintendent of education under the regulations of the State board of education. Schools are approved at survey-recommended centers. The State department of education conducts surveys on invitation from local school authorities. Whenever county or city school officials wish to establish a junior high school, they call on the State department of education for a survey.

**Arizona.**--Boards of trustees may organize, by and with consent of the county superintendent, intermediate schools composed of grades 7, 8, and 9 of the schools under their jurisdiction; or in union high school districts, grades 7 and 8 as such intermediate schools.

**Arkansas.**--Local school systems may establish and operate junior high schools without State board approval, but this practice is rarely carried out by any local school unit.

**California.**--The provisions under which junior high schools may be established vary with the type of school district. In high school districts governed by a city or a city and county board of education, junior high schools may be established at any time by resolution of the board. But in a county, a union, or a joint union high school district, junior high schools may be established only after approval in writing by a majority of the boards of trustees of the elementary school district

<sup>4</sup>Preliminary information for this section was obtained from a doctoral dissertation by Hans W. Koolen, "Financing the Junior High School," completed at the University of Southern California in 1952. Statements were checked by the 48 State departments of education and suggested changes made.



or when an election is called for that purpose and a majority of the qualified electors who vote (in the high school district), vote in favor of the junior high school. Similarly, a high school district comprising a single elementary school district not governed by a city or city and county board of education may establish a junior high school when at an election called for that purpose a majority of the qualified electors voting, vote in favor of it.

Colorado.--There is no statute covering the establishment and operation of junior high schools, and the responsibility accordingly is with the local boards of education as they see the need.

Connecticut.--Any town may establish and maintain a junior high school as defined by the State board of education. The department has approved as junior high schools any single or consecutive number of grades from 7 to 9 inclusive, on the basis of the program offered.

Delaware.--The State department of public instruction formally approves the establishment of junior high schools in the local school district.

Florida.--Approval of both county and State boards is required. (In a period of phenomenal population growth this requirement has been handled incident to building and plant surveys conducted by the State department of education in all counties.)

Georgia.--The county boards of education have the authority to determine the type of school administration within their administrative unit. System superintendents may establish junior high schools within their districts if approved by the county board.

Idaho.--Approval at the State level is not required.

Illinois.--In unit-type districts (grades 1-12) decision is with the local board. Elementary districts (grades 1-8) may make an agreement with their related high school district to establish a junior high school consisting of the 9th grade and additional grades if desired.

Indiana.--Indiana State Code provides that boards of school trustees, boards of school commissioners, or township trustees, having in charge commissioned high schools, may prescribe junior high school or intermediate school courses of 2 or 3 years in length, admitting thereto pupils that have completed the 6th year of elementary school work.

Iowa.--Local school systems may establish and operate junior high schools without State board approval.

Kansas.--The State department's policy statement authorizes any board of education or board of any common-school district to provide for junior high school. It makes no provision for the organization of a junior high school in connection with a rural high school or a community high school.

Kentucky.--Local school systems may establish junior high schools, grades 7, 8, and 9, as they wish, but these schools

may not continue to operate until they receive the formal approval of the State board of education. The State board does not recognize as junior high schools grade combinations other than 7-9.

Louisiana.--Parish school systems have the authority to establish schools without State board approval. However, State-approved schools are not required to honor credits earned in unapproved schools.

Maine.--The commissioner of education has authorized local systems to establish junior high schools consisting of grades 7, 8, and 9. Any deviation from this grade combination must be approved by him in advance.

Maryland.--A junior high school, consisting of grades 7, 8, and 9 may be established by action of the county board of education upon approval of the State superintendent of schools. At every stage of planning, the county superintendent of schools consults with the State superintendent, either directly or through the State supervisors of high schools, to make certain that State standards are being met.

Massachusetts.--Local school systems may establish and operate junior high schools without State board approval.

Michigan.--Decisions on the establishment and operation of junior high schools are entirely a local function. However, no primary district may establish and operate any grade above grade 8.

Minnesota.--Junior high schools may be established by school boards in accordance with statutory provisions for classification. The 1953 Classification Law defines a junior secondary school as a school giving a full course of instruction in grades 7, 8, and 9 with building, equipment, courses of study, enrollment, and staff meeting the standards established by the State board of education. Application of a school for any type of classification or change of classification may be made by the school board on or before May 1 preceding the school year for which classification is sought.

Mississippi.--State approval is required only for the organization of school districts. Application for accrediting is on a voluntary basis.

Missouri.--The junior high school is not defined by law. The local board is free to organize schools on any basis it desires. The State board of education is required by law to classify all of the public schools of the State in accordance with requirements it has established. Approval of junior high schools by the State board is part of the general approval of all elementary and secondary schools. Schools are classified on the basis of the information contained in their annual reports and applications as well as the recommendations of the visiting supervisor and other members of the State department of education.

Montana.--If, in a district having no high school, the board of education receives a petition from 20 percent of the registered voters, or if the board of education itself desires

to establish a junior high school, it makes an application to the superintendent of public instruction. The people of the district are entitled to vote upon the question. If the majority of the votes cast are in favor, the board of trustees of the district must immediately establish and open the school authorized.

In districts where high schools are already established, the board may, by resolution and in compliance with the rules of the State superintendent of public instruction, establish a junior high school without submitting the question to the voters. However, the board is not authorized to issue bonds or incur indebtedness in order to establish this junior high school.

A junior high school in a district where a county high school is located may be established by resolution of the board of trustees of the county high school. A junior high school may also be established by a county high school, with the consent of the board of trustees of that school district.

To be eligible for accreditation, junior high schools must be approved initially by the State superintendent of public instruction, in accordance with State law. Apportionment of State and county funds is made only to accredited high schools.

Nebraska.--Any high school district may establish and operate junior high schools without State board approval.

Nevada.--State board approval is required. State law defines a junior high school as one in which the 7th, 8th, and 9th grades are taught under a course of study prescribed and approved by the State board of education.

New Hampshire.--Initiative for the establishment of a junior high school rests with the local school board. However, its program of offerings, faculty, plant, etc., must have the approval of the State board of education in advance of opening.

New Jersey.--Authority to establish junior high schools is vested in the local board of education. The State department assists in planning and organizing the program. Building plans for such a school must be approved by the State board of education. After the school is in operation it must be approved by the commissioner of education and the State board of education.

New Mexico.--To establish a junior high school, an application must be submitted on or before March first to the State board of education for approval. The State board must give approval before April first if the junior high school is to be placed in operation in September.

