

The Junior High School

**A Survey of Grades 7-8-9 in Junior
and Junior-Senior High Schools**

1959-60

by

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Foreword

PUPILS in grades 7 to 9 in junior and junior-senior high schools comprise nearly one-half of all pupils in secondary schools. Since these schools enroll such a large proportion of our early adolescent population, the programs they provide, the services they offer, their administrative practices, and the character of their staffs have far-reaching effects.

These programs, services, practices, and staff characteristics constitute the scope of the present survey, the first of its extent and coverage to be conducted on a nationwide basis. It is the result of planning by the staff of the Secondary Schools Section who were agreed that more attention needed to be given to this important segment of secondary education.

The study is a sampling drawn from a universe of 4,549 junior high schools and 7,841 junior-senior high schools. Because it is impossible for a very small school to have many of the accepted characteristics of a junior high school, junior high schools enrolling fewer than 75 pupils and junior-senior high schools with fewer than 125 pupils in grades 7 to 12 were excluded from the study.

In general, the tables present separate data for the two types of schools and for large and small schools within each type, making it possible for the reader to judge, with the help of the accompanying text, the differences that type and size make in educational opportunities for boys and girls.

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I. Introduction

THIS IS A STUDY of grades 7 to 9 as they were found in junior and junior-senior high schools in the 48 contiguous States and the District of Columbia. Included in the survey are junior high schools composed of grades 7 and 8 or of grades 8 and 9 as well as grades 7 to 9. No single-grade schools are included. No grade below 7 is included even though it may have been reported as part of a junior high school. Junior high schools enrolling fewer than 75 pupils and junior-senior high schools having fewer than 125 pupils in grades 7 to 12 or 8 to 12, as the case might be, were eliminated from the universe of schools from which the sample was taken. The remaining junior and junior-senior high schools were stratified into two size groups for each type of school and the sample was drawn as described in the Technical Appendix.

Questionnaires were mailed to high school principals in February 1960. (A copy of the questionnaire is included in the appendix.) A second mailing took place in April, and a third in May of the same year. No returns received after June 15 were included in the final tabulation. Of the total of 1,507 questionnaires mailed, returns were received from 1,360, distributed as follows:

<i>Enrollment size</i>	<i>Total sample</i>	<i>Survey respondents</i>	<i>Percent survey response</i>
Junior high schools:			
75 to 299.....	270	242	89.6
300 and more.....	424	410	96.7
Junior-senior high schools:			
125 to 499.....	415	353	85.1
500 and more.....	398	355	89.2

The returned questionnaires were edited for consistency by a staff of forms analysts in the Educational Statistics Branch. Discrepancies were dealt with systematically, adjustments being made on the basis of related items wherever possible. The project sponsors did not attempt through corresponding with high school principals to resolve inconsistencies or to obtain a response to unanswered items. For this reason the percentage of response varies from item to item. After editing, data from the questionnaires were transferred to punch cards and processed mechanically. Tabulations were reviewed for consistency and internal accuracy, and necessary corrections were made.

Most tables include an analysis of the rate of response to alert the reader to the possibility of nonresponse bias. Since many principals failed to fill in one or more items, wide variability in the percentage of total response will be observed. As a rule of thumb for interpreting these percentages, any response rate much below 80 might be considered cause for questioning the reliability of the data for that item from the standpoint of representativeness of the response. The more serious cases of nonresponse are discussed in the analytical text. (For details, see Technical Appendix.)

In this study when characteristics of a grade are discussed the percentages presented are based upon the number of schools having that grade. Since within each of the two types of schools—junior and junior-senior—there are varying grade combinations, this may have some bearing on the results. For example, a junior high school of grades 7 and 8 only may have characteristics that are different from a junior high school with grades 7 to 9. Also a junior-senior high school that does not include grade 7 may possibly have characteristics different from one that does include the grade.

II. Background of the Junior High School

Growth During Half a Century

SINCE ITS BEGINNING 50 years ago in Columbus, Ohio, and Berkeley, Calif., the separate junior high school has grown in number to approximately 5,000; it represents 21 percent of all secondary schools in the United States and enrolls 25 percent of their pupils. In the years since 1952, the separate junior high schools increased in number by half and in enrollment by a fourth. The junior-senior high school which represented 36 percent of all secondary schools in 1952, in 1959 represented 42 percent for a total of more than 10,000 schools; it enrolls 32 percent of the Nation's secondary school population.¹

The present study asked the question, "In what year were grades 7, 8, and 9 in your school organized as a junior high school or as a part of a junior-senior high school?" Understandably, the nonresponse was extremely high. One-fifth of junior high school principals, and nearly two-fifths of junior-senior high school principals failed to report the year of establishment. Frequently, principals wrote that this information was not available to them.

Heavy staff turnover experienced by many schools coupled with lack of readily available records can result in a current staff knowing little of past events. For this reason a certain bias in the response is indicated. Undoubtedly in most of the schools where principals did not know the answer to the question, the current organizational pattern was achieved before rather than since 1955. Had all principals replied to this item it is probable that the percentages for some of the earlier years would be increased proportionately more than would the percentages for the more recent years.

Table 1 indicates the spread for the schools for which the year of organization was reported. According to these figures more than 40 percent of existing junior high schools and 30 percent of junior-senior high schools were organized as such in 1950 or later. At the other extreme, 19 percent of junior high schools and 11 percent of existing junior-senior high schools were organized prior to 1930.

¹ Edmund A. Ford and Virgil R. Walker, *Public Secondary Schools*. No. 1. Statistics of Education in the United States, 1958-59 Series. Washington: U.S. Government Printing Office, 1961 (OE-20032-59) p. 8-9.

Table 1.—Percentage distribution of schools by year of organization, and type and size of school

Type and size (enrollment) of school	Total	Year of organization							No response ¹	Item re- spond- ents
		Since 1955	1950- 54	1945- 49	1940- 44	1930- 39	1920- 29	Before 1920		
JUNIOR HIGH SCHOOLS										
Total	100.0	38.2	15.6	6.5	2.1	11.4	14.8	4.1	19.1	523
75-299.....	100.0	26.5	19.0	7.0	4.1	9.1	7.5	.8	26.0	179
300 and above.....	100.0	29.0	14.2	3.4	1.2	12.4	18.1	5.6	16.1	344
JUNIOR-SENIOR HIGH SCHOOLS										
Total	100.0	16.1	14.1	6.9	5.4	11.2	9.3	1.3	35.6	444
125 to 499.....	100.0	14.2	12.7	6.5	5.7	11.1	8.5	1.4	39.9	212
500 and above.....	100.0	21.4	18.0	8.2	4.8	11.6	11.6	1.1	23.4	272

¹ Because of the high rate of nonresponse to the item of date of organization, the percent of nonresponse is made an integral part of the table. In this respect this table differs from other tables in the report.

In answer to the question, "Do you have definite plans to reorganize your school within the next 2 years so as to change the grouping of grades 7, 8, and 9 with reference to other grades," principals of 12 percent of the junior high schools and 15 percent of the junior-senior high schools replied in the affirmative. Their brief explanations of these plans were in many cases inconclusive, such as arranging for makeshift or temporary provisions necessitated by overcrowding, moving into a new building, school consolidation, or the outcome of a bond issue. The more pertinent reasons given for a change are as follows:

Of the 79 junior high schools planning to make a change in grade groupings, 34 percent were 2-year schools which would add grade 9, thus becoming 3-year junior high schools; and 20 percent were schools which would convert to something other than grade 7 to 9 schools, that is, they would include grades 5 to 8, 6 to 8, or 7 and 8 in their organizational pattern. Of the 113 junior-senior high schools reporting plans to reorganize, 22 percent, nearly all of which fall into the small-school category, planned to develop an 8-4 organizational structure. Forty-three percent of those contemplating a change would become separate 2- or 3-year junior high schools.

Purposes and Functions Ascribed to the Junior High School

For some time a belief has been growing that many educators are tending to lose sight of the unique character of the functions the junior

high school was designed to fulfill. Often, the junior high school of today may be little more than a high school for younger boys and girls and a preparatory school for the senior high school. It is said that its primarily academic program relates only minimally to the immediate physical, social, and emotional growth needs, educationally speaking, of the young adolescent, but largely to the academic and specialized preparation to follow in the senior high school. Customarily, each individual subject is taught logically and sequentially in periods of uniform length.

The purposes and functions of the junior high school have been stated and restated many times since the *Committee of Ten on Secondary School Studies* headed by Charles W. Eliot, President of Harvard University, recommended in 1894 that elementary school work be reduced to 6 years so that secondary school subjects might be introduced at grade 7, and students be enabled to enter college at an earlier age. This outcome of reorganization was not affirmed by subsequent study groups.

Later committees and commissions recognized the difference in the nature of pupils in grades 7 and 8, expressing the belief that the 7th rather than the 9th grade represented a significant turning point in the pupil's life, and that this age of adolescence demanded new methods and wiser direction. It was felt also that a division after grade 6 would serve to reduce the heavy dropout rate and also would result in a better articulated system of education.

The Commission on the Reorganization of Secondary Education in 1918 recommended that "in the junior period [of the secondary school] emphasis should be placed upon the attempt to help the pupil explore his own aptitudes and to make at least provisional choice of the kinds of work to which he shall devote himself . . . In the junior high schools there should be a gradual introduction of departmental instruction, some choice of subjects under guidance, promotion by subjects, prevocational courses and a social organization that calls for the initiative and develops the sense of personal responsibility for the welfare of the group."²

One of the most frequently quoted statements of functions of the junior high school was formulated some years ago by William Gruhn and Harl Douglass.³ It provides for:

1. integration of learnings into effective and wholesome pupil behavior;
2. discovery and exploration of pupils' specialized interests, aptitudes, and abilities;

² *Cardinal Principles of Secondary Education*. A Report of the Commission on the Reorganization of Secondary Education; appointed by the National Education Association. Bureau of Education Bulletin 1918, No. 35. p. 19.

³ William T. Gruhn and Harl R. Douglass, *The Modern Junior High School*. New York: Ronald Press, 1947. Rev. 1956. pp. 31-32.

3. guidance to assist pupils in making wise choices educationally, vocationally, and in their personal and social living;
4. differentiation of educational facilities and opportunities to care for the varied backgrounds and needs of pupils;
5. socialization, or the provision of learning experiences to prepare pupils to participate in the present social order and to contribute to future changes; and
6. articulation through making possible a gradual transition from elementary to senior high school.

The present study which is the first of its kind undertaken by the Office of Education will make it possible for the reader to identify some practices that contribute to, or perhaps deny, the functions ascribed to the junior high school by individual writers, committees, and commissions.

The study will also attempt to throw light on the questions often asked: How do the programs and practices of the separate junior high school compare with those of the junior-senior high school? How much difference does size make?

III. Administrative Arrangements

THE ARRANGEMENTS discussed in this section are confined to those with an element of time, a topic that has been receiving considerable attention from persons interested in increasing total pupil accomplishment. Those who advocate adding to the length of time pupils are in school emphasize the continuing expansion of knowledge which affects the information that must be acquired by every pupil. They stress too the need for more intensive specialization in a particular field. Increasing the length of the school day or school year, they say, will assist the school to accomplish its task.

On the other hand, practical considerations resulting from crowded conditions in many schools have brought about a shorter school day for some pupils since they must share the building with a second shift of pupils.

While it is not possible for the present study to indicate time trends for pupils and teachers, the study does establish a base line against which future studies of the length of the school day and school year may report trends.

Double and Staggered Sessions

Double sessions for all or part of the day are one means by which schools have been able to take care of their burgeoning enrollments over the past decade. Deplorable as they have seemed to school people they have had to be used when new buildings could not be provided in time to receive the fall enrollments, when makeshift facilities were not available, when crowding in present facilities during a single session could be carried no further.

The Office of Education has presented figures from time to time showing the percent of public school pupils attending school on a less than full-day basis. A recent statistical survey of public secondary schools,¹ for example, reported that 1.4 percent of the 11 million pupils were scheduled in this way in the spring of 1959. In junior high school, 0.7 percent were on double sessions; in junior-senior high school, 1.5 percent. Another Office study, one of school systems in

¹ Edmund A. Ford and Virgil R. Walker, op. cit., p. 15.

urban places with populations above 2,500, conducted in the fall of 1958,² found that, for grades 7 and 8 in the elementary school, 2.1 percent of the school systems having these grades were on double sessions entirely and 1.4 percent were using double sessions in some partial degree, for a total of about 3.5 percent.

The present study reveals that approximately 3.1 percent of junior and 4.9 percent of junior-senior high schools, or 4.3 percent of the combined groups, were in the spring of 1960 on a double-session basis.

The present study also obtained information on the number of schools using staggered sessions, in which there is an overlapping period during the middle of the day when all pupils are in school. Such sessions may or may not result in a shorter school day for pupils. The extent to which schools use these two methods of providing for pupils when facilities are inadequate for the entire enrollment to receive instruction at the same time is as follows:

	Percent of	
	Double sessions	Staggered sessions
<i>Junior high school total</i>	3.1	2.3
75 to 299 enrollment.....	6.3	.9
300 and above enrollment.....	1.7	2.9
<i>Junior-senior high school total</i>	4.9	2.3
125 to 499 enrollment.....	5.8	1.5
500 and above enrollment.....	2.3	4.5

It can be observed that the smaller schools, both junior and junior-senior, use double sessions more often than do the larger schools. The larger schools, on the other hand, are more prone to resort to staggered sessions.

Length of the School Year

Respondents were asked, "How many days during the 1958-59 school year was the school in session, that is, days on which the student body as a whole was engaged in school activities under the guidance and direction of teachers?" Approximately half of the schools of each type that replied reported a school year of 180 days or more. (See table 2.) Variations in length of school term were greater by size of school than by type, the large schools of both types tending to a longer school year. Approximately 60 percent of the large schools had terms of 180 days or more in contrast to about 40 percent of the small schools. It should be noted that size of school is a factor in

² Stuart E. Dean, *Elementary School Administration and Organization*. Office of Education Bulletin 1960, No. 11. Washington: U.S. Government Printing Office. (OE-23006) p. 44.

Table 2.—Percentage distribution of schools by length of school year, by type and size of school: 1958-59

Type and size (enrollment) of school	Total	Number of days school was in session					Response analysis	
		180 or above	175 to 179	170 to 174	165 to 169	Fewer than 165	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS								
Total	100.0	54.0	37.5	8.2	0.3	0.1	632	91.2
75 to 299	100.0	38.9	50.2	10.5	.0	.4	239	88.5
300 and above	100.0	60.8	31.8	7.1	.3	.0	393	92.7
JUNIOR-SENIOR HIGH SCHOOLS								
Total	100.0	46.1	31.2	19.5	1.9	1.3	695	85.5
125 to 499	100.0	40.3	33.4	22.0	2.6	1.7	350	84.3
500 and above	100.0	62.9	24.9	12.2	.0	.0	345	86.7

determining length of school year only in that large schools tend to be located in large city and suburban school districts and these large population centers often increase the days on which school is in session beyond the State minimum. Small population districts on the other hand tend to abide by the State minimum. This relation of length of school year to size of school district is affirmed in Dean's study² of elementary schools in which he reported that 71 percent of urban places in the population group of 100,000 and over in contrast to 50 percent in the population group of 2,500 to 9,999 had a school year of 180 days or more.

Very few junior and junior-senior high schools had a school year of fewer than 170 days according to the respondents in the present study. An estimated total of 260, or 2.1 percent of the 12,390 schools in the universe covered by the study had a school year so short.

Length of the School Day

For Pupils

Six to 6½ hours exclusive of the lunch period was the prevalent length of school day for junior and junior-senior high school pupils in 1959-60. Two-thirds of the schools reported that pupils must be in school for this length of time each day. (See table 3.) Approximately three-fourths of the schools had a school day of 6 to 7 hours.

The school day found in this study is somewhat longer than that typical for 7th and 8th graders in school systems having 8-grade elementary schools as reported by Dean in the Office of Education study

² Stuart E. Dean, op. cit., p. 39.

conducted in 1958-59.⁴ There the preponderance of the respondents (86.1 percent) reported a school day exclusive of lunch of 5½ or 6 hours. A school day of at least 6 hours was reported by 54.2 percent of the school systems.

Table 3.—Percentage distribution of schools by number of clock hours in the school day¹ for pupils, and type and size of school

Type and size (enrollment) of school	Total	Number of clock hours for pupils										Response analysts	
		Fewer than 5	5	5¼	5½	5¾	6	6¼	6½	6¾	7	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS													
Total	100.0	0.9	2.7	2.8	7.6	9.5	36.3	19.8	12.5	2.7	2.6	617	86.1
75 to 299.....	100.0	.4	1.7	1.7	7.4	9.1	41.1	19.1	11.3	5.2	3.0	231	85.6
300 and above.....	100.0	1.1	3.1	4.6	7.8	9.1	34.2	18.6	14.5	3.1	3.9	386	91.0
JUNIOR-SENIOR HIGH SCHOOLS													
Total	100.0	0.3	1.4	1.5	5.0	9.5	34.4	15.1	17.3	5.0	7.6	645	79.7
125 to 499.....	100.0	.0	.9	1.9	7.8	9.3	33.5	14.6	18.9	5.3	7.7	322	77.6
500 and above.....	100.0	.9	2.7	.6	9.0	10.5	34.5	17.4	13.5	4.5	2.4	333	83.7

¹ Exclusive of lunch period.

NOTE: Percentages do not always add to 100 because of rounding of figures.

By region.—Because it was believed that differences in length of school day are more pronounced among regions of the country than by type of school or size of school, data were tabulated according to the four regions of the United States frequently used in Office of Education studies: North Atlantic, 11 States and the District of Columbia; Southeast, 12 States; Great Lakes and Plains, 12 States; West and Southwest, 15 States.

Table 4 indicates that in 1959-60, 42 percent of all junior high schools in the North Atlantic region had a school day for pupils of 4 to 5½ hours, while an average of only 8 percent of the schools in the other three regions had a day so short. At the other extreme, an average of about 45 percent of schools in these latter three regions had a school day in excess of 6 hours, while only 20 percent of the schools in the North Atlantic region had a day so long.

For the junior-senior high schools, the relative difference among the regions was not quite so marked. The respective percentages for the short day in the North Atlantic region and the average of the other three regions were about 21 and 11; for the longer school day, the percentages were about 29 and 42.

⁴ Ibid., p. 36.

Table 4.—Percentage distribution of schools by number of clock hours in the school day for pupils, by geographic region, and type of school

Region	Total	Number of clock hours for pupils					Response analysis	
		4 to 5	5¼ to 5½	5¾ to 6	6¼ to 6½	6¾ to 7	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS								
Total United States	100.0	2.5	11.4	45.5	22.4	7.8	617	86.5
North Atlantic.....	100.0	13.2	29.1	37.3	18.2	4.2	120	89.9
Great Lakes and Plains.....	100.0	.9	5.3	49.4	38.0	6.4	203	88.2
Southeast.....	100.0	1.8	2.7	40.6	43.6	4.3	129	87.9
West and Southwest.....	100.0	.6	6.7	50.4	29.0	12.3	145	83.6
JUNIOR-SENIOR HIGH SCHOOLS								
Total United States	100.0	1.7	2.0	44.4	22.9	11.4	655	79.3
North Atlantic.....	100.0	2.5	18.3	50.6	23.7	4.9	161	78.3
Great Lakes and Plains.....	100.0	.2	3.0	43.5	37.6	15.7	180	77.0
Southeast.....	100.0	2.8	12.3	41.6	32.7	10.6	262	82.1
West and Southwest.....	100.0	.0	15.5	54.9	19.0	10.6	52	76.2

For Teachers

Respondents were asked to check to the nearest quarter hour the number of clock hours full-time classroom teachers are normally required to be in school during a teaching day, including the lunch period. The results are shown in table 5. Approximately three-fourths of all schools responding required teachers to be in school 7 to 8 hours, a figure comparable with the 75 percent of schools requiring attendance by pupils from 6 to 7 hours exclusive of lunch.

Table 5.—Percentage distribution of schools by number of clock hours in the school day¹ for teachers, and type and size of school

Type and size (enrollment) of school	Total	Number of clock hours for teachers										Response analysis	
		Fewer than 6	6	6¼	6½	6¾	7	7¼	7½	7¾	8	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS													
Total	100.0	2.0	3.5	4.3	5.6	6.8	21.7	14.5	19.5	16.0	12.1	632	86.1
75 to 299.....	100.0	1.2	2.2	2.2	5.7	7.9	23.1	16.6	19.7	9.6	11.8	229	84.8
300 and above.....	100.0	2.6	4.3	5.6	5.6	6.1	20.9	13.2	19.3	10.2	12.2	393	92.7
JUNIOR-SENIOR HIGH SCHOOLS													
Total	100.0	1.6	1.9	2.4	10.4	8.4	22.4	11.6	21.7	7.5	8.9	663	86.9
125 to 499.....	100.0	1.5	3.7	2.7	7.9	7.9	25.6	10.7	21.7	8.2	10.1	328	79.1
500 and above.....	100.0	1.5	4.2	2.1	12.8	9.0	21.1	12.8	21.8	6.9	7.8	335	84.2

¹ Including the lunch period.