New York.--The Regents Rules read, "A junior high school shall consist of the seventh, eighth, and ninth grades, organized as a separate unit with approved courses of study and approved apparatus and library." Occasionally a school may operate as a junior high school without State approval. However, it is the intent of the State department of education that every junior high school be registered, and such registration would be necessary if the school qualified for secondary State aid.

North Carolina.--Local school systems may establish and operate junior high schools without State board approval.

North Dakota.--Approval must be obtained from the State department of education. The district must show how this particular type of organization will improve the educational program.

Ohio.--The State superintendent is charged by law with the duty of chartering high schools. A school district desiring to establish a junior high school must, through its board of education, request such a charter. Upon its receipt the local board may legally establish a junior high school.

Oklahoma.--Local school districts may organize their educational program on a 6-3-3 plan without the approval of the State department of education. However, if they are to receive financial assistance from the State on their junior high school program, it must be approved by the State department of education as a junior high school.

Oregon.--Although the junior high school has no legal status in Oregon, the superintendent of public instruction requires the school district to submit a plan of organization sufficiently in advance of its being put in operation to permit the head of the school to confer with the State department of education on the proposed plans.

Pennsylvania.--Decision rests with the local school boards in larger school districts--those under district superintendents. Districts under county superintendents must obtain approval from the State department of public instruction.

Rhode Island.--The junior high school has not been defined in Rhode Island law. The General Laws of 1938 define high school as grades 9 to 12 inclusive. A 1951 law empowers the State board of education "to establish rules for the approval and accrediting of secondary schools." The State board, however, has made no further definition of secondary schools. Therefore, the only grade in the junior high school subject to State regulations or law at the present time is grade 9.

South Carolina.--Local school boards may establish junior high schools with the approval of the State board of education. Certain standards must be met before approval is given. If a school has less than 300 students in grades 7 and 8 or 7, 8, and 9, the 6-6 or 7-5 plan of organization may be recommended rather than a plan that calls for separate housing and treatment of the junior high school grades.

South Dakota.--Local school systems may establish junior high schools without approval at the State level.

Tennessee.--No State authorization or approval is required to establish a junior high school, but when a junior high school is established it must comply with (1) all statutory requirements and (2) all Tennessee State board of education regulations for approval.

\* Texas.--State approval is not required for establishment of junior high schools. They need only report the organization on annual report forms.

Utah.--Since 1953, no special approval is required over and above that required of any elementary or senior high

school. To receive State funds the school must meet the general minimum educational program established by law and State board regulation.

Vermont.--An act of 1949 authorizes the board of education with the approval of school directors and the town district concerned to divide the secondary schools of the State into four classes, one of which is junior high schools having a 3-year course, grades 7, 8, and 9.

Virginia.--State board approval is not required for the establishment of junior high schools.

Washington.--Local school systems may establish junior high schools without approval at the State level. Schools receive extra State funds only if they are accredited. The regulation reads, "In an approved unit grades 7, 8, and 9 receive support on the basis of an additional one-fifth times the actual days' attendance."

West Virginia.--Boards of education may establish or abandon junior high schools as they please, but if they wish to have them approved by the State department of education, they must meet all of the standards for such approval.

Wisconsin.--Local school boards have rather broad powers in the matter of organization and gradation of the schools of the district. The law states that "the high school board shall determine, with the advice and consent of the State superintendent, the course of study," and that "... any district maintaining a school with grades 7 through 12 may combine grades 7 and 8 with the lower six elementary grades and grade 9 with the three higher high school grades or may combine grades 7, 8, and 9 into a junior high school."

Wyoming.--Classification and accreditation of the public schools are under the jurisdiction of the State board of education. There is no hard and fast rule as to the establishment of the organizational units.

## DO STATES ENCOURAGE THE REORGANIZED SCHOOL?

Several State departments of education have expressed or implied a preference for the kind of secondary school organization that should prevail in their States. On the one hand are States which favor the reorganized school. They may say this unequivocally, as do Florida, New York, and Pennsylvania; or they may simply imply it, as do Delaware and Maryland, which break down their required or suggested programs to include the 9th grade in the junior high school, or Minnesota, which like Pennsylvania counts only credits earned in grades 10-12 for high school graduation.

Florida. No elementary schools not now organized as eight-grade elementary schools and no high schools not now organized as four-year high schools may be so organized in the future without specific approval of the State Board based on an application and resolution by the County Board requesting such a plan of organization and giving the reasons therefor.

New York State department of education personnel report that schools are encouraged to register their secondary grades, defined as 7-12, as either a 3-3- or 6-year high school organization. In a recent publication of the department, the commissioner of education says, "In recognition of the increased cost of providing an adequate educational program for grades 7, 8, and 9, the state-aid formula was changed recently and now provides the same aid for grades 7 and 8 as is provided for grades 9 to 12. This aid is granted on the condition that a program of secondary education will be provided for grades 7 and 8."<sup>5</sup>

Pennsylvania. Three general types of secondary school organizations are recognized. They are:

1. The junior high school--grades 7-9
2. The senior high school--grades 10-12
3. The junior-senior high school--grades 7-12

Variations of these grade combinations will be recognized by the Department of Public Instruction in cases where local conditions warrant a deviation from the prevailing pattern.

On the other hand, a few States set up their high school standards on the basis of grades 9-12 only, which perhaps encourages the continuation of the 8-4 organization. One of these, North Carolina, advises school systems to give attention to the essential purposes of the junior high school organization before establishing such schools. It has expressed its position as follows:

<sup>5</sup> New York State Education Department. A Design for Early Secondary Education in New York State. Albany, The Department, 1964. p. iii.

The basic plan for the organization of schools in North Carolina is the 8-4 plan, an elementary school of eight grades and a high school of 4 grades. Allotment of teachers is made on this basis, funds are distributed on this basis, and adoption of textbooks and supplementary materials is on the 8-4 plan.

The School Law in defining the school system provides that "the system, for convenience in administration, may be divided into three parts, the elementary school, consisting of the first six or seven grades, and a junior and senior high school, embracing the remaining grades, if better educational advantages may be supplied." Under this provision a few junior high schools have been organized in the cities. . . .

The department of public instruction does not advise the organization of junior high schools in rural situations. The department also believes that experiments with the 6-3-3 plan and the 6-6 plan ought not to be made unless a distinctive program is developed for pupils of junior high school age and unless such plan provides better educational advantages than can be provided with the 8-4 plan.

Even though the number of junior high schools in North Carolina is small, it is the desire of the State department of public instruction to cooperate with the junior high schools to the end that the service offered in such schools may meet the needs of all pupils. To promote this objective the department will call together annually persons interested in the junior high school program in order to discuss plans and to enable the department to keep in close touch with these schools.