Number and Length of Class Periods

In general, the tendency in both junior and junior-senior high schools was for a school day of six 55- to 59-minute periods. There were, of course, many variations. (See tables 6 and 7.) The small junior high school was more likely to have more periods shorter than 50 minutes, than was the large junior high school. For the junior-senior high school, size seems to have made no significant difference in number of periods; it did make some slight difference in period length, more of the smaller schools tending to a longer period (55 minutes or more) than the large schools of this type.

There was little difference between the junior and junior-senior high school in the number of periods in the school day. There were differences in the length of period, however. As shown in the tabulation below, less than one-third of junior high schools had the long period of 55 minutes or more while more than one-half of the junior-senior high schools had the long period. If, as is usually done, the break between long and short periods is made at 50 minutes, the difference lessens, but still exists.

Length of period	Junior high schools	Junior-senior high schools
40 to 44 minutes	17.2	15.9
45 to 49 minutes	21.4	12.9
50 to 54 minutes	28.8	18.3
55 to 59 minutes	28.4	44.8
Over 60 minutes	4.2	8.1
	100.0	100.0

Table 6.—Percentage distribution of junior high schools by number of class periods, length of period, and size of school

Length of period in minutes	Junior high schools with 75 to 299 pupils, by number of periods						Junior high schools with 300 and more pupils, by number of periods					
	Total	5	6	7	8	9	Total	5	6	7	8	9
Total	100.0	2.5	44.5	21.9	18.3	1.8	100.0	2.1	60.3	28.2	7.7	.8
40 to 44	18.3	.0	.8	4.4	11.3	1.8	16.7	.0	1.8	8.0	6.2	.8
45 to 49	27.0	.5	4.5	15.3	6.6	.0	19.0	.0	4.9	12.8	1.3	.0
50 to 54	21.4	.8	11.0	9.2	.5	.0	31.8	.8	24.6	6.4	.0	.0
55 to 59	28.0	.5	24.4	3.1	.0	.0	28.7	1.0	26.7	1.0	.0	.0
60 plus	5.2	1.8	3.5	.0	.0	.0	3.9	1.3	2.3	.0	.3	.0
Response analysis												
Item respondents	229						390					
Percent total response	84.8						91.9					

Table 7.—Percentage distribution of junior-senior high schools by number of class periods, length of period, and size of school

Length of period in minutes	Junior-senior high schools with 155 to 499 pupils, by number of periods						Junior-senior high schools with 500 and more pupils, by number of periods					
	Total	5	6	7	8	9	Total	5	6	7	8	9
Total	100.0	2.9	54.9	37.3	11.4	2.4	100.0	4.5	53.5	30.4	14.1	1.3
40 to 44.....	15.4	.0	.3	3.1	2.6	3.4	17.2	.3	1.5	4.5	2.6	1.3
45 to 49.....	11.4	.0	1.8	6.8	2.8	.0	17.2	.3	1.8	10.5	4.5	.0
50 to 54.....	17.6	.6	11.1	8.9	.0	.0	20.8	.0	12.3	8.1	.0	.0
55 to 59.....	46.6	1.2	33.9	11.4	.0	.0	32.4	2.4	33.7	2.3	.0	.0
60 plus.....	9.0	1.2	7.7	.0	.0	.0	8.7	1.5	4.2	.0	.0	.0
Response analysis												
Item respondents.....	234						332					
Percent total response.....	78.1						53.4					

For comparative purposes the findings of two earlier studies may be cited. Gruhn and Douglass⁵ reported in 1956 that the most common practice was to have a six-period day (53 percent of the schools) or a seven-period day (30 percent) of 50- or 55-minute periods (45 percent of the schools). In Lounsbury's survey,⁶ class periods generally ran 45-55 minutes with six being the most prevalent and seven running a close second.

⁵ Gruhn and Douglass, op. cit. p. 345-346.

⁶ William Van Tilt, Gordon F. Vars, and John H. Lounsbury, *Modern Education for the Junior High School Years*. Indianapolis, Ind.: Bobbs-Merrill Co., 1961. p. 80.

IV. Organization for Instruction

TO GROUP or not to group homogeneously? Block-time classes, or complete departmentalization? Study halls, or supervised study during classes? A homeroom or activity period for extraclass and other activities? A central library with librarian and/or classroom libraries? Audiovisual equipment as a supplementary aid to instruction? . . . These are the procedures, methods, or practices reported upon in this chapter. Principals were asked, "Do you have . . . ?" Sometimes, "How much do you have . . . ?" "What varieties do you have . . . ?" "What criteria do you use . . . ?" Summaries of their answers to questions such as these are included.

Grouping of Pupils in Class Sections

The grouping of pupils for instructional purposes occurs whether it takes place within the class itself or as pupils are grouped by class sections (where there is more than one class group) according to some pattern of homogeneity. The type of grouping, which in many schools takes place within the class itself, it was believed, was too difficult to determine by means of questionnaires answered by principals. This study, therefore, concerns itself only with the make-up of class sections.

First, the schools were asked whether or not they had more than one class section in each grade. As would be expected, more than 95 percent of the high-enrollment schools had. However, the percentage of the low-enrollment schools with more than one section was much smaller. Only 67 percent of the small junior-senior high schools but 87 percent of the small junior high schools had multiple sections.

The junior high schools were more likely than were the junior-senior high schools to use various criteria in grouping pupils in these sections for more effective learning. In answer to the question, "Do you use homogeneous grouping as a basis for establishing these class sections?" 74 percent of all junior high schools having sections replied that they used such groupings while only 60 percent of the junior-senior high schools did so. In both organizational groups a smaller proportion of low- than high-enrollment schools used this type of grouping to establish sections. For example, 61 percent of

the small junior high schools and 54 percent of the small junior-senior high schools used grouping to establish class sections while 20 percent more of the large schools in both groups used this kind of grouping.

Criteria Used in Grouping

Table 8 indicates the type or types of criteria used by the schools to determine grouping for the purpose of improving the learning-teaching situation. The five criteria most widely used for this purpose were found to be intelligence quotients, school marks, reading levels, standardized achievement test results, and teacher estimates. These may have been used singly or in combination with others. However, because of the large percentages shown using each of the criteria, it is evident that most of the schools used several rather than any single one. Each was used by more than half of all schools of each type and size.

Considerably fewer schools used such criteria as interests, special aptitudes, and social and physical maturity.

On the whole, smaller proportions of the low-enrollment schools than of high-enrollment schools used most of the criteria implying that the low-enrollment schools used fewer criteria in determining their homogeneous groups than did those with high enrollments.

The proportions of schools making use of various criteria did not vary greatly between the two organizational groups.

Variation between grades was not very large. The only notable difference was that the proportion of schools using reading levels as a criterion decreased from grade 7 to grade 9 while the proportion of schools using interests and special aptitudes increased.

In summary, it was found that junior high schools having class sections were more likely than junior-senior high schools to group pupils in these sections for effective learning through the use of various criteria. The criteria most commonly used in both junior and junior-senior high schools were intelligence quotients, school marks, reading levels, standardized achievement test results, and teacher estimates.

Rather small differences between junior and junior-senior high schools and between grades were found in the criteria used. However, small schools tended to use fewer criteria in establishing their groups than did large schools.

Grouping for Effective Learning

Of the junior and junior-senior high schools which used homogeneous grouping as a basis for establishing class sections, the highest proportions made such groupings in mathematics alone and in combination with other subjects, and English alone and in combination. (See tables 9 and 10.) In grades 7 and 8, approximately 9 out of 10 schools used these subjects for grouping while only about 3 out of 4 of the schools grouped on the basis of social studies or science. The use of social studies and science as a basis for grouping reached approximately 8 out of 10 for junior-senior high schools.

Table 9.—Percentage distribution of junior high schools having homogeneous groups by subject areas or combinations of areas, grade, and type and size of school

Subject matter areas	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		75 to 299	300 and above		75 to 299	300 and above		75 to 299	300 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
English (only).....	2.8	1.0	3.4	2.9	1.0	3.4	2.0	.0	2.3
Social studies (only).....	.0	.0	.0	.2	1.0	.0	.0	.0	.0
Mathematics (only).....	4.6	1.9	5.4	4.3	3.8	4.4	7.7	11.7	7.2
Science (only).....	.3	.0	.3	.0	.0	.0	.4	.0	.4
English and social studies.....	2.8	1.9	3.0	2.4	1.0	2.7	2.0	2.4	2.0
English and mathematics.....	8.9	1.0	11.1	8.8	3.8	10.1	12.5	2.4	13.8
English and science.....	.5	1.0	.3	.5	1.0	.3	.3	2.4	.0
Mathematics and science.....	1.8	1.0	2.0	2.6	1.0	3.0	5.8	9.3	5.4
English, social studies, and mathematics.....	9.8	6.5	10.7	7.7	3.8	8.8	6.6	4.9	6.9
English, mathematics, and science.....	4.2	4.7	4.0	5.9	3.8	6.4	16.3	20.6	15.7
English, social studies, mathematics, and science.....	63.8	81.1	59.4	64.6	78.7	60.9	46.0	46.1	45.9
All others.....	.5	1.0	.3	.2	1.0	.0	.4	.0	.4
Total English	92.8	95.8	92.0	92.7	93.0	92.6	86.0	78.5	86.9
Total social studies	76.9	89.3	73.5	75.1	85.4	72.4	54.9	53.0	55.1
Total mathematics	93.6	95.8	93.0	94.1	95.8	93.7	94.9	94.7	95.0
Total science	70.4	86.6	66.5	73.6	84.4	70.7	69.0	78.5	67.8
Response analysis									
Item respondents.....	406	108	298	402	105	297	304	43	261
Percent total response.....	85.3	76.8	89.5	84.6	74.9	89.1	85.0	75.8	89.3

While a higher proportion of the small than of the large junior high schools practiced homogeneous grouping in the 7th and 8th grades, no regular pattern was evident in any grade in the junior-senior high schools.

In grades 7 and 8 large majorities of each group of schools used such grouping in all four subjects—English, social studies, mathematics, and science. In the 9th grade approximately half the schools, a great plurality, grouped pupils in these four subjects. In the 7th

and 8th grades no other combinations of subjects attracted large proportions of schools but in the 9th grades the combination of English, mathematics, and science provided the basis for grouping in rather large proportions of schools and the combination of English and mathematics attracted the next highest proportion.

Table 10.—Percentage distribution of junior-senior high schools having homogeneous groups by subject areas or combinations of areas, grade, and type and size of school

Subject matter areas	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		125 to 499	500 and above		125 to 499	500 and above		125 to 499	500 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
English (only).....	2.1	1.1	3.5	3.3	2.8	4.0	5.0	2.7	8.3
Social studies (only).....	.0	.0	.0	.2	.0	.5	.2	.0	.5
Mathematics (only).....	2.1	2.2	2.0	2.2	1.9	2.7	7.2	9.0	4.6
Science (only).....	.6	1.1	.0	.2	.0	.5	.2	.0	.5
English and social studies.....	1.2	1.1	1.4	1.6	1.9	1.3	1.8	1.8	1.8
English and mathematics.....	6.1	7.6	4.0	8.3	9.3	7.1	11.7	10.8	12.9
English and science.....	.6	.0	1.4	.0	.0	.0	.2	.0	.5
Mathematics and science.....	1.5	1.1	2.0	1.3	.9	1.7	3.6	4.5	2.3
English, social studies, and mathematics.....	3.6	4.4	2.5	4.7	5.5	3.5	5.2	6.3	3.7
English, mathematics, and science.....	5.1	5.4	4.6	6.1	7.4	4.4	11.1	10.8	11.5
English, social studies, mathematics, and science.....	77.1	76.1	78.2	71.6	69.5	74.3	51.8	51.4	52.5
All others.....	.0	.0	.0	.5	.9	.0	1.9	2.7	1.0
Total English	95.8	95.7	96.1	96.2	97.3	94.7	87.0	83.8	91.7
Total social studies	81.9	81.6	82.4	78.6	77.9	79.7	61.1	62.2	59.5
Total mathematics	95.4	96.8	93.5	94.3	94.5	93.9	91.9	94.6	88.1
Total science	84.9	83.8	86.4	79.8	78.8	81.0	68.4	68.5	68.2
Response analysis									
Item respondents.....	298	92	197	334	108	226	328	111	217
Percent total response.....	74.8	72.8	79.0	74.8	71.8	80.6	74.8	73.8	77.4

Block-time Classes and Unified Learning Experiences

Complete departmentalization as represented by a different teacher for each class period prevailed in the 9th grade of the large schools and was least common in the 7th grade of the small junior-senior high schools. (See table 11.) Traditionally, 9th grades were departmentalized and 7th grades as part of the elementary school were not. In the transition, the junior-senior high school appears more often to retain the one-teacher arrangement at the 7th-grade

level than does the separately organized junior high school. Complete departmentalization was practiced by the schools in the study roughly as follows: 50 percent of the 7th grades, 60 percent of the 8th grades, and 80 percent of the 9th grades.

In small schools pupils necessarily have more than one class a day with a single teacher. The extent to which this occurs through expediency or perhaps tradition can be seen in table 11 by totaling columns 3, 4, and 6 for each type and size of school. Roughly two to three times as many small schools as large are found at any grade level. Column 5 presents a somewhat different situation. In both

Table 11.—Percentage distribution of schools, by number of periods that pupils are assigned to a single teacher, by grade, and type and size of school

Type and size (enrollment) of school	Number of periods pupils are assigned to teacher—						Response analysis	
	Total	All	Nearly all	2 to 3 consecutive	2 to 3 non-consecutive	Single only	Item respondents	Percent total response
	2	3	4	5	6	7	8	9
GRADE 7								
Junior high schools								
Total.....	100.0	1.5	2.0	22.6	14.1	47.8	636	92.1
75 to 299.....	100.0	1.7	3.3	22.9	20.8	51.3	240	88.9
300 and above.....	100.0	1.5	2.8	38.4	11.1	46.2	396	95.3
Junior-senior high schools								
Total.....	100.0	9.4	5.7	17.3	21.4	46.2	639	85.2
125 to 499.....	100.0	11.1	6.0	16.1	25.0	41.8	316	83.3
500 and above.....	100.0	4.3	4.9	20.7	10.9	59.2	304	88.0
GRADE 8								
Junior high schools								
Total.....	100.0	0.9	1.7	22.1	12.1	63.2	634	92.0
75 to 299.....	100.0	.8	2.5	18.9	20.9	56.9	239	88.5
300 and above.....	100.0	1.0	1.3	23.5	9.6	64.6	395	93.6
Junior-senior high schools								
Total.....	100.0	2.9	2.6	15.3	20.4	58.8	665	84.4
125 to 499.....	100.0	5.0	4.1	14.5	24.5	51.9	339	82.4
500 and above.....	100.0	.9	2.0	17.6	9.0	70.5	346	87.2
GRADE 9								
Junior high schools								
Total.....	100.0	1.4	1.2	9.1	7.7	80.6	444	92.7
75 to 299.....	100.0	.9	3.5	11.3	20.0	64.3	115	88.8
300 and above.....	100.0	1.5	.6	8.5	4.6	84.8	329	96.1
Junior-senior high schools								
Total.....	100.0	.9	1.3	4.3	10.2	83.3	661	84.0
125 to 499.....	100.0	1.2	1.5	4.4	12.9	80.0	340	83.0
500 and above.....	100.0	.0	.9	4.1	2.6	92.4	341	85.9

the 7th and 8th grades of both types of schools the percentage of large schools having 2 to 3 consecutive periods with a teacher exceeded that for small schools. For this, the planned block-time and core classes were largely responsible.

In order that this survey might present more direct information about the status of block-time classes, principals were asked to indicate whether their schools have planned block-time classes (a class remaining with one teacher for two or more consecutive periods and combining two or more required subjects that would otherwise be taught separately). The response for the four types of schools was as follows:

Type of school	Percent reporting block-time classes
Junior high schools	
Total.....	43.5
75 to 299.....	28.2
300 and above.....	50.7
Junior-senior high schools	
Total.....	21.2
125 to 499.....	18.4
500 and above.....	29.0

These figures represent an increase in the number of block-time classes in both junior and junior-senior high schools since 1956-57 when the data reported in the last Office study in this field were gathered.¹ In the following tabulations, the 1959-60 percentages have been adjusted to make them comparable with the percentages shown for the earlier years. The smaller schools, junior high schools of less than 75 enrollment and junior-senior high schools of less than 125 enrollment, were excluded from the present survey but included in the 1948-49 and 1956-57 studies. The adjustments were made on the assumption that none of these schools had block-time classes in 1959-60. Therefore, the percentages shown in this table are probably conservative estimates. They, nevertheless, point to a trend.

	1948-49 ²	1956-57	1959-60
Junior high schools.....	15.8	31.4	40.0
Junior-senior high schools.....	6.4	12.1	16.4

In each of the three studies the large junior high schools reported the most extensive use of block-time classes. Since size groupings in the earlier studies differed from those in the present survey, comparisons relative to size cannot be made.

¹ Grace S. Wright, *Block-time Classes and the Core Program in the Junior High School*, U.S. Office of Education Bulletin 1958, No. 6.

² Grace S. Wright, *Core Curriculum in Public High Schools*, U.S. Office of Education Bulletin 1950, No. 5.

Subjects in Block-time Classes

Since the 1930's when experimental work with core programs was begun in some secondary schools, language arts and social studies have been the subjects most often combined or replaced in the block-of-time that serves as the organizational pattern for such programs. The present study (table 12) also shows a sizable number of schools having a mathematics-science block. Frequently schools will have both subject combinations, one teacher having a group of pupils for the language arts-social studies block-time class and another teaching them mathematics and science in a block of time.

Table 12.—Percent of schools with block-time classes, having specified subject combinations, by grade, and type and size of school

Type and size (enrollment) of school	Subject combinations						
	Language arts-social studies	Language arts-social studies-science	Language arts-social studies-mathematics	Language arts-social studies-mathematics-science	Science-mathematics	Social studies-science	Other
GRADE 7							
Junior high schools							
Total	39.8	4.6	2.7	12.3	16.3	2.0	2.9
75 to 299.....	71.6	4.5	1.5	6.0	29.9	5.9	4.5
300 and above.....	52.0	2.9	2.9	13.6	15.0	1.0	2.4
Junior-senior high schools							
Total	54.5	6.9	5.1	9.6	22.3	2.7	2.0
125 to 499.....	55.5	6.4	6.4	9.5	25.4	3.2	4.8
500 and above.....	55.4	8.9	3.0	9.9	19.8	2.0	.0
GRADE 8							
Junior high schools							
Total	48.6	2.6	1.7	2.5	12.4	2.1	1.8
75 to 299.....	44.5	1.5	3.0	7.5	22.4	3.0	4.5
300 and above.....	49.5	2.9	1.5	2.4	11.2	1.9	.5
Junior-senior high schools							
Total	52.4	5.2	2.4	4.2	26.2	2.8	5.1
125 to 499.....	54.0	4.8	3.2	3.2	22.2	1.6	7.9
500 and above.....	52.5	5.9	1.0	5.9	16.8	5.0	.0
GRADE 9							
Junior high schools							
Total	19.4	0.3	0.4	1.3	2.3	0.3	0.4
75 to 299.....	11.9	1.5	.0	4.5	6.0	1.5	.0
300 and above.....	17.5	.0	.5	.5	1.5	.0	.5
Junior-senior high schools							
Total	8.3	1.0	1.0	1.0	4.4	1.0	.0
125 to 499.....	13.0	1.4	1.4	1.4	4.3	2.8	.0
500 and above.....	11.9	.0	.0	.0	4.0	.0	.0

The decrease in the percentages shown for all subject combinations from grade 7 to grade 8 to grade 9 marks the decrease in the use of block-time and core classes as the pupil progresses through the junior high school grades.

Methods of Unifying Teaching

The degree of subject-matter unification in block-time classes varies by schools and by teachers within a school. It varies primarily in accordance with the philosophy or purpose recognized by the staff. Frequently that purpose is limited to providing a gradual transition from the elementary school to the senior high school or to providing for guidance within the classroom by giving each group of pupils one teacher who has an opportunity to know them better than do their other class teachers. In such cases any unification of subject matter is likely to be through individual teacher initiative. It is because of the failure of most schools to develop a program that has the content or procedural characteristics of core that the term "block-time" has come into common usage. When, on the other hand, a school's purpose in providing block-time classes includes the development of problem-centered units which pupils can recognize as significant for them in their living today or as adult members of society a few years hence, subject-matter lines will be broken down to provide for the best possible integration of learning.