Several other States warn against the establishment of junior high schools in small communities, or express some preference as between the separate junior high school and the undivided 6-year high school. New Mexico emphasizes that the 3-year junior high school organization cannot be justified except in large communities where one building would not be accessible to all members of the school community. Colorado State Department of Education personnel suggest that small schools organize on a 6-6 basis for broader offerings, more flexible scheduling, and better use of teaching personnel. South Carolina recommends the 6-6 or 7-5 plan as most suitable for small systems; it requires a school system to obtain specific approval of the State board of education before transferring from one type of organization to another. Ohio recommends the 6-year high school provided there are enough pupils in grades 7 and 8 to require the full time of two teachers when taught separately from the high school, and adds that the 6-year program, if properly organized, makes possible an enriched program of studies, better articulation, and better opportunities for guidance.

Minnesota recommends that 6-year high schools enrolling 300 pupils or more and offering enriched programs organize themselves as junior and senior high schools or as junior high schools and senior high schools. It adds, however, that separate junior and senior high schools are practical only in large school systems where enrollments justify such organization.

Most of the State departments either are silent on the matter of types of organization or give equal recognition or acceptance to all types.



## WHICH STATES HAVE STANDARDS FOR APPROVING JUNIOR HIGH SCHOOLS?

Each of the 48 States has an approving or accrediting agency for its high schools and all but 4 of them publish a statement of the standards they use for evaluating and accrediting their high schools.<sup>6</sup> Junior high schools are not so widely recognized in State handbooks and manuals. As is shown below, 9 States have not established procedures for giving formal approval to the separate junior high school, although 3 of these report they are developing or working towards the development of standards.

The remaining 39 States have assumed the task of formally approving junior high schools that meet the standards against which an evaluation is made. Only 12 of them, however, have prepared separate statements of standards to apply to this particular level of education. Many States use their high school standards or a combination of elementary and high school standards; some States have no systematized statement of standards, usually applying only statutory requirements. While the extent to which they relate their standards or direct attention to special requirements for the junior high school is difficult to measure, an attempt is made below to show the basic differences.

9 States do not formally approve the separate junior high school.

Alabama	Idaho	Massachusetts
Arizona	Illinois	Michigan
Colorado*	Iowa	South Dakota**

\*The State department suggests that the junior high school grades make a self-evaluation, using State standards and regulations for accrediting high schools.

\*\*South Dakota approves or accredits every school offering one or more years of high school (9-12). Standards apply to the total high school with no special standards for a junior high school. The elementary course of study applies to grades 1-8 of all schools.

9 States use appropriate high school standards, unpromulgated standards, or statutory requirements only in their programs of approval.

California	Nevada	Rhode Island
Connecticut	New Jersey	Utah*
Georgia	North Carolina	Virginia

\*Statutory requirements only, which all schools must meet to receive State aid.

<sup>6</sup>Grace S. Wright. State Accreditation of High Schools, Practices and Standards of State Agencies. Washington 25, D. C., U. S. Government Printing Office, 1955. (Office of Education Bulletin 1955, No. 5)

10 States set up standards for grades 1-12 or K-12. The breakdown is usually on the 8-4 plan or between "elementary" and "secondary" with no reference to grade combinations, or with occasional references to grades 7-12 or the junior high school years. Of the 10, only Florida and Minnesota single out the junior high school for more than passing attention.

Florida	Mississippi*	Tennessee
Indiana	Missouri	Texas
Louisiana	Nebraska	Wisconsin
Minnesota		

\*Mississippi has a section in its standards applying to grades 7-12.

8 States set up standards for grades 7-12. They direct varying degrees of attention to the junior high school.

Kentucky	New York	Pennsylvania
Maryland	Ohio	Vermont
New Hampshire	Oregon	

12 States have provided separate standards or sections of standards for the junior high school.

Arkansas*	Montana**	South Carolina
Delaware	New Mexico	Washington
Kansas	North Dakota	West Virginia
Maine	Oklahoma	Wyoming

\*Schools in rural areas, when organized as a unit in a 9-grade school.

\*\*Separate junior high school standards first adopted by the State board of education in July 1955.

The next two sections of this study will deal primarily with this last group of 12 States, although States in other groups will be mentioned whenever it is appropriate to do so.

## HOW DO STATE DEPARTMENTS OF EDUCATION INFLUENCE CURRICULUM AND INSTRUCTION?

That the junior high school shall have a curriculum and instructional program built to serve the functions for which this type of school was created is the goal expressed by several State departments of education. These functions, as they describe them, are generally encompassed in a statement such as the following:

It is the function of the junior high school to provide:

(1) A broadened curriculum and contact with an increased number of teachers in order that pupils may use and further develop those skills, interests, attitudes, and appreciations already acquired; discover and explore specialized interests, aptitudes, and abilities; receive instruction which recognizes their individual differences.

(2) Learning experiences in broad areas of living which will meet common needs of adolescents and will help them to adjust presently and in the future to worthy citizenship in our democracy.

(3) An activities program to serve varying backgrounds and interests of pupils and to provide opportunities for practical and constructive social participation.

(4) Guidance services to help pupils make wise educational and vocational choices, and promote their mental, emotional, and social adjustment.

(5) Articulation between the elementary school and the high school through gradual transition from informal to formal activities.

### Departmentalization of Instruction

In keeping with these functions, departmentalization of instruction in the junior high school is expressed or implied. New York and South Carolina authorize either complete or partial departmentalization. New Mexico requires that all instruction be departmentalized.

A few States authorize specific exceptions. Pennsylvania and West Virginia allow exceptions when the core curriculum is used. Delaware encourages consolidation of subjects insofar as the preparation, ability, and alertness of the teacher make it feasible so to do. Montana recommends that pupils in language arts and social studies and other practicable subject combinations have both classes with the same teacher in consecutive or dual periods.

Louisiana recommends against strict departmentalization in grades 7 and 8. Minnesota provides that instruction should be only partially departmentalized, and that, whenever possible, pupils in grades 7 and 8 should be scheduled with one-teacher for one-half day. According to a Washington State Board regulation, pupils in grades 7 and 8 in an approved junior high school will be scheduled with the same teacher

for a minimum of one-half of each school day; pupils in grades 9 and 10 will be so scheduled for a minimum of two consecutive periods each day. Oregon reports that although the policy does not at present appear in writing, in practice the State Department asks new junior high schools to schedule 2-hour block classes in grades 7 and 8.