As can be seen from the response analysis in table 13, the response to the item asking principals to indicate the plans their schools follow in providing unified learning experiences was somewhat low, particularly for the junior-senior high schools. If the reader were to assume that most of the nonresponse occurred when the school did nothing to unify learning experiences, the percentages in column 2 would be increased. That is, the actual percentages of schools making little or no provision for unifying learning experiences of pupils could be said to fall between the following numbers for each grade level.³

	Grade 7	Grade 8	Grade 9
Junior high schools.....	30.1 to 34.4	33.8 to 39.3	39.8 to 47.4
Junior-senior high schools.....	40.2 to 51.3	39.3 to 45.6	46.5 to 54.2

In general, the percentages for "little or none" are larger for the 9th than the 7th and 8th grades, which is to be expected, since the 9th grade assumes more of the characteristics of the senior high school.

Considering the nonresponse as "no provision" obviously would lower proportionately the percentages for each of the plans reported in columns 3, 4, and 5 of table 13. For example, the percentage of junior high schools organizing block-time classes in grade 7 for the purpose of providing unified learning experiences would be reduced from 32.9 to 30.9, and of junior-senior high schools from 19.8 to 16.1.

³ This analysis covers nonresponse bias only. Sampling error must still be considered as shown in the Technical Appendix.

Respondents were presented with three possible methods for providing unified learning experiences. (See table 13.) The fact that the percentages of schools checking block-time classes as a method are lower than those reported on page 20 as having block-time classes is not surprising since, as has been stated, some schools consider their purpose for these classes to be related primarily to guidance and only incidentally if at all to instructional content and method.

Schools reporting the correlation of teaching or the unification of instruction around a central theme are frequently those that have also checked block-time classes. In some instances, however, they are not. These latter may be either (1) schools that provide the same

Table 13.—Percent of schools using specified plans for unifying learning experiences, by grade, and type and size of school

Type and size (enrollment) of school	Plan for unifying learning experiences—				Response analysis	
	Little or none	Block-time classes	Teachers plan together to correlate teaching	Teachers unify instruction around central theme	Item respondents	Percent total response
1	2	3	4	5	6	7
GRADE 7						
Junior high schools						
Total.....	29.1	32.9	38.5	12.5	696	87.9
75 to 299.....	32.0	19.7	38.0	17.1	234	86.6
300 and above.....	29.1	39.0	38.8	10.4	374	89.5
Junior-senior high schools						
Total.....	44.2	19.8	43.1	18.5	598	79.1
125 to 499.....	41.0	17.3	41.3	17.3	266	70.1
500 and above.....	37.6	27.7	48.8	14.0	242	70.1
GRADE 8						
Junior high schools						
Total.....	32.8	23.4	40.7	12.1	599	84.9
75 to 299.....	35.9	14.7	39.4	17.3	231	85.5
300 and above.....	32.9	27.4	41.3	11.1	368	87.2
Junior-senior high schools						
Total.....	39.3	12.7	36.3	14.5	636	77.3
125 to 499.....	40.3	12.7	37.8	15.2	315	76.6
500 and above.....	36.4	16.6	43.4	12.5	313	78.9
GRADE 9						
Junior high schools						
Total.....	39.8	12.9	39.8	14.3	399	81.9
75 to 299.....	35.5	12.1	41.4	25.3	99	76.4
300 and above.....	40.9	12.0	38.2	12.7	291	85.0
Junior-senior high schools						
Total.....	44.5	6.8	39.3	14.3	596	73.6
125 to 499.....	47.0	6.3	38.1	14.6	302	73.6
500 and above.....	44.9	4.4	47.5	13.3	294	74.1

teacher for two or more subjects but because of administrative difficulties have not found it feasible to schedule the classes in consecutive periods, or (2) schools that through careful planning among their staffs are attempting unification with a different-teacher-for-each-subject approach. It is interesting to note that for these two practices percentages of use vary only slightly from grade to grade.

Homeroom and Activity Periods

Approximately two-thirds of all schools in the study except the small junior high school group had an activity or homeroom period of at least 15 minutes in length meeting one or more times a week. Roughly half of the small junior high schools reported such a period. The percentage difference for this group may be due to the inclusion of eight-grade schools which called their 7th and 8th grades a junior high school but which had not departmentalized these grades.

Junior high schools	Percent
75 to 299.....	52.7
300 and above.....	66.9
Junior-senior high schools	
125 to 499.....	63.4
500 and above.....	64.2

The purpose of the item was to discover the number of schools setting aside a period of time during the school day for guidance and extraclass activities. Respondents were asked not to report short check periods used primarily for record-taking and other administrative routines. Therefore, no period of less than 15 minutes was considered acceptable as an affirmative response.

In some schools the type of period which is the concern of this section is designated the homeroom period; it is relatively brief—15 to 20 minutes as a rule. Such a period provides a minimum of time for homeroom guidance functions. In other schools, the period is designated an activity period. It is at least 30 minutes long; frequently its length is the same as that of the regular class periods. This period may be used for a variety of types of activity, especially when it is scheduled daily.

Tables 14 and 15 point to several different practices in the programming of the homeroom or activity period. Three occur most often: (1) Schools may schedule only guidance and general homeroom activities during the period. This practice was more typical of the junior high schools, than it was of the junior-senior schools. (2) They may schedule both guidance and extraclass activities, which is a practice more typical of the junior-senior than of the junior high schools.

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Table 14.—Percentage distribution of junior high schools with a homeroom or activity period, by type of activity, grade, and size of school

Type of activity	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		75 to 299	300 and above		75 to 299	300 and above		75 to 299	300 and above
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Guidance (only).....	31.3	31.0	31.5	30.9	30.4	31.1	28.6	18.8	30.8
Extracurricular activities (only).....	5.1	10.6	3.2	8.1	10.7	3.2	4.8	14.1	2.8
Assemblies (only).....	.4	1.8	.0	.7	1.8	.4	1.3	3.1	.9
Guidance and extracurricular activities.....	14.8	13.3	15.3	15.6	13.4	16.3	16.0	18.8	15.4
Guidance and assemblies.....	10.7	12.4	10.1	9.7	12.5	8.7	7.7	6.3	7.9
Extracurricular activities and assemblies.....	4.2	.0	5.6	4.2	.0	5.6	4.6	.0	5.6
Guidance, extracurricular activities, and assemblies.....	33.4	31.0	34.3	33.8	31.2	34.6	37.0	39.1	36.4
Total guidance and general homeroom.....	90.2	87.7	91.2	90.0	87.5	90.7	89.3	83.0	90.5
Total clubs and extracurricular activities.....	57.5	54.9	58.4	58.7	55.3	59.7	62.4	72.0	60.2
Total assemblies.....	48.7	45.2	50.0	48.4	45.5	49.5	50.6	48.5	50.8
Response analysis respondents.....	361	113	345	363	112	261	278	64	214
Total response.....	86.1	79.7	89.8	88.7	79.0	90.9	87.2	81.9	90.3

Table 15.—Percentage distribution of junior-senior high schools with a homeroom or activity period, by type of activity, grade, and size of school

Type of activity	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		125 to 499	500 and above		125 to 499	500 and above		125 to 499	500 and above
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Guidance (only).....	17.7	19.1	14.0	18.1	19.6	14.3	16.3	17.6	12.9
Extracurricular activities (only).....	6.6	5.8	8.6	6.6	6.2	7.6	7.0	6.2	9.1
Assemblies (only).....	1.8	1.7	2.2	1.6	1.5	1.9	1.8	1.6	2.4
Guidance and extracurricular activities.....	22.7	23.1	21.5	22.6	23.2	21.0	21.9	23.3	18.2
Guidance and assemblies.....	6.4	6.2	9.7	5.5	4.6	7.6	4.5	3.6	6.7
Extracurricular activities and assemblies.....	8.8	9.8	5.9	8.5	9.8	5.2	8.2	9.3	5.3
Guidance, extracurricular activities, and assemblies.....	36.1	35.3	38.2	37.1	35.1	42.4	40.3	38.3	45.5
Total guidance and general homeroom.....	82.9	82.7	83.4	83.3	82.5	85.3	83.0	82.8	83.3
Total clubs and extracurricular activities.....	74.3	74.0	74.2	74.8	74.3	76.2	77.4	77.1	78.1
Total assemblies.....	53.1	52.0	56.0	52.7	51.0	57.1	54.8	52.8	59.9
Response analysis respondents.....	350	173	186	404	194	210	402	193	209
Total response.....	77.0	74.7	83.4	77.1	75.1	82.9	77.1	74.6	83.9

They may provide for a combination of guidance, extracurricular activities, and assemblies. This was the predominant pattern and was in 31 to 39 percent of the junior high schools and in 35 to 45

percent of the junior-senior high schools, variations being by grade level and size of school.

Of the three functions of the homeroom period considered, that which includes guidance and general homeroom activities was the most prevalent. It was reported by 83 to 90 percent of the junior high schools responding to this item and by roughly 83 percent of the junior-senior high schools. The second most common function was that which includes clubs and extraclass activities, found in 55 to 72 percent of these junior high schools and in about 75 percent of junior-senior high schools. Assemblies were a function in 45 to 51 percent of junior and 51 to 60 percent of junior-senior schools.

Table 16 indicates the frequency and length of homeroom and activity periods according to each of the three functions stated in the questionnaire. For all functions, periods of 15 to 30 minutes, or more than 40 minutes were more common than was the 31 to 40-minute period.

The guidance and general homeroom function was most frequently scheduled on a once-a-week basis—34 to 48 percent of the schools, with the highest percentages (45 to 48) for the large junior-senior high school. Two- or three-times-a-week scheduling was found in 10 to 17 percent of all schools except the small junior high school, in which considerable variation existed. A sizable percentage of schools, predominantly those with activity periods of the shortest length, had guidance and general homeroom activities daily. A further examination of the returns revealed these to be the type of period previously referred to as the homeroom period of 15 to 20 minutes.

Approximately 60 percent of the junior high schools and 50 percent of the junior-senior high schools having clubs and similar extraclass activities as a function of the activity period scheduled them once a week. These extraclass activities were scheduled twice a week in 15 to 20 percent of the junior high schools and the small junior-senior high schools and in about 30 percent of the large junior-senior high schools. Ten to 15 percent of the small schools of both types provided for extraclass activities three times a week, a practice about half as common in the large schools. Roughly 5 percent of all schools reported daily scheduling of extraclass activities.

Assemblies very generally were scheduled once a week by schools including them as a function of the activity period. Variations from this practice are small and most of these are in the less-than-once-a-week group.

In general, table 16 indicates only small variations in practice among grades within a type and size of school. Grade 9 of the small junior high school presents somewhat wider differences from grades 7 and 8 than is found in the other three groups due probably to many schools

Table 16.—Percentage distribution of schools scheduling given types of activities in a homeroom or activity period, by number of activity periods per week scheduled, length of period, grade, and type and size of school

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A. GUIDANCE AND GENERAL HOMEROOM FUNCTIONS

Number of activity periods per week	Length of period in minutes for																	
	Grade 7			Grade 8			Grade 9			Total	More than 40							
	15 to 30	31 to 40	More than 40	15 to 30	31 to 40	More than 40	15 to 30	31 to 40	More than 40									
Total	100.0	51.3	14.2	23.6	100.0	51.3	14.2	23.6	100.0	51.3	14.2	23.6	100.0	54.6	14.1	20.3		
1	3.2	1.1	1.1	1.1	3.2	1.1	1.1	1.1	2.0	2.0	1.1	1.1	2.0	2.0	2.0	16.8		
2	40.9	14.5	3.0	19.4	41.8	14.4	3.0	20.4	35.5	15.1	2.0	1.1	35.5	20.0	2.0	2.0		
3	8.1	4.1	2.0	2.0	7.1	4.1	2.0	1.1	5.9	2.0	2.0	6.1	35.8	7.5	7.5	7.5		
4	23.5	13.3	4.1	6.1	23.5	13.2	4.1	2.0	9.5	7.5	2.0	2.0	11.2	11.2	2.0	2.0		
5	9.2	5.2	2.0	2.0	9.2	5.2	2.0	3.0	11.2	11.2	3.0	3.0	11.2	11.2	3.0	3.0		
6	15.2	9.0	3.1	3.1	15.2	9.1	3.0	3.0	11.2	11.2	3.0	3.0	11.2	11.2	3.0	3.0		
Response analysis	98			98			98			98			53			83.3		
Item respondents.....	83.6			83.6			83.6			83.6			53			83.3		
Percent total response.....	83.6			83.6			83.6			83.6			53			83.3		
JUNIOR HIGH SCHOOLS (75 to 200)																		
Total	100.0	54.2	16.6	25.0	100.0	54.5	16.6	25.0	100.0	57.9	14.3	21.6	100.0	57.9	14.3	21.6		
1	3.0	1.8	2.3	1.8	4.9	1.8	2.3	1.8	4.2	4.2	1.6	1.6	4.2	4.2	1.6	1.6		
2	38.4	14.4	5.4	17.6	37.6	15.2	5.3	18.6	36.8	15.8	3.7	2.6	36.8	15.8	3.7	2.6		
3	12.7	7.2	2.7	2.7	13.0	7.6	2.7	2.7	12.7	7.4	2.6	2.1	12.7	7.4	2.6	2.1		
4	9.9	5.9	2.7	1.4	10.8	5.8	2.7	2.3	12.1	6.8	3.1	2.1	12.1	6.8	3.1	2.1		
5	10.0	5.9	2.3	1.8	9.9	5.8	2.3	1.8	10.0	6.3	1.6	2.1	10.0	6.3	1.6	2.1		
6	24.0	19.9	1.4	2.7	23.8	20.2	1.3	2.3	24.2	21.0	1.6	1.6	24.2	21.0	1.6	1.6		
Response analysis	98			98			98			190			92.3					
Item respondents.....	92.1			92.1			92.1			190			92.3					
Percent total response.....	92.1			92.1			92.1			190			92.3					
JUNIOR HIGH SCHOOLS (200 and above)																		

Table 16—Continued
A. GUIDANCE AND GENERAL HOMEROOM FUNCTIONS—Continued

Number of activity periods per week	Length of period in minutes for—											
	Grade 7			Grade 8			Grade 9					
	Total	15 to 30	31 to 40	More than 40	Total	15 to 30	31 to 40	More than 40	Total	15 to 30	31 to 40	More than 40
JUNIOR-SENIOR HIGH SCHOOLS (125 to 499)												
Total	100.0	54.1	14.4	29.4	100.0	49.4	21.1	29.5	100.0	52.9	16.4	30.3
Under 1	2.8	1.4	7.7	7.7	2.4	1.2	6.6	6.6	3.2	1.3	1.3	4.1
1.....	39.7	15.4	6.5	14.4	34.3	15.6	7.2	15.5	34.7	17.4	7.7	13.3
2.....	16.5	9.3	1.4	5.7	14.5	6.6	2.4	6.4	16.8	9.2	2.6	4.5
3.....	14.4	10.4	2.9	7.7	14.5	10.2	2.6	4.4	14.7	9.7	2.6	2.6
4.....	11.6	7.2	1.4	2.9	9.6	4.4	1.2	3.6	9.6	4.5	1.3	3.4
5.....	14.0	11.5	1.4	5.0	24.7	10.4	7.2	6.6	16.4	10.3	1.3	5.2
Response analysis												
Item respondents.....	149											
Percent total response.....	75.4											
JUNIOR-SENIOR HIGH SCHOOLS (500 and above)												
Total	100.0	41.9	17.5	49.6	100.0	64.7	16.9	29.5	100.0	64.9	16.4	37.8
Under 1	5.2	1.7	7.7	3.9	5.6	1.2	6.6	3.9	5.8	1.2	1.2	3.5
1.....	48.4	18.4	7.7	23.7	45.7	15.1	7.2	21.4	45.3	15.5	4.9	22.9
2.....	14.1	7.1	3.2	3.9	16.3	9.0	3.4	3.9	17.3	9.2	4.1	4.0
3.....	11.6	4.5	3.9	3.2	12.3	5.0	3.9	3.4	11.5	4.5	3.5	3.5
4.....	3.9	1.9	1.7	1.3	3.4	1.2	6.6	1.6	2.9	1.2	1.2	1.2
5.....	16.8	12.9	1.3	2.6	16.7	13.3	1.2	2.2	17.2	14.3	6.6	2.3
Response analysis												
Item respondents.....	155											
Percent total response.....	83.7											

Table 16—Continued
B. CLUBS AND SIMILAR EXTRACURRICULAR ACTIVITIES—Continued

Number of activity periods per week	Length of period in minutes for—											
	Grade 7			Grade 8			Grade 9					
	Total	15 to 30	31 to 40	More than 40	Total	15 to 30	31 to 40	More than 40	Total	15 to 30	31 to 40	More than 40
JUNIOR-SENIOR HIGH SCHOOLS (125 to 499)												
Total	100.0	52.5	17.2	20.3	100.0	49.3	17.4	33.3	100.0	48.6	19.2	33.1
1.....	2.4	1.8	0.8	0.8	3.6	2.7	1.7	2.2	3.5	2.0	1.4	2.1
2.....	53.3	31.2	7.4	14.8	53.6	29.0	7.3	17.4	51.4	27.5	7.0	16.9
3.....	18.9	9.0	3.3	6.6	18.1	9.4	2.9	5.8	19.0	10.6	3.5	4.9
4.....	14.0	6.8	4.1	4.1	13.8	6.1	6.1	3.6	15.5	6.6	4.9	4.9
5.....	6.6	3.3	1.8	2.4	5.8	2.9	1.7	2.2	6.7	2.8	1.7	2.1
6.....	4.9	2.5	0.8	1.6	5.1	2.2	0.7	2.2	4.9	2.1	0.7	2.1
Response analysis												
Item respondents.....		123				138				142		
Percent total response.....		76.9				76.8				75.5		
JUNIOR-SENIOR HIGH SCHOOLS (500 and above)												
Total	100.0	32.1	21.3	46.7	100.0	34.2	20.2	44.6	100.0	34.5	30.9	44.4
1.....	8.8	0.0	0.0	5.8	5.7	6.6	0.0	5.0	6.2	6.6	6.6	4.9
2.....	45.3	14.6	11.7	19.0	46.5	15.1	10.7	20.7	44.4	16.0	9.3	19.1
3.....	29.2	11.0	3.6	14.6	29.5	12.6	3.8	13.2	29.0	11.1	4.3	13.6
4.....	7.3	1.5	2.9	2.9	6.7	1.3	2.5	1.8	7.4	1.8	2.5	3.1
5.....	6.1	2.1	1.5	1.5	6.0	1.8	1.8	1.3	6.6	1.8	2.5	1.3
6.....	7.3	2.9	1.5	2.9	7.6	3.8	1.3	2.5	7.4	3.1	1.8	2.5
Response analysis												
Item respondents.....		137				159				162		
Percent total response.....		83.6				83.3				83.9		

Table 16—Continued
C. ASSEMBLIES

JUNIOR HIGH SCHOOLS (75 to 299)											
Total											
100.0	44.9	14.9	37.3	100.0	44.9	14.8	37.3	100.0	44.8	14.9	37.3
4.1	2.1	15.0	2.1	4.1	2.0	15.8	2.0	4.1	2.0	16.9	2.0
93.8	42.8	15.8	35.2	93.8	42.8	15.8	35.3	93.0	43.5	16.9	35.0
2.1	2.1	.0	.0	2.0	2.0	.0	.0	3.5	3.5	.0	29.6
Response analysis											
Item respondents.....						51					
Percent total response.....						83.1					
						30					
						84.0					
JUNIOR HIGH SCHOOLS (300 and above)											
Total											
100.0	44.1	24.4	29.5	100.0	44.5	24.3	29.3	100.0	45.8	24.3	29.9
14.9	4.2	6.6	4.1	14.8	4.1	6.5	4.1	12.2	2.8	3.6	3.8
81.8	37.6	18.8	25.4	81.9	38.1	18.5	25.2	84.1	39.2	17.7	27.1
3.3	3.3	.0	.0	3.2	3.2	.0	.0	3.7	3.7	.0	.0
Response analysis											
Item respondents.....						123					
Percent total response.....						92.2					
						107					
						92.4					

Table 16—Continued
C. ASSEMBLIES—Continued

Number of activity periods per week	Length of period in minutes for—											
	Grade 7			Grade 8			Grade 9			Grade 9		
	Total	15 to 30	31 to 40	More than 40	Total	15 to 30	31 to 40	More than 40	Total	15 to 30	31 to 40	More than 40
JUNIOR-SENIOR HIGH SCHOOLS (126 to 499)												
Total	100.0	50.6	17.3	34.1	100.0	52.6	19.6	27.8	100.0	52.5	20.2	27.3
Under 1.....	5.8	2.3	2.3	1.1	7.2	2.1	2.1	3.1	7.1	2.0	2.0	3.0
1.....	89.7	52.9	13.8	23.0	87.6	48.5	16.5	22.7	88.9	47.5	17.2	24.3
2 or more.....	4.5	3.4	1.1	.0	5.2	3.1	1.0	1.0	4.0	3.0	1.0	.0
Response analysis												
Item respondents.....	87			97			99			99		
Percent total response.....	75.6			78.4			75.2			75.2		
JUNIOR-SENIOR HIGH SCHOOLS (500 and above)												
Total	100.0	52.4	31.6	44.9	100.0	50.5	20.3	43.3	100.0	37.4	21.1	41.5
Under 1.....	15.7	2.0	1.0	12.7	15.3	2.5	.8	11.8	16.2	3.2	1.7	11.3
1.....	83.3	29.4	20.6	33.3	81.4	31.4	19.4	30.5	80.4	31.6	19.5	29.3
2 or more.....	1.0	1.0	.0	.0	3.3	2.5	.0	.8	3.3	2.5	.0	.8
Response analysis												
Item respondents.....	102			118			123			123		
Percent total response.....	83.4			83.4			83.7			83.7		

in this group being composed of grades 7 and 8 only. The conclusion that schools tend to follow the same practice in scheduling an activity period throughout their junior high school grades would seem to be justified.

Table 17.—Percentage distribution of schools which do not provide for assemblies through the activity period, by frequency of scheduled assemblies, and type and size of school

Type and size (enrollment) of school	Total	Scheduled assemblies—					Response analysis	
		None	As needed	Weekly	Biweekly	Monthly	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS								
Total	100.0	2.5	65.3	6.9	7.7	17.6	247	82.7
75 to 299.....	100.0	1.8	67.5	7.0	.9	22.8	114	89.6
300 and above.....	100.0	3.0	63.9	6.8	12.0	14.3	133	90.7
JUNIOR-SENIOR HIGH SCHOOLS								
Total	100.0	2.0	62.0	9.7	9.6	16.7	246	84.8
125 to 499.....	100.0	1.6	63.4	9.0	8.1	17.9	123	84.4
500 and above.....	100.0	2.4	58.4	12.0	13.6	13.6	125	89.2

Schools not providing for assemblies through an activity period were asked to report the frequency with which assemblies are scheduled. Approximately two-thirds of both junior and junior-senior high schools scheduled assemblies as they were needed. (See table 17.) Among schools scheduling assemblies at regular intervals, the 1-month interval was the most popular, particularly among the small schools. The large junior-senior high schools made about equal use of weekly, biweekly, and monthly intervals. That assemblies are a recognized part of a school's total program is clear from the small percentage (2 percent) that reported having no assemblies.

Provisions for Study During the School Day

Principals were asked to check the methods by which their schools provided for study during school hours. Tables 18 and 19 not only show the percentage of schools using each of the methods but the percentage using various combinations of these methods. While a very few of the schools responding—in some instances a negligible percent—reported “no provision,” there might be added to these a sizable number of the approximately 10 percent of the schools not responding to this item, the inference being that they passed over the item because they did not provide for study.

Table 18.—Percentage distribution of junior high schools by type of provision for study, grade, and size of school

Type of provision for study	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		75 to 299	300 and above		75 to 299	300 and above		75 to 299	300 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Supervised study during classes (only).....	26.0	19.2	29.1	25.0	19.0	27.7	23.0	21.3	23.4
Study halls or rooms (only).....	9.9	16.1	7.1	9.9	16.3	7.0	10.4	16.8	8.8
Homeroom or activity periods (only).....	4.2	3.1	4.7	4.0	3.2	4.3	2.4	3.6	2.1
Supervised study and study halls.....	19.6	30.8	14.6	19.9	30.0	15.5	17.8	22.2	16.7
Supervised study and homeroom.....	13.1	6.3	16.2	12.7	6.4	15.5	9.9	4.5	11.3
Study halls and homeroom.....	4.8	5.8	4.4	5.4	6.4	4.9	7.5	10.5	6.7
Supervised study, study halls, and homeroom.....	16.7	16.9	16.4	17.2	16.8	17.4	20.9	19.4	21.3
Other.....	2.0	.5	2.4	2.3	1.0	2.8	2.4	.9	2.7
No provision.....	3.8	1.3	5.0	3.7	.9	4.9	5.7	.9	7.0
Total supervised study during classes	75.4	73.2	76.3	74.8	72.2	76.1	71.6	67.4	72.7
Total study halls or rooms	51.0	69.6	42.5	52.4	69.5	44.8	56.6	68.9	53.5
Total homeroom or activity periods	38.8	32.1	42.5	39.3	32.8	42.1	40.7	38.0	41.4
Response analysis									
Item respondents.....	588	224	364	588	220	368	442	113	329
Percent total response.....	85.1	83.0	87.1	84.7	81.4	87.2	92.8	87.3	96.7

Junior high schools more often than junior-senior high schools provided supervised study time during regular classes. This is a time set aside in the lengthened class period for study under the supervision of the subject teacher. On the other hand, junior-senior high schools more often than junior high schools scheduled study halls or rooms for their pupils in grades 7 to 9, indicating again the tendency for these grades in this type school to follow the pattern of grades 10 to 12. The differences are especially marked in grade 9.

According to tables 18 and 19, grades 7 and 8 of the large junior high school were least likely to have study halls for pupils (43 to 45 percent) and grade 9 of the small junior-senior high school was most likely to have them (87 percent). Supervised study during classes was most often found in grades 7 and 8 of the junior high school (approximately 75 percent) and was least often a part of the program of the 9th grade of the junior-senior high school (56 percent).

Little difference was observed between the two types of schools in their use of homeroom or activity periods for study purposes. Roughly 40 percent of all the schools except the small junior high schools in grades 7 and 8, cited this as a method used. The practice no doubt occurs more by accident than by design, i.e., those pupils who for some reason do not participate in the school's extraclass activities program are assigned to a study room. Customarily

Table 19.—Percentage distribution of junior-senior high schools by type of provision for study, grade, and size of school

Type of provision for study	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		125 to 499	500 and above		125 to 499	500 and above		125 to 499	500 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Supervised study during classes (only).....	17.0	18.1	22.4	14.8	13.3	18.8	6.8	5.8	9.5
Study halls or rooms (only).....	17.7	18.8	14.7	19.7	20.9	16.2	26.2	27.5	22.5
Homeroom or activity periods (only).....	2.8	2.9	2.6	2.1	1.7	3.2	1.8	1.2	3.5
Supervised study and study halls.....	23.2	24.2	20.5	23.4	24.3	21.0	25.9	26.7	24.0
Supervised study and homeroom.....	9.1	9.0	9.2	8.7	8.6	8.9	5.0	4.6	6.1
Study halls and homerooms.....	10.8	10.1	12.9	11.9	11.3	13.7	14.0	13.3	15.9
Supervised study, study halls, and homeroom.....	18.5	19.1	16.5	18.0	18.6	16.3	18.4	19.1	16.5
Other.....	.4	.4	.4	.6	.6	.6	.8	.6	.9
No provision.....	.5	.4	.8	.8	.7	1.3	1.1	1.2	1.1
Total supervised study during classes	67.8	67.4	68.6	64.9	64.8	65.0	56.1	56.2	56.1
Total study halls or rooms	70.2	72.2	64.6	73.0	75.1	67.2	84.5	86.6	79.2
Total homeroom or activity periods	41.2	41.1	41.2	40.7	40.2	42.1	39.2	38.2	42.0
Response analysis									
Item respondents.....	549	277	272	615	301	314	601	345	346
Percent total response.....	74.4	73.0	78.8	74.7	73.2	79.1	85.9	84.2	87.1

also the short homeroom period of 15 to 20 minutes is used for study whenever regular homeroom activities do not require all of the scheduled time.

Tables 18 and 19 reveal that 16 to 21 percent of the schools used all three of the practices for pupil study during the school day—supervision during classes, study halls, and homeroom or activity periods. Clearly to some educators this would indicate a lack of careful planning in the use of pupils' time.

Library Services

Central libraries with full- or part-time librarians available to assist pupils represented an established practice in all schools in the survey except the small junior high schools. (See table 20.) For these schools enrolling fewer than 300 pupils, 80 percent had at least a room which served as a central library; only slightly more than half of these schools, however, provide any librarian service whatsoever.

More than 50 percent of the schools in each of the four groups in the study provided no classroom libraries in any of their junior high

Table 20.—Percent of schools with selected library services, by type and size of school

Type and size (enrollment) of school	Schools with a central library		Percent of schools with classroom libraries ¹			Response analysis	
	Percent of all schools	Percent having a librarian	Grade 7	Grade 8	Grade 9	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS							
Total	99.6	81.1	45.9	42.7	26.4	883	93.4
75 to 299.....	81.0	57.5	48.4	46.7	41.4	196	89.6
300 and above.....	94.9	93.0	44.8	40.9	35.0	387	96.2
JUNIOR-SENIOR HIGH SCHOOLS							
Total	93.7	91.7	42.9	36.9	22.7	963	84.6
125 to 499.....	92.2	84.6	44.3	36.3	23.5	318	83.2
500 and above.....	96.0	98.3	39.6	35.6	24.3	345	88.4

¹ Because of the wording of the item relating to classroom libraries, failure to answer the question does not necessarily indicate a nonresponse. For this reason, no response analysis is given for the item on classroom libraries.

school grades. This was surprising since in many schools, including those with a central library, they are considered an indispensable aid to instruction, in such classes as language arts and social studies. Schools that did report having classroom libraries were most likely to have them in the 7th grade. They provided them least often in the 9th grade of the junior-senior high school. It may be that in the smallest schools classroom libraries are a substitute for the central library; in the large schools they usually are in addition to it.

Availability of Audiovisual Equipment

The popularity of audiovisual aids in teaching at the junior high school level is attested to by a glance at table 21. Almost every junior and junior-senior high school had slides or filmstrips and film projectors. Almost every school had a radio. Eighty percent of even the smallest schools had television sets, and these receivers were found in more than 90 percent of the large schools. Opaque projectors and tape recorders, while not so universally provided, were available in at least half of the small schools and in higher percentages of the large schools. Of the aids listed in table 21, the record player was the only one infrequently provided.

A justifiable conclusion from the data reported here is that school authorities accept visual aids as instructional necessities for teachers at the junior high school level.

Table 21.—Percent of schools using specified audiovisual equipment, by type and size of school

Type and size (enrollment) of school	Projectors			Tape recorders	Record player	Radios	Television receivers	Other	Response analysis	
	Opaque	Slide or film-strip	Film						Item respondents	Percent item response
JUNIOR HIGH SCHOOLS										
Total...	74.6	99.2	97.7	69.0	18.6	97.7	68.1	9.8	651	83.7
75 to 299.....	87.0	97.5	99.9	54.5	25.6	95.9	78.5	5.4	242	89.6
300 and above.	81.4	99.5	99.0	62.3	37.2	98.5	92.7	11.7	409	96.2
JUNIOR-SENIOR HIGH SCHOOLS										
Total...	58.7	98.3	97.7	57.9	22.3	95.1	85.5	4.9	791	86.8
125 to 499.....	51.4	95.1	97.1	56.3	16.9	94.3	82.3	4.0	350	84.3
500 and above.	79.2	99.4	99.1	62.4	37.6	97.4	94.6	7.4	351	89.3

V. Pupil Evaluation, Orientation, and Services

PUPIL EVALUATION in this section includes the objective type of information which could be obtained on the marking, testing, and promoting of junior and junior-senior high school pupils and the reporting of their progress to parents. It does not purport to consider the advantages or disadvantages of the various bases used in marking or promoting nor does it attempt to compare the values of various kinds of tests and pupil progress reports.

Guidance and health services are the only aspects of pupil personnel services treated in this survey, except for the data on the staff available to the schools in this area. This information is given in a following section.

Techniques of articulation carried on by the schools are included here since they have a decided influence on pupil orientation in its broad aspect.

Tests and Inventories

Since these questionnaires were sent out in the school year 1959-60, responses were requested for the school year 1958-59. Federal aid for testing was made possible through the National Defense Education Act in 1958-59 also. How great an effect this Federal financial help in purchasing tests of mental ability, aptitude, and achievement had on the number and types of tests given in the schools cannot be determined but it must have been considerable. This fact should be borne in mind when interpreting tables 22 and 23.

The highest proportion of schools in each type and enrollment group (69 to 89 percent) gave standardized achievement tests, singly or in combination with other tests. In each of the groups slightly lower proportions of the large schools, as compared with the small, conducted standardized achievement tests.

The next most popular type of test with regard to the proportion of schools conducting it alone or in combination with others was the mental ability test. In the various groups percentages of schools giving such a test varied from 48 to 68.

Table 22.—Percentage distribution of junior high schools by type of test or inventory given to all pupils, by grade, and type and size of school

Test and inventory	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		75 to 200	300 and above		75 to 200	300 and above		75 to 200	300 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Standardized Achievement (St. A.) only.....	14.1	16.6	13.0	18.9	25.0	16.2	7.5	12.0	6.4
Teacher-Made Achievement (T.M.A.) only.....	5.6	5.8	5.5	2.4	4.9	1.3	2.8	6.5	1.9
Mental Ability (M.A.) only.....	8.0	6.8	8.6	2.2	2.2	2.1	2.6	2.8	2.6
Interest (Int.) only.....	.4	.0	.5	.5	.5	.5	1.8	.0	2.2
Special Aptitude (Sp. A.) only.....	.3	.5	.3	2.2	1.3	2.6	4.6	2.8	5.1
Other.....	.5	.9	.3	.4	.0	.5	1.1	1.8	1.0
St. A. and T.M.A.....	8.8	7.6	9.4	7.0	6.6	7.1	5.6	2.8	6.4
St. A. and M.A.....	30.3	34.0	28.7	19.7	24.6	17.5	12.8	20.3	10.9
St. A. and Sp. A.....	.5	.9	.3	5.1	3.5	5.8	3.0	1.0	3.5
T.M.A. and M.A.....	2.1	1.3	2.5	1.4	.8	1.6	1.5	.0	1.9
St. A., T.M.A., and M.A.....	14.8	14.8	14.9 ¹	11.7	12.3	11.4	4.9	10.2	2.5
St. A., M.A., and Int.....	1.5	.5	1.9	2.2	.5	2.9	4.0	4.7	3.8
St. A., M.A., and Sp. A.....	2.9	2.3	3.3	4.2	3.5	4.5	4.1	6.5	2.5
St. A., Int., and Sp. A.....	.0	.0	.0	1.7	1.3	1.9	4.0	1.0	4.8
St. A., T.M.A., M.A., and Sp. A.....	1.2	1.3	1.1	2.4	1.8	2.6	2.3	2.8	2.2
St. A., M.A., Int., and Sp. A.....	1.1	.5	1.4	1.5	.8	1.9	8.2	2.8	9.6
St. A., T.M.A., M.A., Int., and Sp. A.....	.8	1.8	.3	1.8	1.8	1.8	4.6	6.5	4.2
Other combinations ¹	6.8	4.6	8.0	14.8	8.7	17.7	24.8	15.5	26.1
Total St. A.	81.0	84.7	79.4	57.8	59.0	57.4	72.3	77.9	70.8
Total T.M.A.	37.2	34.1	38.6	36.0	33.0	37.4	36.0	38.0	35.4
Total M.A.	68.3	65.5	66.7	51.3	52.4	50.9	55.4	64.9	53.0
Total Int.	5.1	3.6	5.8	13.2	7.9	15.6	40.1	22.3	44.7
Total Sp. A.	8.3	7.6	8.6	27.6	19.4	31.3	42.1	33.3	44.3
Other	5.0	4.5	5.2	5.1	3.5	5.8	5.9	5.5	6.1
Response analysis									
Item Respondents.....	586	223	363	604	227	377	420	107	313
Percent Total Response.....	84.9	82.5	86.9	86.5	84.0	89.4	88.2	82.6	91.5

¹ Other combinations—includes all combinations which less than 2 percent of each group of schools conducted.

As might be expected, interest and special aptitude tests were not commonly given in the 7th grade. They increased in popularity, however, in the 8th grade and to an even greater extent in the 9th.

It is rather surprising to note that not more than 48 percent of any group of schools gave teacher-made achievement tests. Could it be that many schools were relying almost entirely upon standardized tests for evaluating pupil achievement or could the schools which answered in the negative have felt that a certain form of test was required before it could be called a teacher-made achievement test?

The testing programs most commonly used consisted of (1) a combination of the standardized achievement and mental ability tests; (2) the standardized achievement test alone; and (3) a combination of standardized achievement, the teacher-made achievement, and the mental ability tests. It appears that the combinations which

Table 23.—Percentage distribution of junior-senior high schools by type of test or inventory given to all pupils, by grade, and type and size of school

Test or inventory	Grade 7			Grade 8			Grade 9		
	Total	Enrollment		Total	Enrollment		Total	Enrollment	
		125 to 499	500 and above		125 to 499	500 and above		125 to 499	500 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Standardized Achievement (St. A.) only.....	18.4	21.3	16.6	18.0	19.5	14.1	10.6	12.2	6.2
Teacher-Made Achievement (T.M.A.) only.....	7.8	8.3	5.3	6.1	6.6	4.8	2.6	3.8	3.0
Mental Ability (M.A.) only.....	7.4	6.9	8.9	2.5	3.0	1.5	4.5	4.8	3.6
Interest (Int.) only.....	.2	.0	.7	.3	.0	1.2	.8	.3	2.1
Special Aptitude (Sp. A.) only.....	.0	.0	.0	1.2	.7	2.7	1.1	1.0	1.8
Other.....	.4	.3	.4	.3	.3	.9	.9	1.3	.9
St. A. and T.M.A.....	8.7	8.3	9.9	11.5	10.3	14.6	5.4	6.8	4.5
St. A. and M.A.....	21.5	21.6	21.3	18.1	18.7	16.1	15.4	17.0	11.0
St. A. and Sp. A.....	.8	.7	1.0	2.1	3.3	2.7	1.9	2.2	.9
T.M.A. and M.A.....	3.7	2.9	6.0	1.4	1.0	2.4	3.0	2.2	5.1
St. A., T.M.A., and M.A.....	15.8	14.4	19.7	11.8	13.2	8.4	7.4	8.0	5.6
St. A., M.A., and Int.....	1.3	1.4	1.0	1.7	2.0	1.2	5.5	5.1	6.6
St. A., M.A., and Sp. A.....	3.4	3.6	2.3	5.9	6.0	5.7	5.5	5.8	4.8
St. A., Int., and Sp. A.....	.0	.0	.0	.6	.7	.6	1.1	.6	2.4
St. A., T.M.A., M.A., and Sp. A.....	2.7	3.3	1.0	2.6	12.6	2.7	3.6	3.8	3.0
St. A., M.A., Int., and Sp. A.....	1.1	.7	2.1	2.8	2.6	3.3	4.5	4.5	4.5
Other combinations ¹6	.7	.0	1.3	1.3	1.5	4.8	4.5	5.6
Total St. A.	78.4	79.2	76.2	84.2	85.5	81.4	75.8	78.5	68.6
Total T.M.A.	43.6	41.7	48.2	42.3	40.6	46.5	41.5	39.4	47.0
Total M.A.	61.7	59.4	68.1	52.3	54.2	47.7	66.4	67.0	64.7
Total Int.	6.8	6.9	6.7	12.1	11.2	14.3	32.3	27.6	44.9
Total Sp. A.	11.1	11.5	9.9	23.1	21.1	28.0	30.8	29.2	35.1
Other	2.0	.7	5.7	2.7	1.0	7.1	3.6	2.6	6.3
Response analysis									
Item Respondents.....	560	278	282	638	303	335	646	312	334
Percent Total Response.....	75.3	73.3	81.4	76.5	73.7	84.4	78.2	76.1	84.2

¹ Other—Includes all combinations which less than 2 percent of each group of schools conducted.

were most popular were those which included standardized achievement tests.

In all grades higher percentages of the small schools, as compared to the large, gave standardized achievement tests only. In the junior high schools higher percentages of small schools than of the large also gave a combination of the standardized achievement and mental ability tests. (See table 22.)

As a rule, single tests as well as various combinations of tests were likely to be given in a higher proportion of schools in the 7th and 8th grades than in the 9th grade. However, when either interest or special aptitude tests were given singly or in combination the opposite was true.

There was little consistency in the differences between the percentages of the junior high schools and junior-senior high schools giving various types of tests in grades 7, 8, and 9.