Program of studies specified or recommended

Fourteen States specify or suggest a program of studies to be followed by all junior high school pupils. That is, they list the required subjects, usually together with the number of periods a week each subject is to be offered. Sometimes they list the subjects or fields in which electives may be offered. These requirements and suggestions, designed to guide local school systems in setting up a program consonant with the purposes of the junior high school, are summarized in table 1.

Other State curriculum requirements

A number of States that have not set up programs of studies do require that certain subjects or types of instructional programs be made available to or be required of all pupils in the junior high school. Requirements may be State board regulations; sometimes, as in California, they are legislative enactments. Those that have been noted in the State publications or which have been reported in correspondence are quoted below:

Arizona.--Time allotments for the school day as suggested in the course of study for grades 7 and 8 are as follows:

<u>Subject</u>	<u>Percent</u>
Arithmetic .....	13
Language arts .....	27
Physical education, health and safety, narcotics .....	16
Social studies, music, arts and crafts, science .....	40
Teacher-pupil planning and evaluation..	4

California.--Beginning no later than the 8th grade, all schools shall give instruction in the Constitution of the United States, American history, including American institutions and ideals, and the principles of State and local government established under the Constitution of California. No pupil shall receive a certificate of graduation unless he has satisfactorily passed an examination on these courses. . . . Instruction is required in manners and morals, in alcohol and narcotics and their effect upon the human

Table 1.—Subjects and Number of Periods Per Week Specified or Recommended in 14 States as Requirements for All Pupils, by Grade

State	English or language arts		Social studies		Mathematics		General science		Industrial arts or home-making or practical arts		Health and physical education		Art		Music	
	Grade	Periods	Grade	Periods	Grade	Periods	Grade	Periods	Grade	Periods	Grade	Periods	Grade	Periods	Grade	Periods
DELAWARE	7	1	7	1	7	1	7	1	7	1	7	1	7	1	7	1
	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1
Periods per week.....	5	5	5	5	5	5	2	2-3	2-3	2-3	2-3	2-3	2-3	2-3	2-3	2-3
<p>*Art or industrial arts or home-making is required.</p> <p>Note.—In grades 7 and 8, 3 or 4 periods should be set aside for homeroom activities which shall include spelling, remedial work in writing, guidance, clubs, assemblies, library instruction, and reading. Science and industrial arts may be run 5 periods a week for 1 semester each rather than alternating periods for 1 year. Art may be substituted for industrial arts. The number of periods is subject to change to fit the needs of the school and plans for consolidation of subject matter.</p> <p>In grade 8, general language and junior business training are recommended as electives.</p> <p>In grade 9, English is the only required subject; other subjects may be elected from the fields of social studies, mathematics, foreign language, manual training, agriculture, agriculture, home economics, or business.</p>																
INDIANA	4-5	3	4-5	3	4-5	3	2-5	2-5	2-5	2-5	2-5	2-5	2-5	2-5	2-5	2-5
	6	3	6	3	6	3	6	3	6	3	6	3	6	3	6	3
Periods per week.....	4-5	3	4-5	3	4-5	3	2-5	2-5	2-5	2-5	2-5	2-5	2-5	2-5	2-5	2-5
<p>Note.—The State department of public instruction believes that this program is sufficiently flexible for grades 7-9 in all types of organization. If there is good reason to offer other subjects, approval must be obtained from that department.</p> <p>In grade 9, electives are mathematics, a laboratory science, practical arts, health and physical education, fine arts, foreign language, general business, and occupational activities.</p>																
KANSAS	5	3	5	3	5	3	5	3	5	3	5	3	5	3	5	3
	6	3	6	3	6	3	6	3	6	3	6	3	6	3	6	3
Periods per week.....	5	3	5	3	5	3	5	3	5	3	5	3	5	3	5	3
<p>Note.—In grades 7 and 8, science, industrial arts or home-making, health and physical education, and art or music are recommended for 1 semester each year; music may be substituted for art.</p> <p>In grade 9, driver education is recommended for 1 semester; other subjects are from among 15 electives.</p>																
KENTUCKY	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	9	1	9	1	9	1	9	1	9	1	9	1	9	1	9	1
Periods per week.....	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>*X indicates that the subject is required, but the number of periods is not stated.</p> <p>Note.—In grades 7 and 8, art, music, industrial arts, home-making, junior business training, and agriculture are electives.</p> <p>In grade 9, no subjects are listed as required. According to the State Department, English is always taught in the 9th grade since 3 units are required in grades 9-12. As only 1 unit of mathematics must be earned in grades 9-12, the school may require general mathematics or algebra.</p>																



**MASSACHUSETTS**

Periods per week.....

4-5	4-5	4-5	4-5	4-5	4-5	4-5	3-5	3-5	5	5	5	2-3	2-3	2-3	2-3
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Note.--The program is made for a 7-period day. The number of periods per week is suggestive only, but schools are advised not to spread the program too thin.  
 There are no electives in grades 7 and 8.  
 In grade 9, foreign language, agriculture and algebra are added as electives, foreign language replacing science.  
 For all grades, 3-5 periods a week are suggested for library, assembly, homeroom, clubs, and other socializing activities. Teachers of all subjects are expected to use the library as a regular part of their instructional technique.

**MINNESOTA**

Periods per week.....

5-7	5-6	5	5	5	5	5	2-3	2-3	5	2-5	2-5	2-5	2-5	1-3	1-3	1-3
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Note.--Figures indicate the minimum and maximum allowed. Modification of time allotments must have the approval of the State department.  
 In all grades, 2-3 periods a week are designated for socializing activities, including homeroom, clubs, and auditorium.  
 In grade 8, 2-3 periods a week are suggested for orientation.  
 In grade 9, 4 possible electives are provided.

**NEW HAMPSHIRE**

Periods per week.....

4-5	4-5	4-5	4-5	5	5	5	4	4	4	4	1	1	1	1	1	1
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Note.--New Hampshire's junior high schools are predominantly grades 7 and 8, and are parts of 8-year secondary schools.

**NEW YORK**

Periods per week.....

5	5	5	5	5	5	5	5	5	5	5	2	2	2	5	5	5
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Note.--While this curriculum is listed by the State education department as "recommended," it is part of the specific criteria used in evaluating a junior high school for registration.  
 In grades 7 and 8, science, art, music, and practical arts are required for only 1 semester each and the time requirement may be met on an equivalency basis. Health may be scheduled separately or included in general science. Two periods of foreign language in grade 7 and 3 in grade 8 are listed in the recommended curriculum.  
 In grade 9, electives include mathematics, art, music, practical arts, business, and foreign language.

**NORTH DAKOTA**

Periods per week.....