Promotions

A very large majority of all junior and junior-senior high schools (89 to 98 percent) promoted pupils in grades 7, 8, and 9 on an annual basis. (See table 24.) In grade 9, however, the percentages were 4 to 6 percent lower than in the other grades. The differences between high- and low-enrollment schools in most instances were greater in the junior high school than in the junior-senior high school. In the junior high schools, for example, a higher percentage of the large schools

Table 24.—Percentage distribution of schools, by specified practices for promoting pupils by grade, and type and size of school

Type and size (enrollment) of school	Frequency of promotions			Basis of promotions			Response analysis			
	Total	Annual	Semi-annual	Total	Sub-ject	Grade level	Frequency		Basis	
							Item respondents	Percent total response	Item respondents	Percent total response
GRADE 7										
Junior high schools										
Total.....	100.0	94.3	5.7	100.0	31.7	78.3	637	92.6	544	86.6
75 to 299.....	100.0	98.3	1.7	100.0	18.3	81.7	234	86.6	202	74.8
300 and above.....	100.0	92.6	7.4	100.0	23.3	76.7	403	98.4	352	84.2
Junior-senior high schools										
Total.....	100.0	96.9	3.1	100.0	17.9	82.1	694	81.7	632	78.2
125 to 499.....	100.0	97.0	3.0	100.0	17.1	82.9	303	79.8	258	68.0
500 and above.....	100.0	96.7	3.3	100.0	20.4	79.6	391	87.2	265	76.8
GRADE 8										
Junior high schools										
Total.....	100.0	94.3	5.7	100.0	22.6	77.3	637	92.6	544	86.6
75 to 299.....	100.0	98.3	1.7	100.0	21.3	78.7	233	86.2	202	74.8
300 and above.....	100.0	92.6	7.4	100.0	23.5	76.5	404	95.7	353	83.6
Junior-senior high schools										
Total.....	100.0	96.3	3.7	100.0	25.6	74.3	661	86.0	583	78.5
125 to 499.....	100.0	96.3	3.7	100.0	24.8	75.2	321	78.0	282	68.6
500 and above.....	100.0	96.2	3.8	100.0	28.2	71.8	340	85.7	301	73.9
GRADE 9										
Junior high schools										
Total.....	100.0	89.7	10.3	100.0	61.9	38.1	431	96.7	393	82.4
75 to 299.....	100.0	94.3	5.7	100.0	63.3	36.7	106	81.9	98	73.6
300 and above.....	100.0	88.6	11.4	100.0	61.6	38.4	325	94.9	294	85.9
Junior-senior high schools										
Total.....	100.0	92.5	7.5	100.0	78.3	21.7	636	75.8	608	73.7
125 to 499.....	100.0	91.1	8.9	100.0	79.0	21.0	303	73.9	296	71.9
500 and above.....	100.0	92.9	7.1	100.0	76.4	23.6	323	81.4	313	78.0

(7.4 percent) than of the small (1.7 percent) held semiannual promotions in the 7th grade but in the junior-senior high schools approximately the same proportion of each of the two enrollment size schools (3.0 to 3.3 percent) held promotions twice a year.

Pupils in grades 7 and 8 were promoted by grade level in most of the junior and junior-senior high schools (72 to 83 percent) and by subjects in grade 9. Almost four times as many junior-senior high schools promoted 9th-grade pupils by subjects as by grade levels while approximately one and a half times as many of the junior high schools used the subject approach rather than the grade level.

In summary, a large majority of the schools promoted 7th and 8th grade pupils by grade levels and the 9th-grade pupils by subjects once a year.

Promotion Policies

A large majority of all schools (55 to 70 percent) had as their promotion policy the meeting of standards. (See table 25.) A much smaller percentage of schools (23 to 32 percent), but still a rather large one, promoted pupils on the basis of the comparison of their achievements with their abilities. The policy of meeting standards as stated in the questionnaire, was made more flexible by including two exceptions, (1) where retention seemed unwise and (2) where the pupil had already once repeated the grade. It was thought that by including the two exceptions in the policy of meeting uniform standards schools were given sufficient flexibility to promote some pupils who could not have been promoted had it been essential for them to satisfy certain standards. However, sizeable percentages of schools (approximately 6 to 11 percent) felt it necessary to indicate that they were using two policies: (1) Meeting uniform standards, and (2) achievement in relation to the child's abilities and needs. Very few schools reported having no uniform policy but a higher proportion of the junior-senior high schools than of the junior high schools reported this lack of uniformity.

The study showed no great differences between junior and junior-senior high schools in promotion policies. It indicated, too, that the schools were quite consistent in their policies from grade to grade.

A higher proportion of the small schools than of the large schools in each group promoted pupils who met uniform standards and a smaller proportion promoted them according to their achievement in relation to their ability.

As a rule neither junior high schools nor junior-senior high schools follow the policy of promoting all pupils. In fact, none of the junior-

senior high schools and only one of the junior high schools reported such a policy.

Table 25.—Percentage distribution of schools, by policy for promoting pupils, grade, and type and size of school

Type and size (enrollment) of school	Policy for promoting pupils							Response analysis	
	Total	No uniform policy	Uniform standards	Pupil ability	Combination of standards and pupil ability	All are promoted	Other	Item respondents	Percent total response
GRADE 7									
Junior high schools									
Total.....	100.0	1.3	58.3	30.3	8.3	0.0	1.1	630	92.6
75 to 299.....	100.0	1.3	64.6	27.4	8.9	.0	.8	237	87.8
300 and above.....	100.0	1.2	55.5	31.4	10.7	.0	1.2	402	95.2
Junior-senior high schools									
Total.....	100.0	2.1	63.5	25.5	6.8	.0	1.1	631	84.3
125 to 499.....	100.0	3.5	65.2	23.3	7.0	.0	1.0	313	82.5
500 and above.....	100.0	1.9	58.8	31.8	6.2	.0	1.3	308	89.3
GRADE 8									
Junior high schools									
Total.....	100.0	1.3	58.2	30.4	8.0	0.0	1.1	642	92.6
75 to 299.....	100.0	1.3	64.6	27.4	8.9	.0	.8	237	87.8
300 and above.....	100.0	1.2	55.5	31.6	10.4	.0	1.2	405	95.0
Junior-senior high schools									
Total.....	100.0	2.6	63.5	25.1	6.7	.0	1.1	601	84.1
125 to 499.....	100.0	4.1	64.9	23.0	7.1	.0	.9	339	82.4
500 and above.....	100.0	2.0	59.9	30.7	8.7	.0	1.7	352	88.7
GRADE 9									
Junior high schools									
Total.....	100.0	0.9	58.1	28.4	8.4	0.3	2.0	443	92.9
75 to 299.....	100.0	.9	70.2	22.8	3.5	.0	2.6	114	88.1
300 and above.....	100.0	.9	55.0	29.8	9.7	.3	4.3	329	96.1
Junior-senior high schools									
Total.....	100.0	2.8	63.3	24.0	6.5	.0	2.4	601	84.6
125 to 499.....	100.0	4.4	64.0	22.8	7.0	.0	1.8	342	83.4
500 and above.....	100.0	2.3	61.0	27.5	5.2	.0	4.0	349	87.9

Policies for Marking Pupils

As in promoting, so also in marking pupils, the highest percentage of schools followed the policy of meeting uniform standards. (See table 26.) The next largest proportion of schools determined marks by evaluating the progress of pupils in relation to their individual potentialities.

Table 26.—Percentage distribution of schools, by specified policy for marking pupils, grade, and type and size of school

Type and size (enrollment) of school	Total	Policy for marking pupils					Response analysis	
		No uniform policy	Uniform standards	Pupil ability	Combination of standards and pupil ability	Other	Item response	Percent total response
GRADE 7								
Junior high schools								
Total	100.0	4.7	48.9	39.1	6.1	1.2	635	92.1
75 to 299.....	100.0	8.0	51.5	33.7	5.1	1.7	237	87.6
300 and above.....	100.0	3.3	47.7	41.5	6.5	1.0	398	95.2
Junior-senior high schools								
Total	100.0	6.3	52.1	36.9	3.6	1.0	906	92.8
125 to 499.....	100.0	7.1	54.0	34.3	3.6	1.0	309	81.4
500 and above.....	100.0	4.0	50.2	41.1	3.7	1.0	297	87.4
GRADE 8								
Junior high schools								
Total	100.0	4.7	49.5	39.0	5.9	0.9	636	91.7
75 to 299.....	100.0	8.0	51.9	33.7	5.1	1.3	237	87.7
300 and above.....	100.0	3.2	48.4	41.3	6.3	.8	399	94.6
Junior-senior high schools								
Total	100.0	6.9	52.9	35.7	3.9	.6	675	92.7
125 to 499.....	100.0	8.0	53.6	33.9	3.9	.6	336	81.7
500 and above.....	100.0	3.8	51.1	40.7	3.8	.6	339	85.4
GRADE 9								
Junior high schools								
Total	100.0	5.0	51.3	36.8	5.9	1.0	437	92.0
75 to 299.....	100.0	9.0	60.4	27.0	3.6	.0	111	85.8
300 and above.....	100.0	4.0	49.1	39.3	6.4	1.2	326	95.8
Junior-senior high schools								
Total	100.0	7.1	54.3	33.9	3.8	.9	676	89.1
125 to 499.....	100.0	8.3	54.7	32.2	3.9	.9	338	82.4
500 and above.....	100.0	3.8	53.0	38.5	3.8	.9	338	92.3

When compared to large schools, a higher proportion of small schools followed the policy of marking pupils by comparing their achievements with uniform standards and a lower but considerable proportion marked them according to work accomplished in relation to individual potentialities. A higher percentage of small schools than of large followed no uniform marking policy. Even if many of these small schools marked pupils according to ability the percentage of large schools using this criterion most likely was greater than that of the small schools.

The proportions of junior high schools and junior-senior high schools having no uniform marking policy and those using a combination

of uniform standards and pupil ability added together indicate that teachers in approximately 10 percent of the schools had the opportunity to mark pupils according to their own philosophy.

Relatively few differences showed up between school organizations or between grades in either organization.

Progress Reports

For reports of pupil progress sent to parents a great majority of both the junior high schools and junior-senior high schools used report cards with all or most of the reporting done by means of letter or number marks. (See table 27.) In fact, over 91 percent of the junior high schools and more than 82 percent of the junior-senior high schools used this type of report. While approximately 10 percent fewer junior-senior high schools than junior high schools made use of this type of reporting about 10 percent more sent cards with all or most of the reporting done through percentage marks. Little difference in these two methods of reporting was noted between large and small schools.

Only these two techniques are of necessity mutually exclusive. Each could be used with any of the remaining techniques and all other methods listed could be combined with one another.

Report cards with checklists of educational objectives or brief comments concerning such objectives were second in the proportion of junior high schools using them and third with regard to the junior-senior high schools. There was little difference between the proportion of large and small junior high schools using this type of reporting, but the large junior-senior high schools were more likely than the small to follow this procedure.

Personal conferences with parents were used more frequently by the junior high schools than junior-senior high schools. Approximately one-tenth of the junior and one-twentieth of the junior-senior high schools made use of this type of reporting.

The remaining two techniques were used less frequently by all schools. Small differences appeared between junior and junior-senior high schools in the proportions making use of detailed descriptions of child growth or of pupil rank in grade or class.

In summary, almost all junior and junior-senior high schools reported pupil progress in the traditional manner of using letter or number symbols or percentage grades. Very few schools used any of the remaining techniques singly. In most cases such techniques were used in combination with reporting by means of letters, numbers, or percentage grades.

Table 27.—Percent of schools using various types of regularly scheduled reports to parents, by grade, and type and size of school

Grade and type and size (enrollment) of school	Percent of schools using—							Response analysis	
	All or most percentage marks	All or most letter or number symbols	Rank in grade or class	Educational objectives or brief comments	Detailed descriptions of child growth	Scheduled personal conference with parents	Other	Item responses	Percent total response
GRADE 7									
Junior high schools									
Total	2.9	92.2	1.6	12.2	4.4	11.0	7.4	639	92.6
75 to 299.....	2.9	92.1	2.5	11.2	3.7	10.4	4.9	241	89.2
300 and above.....	4.3	92.2	1.3	12.8	4.8	11.3	8.5	398	95.3
Junior-senior high schools									
Total	14.1	82.1	2.9	11.9	2.4	5.0	5.1	618	84.0
125 to 499.....	14.7	79.9	4.2	10.2	3.5	4.8	4.2	313	82.5
500 and above.....	12.5	81.3	3.3	15.7	3.0	5.6	7.9	305	88.3
GRADE 8									
Junior high schools									
Total	2.8	91.7	1.6	12.2	4.4	10.6	7.2	645	92.9
75 to 299.....	2.9	92.1	2.5	11.6	3.7	10.4	4.9	241	89.2
300 and above.....	4.2	91.6	1.3	12.6	4.7	10.6	8.4	404	95.7
Junior-senior high schools									
Total	12.5	82.6	2.9	10.8	2.6	6.7	2.2	692	84.2
125 to 499.....	14.4	83.5	4.1	9.4	3.5	7.6	1.8	340	82.7
500 and above.....	11.1	83.8	3.1	14.8	4.0	4.3	7.1	352	88.7
GRADE 9									
Junior high schools									
Total	4.6	95.6	2.1	12.2	4.4	10.4	6.2	421	88.2
75 to 299.....	3.7	93.6	3.7	10.1	2.7	11.0	2.7	109	84.2
300 and above.....	4.8	96.1	1.6	12.8	4.8	10.2	9.6	312	91.2
Junior-senior high schools									
Total	14.2	82.4	2.9	10.4	2.4	5.4	2.9	690	84.4
125 to 499.....	14.9	83.6	4.1	9.1	3.2	5.9	1.5	341	83.2
500 and above.....	12.1	82.8	3.5	14.0	4.0	4.3	6.9	349	88.0

Frequency

How frequently do parents learn of their junior and junior-senior high school children's progress through regularly scheduled reports? Table 28 of this survey shows that in the majority (50 to 76 percent) of schools in both organizations parents received such reports six times a year in all three grades. This majority was much greater, however, in the junior-senior than in the junior high schools. Consequently, a higher proportion of the junior high schools than of the junior-senior reported to parents only four times a year. Only a

Table 28.—Percentage distribution of schools by number of pupil reports sent to parents annually, by grade, and type and size of school

Type and size (enrollment) of school	Total	Number of reports sent to parents per year									Response analysis	
		1	2	3	4	5	6	7	8	9 or more	Item respondents	Percent total response
GRADE 7												
Junior high schools												
Total.....	100.0	0.0	0.3	0.9	39.3	2.9	54.4	0.3	2.3	0.4	637	90.0
75 to 299.....	100.0	.0	.8	1.3	32.3	2.6	60.9	.0	1.3	.8	235	87.0
300 and above.....	100.0	.0	.0	.8	42.3	2.0	51.5	.5	2.6	.3	392	93.8
Junior-senior high schools												
Total.....	100.0	.2	.6	.0	19.5	1.3	72.9	.2	2.1	2.1	602	81.5
125 to 499.....	100.0	.3	.7	.0	16.5	1.3	74.9	.3	3.3	2.6	303	79.8
500 and above.....	100.0	.0	.3	.0	28.1	1.3	67.2	.0	2.3	.7	299	86.5
GRADE 8												
Junior high schools												
Total.....	100.0	0.0	0.3	0.9	39.4	2.0	54.5	0.3	2.2	0.4	630	90.6
75 to 299.....	100.0	.0	.9	1.2	32.3	2.6	60.9	.0	1.2	.9	235	86.9
300 and above.....	100.0	.0	.0	.8	42.5	1.8	51.6	.5	2.5	.3	395	93.6
Junior-senior high schools												
Total.....	100.0	.2	.5	.0	19.0	1.5	72.7	.2	2.6	1.9	673	81.8
125 to 499.....	100.0	.3	.6	.0	16.1	1.5	75.8	.3	3.0	2.4	330	80.2
500 and above.....	100.0	.0	.3	.0	27.1	1.5	68.2	.0	2.3	.6	343	86.3
GRADE 9												
Junior high schools												
Total.....	100.0	0.0	0.4	0.7	42.2	1.0	52.5	0.0	2.8	0.4	432	90.6
75 to 299.....	100.0	.0	1.8	.9	30.6	.0	63.1	.0	1.8	1.8	111	85.8
300 and above.....	100.0	.0	.0	.6	45.2	1.3	49.8	.0	3.1	.0	321	93.7
Junior-senior high schools												
Total.....	100.0	.2	.5	.0	19.7	1.5	72.8	.2	2.6	1.4	671	81.9
125 to 499.....	100.0	.3	.6	.0	17.0	1.5	75.8	.3	2.7	1.8	330	80.4
500 and above.....	100.0	.0	.3	.0	27.3	1.4	68.6	.0	2.1	.3	341	85.9

small fraction of each group of schools sent reports more than six times or fewer than four times a year.

Little variation between grades in either of the school organizations occurred but there was a difference in the frequency with which the small schools and the large schools reported. A higher proportion of the large compared to the small junior and junior-senior high schools sent reports four times a year and a larger proportion of the small sent them six times a year.

Guidance Counselors

This section includes the distribution of responding schools by minimum number of full-time counselors or their equivalents.

In answer to the request that schools indicate the number of counselors they had, the percentage of nonrespondents was very high for all groups of schools but, especially, for the small schools. In the junior high school group only 30 percent of the small schools responded while in the junior-senior high group it was 47 percent. However, 81 percent of the large junior high schools and 82 percent of the large junior-senior high schools responded.

Since no school responded with "0" counselors, it is fairly certain that many or probably most of the nonrespondents were schools having no counselors. The principals replying to the questionnaires may have reasoned that if they did not respond to this question, it would be interpreted as their having no counselors.

Were we to consider that the nonresponses meant "0" counselors, the percentages then given in table 29 show the proportions of schools having a minimum of the counselors indicated. Excepting those having "0" counselors, the highest percentages of schools were those employing at least 1 to 1.4 counselors. Among the various school groups these percentages differed from 17 to 33, the small junior high schools having the lowest; the small junior-senior, next highest; and

Table 29.—Percentage distribution of schools by minimum number of full-time counselors or the equivalent for grades 7, 8, and 9, and type and size of school

Type and size (enrollment) of school	Full-time counselors or the equivalent—													
	Total	0	0.1 to 0.4	0.5 to 0.9	1.0 to 1.4	1.5 to 1.9	2.0 to 2.4	2.5 to 2.9	3.0 to 3.4	3.5 to 3.9	4.0 to 4.4	4.5 to 4.9	5.0 and over	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
JUNIOR HIGH SCHOOLS														
Total.....	100.0	24.6	1.9	8.4	30.8	2.9	12.8	1.2	7.9	0.2	1.5	0.2	0.5	
75 to 299.....	100.0	69.8	3.3	9.0	16.5	.4	.8	.0	.0	.0	.0	.0	.0	
300 and above.....	100.0	19.3	1.2	8.0	31.2	5.4	19.5	1.7	10.0	.5	2.2	.3	.8	
JUNIOR-SENIOR HIGH SCHOOLS														
Total.....	100.0	42.9	7.8	14.2	24.2	1.7	5.2	0.2	1.2	0.1	0.2	0.0	0.2	
125 to 499.....	100.0	53.3	8.8	13.3	21.0	.0	2.8	.0	.8	.0	.0	.0	.0	
500 and above.....	100.0	17.7	5.1	20.5	33.2	6.5	12.1	.6	2.2	.3	1.1	.0	.6	

NOTE: Item nonresponse could not be determined from the design of the questionnaire. For rate of survey non response see Introduction.

the large junior and junior-senior high schools, third and fourth respectively.

In some instances the differences in numbers of counselors employed by junior and junior-senior high schools were impressive. For example, a greater percentage of the small junior-senior high schools (47 percent) than of the small junior high schools (30 percent) employed some counselors. Although approximately the same percentages of large junior and junior-senior high schools employed some counselors, 35 percent, or more than twice as high a percentage, of the large junior high schools employed two or more counselors than did the large junior-senior high schools (17 percent).

Both groups of the large schools employed considerably more counselors than did the small schools. For instance, in the junior high schools at least 80 percent of the large schools and 30 percent of the small, employed some counselors. In the junior-senior high schools the minimum percentages were 82 percent and 47 percent.

Cumulative Record Files

The majority of the small schools tended to house pupil cumulative record files in the principal's office but the larger schools were more likely to place them in the counselor's office or some other central place, as in the principal's office. Very low percentages (3 to 6 percent) of the small schools reported placing such files in the counselor's office. (See table 30.) It is probable that in many of these schools there were no full-time counselors with their own offices.

The files were located in the classroom of the block-time or home-room teacher in a higher percentage of junior high schools than of junior-senior high schools. In fact, approximately one-sixth of the small junior high schools located the files in such classrooms but a lower proportion of the large junior high schools did so.

In most instances, rather small percentages of the schools located their cumulative records in more than one center. The combinations which were most popular with the schools were the principal's and the counselor's offices and the principal's office and the homeroom or block-time teacher's classroom. The highest proportions of any schools making use of two specific locations were the small and the large junior-senior high schools which located their records in the principal's and the counselors' offices. Approximately one-tenth of the large and one-twentieth of the small junior-senior high schools filed their records in these offices.

Table 30.—Percentage distribution of schools by specified location of cumulative record files, and type and size of school

Location of record files	Junior high schools			Junior-senior high schools		
	Total	Enrollment		Total	Enrollment	
		75 to 299	300 and above		125 to 499	500 and above
Total	100.0	100.0	100.0	100.0	100.0	100.0
Principal's inner office (only).....	31.0	54.9	20.5	50.1	59.6	23.7
Counselor's office (only).....	20.4	2.9	28.1	12.8	6.4	30.6
Other central office (only).....	23.7	12.9	28.4	16.0	14.0	21.7
Homeroom or block-time teacher's classroom (only).....	8.3	16.7	4.7	2.9	3.2	2.0
Other single location.....	.8	.4	1.0	.6	.6	.6
Principal's office and counselor's office.....	4.3	1.7	5.4	7.0	5.5	11.1
Principal's office and other central office.....	1.7	3.4	1.0	1.1	1.5	.3
Principal's office and classroom (homeroom or block-time).....	3.1	5.0	2.2	3.5	4.1	1.7
Counselor's office and other central office.....	2.7	.4	3.7	1.2	.9	2.3
Counselor's office and classroom (homeroom or block-time).....	1.4	.0	2.0	.4	.3	.8
Principal's office, counselor's office, and homeroom or block-time.....	.7	1.2	.5	.8	.3	1.4
Other central office, classroom (homeroom or block-time), and other single location.....	.9	.0	1.2	.7	.6	1.1
All other combinations.....	1.1	.4	1.4	2.7	2.7	2.7
Total—Principal's inner office	40.8	66.2	29.6	62.7	71.0	38.2
Total—Central office	28.8	6.2	39.7	22.4	13.4	46.2
Total—Other central office	29.0	16.7	34.3	19.0	17.0	25.4
Total—Homeroom or block-time	14.4	22.9	10.6	8.3	8.5	7.0
Total—Other single locations	1.7	.4	2.2	1.3	1.2	1.7
Response analysis						
Item respondents.....	645	240	405	694	344	350
Percent total response.....	92.7	88.9	95.3	84.2	82.9	88.0

Health

Slightly less than one-fourth of all schools both junior and junior-senior reporting the service of a nurse had such service available on a full-time basis; three-fourths had part-time service. While the variation between types of schools in toto was not significant, variation by size of school was substantial. For example, only 13 percent of the small junior-senior high schools as opposed to 45 percent of the large schools of this type had full-time nurse service.

Large schools, both junior and junior-senior, reported larger percentages of nurses employed by the local school system than did the smaller schools. As between types of schools, junior high schools, located as they usually are in the larger population centers, quite naturally had a larger percentage of nurses who were employed by the local school system than did the junior-senior high schools which are found most often in the less populated districts. These latter schools more frequently relied on the services of a nurse in the employment of the health department. In some instances the school board reimbursed the health department for her time, a fact which some principals

Table 31.—Percent of schools with a nurse's service and percentage distribution of these schools by full-time and part-time and by employing agency, and type and size of school

Type and size (enrollment) of school	Percent of schools with nurse's service			By full-time and part-time service				By employing agency				Response analysis			
	Total	Full-time	Part-time	Total	School system	Health department	Other	Schools with nursing service		Full-time and part-time		Employing agency			
								Item respondents	Percent total response	Item respondents	Percent total response	Item respondents	Percent total response	Item respondents	Percent total response
JUNIOR HIGH SCHOOLS															
Total.....	84.9	100.0	78.9	100.0	63.3	22.3	2.5	646	92.9	543	91.5	549	90.9		
75 to 250.....	81.0	100.0	82.1	100.0	41.4	51.1	7.5	240	88.9	183	85.4	186	86.8		
300 and above.....	89.9	100.0	74.4	100.0	71.8	26.2	2.0	406	96.7	300	95.3	354	93.8		
JUNIOR-SENIOR HIGH SCHOOLS															
Total.....	78.5	100.0	77.5	100.0	28.3	52.6	9.1	792	84.6	492	89.5	515	84.5		
125 to 499.....	68.5	100.0	87.0	100.0	26.6	61.8	11.6	349	84.2	223	79.4	233	83.0		
500 and above.....	81.3	100.0	55.4	100.0	65.3	31.2	3.5	333	88.7	269	83.6	285	88.6		

indicated on the questionnaire by checking both "school board" and "health department." These dual responses were moved in the editing to the "other" column (table 31) and added to the very few responses reported for "other." It is impossible to know what proportion of the principals whose school systems followed this practice of reimbursement did actually check both sources of employment.

Articulation with Lower and Upper Grades

Almost all of the schools responded to the first part of this item, indicating that they were making some use of one or more of the listed techniques in order to improve articulation of grades 7 to 9 with lower and upper grades.

Replies showed that transferring pupil cumulative records from elementary to junior high school grades and from junior high school to senior high school grades was used most frequently by all groups of schools. (See table 32.) The proportions of schools using this technique ranged from 83 percent to 95 percent.

The next most popular method of articulating grades 7, 8, and 9 with lower and higher grades was making available information concerning programs, courses of study, or instructional materials to teachers in elementary and senior high schools. Considerably more than one-half of each group of schools made use of this method of articulation.

The third most common technique used by administrators was the provision of visiting opportunities in their schools for incoming 6th grade pupils and in senior high schools for their own 9th grade pupils. Holding joint workshops or study groups or providing curriculum activities for teachers in grades 7, 8, and 9 and teachers in other grades followed closely in popularity.

Large schools were more likely to practice various techniques of articulation than were the small schools. Also, the large junior high schools, more than any other group of schools, made use of the different techniques. In addition to the three most commonly used techniques two others showed that large junior high schools experienced the need for articulation more than other schools or that they were more likely to do something tangible to satisfy this need. Forty percent of the large junior high schools made some use of visits to feeder schools and 60 percent utilized the technique of senior high school pupils' visits to their schools. The percentages of the other groups of schools using these practices were considerably lower.

A few reasons seem to account for some of the greater participation of large junior high schools in these techniques of articulation. Pupils

Table 32.—Percent of schools using specified techniques for improving articulation with lower and higher grades, by type and size of school

Type and size (enrollment) of school	Hold- ing joint work- shops	Making infor- mation avail- able	Teacher visita- tion	Trans- fer of cumu- lative records	6th and 9th grader visits	Visits to feeder schools	Visits by senior high pupils	Other	Response analysis	
									Item respond- ents	Percent total response
JUNIOR HIGH SCHOOLS										
Total	50.5	70.5	28.1	84.2	65.9	20.7	51.1	7.2	642	92.3
25 to 299.....	50.4	64.4	22.9	91.5	46.2	9.3	30.1	3.4	236	87.4
300 and above.....	50.5	73.2	30.3	95.3	74.4	40.0	60.1	8.9	406	95.7
JUNIOR-SENIOR HIGH SCHOOLS										
Total	43.5	59.8	28.5	85.5	49.2	15.6	12.2	2.0	694	84.0
125 to 499.....	41.2	58.5	26.9	82.7	43.0	14.3	11.7	2.0	342	82.4
500 and above.....	49.7	63.4	25.6	92.9	66.5	19.0	17.3	5.7	352	88.4

in the junior-senior high schools would most probably be better acquainted with the senior high schools than would those in separate junior high schools. It may be, too, that in some of the small junior-senior high schools and junior high schools, elementary pupils are in the same building with junior high school pupils. In addition, since the small schools often are located in a small community, elementary school pupils are fairly well acquainted with the pupils in grades 7, 8, and 9 and, perhaps, even with the building housing these pupils. The pupils in grades 7, 8, and 9, moreover, are in contact often with pupils in the senior high school and, therefore, may be fairly well acquainted with the senior high school itself.

In summary, a greater proportion of junior high schools, and especially the large junior high schools, appeared to make use of various techniques for the purpose of developing better articulation with elementary and senior high school grades than did the other groups of schools.

VI. Curriculum

IN THE AREA of curriculum this survey is concerned with subject fields rather than the specific courses offered. In other words, while it can be determined from the survey how many schools in the spring of 1960 required social studies at each of the grade levels, it cannot be learned how many required geography, or American history, or community civics. The same applies to electives; that is, the fields in which electives are offered are reported, but not the elective subjects.

Extraclass activities, an integral part of the program for grades 7 to 9 for most junior and junior-senior high schools, are studied from the point of view of the kinds of activities provided by the schools and the extent of pupil participation.

Required and Elective Subjects

A virtually uniform requirement for pupils in grades 7 and 8, regardless of size or type of school is enrollment in courses in *language arts*, *social studies*, and *mathematics*. (Table 33.) In grade 9, language arts was the only subject so required. Mathematics was required of 9th-grade pupils in approximately 90 percent of the schools and social studies was required in 70 to 80 percent, with the lowest percentage being for the small junior-senior high schools and the highest for the small junior high schools. The provision of elective courses in these three fields was negligible except for social studies, grade 9, and to a lesser extent for mathematics in grade 9. (Table 34.)

It should be noted that the percentages of available electives shown in table 34 may be somewhat lower than is actually the case in these schools due to use of the same base figures as for table 33. That is, a school checking its required subjects was counted as a respondent for elective subjects as well, even though no electives were checked. The alternative was to count as nonrespondents those schools actually having no electives, a circumstance especially prevalent at the 7th-grade level among all groups of schools, to a lesser extent at the 8th-grade level, and to a certain extent in the 9th grade of the smallest schools.

Table 33.—Percent of schools requiring study in specific subject-matter areas, by grade, and type and size of school

Type and size (enrollment) of school	GRADE 7													Response analysis				
	Language arts (English)	Social studies	Mathematics	Science	Physical education (boys)	Physical education (girls)	Health	Foreign language	Business education	Agriculture	Vocational education	Art	Music (including band and orchestra)	Art or music	Industrial arts or homemaking	Other	Item respondents	Percent total response
GRADE 7																		
Junior high schools																		
Total	99.9	99.7	100.0	92.6	94.7	93.4	87.7	2.9	0.6	0.5	3.1	49.8	59.5	12.1	55.5	2.0	641	92.6
75 to 299	99.6	99.1	100.0	96.6	91.3	88.0	61.0	3.3	.8	.0	1.2	27.0	33.6	11.6	30.3	2.5	241	89.2
300 and above	100.0	100.0	100.0	79.5	96.3	95.5	53.0	2.8	.5	.8	4.0	60.0	58.0	12.3	61.0	3.3	400	96.7
Junior-senior high schools																		
Total	100.0	97.7	99.5	92.0	88.4	83.1	87.1	1.0	.3	4.1	3.3	29.5	34.3	11.0	34.3	.5	638	84.9
125 to 499	100.0	97.2	99.4	91.3	87.2	81.4	59.3	.6	.3	6.8	3.1	21.7	20.1	11.2	29.5	.3	322	85.1
500 and above	100.0	99.3	100.0	93.4	91.9	89.6	50.6	2.3	.3	.0	3.6	48.7	50.3	10.8	52.6	.9	306	88.5
GRADE 8																		
Junior high schools																		
Total	99.9	99.8	100.0	92.0	92.1	91.9	81.9	2.6	2.5	0.1	4.4	32.8	33.9	9.3	54.7	3.3	647	92.3
75 to 299	99.6	99.2	100.0	93.8	90.2	85.9	55.2	3.3	.8	.4	2.1	24.1	28.6	10.8	40.2	2.5	291	89.3
300 and above	100.0	100.0	100.0	89.9	94.8	93.6	50.5	3.7	3.2	.0	5.4	36.7	36.2	8.6	61.1	3.7	406	96.3
Junior-senior high schools																		
Total	99.4	99.0	99.7	92.3	89.4	84.5	84.0	1.9	.8	8.4	4.1	29.0	31.3	9.4	39.4	.9	799	84.6
125 to 499	97.9	99.7	99.7	91.9	88.2	82.4	54.7	1.2	.9	8.4	4.3	20.2	26.8	9.8	34.6	.6	347	84.4
500 and above	98.3	99.7	99.7	93.2	92.9	90.3	55.8	3.7	.8	.8	3.7	42.2	43.6	8.2	52.7	1.7	353	88.8
GRADE 9																		
Junior high schools																		
Total	99.4	76.2	91.4	61.2	99.6	91.8	42.8	1.4	1.6	0.3	2.3	9.1	10.5	1.9	18.6	1.4	443	82.3
75 to 299	99.0	83.2	94.7	40.5	94.9	79.6	42.5	.9	.9	.9	1.7	7.1	9.8	1.7	28.2	.9	113	87.3
300 and above	100.0	74.4	90.6	59.2	92.1	91.2	43.8	1.5	1.8	.0	2.4	9.7	10.6	1.5	16.1	1.5	329	90.7
Junior-senior high schools																		
Total	99.7	68.9	91.3	63.7	92.1	92.9	39.4	1.8	1.4	7.3	2.9	6.3	8.5	2.6	24.1	.9	665	84.3
125 to 499	100.0	68.7	92.4	45.2	95.2	90.3	37.4	1.2	1.4	9.3	2.3	3.5	6.1	2.6	23.5	.0	345	84.1
500 and above	98.6	73.1	89.0	70.7	92.6	90.3	44.8	2.3	1.1	1.7	1.1	14.0	15.4	3.1	23.0	.0	350	88.1

Table 34.—Percent of schools offering work in specific subject matter areas on an elective basis, by grade, and type and size of school

Type and size (enrollment) of school	Language arts (English)	Social studies	Mathematics	Science	Physical education (boys)	Physical education (girls)	Health	Foreign language	Business education	Agriculture	Vocational education	Art	Music (including hand and orchestras)	Art or music	Industrial arts or home-making	Other
GRADE 7																
Junior high schools																
Total	0.0	0.3	0.0	2.8	2.4	2.9	1.7	10.1	7.1	0.3	2.4	17.3	22.4	2.8	8.9	0.0
75 to 299	0.0	0.8	0.0	1.2	5.4	5.0	1.7	3.7	1.2	0.4	1.2	14.1	39.4	0.2	8.7	0.4
300 and above	0.0	0.0	0.0	3.5	2.5	2.0	1.8	13.0	5.5	0.3	3.0	18.8	29.3	2.8	9.0	1.3
Junior-senior high schools																
Total	0.0	0.6	0.3	1.3	0.3	4.9	2.8	0.4	2.8	4.4	2.0	8.1	29.5	0.8	0.1	1.1
75 to 299	0.0	0.6	0.3	1.5	0.8	6.5	4.0	5.0	3.7	6.2	2.1	7.8	30.7	0.3	8.1	0.0
300 and above	0.0	0.3	0.0	0.6	4.6	3.9	3.3	10.7	2.9	2.9	2.6	9.2	28.8	7.2	8.2	3.3
GRADE 8																
Junior high schools																
Total	0.0	0.3	0.3	4.1	4.9	4.4	2.0	19.6	0.6	0.7	2.4	31.0	44.3	4.4	21.1	2.3
75 to 299	0.0	0.8	0.0	2.1	7.1	6.6	2.4	5.0	2.1	1.2	1.7	15.4	44.4	0.6	12.0	1.3
300 and above	0.0	0.0	0.2	6.4	3.9	3.4	1.7	26.1	8.6	0.4	4.1	37.9	47.0	4.9	25.1	2.7
Junior-senior high schools																
Total	0.0	0.6	0.3	2.0	4.8	4.6	4.6	9.6	4.3	8.6	4.4	8.8	22.5	9.8	12.0	4.4
75 to 299	0.0	0.6	0.3	2.0	6.3	0.3	5.2	7.2	5.2	10.1	5.8	8.1	34.3	10.4	13.3	3.3
300 and above	0.0	0.8	0.0	1.4	4.2	3.2	3.1	16.4	5.4	4.5	4.5	13.3	31.4	8.2	14.4	8.8
GRADE 9																
Junior high schools																
Total	0.1	18.9	7.5	24.3	7.6	7.3	4.1	64.5	44.6	14.9	12.4	62.6	69.9	0.8	64.8	2.7
75 to 299	0.9	7.9	4.4	17.0	12.4	14.2	4.4	30.0	20.4	21.2	9.7	23.0	56.6	9.7	28.9	1.8
300 and above	0.0	19.1	8.2	39.8	6.4	5.5	4.0	73.3	52.0	13.4	14.3	72.3	72.3	0.1	72.3	4.3
Junior-senior high schools																
Total	0.0	18.1	10.0	12.6	8.3	8.0	9.7	54.8	48.6	49.4	37.0	39.3	69.0	12.6	62.0	1.5
75 to 299	0.0	18.0	7.5	11.9	9.6	9.3	9.1	47.2	37.1	32.9	28.1	22.0	58.8	13.4	62.0	0.9
300 and above	0.0	18.3	12.0	14.3	4.6	4.3	6.0	75.7	50.3	42.6	23.7	49.1	68.0	8.9	65.1	2.1

Science was required most often of 7th and 8th grade pupils in junior-senior high schools and the small junior high schools (90 percent or more). It was required least often in the 9th grade of the large junior high schools (56 percent); and was offered as an elective subject most often at this level and in these schools (40 percent). Little difference will be observed between the large and small junior-senior high schools in science as a requirement; there is considerable difference between the large and small junior high schools in this respect, the small schools exceeding the large percentagewise at each grade level. As between the two types of schools, percentages for science as a requirement tend to be higher for the junior-senior high schools than for the junior high schools.

Physical education was required in grades 7, 8, and 9 in 80 to 96 percent of the four groups of schools studied. It was required by more large schools than small, although the differences average only 7 percent. It was also more generally required for boys than for girls, but here again the differences are not great. Further, physical education tended to be required more often by junior high schools than by junior-senior high schools. For example, at the 7th grade level, 93 percent of junior high schools required physical education for girls as compared with 83 percent of the junior-senior high schools. Corresponding percentages for boys at grade 7 are 95 and 88.

Health was a required subject in grades 7 and 8 in slightly more than half of the schools and in approximately 40 percent of the schools at the 9th grade level. Health and physical education were infrequently offered on an elective basis at any of the three grade levels. The occurrences were more likely to be in the small than the large schools and at the 9th grade level than the 7th or 8th.

Industrial arts and *homemaking* were required subjects in grades 7 and 8 in 55 percent of the junior high schools and in about 35 percent of the junior-senior high schools. In grade 9, these subjects were required in nearly one-fourth of the junior-senior high schools and one-fifth of the junior high schools. In both types of schools, wide variations existed between size groups.

Industrial arts and homemaking were offered on an elective basis in slightly less than 10 percent of the 7th grades and in from 12 to 25 percent of the 8th grades. At the 9th-grade level, these subjects were elective in more than half of the schools in all groups except the small junior high school, where they were offered as electives by two-fifths of the schools.

Other fields in which size of school exerted considerable influence were *art* and *music*. Approximately twice as many of the large schools required instruction in art in grades 7 and 8 as did the small schools, and in grade 9 it was made available on an elective basis

much more frequently in the large than the small schools. As to types of schools, art was more likely to be required in the junior than in the junior-senior high school. The same generalizations apply to music, but the differences both between sizes of schools and types of schools are less pronounced. The percentages of all schools at each of the three grade levels requiring music or offering it as an elective tended to exceed similar percentages for art.

Subjects in the fields of *foreign language, business education, agriculture, and vocational education* are usually electives and consequently their appearance in table 33 is in terms of small percentages—5 percent or less with the exception of agriculture which showed as a required subject in from 7 to 9 percent of small junior-senior high schools, schools which are usually located in rural areas. Subjects in each of the four fields were available on an elective basis in fairly sizable percentages of the schools at the 9th-grade level. Most notable is foreign language which was offered for 9th-grade pupils in three-fourths of the large junior and junior-senior high schools and less than half of the small schools. Pupils attending a small junior-senior high school were more frequently able to elect a foreign language than were pupils attending a small junior high school. This was likewise true for 9th-grade pupils wishing to elect courses in business education, agriculture, and vocational education.

Summarizing the required and elective subjects that one might expect to find in each of the four groups of schools at each grade level: Instruction in language arts, social studies, mathematics, science, and physical education for all pupils is required in more than 50 percent of the schools in all groups and in 90 percent or more of the schools in most of the groups. There is also more than a 50 percent chance that the following is required in each of the respective groups and grades:

Group	Grade 7	Grade 8	Grade 9
Junior high schools—			
75 to 299....	Health	Health	—
300 and above.	Health, art, music, homemaking or industrial arts	Health, homemaking or industrial arts	—
Junior-senior high schools—			
125 to 499...	Health	Health	—
500 and above.	Health, music, home- making or industrial arts	Health, homemaking or industrial arts	—

. Nearly a 50-percent chance exists that the following subjects will be offered on an elective basis:

Group	Grade 7	Grade 8	Grade 9
Junior high schools—			
75 to 299.....	—	Music	Music
300 and above..	—	Music	Art, music, foreign language, business education, homemaking, and industrial arts
Junior-senior high schools—			
125 to 499.....	—	—	Foreign language, agriculture, music, homemaking, and industrial arts
500 and above..	—	—	Foreign language, business education, agriculture, art, music, homemaking, and industrial arts

Extraclass Activities

Extraclass activities, or cocurricular activities, as a scheduled program apart from the required and elective subjects is often called, seek to provide curriculum enrichment and opportunity for individual development. Also, when regular class instruction concedes little to individual needs and interests, as is sometimes true, extraclass activities may be the only channel through which the individual pupil may achieve self-realization. They enable him and the group to capitalize on his present interests and to develop the skills of possible new interests. Their hobby clubs, and aesthetic, social, physical, and civic activities provide opportunities for personality enrichment and contribution to the group. Since most of the leisure-time interests that an adult ultimately possesses are said to be acquired during his adolescent years, it is highly important that a broad program of extraclass activities be provided in grades 7, 8, and 9, as well as those that follow.