5	5	5	5	5	5	5	5	5	5	5	2	2	2	2	2	2
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Citizenship education is the term used in New York State.  
 Note.--In grade 7, science is required for 1 semester only.  
 Socialization through comprehensive extracurricular program of homeroom, clubs, assemblies, and other activities is suggested.



Table 1.—Subjects and Number of Periods Per Week Specified or Recommended as Requirements for All Pupils, by Grade—Continued

State	English or language arts*		Social studies		Mathematics		General science		Industrial arts or home-making or practical arts		Health and physical education		Art		Music	
	Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade	
OHIO	7	8	7	8	7	8	7	8	7	8	7	8	7	8	7	8
	5-7	5	5	5	5	5	3-5	3-5	2	2	2	2	2	2	2	2
<p><i>Note.</i>—In grades 7 and 8, in an 8-period day, pupils should have approximately 5 periods of recitation and 3 periods devoted to study divided between the forenoon and afternoon periods.          In grade 9, electives may be chosen from 10 subjects or subject fields.</p>																
OKLAHOMA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	<p><i>Note.</i>—One year of science is required; 3 are recommended. One year of industrial arts is required for each boy and one year of home-making for each girl in junior high school. A science and activity period each week in grades 7 and 8, and 2 periods in grade 9 are required. Library instruction, either as a part of the class work in English or as a separate course, is required for each pupil.          *The number and variety of elective courses depend upon the ability of the district to finance the program. Pupils should be restricted in their choice of electives in the 7th and 8th grades. The curriculum should be unified with a limited number of electives for the individual pupil. . . It is not the policy to attempt to standardize junior high school practices, were it possible or feasible. Experimentation, where it is carefully planned and controlled, will be encouraged.</p>															
PENNSYLVANIA	5	5	5	5	5	5	3-5	3-5	2-4	2-4	3	3	1-2	1-2	1-2	1-2
	<p><i>Note.</i>—The program is for a 7-period day. Except for the minimum specifications for fine arts, practical arts, and physical education, time allocations may be adapted to the needs of individual communities.          In grade 8, foreign language or other desired elective may be substituted for general science.          For all grades, 2 periods a week of guidance and home-room and 3-4 periods for school life activities are recommended.          When the core curriculum is used, seventeen 45-50 minute periods weekly are recommended in grades 7 and 8, replacing English, social studies, and science; 12 such periods in grade 9, replacing English and social studies.          It is recommended that each school schedule time for library instruction on an individual basis, taking pupils and classes from the regular master schedule. Teachers, especially in the fields of English, social studies, and science, should make library usage part of their instruction.</p>															
SOUTH CAROLINA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	<p><i>Note.</i>—*V denotes subjects which in grades 7 and 8 may be offered fewer than 5 periods and may be scheduled on a semester basis. Electives in grade 9 are from the fields: Home and Living, Business Training, and Agriculture.          The teaching of the history of South Carolina is required in the junior high school.</p>															

**WEST VIRGINIA**

Periods per week.....

5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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Note.—All work, except music and art, offered in the 7th and 8th grades is required. Differentiation begins on the 7th grade level. The equivalent to at least 1 year of West Virginia history must be taken prior to the completion of the 8th grade.



system as determined by science, in physical education, in accident prevention. . . . The governing board of each district maintaining a junior high school prepares a course of study which leads to admission to the senior high school.

Florida.--A study of Florida, including its history, government, and resources shall be specifically provided for in the junior high grades. Also, in the junior high school, a physical education program of not less than 3 periods a week shall be provided for all pupils.

Maine.--A diversified program of studies shall provide prevocational courses, preferably at least one for boys and another for girls, in addition to the ordinary subjects for these grades. All subjects for these junior high school grades must show a serious effort to adjust content and methods of instruction in accordance with the accepted standards for junior high schools.

Missouri.--The junior high school shall provide a program of general education for all pupils, which offers choices in such subjects as arts and crafts, home economics, etc., in addition to the regular academic subjects.

Montana.--The prescribed course of study for grades 7, 8, and 9, includes geography, history, earth science, language and communications, music, fundamentals of manual arts (boys, or boys and girls), homemaking fundamentals (girls, or girls and boys), elementary civics, general mathematics or algebra, physical education, health and hygiene.

New Mexico.--A wide program of study shall be offered, giving opportunity for exploration on the part of the pupil.

Tennessee.--Industrial arts in grades 7 through 9 or in the junior high school are offered in separate shops and drawing rooms under an instructor especially trained in this field. Shop work in the junior high school should consist of a wide variety of experiences in several fields with the emphasis upon knowledge, understanding, and appreciation.

Vermont.--A junior high school must include in its curriculum at least one prevocational course such as homemaking, industrial arts, business education, and agriculture. In the junior-senior high school such course or courses shall be maintained in connection with the 3-year junior course.

Washington.--An approved junior high school shall provide a planned organization and program of studies in accordance with the recommendations approved by the State Superintendent of Public Instruction as outlined in Instructional Service Bulletin No. 14 and supplements thereto.

An approved junior high school shall provide a core program of common learnings, an elective exploratory program and an activities and club program designed to provide continuous experiences in social living, promote personal growth, exploration of personal abilities and interests,

promote physical and mental health and fitness, and provide guidance and counseling, library and health services.

In an approved junior high school pupils in grades 7 and 8 will be scheduled with the same teacher for a minimum of one half of each school day. Pupils in grades 9 and 10 will be scheduled for a minimum of two consecutive periods each school day.

The larger blocks of time under the guidance of one teacher should include at least a part of the core program of common learnings.

#### Activities program

Nine States have expressed themselves on the importance of scheduling a program of activities in the junior high school. Most of these strongly suggest the inclusion during the school day of a period for the meeting of clubs, the student council, and school services groups, and for general social activities. Minnesota lists "socializing activities" as a constant. New Mexico advises that the richness of the extracurricular program is considered in the approval of a junior high school. In Pennsylvania, the junior high school must offer a well-rounded program of school life activities, including auditorium, student government, athletics and sports, dramatics, music, and other clubs, school magazines and other publications, school and community activities, and welfare programs. The program is carefully planned and has the full support of the staff. Montana junior high pupils are expected to enter one activity, and are limited to two.

#### Guidance

Guidance--vocational, educational, social, personal--to help the young adolescent discover his interests, abilities, and needs and to assist him in making satisfactory mental, emotional, and social adjustments is a primary function of the junior high school. Most of the States having junior high school standards emphasize this function. Likewise most States having integrated standards for grades 7-12 or 1-12 include a standard on guidance which applies to the junior high school though not directed specifically to it. The standard usually reads "there shall be a definite program of counseling or pupil guidance."

North Dakota states that guidance should be a part of every teacher's job but that the guidance program should be coordinated by some one person. New Hampshire and Pennsylvania recommend that two periods a week be set aside for homeroom and guidance activities in the junior high school. Oklahoma requires approved junior high schools to provide for the social, ethical, and educational guidance of all pupils. Montana's standard reads, "Each pupil shall have ready access to the services of at least one staff member qualified for guidance and counseling purposes. The principal shall

have the responsibility for selecting personnel for this work, and for administering this essential service through his staff."

Delaware, which uses the multiple curriculum in the senior high school, expects the junior high school so to guide and direct the pupil that he will know which course he desires to take in the senior high school. In fact, the junior high school certificate admitting him to 10th grade should recommend a specific line in which he should continue his work. Washington, in its "Guiding Principles" for the junior high school, emphasizes the importance of guidance and counseling to the young adolescent as he develops his interests, finds his capacities, and improves his ability to participate at ever-increasing levels of maturity.

## WHAT ADMINISTRATIVE POLICIES AND STANDARDS HAVE BEEN ESTABLISHED?

Policies affecting promotion; standards for buildings, laboratories, libraries, and other facilities; regulations of a quantitative nature covering the length of the class period and school day, maximum size of class, maximum teaching load, and others similar to requirements for the high school are being applied to the junior high school.

### Promotion policies

Fifteen States have something to say about promotion within or from the junior high school.

Minnesota, Oklahoma, and Wyoming direct that promotion shall be by subject; North Dakota and Washington recommend that it be by grade. Washington adds that for grades 9 and 10 transcripts should show equivalency of credit in terms of minimum high school requirements.

In New Mexico and West Virginia the pupil must earn 15 units in junior high school, at least 3 of which West Virginia requires in the 9th grade. In Kansas and South Carolina he must earn 3 or more units in 9th grade; in Delaware, 4 units. Oregon allows the equivalent of 5 units for junior high school work, and Maryland and Montana allow high school credit for subjects successfully completed in the 9th grade.

In Oklahoma, promotion to high school is on certification by the junior high school principal of the completion of required work. Retarded pupils with special vocational aptitudes may be promoted to a senior high school providing vocational training upon the recommendation of the junior high school principal. Likewise in New Hampshire overage pupils may be promoted from the junior high school as special pupils if it is felt they would profit more from high school work.

Junior high school promotion in Pennsylvania must reflect satisfactory achievement and social development for the individual student. Standards of work in any subject required of all pupils are determined by the capabilities of the particular pupil served. Junior high schools are advised not to retain pupils after the next reclassification date following their 16th birthday.

Four States (Minnesota, New Mexico, Oklahoma, and Pennsylvania) ignore credits earned in junior high school when computing senior high school graduation requirements, that is they specify the number of units required for graduation as 12, or three-fourths of the 4-year requirement.

Minnesota.--Each pupil graduating from high school shall be certified to the school board by the superintendent as having . . . a minimum of 12 credits earned in the 10th, 11th, and 12th years of the public-school course.

New Mexico.--Colleges and universities are expected to admit graduates of accredited 3-year senior high schools on the basis of their credits earned in senior high school, without referring to the work done by those graduates in the 9th grade. [Junior high schools are approved but not accredited.]

Oklahoma.--Junior high schools are approved but not accredited for units of classroom work. A number of colleges and universities do not require a certification of credit representing courses completed in the 9th year of the junior high school in systems operating approved junior high schools. This practice is justified on the basis of the generally accepted proposition that the junior high school should be freed from meeting specific college entrance requirements.

Pennsylvania.--Graduation in the public secondary schools shall be based on the achievement in the three years represented by grades 10, 11, and 12. Although this regulation is most compatible with the 6-3-3 organization, this requirement shall be effective for all types of organizations of secondary schools.

#### Buildings and facilities

Few States have in their standards for junior high schools any requirements for buildings and facilities that are different from those for the regular and senior high school. Of those which do, Oklahoma has the most to say about housing. It requires the junior high school to be housed in one building except that special subjects such as industrial arts and homemaking may be cared for in a separate building. If other grades are housed in the building with the junior high school, that arrangement must not interfere with the administering of the junior high school as a completely separate unit. When the junior high school is housed with the elementary grades or senior high school, "a definite floor, wing or section of the building shall be designated as a junior high school unit and used exclusively for the junior high school, except the science, homemaking and industrial arts rooms, which may be used by both the junior and senior high school classes."

Pennsylvania recommends that the junior division of a junior-senior high school be in a separate wing or floor or part of the building and that separate activities and assemblies be provided for it so that it will not be dominated by the senior high school.

To be accredited in Montana, junior high schools must have a minimum of three general classrooms plus rooms for special subjects. The school grounds must be adequate for outdoor games and for appropriate playground facilities.

New York, North Dakota, and Oklahoma mention the necessity for having adequate provision for special departments in the junior high school, such as science laboratories,

homemaking, industrial arts or shops, and music. Arkansas, Maine, Minnesota, and Montana require laboratories equipped for the teaching of general science. Maine "expects" the junior high school to spend not less than \$50 annually for such equipment as against \$75 by the high school. In Montana, junior high schools enrolling more than 100 pupils must provide a special room equipped for emergency nursing care; those enrolling more than 150 pupils, a special room for counseling.

Arkansas, Kansas, Maine, Montana, and Oklahoma consider separately the junior high school library. Arkansas recommends the combination library-study hall for small and medium-sized junior high schools and requires that the library contain at least 200 volumes of books and suitable reference materials and that a minimum expenditure of \$150 a year be made for expansion and replacements. Kansas requires the junior high school to have a central library, but stresses the importance of classroom libraries, especially in schools having common-learning courses. Maine expects an expenditure of \$75 annually for the library. Montana specifies size of library in relation to size of school and a minimum annual expenditure of \$300 for materials for the smallest school libraries. Oklahoma's requirements are that there shall be an average of 3 books per pupil, with a minimum of 500 books in the library; that the junior high school must be classified and cataloged; and that the annual expenditure for improvement and maintenance shall not be less than \$1 per pupil. Other States giving formal approval to their junior high schools presumably require these schools to meet the library standards set for the high school.

#### Some quantitative standards

When State departments of education establish separate standards for the junior high school, they include statements similar to those for the high school. In fact, only infrequently do the requirements for the junior high school differ from those for the high school. Where differences have been found they are pointed out in table 2.