According to the findings of the present study, those extraclass activities having the greatest prevalence, that is, those that were found in roughly half or more of the schools regardless of size or type, were student council, music, interscholastic athletics for boys, intramural athletics for both boys and girls, social activities, and clubs.

The relative frequency of offerings of extraclass activities at each grade level is shown in table 35. As would be expected, the larger schools, as a rule, offered a particular type of activity more often than the smaller schools. A notable exception to this generalization was interscholastic athletics. The availability of interscholastic athletics for boys in the 7th and 8th grades of the small junior high school, and for girls in all grades of the small junior-senior high school, exceeded that in the large schools.

Some of the widest differences between size groups are represented by the student council, clubs, arts and crafts, school publications, and science fairs. The differences varied from grade to grade. The size of the decrease in some activities from grade 7 to 8 of the large junior-senior high school may be due to a difference in the universe for the two grades (13 percent of the schools having grade 8 did not have grade 7) or to the lower percentage of total item response (last column of table 35) for grade 7 of this type school.

Differences in extraclass offerings between types of schools, while generally not as large as between sizes of schools, are notable. In the 8th grade, for example, the range of difference is from less than 1 percent for social functions to 20 percent for school publications, with a median difference for all activities of 8 percent. In nearly every instance, the junior high school offerings exceeded those of the junior-senior high school.

Among the four groups of schools two activities tended to be rather equally distributed throughout—recreation and music.

This study indicates that pupils in large junior high schools have the widest variety of extraclass activities available to them; that pupils in the small junior high schools have the smallest variety available; and that pupils in the junior-senior high school fall in between these two groups with the differences between the small and large junior-senior high school being less pronounced than between the small and large junior high school.

If curriculum-enriching extraclass activities are to administer to the cultural, social, or recreational needs of all boys and girls as well as expand their existing desirable interests, 100 percent participation of pupils should be expected. Rarely, if ever, however does any school achieve universal participation through voluntary enrollment. Invariably, a number of youngsters fail to join any activity group. In some cases, the program of activities offered may be inadequate to meet the felt needs of all; sometimes, however, the difficulty lies within the pupils themselves. The question arises then: If extraclass activities are good for all, should participation be required? The results in table 36 seem to indicate that most schools do not believe that it should; while it was a practice in 22 percent of the small junior high schools in grade 9, for other grades and in other types of schools, the percentage of required participation ranged from 8 to 14.

On the other hand, there are always some pupils with wide interests to whom many activities appeal. Such pupils may register for two or more activities, sometimes more than is in their best interests. High school principals were asked to report the maximum number of activities in which, according to school policy, a pupil might engage.

Table 35.—Percent of schools making specified extraclass activities available to pupils, by grade, and type and size of school

Type and size (enrollment) of school	Student council	School gov-ernment	Clubs	Speech and dramatics	Arts and crafts	Recreation	Music—band, chorus, etc.	School publ-ications	Athletics—inter-scholastic (boys)	Athletics—inter-scholastic (girls)	Athletics—inter-mural (boys)	Athletics—inter-mural (girls)	Honor societies	Science fairs	Social	Other	Response analysis	
																	Item re-spondents	Percent total response
GRADE 7																		
Junior high schools																		
Total	74.5	18.9	65.6	27.3	28.3	48.4	84.3	44.9	68.3	18.8	68.1	71.8	22.1	50.2	54.8	4.6	641	92.9
75 to 299	51.7	12.0	41.7	20.2	16.1	41.3	84.7	29.8	81.8	21.1	67.8	58.8	14.5	35.1	47.1	5.0	242	89.6
300 and above	86.2	22.1	73.4	30.3	33.8	48.6	83.7	50.4	62.1	17.8	86.7	78.9	25.6	56.9	59.6	4.5	399	96.5
Junior-senior high schools																		
Total	72.3	16.7	61.9	18.7	21.6	52.3	85.9	37.4	70.4	28.2	74.3	65.1	14.5	44.1	66.4	1.7	559	76.2
125 to 499	63.8	10.9	54.8	10.9	17.2	51.7	87.2	24.5	72.1	31.7	71.4	61.0	13.8	39.3	58.6	1.7	290	76.4
500 and above	91.2	16.2	80.4	24.2	35.4	53.8	78.1	36.5	65.0	17.3	87.3	78.1	16.9	59.2	66.2	1.5	260	75.2
GRADE 8																		
Junior high schools																		
Total	76.1	19.0	67.3	34.9	31.0	48.3	82.3	51.3	78.9	20.5	76.8	71.5	29.6	54.8	54.4	4.8	648	93.4
75 to 299	51.7	12.0	42.1	23.1	16.9	41.7	83.9	32.6	88.0	22.7	68.2	56.6	15.3	36.0	47.9	4.5	242	80.6
300 and above	86.9	22.2	78.3	41.6	37.2	48.2	84.7	59.4	74.9	19.5	83.5	78.1	36.0	64.5	60.1	4.9	406	98.2
Junior-senior high schools																		
Total	68.8	16.9	60.7	21.4	21.4	48.9	83.8	39.8	79.3	20.1	68.9	61.7	16.8	42.9	54.8	1.6	694	84.4
125 to 499	64.2	16.3	54.9	20.1	17.4	49.4	81.4	29.1	71.5	33.7	67.7	59.0	15.1	37.8	55.8	1.7	344	83.6
500 and above	85.4	15.4	73.1	25.1	32.3	47.4	90.6	35.7	68.9	20.0	76.0	68.1	20.3	57.1	58.6	1.4	350	88.1
GRADE 9																		
Junior high schools																		
Total	84.6	31.4	78.3	50.4	28.3	49.1	84.9	71.5	89.6	28.7	83.9	78.6	28.9	67.9	68.4	5.4	435	91.1
75 to 299	60.0	6.4	55.5	31.9	23.0	47.2	77.4	43.7	90.0	30.0	72.7	63.6	23.6	50.0	50.9	4.6	110	83.0
300 and above	92.0	25.2	84.0	55.1	42.1	49.5	86.7	78.5	89.5	23.8	85.5	82.7	44.0	72.3	62.8	5.6	325	94.7
Junior-senior high schools																		
Total	78.7	17.9	75.5	42.0	24.3	50.1	86.6	54.7	83.4	50.5	74.3	68.9	32.5	53.9	59.7	2.9	685	84.3
125 to 499	73.7	17.6	74.9	39.6	18.5	50.6	84.1	54.3	83.9	53.8	72.0	64.7	31.5	47.7	58.1	3.5	346	84.4
500 and above	93.1	18.6	88.8	49.0	40.7	49.0	94.0	63.3	92.3	41.5	80.5	77.4	35.2	68.2	64.5	1.1	349	87.8

Table 36.—Percent of schools requiring pupils to participate in at least one extraclass activity, by grade, and type and size of school

Type and size (enrollment) of school	Grade			Response analysis					
	7	8	9	Item respondents			Percent total response		
				7	8	9	7	8	9
JUNIOR HIGH SCHOOLS									
Total	10.3	9.9	10.6	637	639	434	91.3	90.6	91.3
75 to 299.....	14.3	13.9	21.5	230	230	107	95.0	85.2	82.7
300 and above.....	8.6	8.3	8.0	397	399	327	85.2	94.5	95.5
JUNIOR-SENIOR HIGH SCHOOLS									
Total	11.9	10.7	11.3	586	661	661	81.7	81.1	81.4
125 to 499.....	12.7	11.2	12.1	306	330	331	80.6	80.2	80.7
500 and above.....	9.2	9.4	9.1	292	331	330	84.5	83.4	83.2

Table 37.—Percentage distribution of schools by maximum number of extra-class activities in which a pupil may participate, by grade, and type and size of school

Type and size (enrollment) of school	Total	Maximum number of extraclass activities					Response analysis	
		No maximum	1	2	3	4 or more	Item respondents	Percent total response
GRADE 7								
Junior high schools								
Total	100.0	79.3	4.3	11.8	3.0	1.7	599	85.6
75 to 299.....	100.0	81.5	3.2	8.8	5.1	1.5	216	80.0
300 and above.....	100.0	78.3	4.5	13.1	2.1	1.9	374	89.5
Junior-senior high schools								
Total	100.0	75.3	5.3	14.6	3.7	3.1	559	79.3
125 to 499.....	100.0	76.1	4.4	14.5	2.7	2.3	297	78.2
500 and above.....	100.0	72.8	7.8	15.2	2.8	1.5	283	82.0
GRADE 8								
Junior high schools								
Total	100.0	79.5	3.0	11.9	3.3	3.3	512	85.6
75 to 299.....	100.0	81.9	2.8	8.8	4.2	2.3	216	80.0
300 and above.....	100.0	78.5	3.2	13.3	2.9	2.2	296	89.4
Junior-senior high schools								
Total	100.0	74.3	4.3	15.0	4.4	3.2	649	79.5
125 to 499.....	100.0	75.9	3.7	13.6	5.0	1.8	323	78.5
500 and above.....	100.0	69.8	5.8	18.7	2.8	3.0	326	82.2
GRADE 9								
Junior high schools								
Total	100.0	78.9	3.5	10.3	4.8	2.6	439	87.9
75 to 299.....	100.0	77.5	4.5	9.9	4.5	3.6	111	85.7
300 and above.....	100.0	79.3	3.2	10.4	4.9	2.3	309	90.3
Junior-senior high schools								
Total	100.0	75.1	1.6	14.8	6.0	3.5	646	79.6
125 to 499.....	100.0	76.8	1.2	13.9	5.9	2.1	323	78.8
500 and above.....	100.0	70.2	2.8	17.2	6.5	5.3	326	81.9

Approximately 75 percent of the junior-senior high schools and about 80 percent of the junior high schools set no maximum. About half of the 20 to 25 percent having a maximum set it at two. The remaining 10 to 12 percent were distributed as shown in table 37.

Thus in at least three-fourths of all schools, pupils might or might not as they chose participate in an activity program, and if they did, there was no limit on the extent of participation.

VII. Staff

THIS SECTION gives such quantitative information on the staff as was comparatively easy for principals to assemble from school records. Included are data on the numbers of various types of supervisory and specialist personnel serving junior and junior-senior high schools and their location, whether it be in the schools themselves or in central offices. Although the survey cannot make comparisons of schools solely on the basis of numbers of professional personnel available, it certainly should follow that the effectiveness of schools should be enhanced if specialist personnel are added and used to good advantage.

Another aspect of the staff picture which has an important bearing on the type of educational experiences junior and junior-senior high school pupils have is that related to the principals and teachers. This section also includes, therefore, the experience and current teaching duties of principals and education, experience, and supply of teachers.

Professional Supervisory and Specialist Personnel

In addition to the teachers and principals, what type of professional personnel is serving the junior and junior-senior high schools in the United States? Are there differences in the amount of service which junior high schools and junior-senior high schools receive? Is the entire time of these people being given to the individual school in each instance or are the services being shared by other schools?

In this survey over one-half of the large junior and slightly higher fraction of the large junior-senior high schools had assistant principals but, as might be expected, very few small schools had such assistance. (See table 38.) Where assistant principals were available to schools such personnel was most frequently housed in the schools themselves rather than in the central office. Only one-eighth of all large junior-senior high schools or approximately one-fourth of those being served by assistant principals housed these staff members in the central

office. It is most unlikely that the principals located centrally could devote as much time to each school as those located in the building itself.

Table 38.—Percent of schools providing services of full- and part-time professional personnel to grades 7, 8, and/or 9, by type and affiliation of personnel, and type and size of school

Type and affiliation of personnel	Percent of junior high schools by enrollment			Percent of junior-senior high schools by enrollment		
	Total	75 to 299	300 and above	Total	125 to 499	500 and above
Assistant principal(s)						
Total.....	37.8	8.7	36.8	44.3	29.7	53.5
Staff of reporting schools.....	34.1	5.4	46.6	34.2	10.7	40.8
Central office.....	3.5	3.3	3.7	11.4	8.8	12.1
Staff and central office.....	.2	.0	.3	.7	1.2	.6
Heads of departments						
Total.....	29.9	12.7	37.4	36.5	32.0	46.8
Staff of reporting schools.....	20.9	7.8	26.6	29.8	16.8	33.5
Central office.....	8.8	4.9	10.5	6.4	4.3	7.0
Staff and central office.....	.2	.0	.3	.3	.9	.3
Chairmen of grade levels						
Total.....	20.2	4.5	37.1	17.0	5.9	29.2
Staff of reporting schools.....	18.1	3.7	24.4	14.8	4.5	17.7
Central office.....	1.9	.8	2.4	1.9	.9	2.2
Staff and central office.....	.2	.0	.3	.3	.5	.3
Curriculum director(s)						
Total.....	45.4	24.8	54.5	39.3	21.9	31.2
Staff of reporting schools.....	5.8	5.8	5.9	7.2	5.9	7.6
Central office.....	38.8	18.6	47.6	20.9	15.0	22.5
Staff and central office.....	.8	.4	1.0	1.1	.9	1.1
General supervisor(s)						
Total.....	40.8	20.9	45.1	34.9	32.5	35.7
Staff of reporting schools.....	3.5	4.9	2.9	5.3	5.4	5.3
Central office.....	36.5	25.6	41.2	28.8	26.1	29.6
Staff and central office.....	.8	.4	1.0	.8	1.0	.8
Subject matter supervisor(s)						
Total.....	31.0	16.9	37.1	19.2	16.5	20.0
Staff of reporting schools.....	2.9	3.3	2.7	3.5	4.0	3.4
Central office.....	27.1	13.6	32.9	14.6	11.6	15.5
Staff and central office.....	1.0	.0	1.5	1.1	.9	1.1
Reading specialist(s)						
Total.....	29.6	18.6	47.0	26.0	19.5	29.4
Staff of reporting schools.....	16.8	9.9	19.8	15.1	4.8	18.0
Central office.....	19.6	8.3	22.9	10.3	5.7	11.6
Staff and central office.....	3.2	.4	4.3	.6	.0	.8
Librarian(s)						
Total.....	72.3	47.9	64.4	69.0	74.9	91.6
Staff of reporting schools.....	59.5	35.5	70.0	71.2	58.0	74.9
Central office.....	10.3	12.0	9.5	13.8	15.5	13.3
Staff and central office.....	3.5	.4	4.9	3.0	1.4	3.4
Guidance personnel						
Total.....	68.5	41.4	60.2	73.6	48.6	69.5
Staff of reporting schools.....	43.9	15.3	56.4	52.7	28.8	59.4
Central office.....	15.5	24.0	11.7	14.9	17.6	14.1
Staff and central office.....	9.1	2.1	12.2	6.0	2.2	7.0
Specialist(s) in audiovisual aids						
Total.....	42.2	18.1	64.1	37.2	19.2	42.2
Staff of reporting schools.....	13.6	4.9	17.3	20.8	10.5	23.7
Central office.....	24.4	12.8	29.5	14.1	7.9	15.8
Staff of central office.....	5.2	.4	7.3	2.4	.8	2.8

Table 38.—Percent of schools providing services of full- and part-time professional personnel to grades 7, 8, and/or 9, by type and affiliation of personnel, and type and size of school—Continued

Type and affiliation of personnel	Percent of junior high schools by enrollment			Percent of junior-senior high schools by enrollment		
	Total	75 to 299	300 and above	Total	125 to 499	500 and above
Attendance officer(s) ¹						
Total	62.4	32.1	75.1	56.9	41.7	61.1
Staff of reporting schools.....	9.9	2.9	12.9	12.5	7.9	13.8
Central office.....	49.6	30.2	58.1	43.2	33.5	45.9
Staff and central office.....	2.9	.0	4.1	1.2	.3	1.4
School physician(s)						
Total	32.0	12.6	48.3	32.3	15.9	36.9
Staff of reporting schools.....	3.4	2.9	3.7	8.2	8.2	9.0
Central office.....	28.5	10.7	36.3	24.1	10.7	27.9
Staff and central office.....	.1	.0	.3	.0	.0	.0
School dentist(s)						
Total	18.6	6.1	34.4	19.3	6.9	32.7
Staff of reporting schools.....	1.7	1.2	2.0	3.3	2.2	3.6
Central office.....	17.1	4.9	22.4	15.9	4.5	19.1
Staff and central office.....	.0	.0	.0	.0	.0	.0
School nurse(s)						
Total	62.1	76.5	84.1	72.9	64.2	75.5
Staff of reporting schools.....	27.8	14.5	33.7	25.9	10.7	30.2
Central office.....	52.6	62.0	48.5	46.5	53.5	44.5
Staff and central office.....	2.7	.0	3.9	.6	.0	.8
School psychologist(s)						
Total	39.5	12.4	51.7	37.5	9.3	32.6
Staff of reporting schools.....	1.1	1.2	1.0	3.2	1.7	3.6
Central office.....	38.7	11.2	50.7	24.3	7.6	29.0
Staff and central office.....	.0	.0	.0	.0	.0	.0
Speech therapist(s)						
Total	45.4	32.3	59.4	36.9	16.7	35.5
Staff of reporting schools.....	5.5	4.6	5.9	6.4	2.2	7.6
Central office.....	42.2	18.6	52.5	23.6	8.5	27.9
Staff and central office.....	.7	.0	1.0	.0	.0	.0
Teachers of exceptional children						
Total	42.7	14.1	54.6	37.3	9.6	32.2
Staff of reporting schools.....	23.5	4.6	31.7	14.7	4.8	17.5
Central office.....	18.8	9.5	22.9	12.3	4.8	14.4
Staff and central office.....	1.4	.0	2.0	.2	.0	.3
Other						
Total	4.4	2.5	5.2	2.9	1.3	3.4
Staff of reporting schools.....	2.3	.4	3.2	1.5	.9	1.7
Central office.....	1.8	2.1	1.7	1.4	.3	1.7
Staff and central office.....	.3	.0	.4	.0	.0	.0

¹ Includes curriculum coordinator.

² Includes visiting teacher(s).

NOTE: Item response analysis was not made. Where an item was not checked the assumption was made that the school had no such personnel.

Department heads were available to a greater proportion of junior-senior than to junior high schools. Most of the schools had such personnel located in the schools themselves. Large schools, of course, were much more likely than small schools to have department heads and grade level chairmen.

There was little difference in the availability of grade-level chairmen to the two types of schools except that a greater proportion of large junior high schools had the advantage of their services than did those of the junior-senior high schools.

Curriculum directors' services, when available, were in most instances directed from the central office. The small schools, again, were not as privileged as the large to have this help. However, the large junior high schools were much more likely than the large junior-senior high schools to have such personnel.

Higher proportions of all school groups had general rather than subject matter supervisors, both of whom were most often housed in the central office. For instance, 45 percent of the large junior high schools had general supervisors and 37 percent had subject matter supervisors while 36 percent of the large junior-senior high schools had general supervisors and 20 percent had subject matter supervisors. Even greater differences were found in the small schools. The large junior high schools were more likely to have both general and subject matter supervisors, however, than were any of the other three groups of schools. This was true for reading and audiovisual specialists, as well.

It is rather revealing to find that more than one-half of the small junior high schools had no professional librarians either in their buildings or in the central offices. Even though a higher proportion of the small junior-senior high schools had librarian service, one-fourth had none. This type of service was available to a greater fraction of the large schools, especially the large junior-senior high schools. However, even in the large schools approximately one-sixth of the junior and one-twelfth of the junior-senior high schools had no such service.

Guidance personnel, too, was unavailable to one-fifth of the large and over one-half of the small schools. A slightly higher proportion of the small junior-senior high schools (49 percent) than of the smaller junior high schools (41 percent) had such personnel. The schools having such specialists were likely to have them in their school buildings.

Some other professional personnel, including school physicians, dentists, psychologists, and teachers of exceptional children, were not available in each instance to more than 16 percent of the small schools. Where they were available, they were usually located in the central offices. As would be expected, higher percentages of the large schools were afforded the assistance of such professional people. Large junior high schools were most likely to make available these services. In fact, more than one-half of these schools had school psychologists and teachers of exceptional children. The type and size of school having the highest proportion of attendance officers and speech therapists was the large junior high school.