Table 2.—Comparison of high and junior high school standards in which differences exist

Standard	High school	Junior high school
<b>Length of school day</b>		
Most frequent requirement	6 hours	-----
Delaware	7 50-minute periods	No requirement
Kansas	No requirement	6 50-minute periods with activity period added, if used
Maine	7 periods plus activity period added, if used	8 periods permitted; but 7 recommended
New Mexico	At least 6 hours is expected	360 minutes required
<b>Length of period</b>		
Most frequent requirement	40-45 minutes	-----
North Dakota	Authorizes both 40- and 50-minute minimums	Recommends longer period with supervised study
Oklahoma	Authorizes both 45- and 60-minute periods	Recommends 55-minute periods but permits periods shorter than 40 minutes
Montana	Minimum of 45 minutes	Length should vary in proportion to need of classes
<b>Minimum number of teachers</b>		
Most frequent requirement	3	-----
Arkansas	3 (class C schools)	2
Maine	2	3
Minnesota	3	4
Vermont	4	3
Washington	3 including superintendent	Requires a full-time non-teaching principal
<b>Maximum teaching load</b>		
Most frequent requirement	6 periods of teaching plus study hall and activities	-----
Kentucky	750 pupil-periods per week	800 pupil-periods per week
Montana	6 45-minute period classes or 5 longer period classes	5 clock hours including all activities except one <sup>1</sup>
Oklahoma	7 periods including study hall assignments	200 pupil class periods per day
Oregon	6 classes instructed or supervised	Junior high schools having 7 or 8 period daily schedules are excluded from the high school provision
West Virginia	6 1-hour periods of work per day	6 teaching periods plus study hall or other activity periods of 45 minutes each
<b>Minimum number of pupils</b>		
Most frequent requirement	25-30 with the tendency to increase the minimum for new schools	-----
California	25	25 (grades 7 and 8)
Florida	72	68
Louisiana	50	25
Minnesota	50	75
New Mexico	No minimum	200
Oklahoma	100	72
South Carolina	No minimum	300 <sup>2</sup>
Washington	6 a.d.s. per grade	450-800 recommended
Montana	25 in average-number belonging	15 pupils in each of grades 7, 8, and 9 in average number belonging
<b>Maximum pupil load</b>		
Most frequent requirement	4 units, with 5 permitted for upper 25 percent of pupils	-----
Florida	6 credits	May not exceed the equivalent of 6 credits
Kentucky	4 units except for those with unusual ability	7th and 8th graders are exempt from this maximum
New Mexico	4 units except for upper 25 percent of pupils	30 periods per week for the average pupil
Minnesota	25 hours including physical education	30 hours weekly including extra-curricular and socializing activities are required <sup>3</sup>
Montana	4 units except for upper 25 percent of pupils	Required work only except an additional course in grade 9 by permission
<b>Class size</b>		
Most frequent requirement	30-35	-----
Kansas	38	25 is desired maximum, with no class larger than 30

<sup>1</sup> The teacher is expected to have not less than 45 minutes each day of unassigned activity or time to perform duties in connection with his instructional work.  
<sup>2</sup> Exceptions permitted if local circumstances seem to justify them.  
<sup>3</sup> Minnesota recognizes the fundamental importance of the direction of learning at the junior high school level and requires that the entire day of the pupil be under teacher direction.

## WHAT KIND OF TEACHER PREPARATION DOES THE STATE REQUIRE?

Whether the junior high school serves a function beyond that served by grades 7, 8, and 9 in the traditional 8-4 organization depends not only upon the kind of instructional program offered, the activities scheduled, and administrative arrangements provided, but also upon the qualifications of the school staff.

Should the junior high school be staffed by those who hold the high school teaching certificate? the elementary school certificate? by some of each? or should there be a special junior high school certificate which recognizes the need for a different kind of preparation? To what extent should subject specialization be emphasized in the preparation of junior high school teachers? To what extent should courses in human growth and development with special relation to the characteristics and needs of the young adolescent be required? To what extent should a broad program of general education be stressed in the preparation of these teachers?

This section of the report classifies the States as to the types of certificates permitted or required for junior high school teaching. It also attempts to show some of the ways in which the State departments of education, through their teaching certificates and their standards for approved junior high schools, are directing or determining the preservice preparation of teachers for the junior high school.

### Types of certificates authorizing teaching in the junior high school.

Most States issue secondary school certificates valid for teaching in grades 7-12. In fact, only Vermont and the District of Columbia do not authorize the holder of a secondary certificate to teach in grades 7 and 8 of the junior high school. These jurisdictions require special preparation for junior high school teaching and are among seven now issuing junior high school certificates, with two more States to be added shortly. On the other hand, several States either do not authorize or specifically prohibit holders of the elementary certificate to teach in grades 7 and 8 of the re-organized school.

States are classified below according to the types of certificates authorizing holders to teach in the junior high school:

(1) Junior high school certificates are issued in:

Arkansas	Maine	Texas	District of
California	Maryland	Vermont	Columbia

(2) The elementary certificate extends through grade 9; the high school certificate covers grades 7-12 (except in Illinois, where recent legislation authorizes it to cover grades 6-12)



in these States in which holders of either certificate may teach in junior high school:

Alabama	Kansas*	South Dakota
Arizona	Mississippi	Tennessee
Georgia	Montana	West Virginia*
Illinois	Nebraska*	Wisconsin
Indiana*	New Hampshire*	Wyoming
Iowa*	Oregon	

\*There are some special requirements if the elementary certificate is used for 9th grade teaching--a 4-year degree or specialized courses.

(3) Only those certified for grades 7-12, or as high school teachers, may teach in the junior high school in:

Kentucky	Missouri*	New Mexico	Utah
Minnesota*	Nevada	Oklahoma	

\*In Minnesota and Missouri, holders of an elementary certificate based on a bachelor's degree from an approved institution may teach in junior high school if (in Minnesota) they have taken special preparation for this level, or if (in Missouri) they have 15 hours of credit in the subject areas in which they will teach.

(4) Holders of the secondary certificate may teach in grades 7-9 of the junior high school; holders of the elementary certificate may teach in grades 7 and 8 only of the junior high school in:

Connecticut*	Massachusetts**	North Carolina
Delaware	Michigan	Pennsylvania
Idaho	New Jersey**	Rhode Island
Louisiana	New York****	South Carolina

\*In Connecticut, the elementary certificate is valid for grades 7 and 8 if the school is being reorganized from elementary to junior high.

\*\*Effective September 1, 1956, Massachusetts will issue junior high school teachers' certificates and the elementary certificate will not be valid for teaching in grades 7 and 8 of a junior high school.

\*\*\*In New Jersey, the elementary certificate does not permit the holder to devote more than one-half time to teaching in a special subject field.

\*\*\*\*New York will issue a junior high school certificate valid for grades 7-9. Under its new teacher-training program, graduates of certain State teachers colleges formerly certifying for grades K-8 only, may qualify as junior high school teachers, grades 7-9.

(5) General certificates, differing in nature in each of the six States, are issued in:

Colorado	North Dakota	Virginia***
Florida*	Ohio**	Washington

\*Any holder of a valid 4-year or higher certificate in Florida may teach in grades 7, 8, and 9: English, social studies, mathematics, science, health, agriculture, and general business information.

\*\*Ohio has a new dual certificate which authorizes the holder to teach the elementary grades and endorsed subjects in the secondary grades.

\*\*\*In Virginia, beginning with grade 8, endorsement is made of the subjects for which the certificate is valid. Teachers in grade 7 are not required to be certified in the subjects they teach, regardless of the form of school organization.

#### Teacher preparation requirements

In general, so far as State certification requirements are concerned, a teacher prepared and authorized to teach one or more subjects in the high school may teach those subjects in any grade of the junior high school. No additional professional preparation is required which might give the teacher a better understanding of the characteristics, needs, and interests of the young adolescent, or of the purposes and functions of the junior high school. In other words, the same subject specialization required for senior high school teaching is the criterion most generally acceptable for employment as a junior high school teacher.

At the same time, there is evidence of recognition by most of the States that the junior high school is as much elementary school as it is high school in the fact that holders of the elementary certificate may teach in grades 7 and 8 of the reorganized school, and in many of the States they may teach in the 9th grade as well.

Requirements for the junior high school certificate, in the few States which have it, may be stated simply as the completion of a program (4 years or possibly 3) for the education of junior high school teachers in an approved institution, or they may be spelled out. For example:

Maryland.--Certificates for Junior High School Teachers. Required of junior high school teachers who do not qualify for high school teachers' certificates or elementary school teachers' certificates, both of which are valid for junior high school teaching. . . .

a. Completion of a standard four-year college course, including 12 semester hours of work in each of the three fields, English, social studies, and science.

b. As a part of "a" or, in addition, 16 semester hours of Education, including adolescent psychology and principles and methods of teaching in the junior high school,

and at least 25 clock hours of practice teaching in the core curriculum.

c. If an applicant wishes to qualify for teaching an individual subject in the junior high school, he must meet the same content requirements as obtain for the high school teacher's certificate and must present credit for special methods and practice teaching in the subject.

The District of Columbia requires a bachelor's degree from an accredited college including, or in addition, 24 semester hours in the major and the equivalent of not less than 24 semester hours "in courses in Education or professional courses...representing a definite program of preparation for teaching in junior high schools."

Vermont set up requirements, effective July 1954, which allow individuals eligible for either the elementary or the secondary school certificate to obtain a junior high school certificate upon the completion of 18-21 hours of specified courses. Included are 6 hours in junior high education and 3 hours of practice teaching in one more of grades 5-9.

Whether with the continued spread and influence of the junior high school an increasing number of States will set up specific programs for the preparation of junior high school teachers, or whether a general certificate with more common elements for all teachers will become a trend, is not clear, at this time. Earl Armstrong<sup>7</sup> has characterized the "common elements" program as one which provides (1) general education designed to produce a well-educated person, (2) professional training to give all teachers insight and skills over and above those needed by a well-educated person, such as insight into forces operating in our society to bring about change and to prevent change, and insight into growth and development, and (3) specialized preparation to provide what teachers of different subjects and grade levels need in addition to what is needed by all.

Washington's program for the general certificate follows this pattern. The following quotation explains the purpose of the program and the role the State Department assumes in fostering cooperative effort:

The pattern of teacher education under the general certificate is a general guide rather than a specific program. Three phases are covered-preservice education, one to four years of initial teaching, and a fifth year of teacher education in college. The success of this program will depend greatly on the cooperative effort of colleges and employing school districts in the guidance of new teachers. The State Office will plan to take the lead in fostering cooperative effort to "follow through" with each student until he completes his final year and in fostering the improvement of the teacher education programs in each college.

<sup>7</sup> Formerly specialist in teacher education, Office of Education; now Director, National Council for Accreditation of Teacher Education.

In large measure the program of teacher education to meet the requirements of the general certificate is a recognition of the continuous process of education. Understanding of human growth and development and the general knowledges and skills which teachers need to work effectively with one age group are not fundamentally different from those which they need in order to work with another age group. Every teacher should have sound understanding of the whole cycle of human growth and development and have experience in working with youth at several different age levels between the kindergarten and the twelfth grade.

It is believed that the needs of youth will be served best by providing teachers who are equipped to teach at either level. Continuous improvement of the educational program as a whole from the kindergarten through the twelfth grade should result when there is an increasing number of teachers in the field whose teacher education program has prepared them to work with both elementary and secondary school students. The program of teacher education should provide:

A. General and professional education sufficiently broad and inclusive to prepare the prospective teacher for service in several levels of educational work. (60 and 40 quarter hours respectively)

B. Reasonable concentration of teacher preparation in one or more basic areas common to our public schools, such as language arts and health education. (60 quarter hours)

C. A period of one to four years of initial teaching following preservice education of four years; supervision of initial teaching experience by the preservice institution and the employing district and guidance of the student in planning for his fifth year of education.

#### State department approval standards

In their standards for staffing the junior high school, State departments of education may make recommendations or set requirements beyond or supplementary to those included in certification requirements. For example, Delaware restricts the proportion of elementary-trained teachers in grades 7 and 8 in the junior high school to 50 percent of the total in those grades and qualifies that with the proviso that "they have had successful experience in teaching 7th or 8th grade work and have at least six weeks' training in junior high school methods in an approved institution, in which case the certificate will be endorsed, "Approved for junior high school."

Montana, on the other hand, wants the majority of the teachers in a junior high school to be qualified to teach in the elementary school in addition to holding the bachelor's degree from an accredited institution in either elementary or secondary education.

In Oklahoma, every teacher devoting more than 50 percent of the school day to teaching in an approved junior high school must have completed a minimum of 12 semester hours of professional training definitely preparing him for this work.

Florida and Tennessee permit holders of a certificate based on a bachelor's degree to teach in the junior high school irrespective of their areas of specialization. Kansas permits some deviation for common-learnings teachers. In a few instances the statement is made that the area of preparation and the field of teaching should be the same. Generally, States making a recommendation express concern that the junior high school be staffed by teachers who are properly training and who are sympathetic with the needs of the learner at the junior high school level.

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