In summary, a higher proportion of large junior high schools than large junior-senior high schools had available services offered by all professional supervisory personnel except assistant principals, heads of departments, librarians, and guidance people. Much lower percentages of the small schools than of the large had such personnel to serve them. However, higher proportions of the small junior-senior than the small junior high schools provided wider services. While larger proportions of the small junior high schools had such personnel as curriculum directors, reading specialists, school nurses and psychologists, speech therapists, and teachers of exceptional children available, the small junior-senior high schools were more likely to have the services of assistant principals, department heads, grade-level chairmen, general supervisors, librarians, guidance personnel, audiovisual specialists, attendance officers, and school physicians. Such personnel as curriculum directors, general and subject matter supervisors, attendance officers, school physicians, dentists, nurses, psychologists, and speech therapists were most often a part of the central office staffs in all groups of schools, while all others were likely to be on the staff of the reporting schools except reading and audiovisual specialists and teachers of exceptional children who were as likely to be a part of the central office staff as of the reporting school.

Principals Teaching Classes

As would be expected, principals of small schools did classroom teaching more often than did the large school principals. In this survey only 4 percent of the large junior high school principals and 8 percent of the large junior-senior high school principals taught classes. (See table 39.) However, more than one-half of the small-school principals did some teaching. While a larger proportion of administrators in small junior-senior high schools taught one or two class periods daily, the proportion of those in the junior high schools teaching more than two periods was greater than for junior-senior high schools.

Professional Experience of Principals

The questionnaire returns revealed that a higher proportion of principals in the junior high schools than in the junior-senior high schools had had experience in elementary schools, but a smaller proportion had gained experience in the senior high schools. (See table 40.) For example, 61 percent of the junior high school principals and 47 percent of the junior-senior had the advantage of elementary school

Table 39.—Percentage distribution of principals by number of periods taught daily, and type and size of school

Type and size (enrollment) of school	All schools	Number of periods taught daily						Response analysis	
		0	1	2	3	4	More than 4	Item respond- ents	Percent total response
JUNIOR HIGH SCHOOLS									
Total	100.0	80.1	5.8	4.1	4.1	4.9	1.7	645	92.6
75 to 299.....	100.0	44.0	14.9	11.6	11.2	13.2	5.0	241	89.3
300 and above.....	100.0	96.0	1.7	.7	1.0	.2	.2	404	95.3
JUNIOR-SENIOR HIGH SCHOOLS									
Total	100.0	81.0	2.0	4.8	2.8	1.7	0.7	693	84.4
125 to 499.....	100.0	42.0	22.6	16.8	9.9	6.7	2.0	345	83.2
500 and above.....	100.0	92.0	5.2	1.4	.8	.3	.3	348	87.4

experience while 60 percent of those in the junior and 70 percent in the junior-senior high schools had experience in senior high schools.

In addition, a large proportion of the junior high school principals and a somewhat smaller proportion of the junior-senior high school principals indicated having had experience in combined elementary-junior high schools. Since this experience may have been gained at the elementary or at both the elementary and junior high school level it would appear very likely that a higher proportion of both groups of principals had had elementary experience than is shown in the elementary school category alone.

Table 40.—Percent of principals having professional experience in specified types of schools, by type and size of school

Type and size (enrollment) of school	Elementary schools	Com- bined elemen- tary- junior high schools	Junior high schools	Junior- senior high schools	Senior high schools	12-year schools	Other	Response analysis	
								Item respond- ents	Percent total response
JUNIOR HIGH SCHOOLS									
Total	81.3	54.4	88.4	44.8	88.6	19.5	14.5	647	93.1
75 to 299.....	64.1	71.9	80.3	39.9	47.4	22.4	6.8	241	89.3
300 and above.....	60.7	47.5	93.2	46.9	65.5	19.1	19.9	406	95.5
JUNIOR-SENIOR HIGH SCHOOLS									
Total	47.3	46.0	54.3	70.0	70.4	54.9	8.1	695	84.0
125 to 499.....	50.4	48.5	55.6	72.7	70.2	60.8	7.8	344	82.9
500 and above.....	38.3	38.0	58.3	85.0	70.7	38.5	8.6	351	89.3

Similarly, large proportions of the junior-senior high school principals and much smaller proportions of the junior high school principals reported having had experience in schools which included senior high

schools, such as the junior-senior high schools and 12-year schools. Were principals who had had experience in the senior high school portion of their schools to be added to principals who reported senior high school experience, total proportions of junior-senior and junior high school principals who had senior high school experience would have been considerably greater. The proportion of junior-senior high school principals would most probably have been enlarged more, however, than would have the proportion of the junior high school principals.

Teachers

In order that one may understand the types of educational experiences pupils in junior high schools and junior-senior high schools obtain, much needs to be known about the teachers themselves. Four items are reported here which have a great influence upon the curriculums offered in the schools. These include the educational background of teachers, their attrition and supply rate, and the way in which they spend their time in school.

The principals were asked to indicate the number of full-time teachers in grades 7, 8, and 9 who had completed certain maximum amounts of higher education, as shown in table 41. A better response was obtained from the junior high schools than from junior-senior high schools. In fact, the low percent total response of the small junior-senior high schools makes returns from these schools rather unreliable.

Table 41.—Percentage distribution of teachers by maximum education completed, and type and size of school

Type and size (enrollment) of school	Maximum education of teachers								Response analysis	
	Total	Less than bacca- laureate	Bacca- laureate	Grad- uate but not master's	Mas- ter's degree	Above master's but not doctor's	Doctor's degree	Other	Item ¹ respond- ents	Percent total response
JUNIOR HIGH SCHOOLS										
Total	100.0	2.3	30.1	32.9	21.3	12.4	0.3	0.6	589	51.4
75 to 299.....	100.0	6.2	37.7	30.5	18.2	7.4	.0	.0	214	79.2
300 and above.....	100.0	2.1	29.4	33.1	21.6	12.9	.2	.7	366	86.4
JUNIOR-SENIOR HIGH SCHOOLS										
Total	100.0	3.3	41.8	37.9	19.3	7.5	0.2	0.1	499	37.1
125 to 499.....	100.0	.0	45.4	27.5	17.1	5.5	.0	.0	217	52.3
500 and above.....	100.0	2.4	39.0	28.3	20.9	9.0	.2	.2	282	70.8

¹ Standard errors for percentages of teachers cannot be determined from the standard table in the appendix.

It is evident, however, that almost 10 percent more of the teachers in large junior high schools than large junior-senior high schools had earned more than a baccalaureate degree but approximately the same

proportion of each (3 percent) had earned less than this degree. In addition, a higher percentage of teachers in the large, as compared with the small, junior high schools had graduate degrees or, at least, graduate work, while a lower percentage had less than a baccalaureate degree.

Of the three groups of schools with a response rate of over 70 percent the large junior high schools had the highest proportion of teachers who had taken graduate work and also earned graduate degrees.

Levels of Teaching Experience of Teachers

Whether the teacher of grades 7, 8, and 9 in the junior or junior-senior high school has a background of teaching in the elementary or secondary school certainly has an influence on the type of teaching he does. It is, therefore, important to learn what backgrounds teachers in these schools had and if these backgrounds were likely to differ in the various enrollment and school organization groups.

Table 42 indicates the level of teaching experience of each teacher, including previous and present teaching. It is significant that over two-fifths of the teachers in junior high schools had experience only in junior high schools. Since the proportion was higher in the large than the small junior high schools it may tend to indicate that teachers in these large schools were more likely to specialize in the junior high school area in their pre-service teacher education and, as a result, enter the area of their specialization.

As will be seen later in table 45, the percentage of teacher accession in the junior high schools from 1957 to 1959 was 33.6. If a large segment of this group of teachers, new to the junior high schools, was made up of inexperienced teachers this would, however, have accounted for at least a part of the rather high proportion of junior high school teachers in table 42 having only junior high school experience.

In addition, a higher percentage of the junior high school than of the junior-senior high school teachers had elementary combined with secondary school experience. On the other hand, almost three-fifths of the junior-senior high school teachers, which was twice as high a proportion as that of the junior high school teachers, had both junior and senior high school experience. This is to be expected since teachers in the junior-senior high schools often teach both the junior high school and senior high school groups.

The findings tend to indicate, therefore, that teachers in the junior high schools were more likely to have a background of junior high school teaching alone or a combination of elementary and secondary teaching, while the teachers in the junior-senior high schools were more likely to have a background composed of junior and senior high school teaching.

Table 42.—Percentage distribution of teachers by level of teaching experience,¹ and type and size of school

Type and size (enrollment) of school	Total teachers	Teachers with teaching experience in—			Response analysis	
		Junior high schools only	Combined junior and senior high schools	Combined elementary and secondary schools	Item ² respondents	Percent total response
JUNIOR HIGH SCHOOLS						
Total	100.0	42.3	37.7	20.1	533	84.1
75 to 299.....	100.0	33.8	30.2	36.0	202	84.0
300 and above.....	100.0	44.3	27.4	28.3	321	84.9
JUNIOR-SENIOR HIGH SCHOOLS						
Total	100.0	19.3	68.6	12.1	463	80.5
125 to 499.....	100.0	11.7	60.6	27.7	205	80.4
500 and above.....	100.0	25.8	56.9	17.3	257	81.3

¹ Including the reporting school year, 1955-60.² Standard errors for percentages of teachers cannot be determined from the standard table in the Technical Appendix.

Percentage of Time Spent by Teachers on Out-of-Class Activities

In this item principals were asked to indicate the percentage of time spent in classroom teaching and in each of several out-of-class activities by the typical teacher of grades 7, 8, and 9 in his school. They were advised that percentages of time spent had to total 100. The item replies in which totals did not equal 100 for each type and size of school were discarded. In the item replies retained, absence of a reply to any portion of this item was interpreted as zero percent.

Table 43 shows that the median teacher in all schools spent approximately 20 to 29 percent of his time on activities outside the classroom. According to the principals' reports only a small proportion of the teachers' time was given to any one of the listed activities. (See table⁴⁴.)

Very little time was given to cooperative planning by teachers in the small schools and the large junior-senior high schools. For instance, 58 percent or more of teachers in all grades in the small schools and 53 percent or more in the large junior-senior high schools spent no time in conference or cooperative planning. In the large junior high schools, however, a lower percentage of the teachers gave no time to this activity. (42 to 43 percent.)

Table 43.—Percentage distribution of teachers by time devoted to classroom activities by grade, and type and size of school

[Boldface type indicates median intervals]

Grades	Total	Percent of time spent in teaching						
		40 or less	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
JUNIOR HIGH SCHOOLS (total)								
Grade 7.....	100.0	0.4	1.4	5.9	23.7	35.3	26.2	7.2
Grade 8.....	100.0	.4	1.4	5.7	23.3	34.3	27.5	7.5
Grade 9.....	100.0	.5	1.2	6.5	22.7	33.5	28.7	6.9
JUNIOR HIGH SCHOOLS (75 to 299)								
Grade 7.....	100.0	0.0	2.2	8.8	24.7	38.6	20.7	4.8
Grade 8.....	100.0	.0	2.2	8.4	25.8	38.4	22.7	4.4
Grade 9.....	100.0	.0	.9	10.2	23.4	42.1	18.7	4.7
JUNIOR HIGH SCHOOLS (300 and above)								
Grade 7.....	100.0	0.5	1.1	4.6	23.3	33.5	28.7	8.3
Grade 8.....	100.0	.5	1.1	4.5	22.2	33.2	29.7	8.8
Grade 9.....	100.0	.6	1.3	5.5	22.6	31.3	31.3	7.4
JUNIOR-SENIOR HIGH SCHOOLS (total)								
Grade 7.....	100.0	0.5	2.5	7.8	25.8	35.7	21.7	5.9
Grade 8.....	100.0	.7	2.1	8.1	24.6	38.6	21.1	4.8
Grade 9.....	100.0	.7	2.5	7.9	27.1	38.6	19.7	3.5
JUNIOR-SENIOR HIGH SCHOOLS (125 to 499)								
Grade 7.....	100.0	0.6	2.6	7.9	26.4	32.3	23.1	6.9
Grade 8.....	100.0	.9	2.1	8.6	24.8	36.4	21.7	5.5
Grade 9.....	100.0	.9	2.8	8.7	27.0	36.3	20.2	4.0
JUNIOR-SENIOR HIGH SCHOOLS (500 and above)								
Grade 7.....	100.0	0.3	2.4	6.6	24.0	45.5	17.6	3.0
Grade 8.....	100.0	.3	2.1	6.6	24.1	44.6	19.3	3.0
Grade 9.....	100.0	.3	1.8	5.7	26.8	44.9	18.4	2.1

† Indicates median interval.

NOTE: Item nonresponse could not be determined from the design of the questionnaire. For rate of survey nonresponse see Introduction.

Teachers in the large junior high schools were not as likely to spend as much time as were teachers in other schools in the supervision of study halls. For example, approximately 54 percent of the teachers in these large junior high schools and only 22 to 29 percent of those in the other schools spent no time on this activity.

The teacher in the small junior high school spent more time in lunch supervision than did teachers in other schools. The teacher in the 9th grade in all schools was more likely than were the teachers in the 7th and 8th grades to spend more time in sponsoring clubs and extraclass activities. This is to be expected since the 9th grade had more clubs requiring sponsors than did the 7th and 8th grades. (See table 35.)

	JUNIOR-SENIOR HIGH SCHOOLS (total)				JUNIOR-SENIOR HIGH SCHOOLS (125 to 499)				JUNIOR-SENIOR HIGH SCHOOLS (500 and above)						
	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
GRADE 7	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Supervising study halls.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Supervising lunch.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Sponsoring clubs and other extra class activities.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Conferences or cooperative planning.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Free from assigned duties.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Other.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
GRADE 8	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Supervising study halls.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Supervising lunch.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Sponsoring clubs and other extra class activities.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Conferences or cooperative planning.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Free from assigned duties.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Other.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
GRADE 9	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Supervising study halls.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Supervising lunch.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Sponsoring clubs and other extra class activities.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Conferences or cooperative planning.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Free from assigned duties.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7
Other.....	100.0	81.3	31.5	35.0	5.4	100.0	28.1	31.9	35.6	5.3	100.0	28.3	33.9	33.0	5.7

NOTE: Item nonresponse could not be determined from the design of the questionnaire. For rate of survey nonresponse see Introduction.



Teachers in large schools were given time free from assigned duties more often than were teachers in small schools. As an example, approximately 63 percent of the small junior-senior high schools gave teachers such time in all three grades, 63 percent of the small junior high schools made available time to their teachers in grades 7 and 8, and 50 percent gave it to them in the 9th grade. However, in approximately 75 percent of the large schools the teachers received free time from assigned duties in all grades. The data show, therefore, that even in large schools, a substantial proportion of the teachers were provided no free time during the school day.

In summary, it is evident that the median teacher in the junior or junior-senior high schools spent all but 20 to 29 percent of his time in teaching. He used small proportions of time in various other activities. These proportions differed very little between school organizations. In most instances the proportion of time spent on the various class and out-of-class activities did not vary greatly from grade 7 to grade 9.

In the large junior high schools the median teacher gave no time to the supervision of study halls or of lunch while in the small junior high schools he gave 1 to 10 percent of his time to each. In both the large and small junior-senior high schools he spent 1 to 10 percent of his time supervising study halls and even more time supervising lunch. Except in grades 7 and 8 of the small junior high schools he spent 1 to 10 percent of his time sponsoring clubs or other extraclass activities. In the large junior high schools he gave 1 to 10 percent of his time to conference or cooperative planning but in the other groups of schools he gave none.

The median teacher had 1 to 10 percent of his time free from assigned duties. However, in the small schools one-fourth to one-third of the teachers had no free time, while in the large schools it was approximately one-fourth.

Teacher Attrition and Increase

Although the total number of junior high school teachers in September 1957 was considerably larger than that of the junior-senior high schools, the two organizations differed little in the percentage of teachers leaving and the percentage added to the staff during the next two years. (See table 45.) An attrition of one-fourth of the teachers occurred during 1957-59. One-third of the teachers in the schools in 1959 had been added during this period. The number of teachers in each group of schools, therefore, increased during these two years. The greatest percentage increases in staffs were found in the small junior high schools and the large junior-senior high schools.

Table 45.—Number and percent of teacher departures and accessions in grades 7 to 9 over a 2-year period, 1957 to 1959, by type and size of school

Type and size (enrollment) of schools	Number of teachers in September 1957	Number of same teachers remaining in grades 7 to 9 in September 1959	Total number of teachers in September 1959	Percent of teacher departure	Percent of teacher accession	Response analysis	
						Item respondents	Percent total response
JUNIOR HIGH SCHOOLS							
Total	92,700	68,700	162,600	25.9	33.7	572	82.4
75 to 299.....	9,100	6,600	10,800	27.5	38.9	223	82.5
300 and above.....	83,600	62,100	92,800	25.7	33.1	349	82.3
JUNIOR-SENIOR HIGH SCHOOLS							
Total	78,200	58,100	89,000	25.7	34.7	610	73.9
125 to 499.....	42,000	30,800	45,300	26.7	32.0	301	72.6
500 and above.....	36,200	27,300	43,700	24.6	37.5	309	77.6

VIII. Summary

THIS STUDY tends to indicate that, in general, size has more to do with differences in educational practices at the junior high school level than does type of school.

Administrative Arrangements

Between 6 and 7 percent of junior and junior-senior high schools were using either double or staggered sessions in the spring of 1960. The smaller schools more often turned to double sessions, the larger schools to staggered or overlapping sessions.

A school year of 180 days or more was characteristic of 60 percent of the large schools of both types, and 40 percent of the small schools. Of the four groups of schools studied, the small junior-senior high school was the only one having a measurable percentage (4 percent) of schools with a school year of fewer than 170 days.

The school day for pupils exclusive of the lunch period was typically 6 to 6½ hours. Variations by type and size of school were small. The most noticeable differences were by region. Forty-two percent of all junior high schools in the North Atlantic region had a school day of 4 to 5½ hours as compared with an average of 8 percent of these schools in the other three regions. A less-pronounced difference existed for the junior-senior high schools.

The school day for teachers including the lunch period was normally 7 to 8 hours. Here, also, variations by size and type of school were small.

More schools reported a school day of six 55- to 59-minute periods than any other combination of number and length of periods. For all except the large junior high school the percentage is clear and unequivocal. Considering length of period apart from number of periods, the median length was 50 to 54 minutes for all except the small junior-senior high school, for which it was 55 to 59. Six was the median number of periods in the school day for all groups except the small junior high school for which it was seven.

Organization for Instruction

Of all junior high schools having class sections, 74 percent used homogeneous grouping as a basis for assigning pupils, as compared with 60 percent of the junior-senior high schools. Size of schools also made a difference, more of the larger than the smaller schools tending to group homogeneously.

Criteria used in grouping related to factors of ability and achievement much more frequently than to interests, physical or social maturity, or special aptitudes. The large schools used more criteria than did the small schools. The criterion having greatest frequency of use in the junior high school was standardized achievement test results (almost 90 percent), and in the large junior-senior high school, intelligence quotients (almost 90 percent). In the small schools of this latter type there was considerable variability.

Large majorities of the 7th and 8th grades grouped pupils homogeneously in all four of the major subject fields—English, social studies, science, and mathematics. Even in the 9th grade larger proportions of pupils were grouped in a combination of all four subjects than in any one, two, or three fields.

Complete departmentalization as represented by a different teacher for each subject was found in roughly 50 percent of the 7th grades, 60 percent of the 8th grades, and 80 percent of the 9th grades, with variations occurring for both type and size groups. Another one-third to one-half of the schools assigned pupils to the same teacher for 2 to 3 periods in 7th and 8th grades. At the other extreme, pupils in 17 percent of the 7th grades in the small junior-senior high school and 9 percent of the 8th grades in those schools had one teacher for all or nearly all periods.

Planned block-time classes, increased during the 3-year period prior to the study from 31 percent to 40 percent in the junior high school, and in the junior-senior high school from 12 percent to 16 percent. Subjects most often combined in these classes were language arts and social studies. Also fairly common (11 to 30 percent in 7th and 8th grades) was the science-mathematics combination.

From 30 to 47 percent of the schools reported they had adopted no method for unifying learning experiences in grades 7, 8, or 9. Approximately 40 percent indicated that teachers planned together to correlate their teaching in two or more areas, and 15 percent, that teachers planned together to unify their teaching in the several fields around a central theme. Quite a few schools among the latter two groups also reported block-time classes organized to provide unified learning experiences.

An activity or homeroom period of at least 15 minutes was provided by one-half of the small junior high schools and two-thirds of the other three groups.

Eighty to 90 percent of the schools had guidance as a function of the homeroom or activity period. About half of them scheduled assemblies during this period. The percentage having extraclass activities as a function of the activity period ranged from 55 percent in grade 7 of the small junior high school to 78 percent in grade 9 of the large junior-senior high school. Most common scheduling was on a once-a-week basis. However, a large percentage of the schools had guidance and extraclass activities two or three times weekly. Approximately half of the schools scheduled the period for 15 to 30 minutes and half for more than 30 minutes.

Study during the school day was provided to a considerable degree through study halls and during regular classes. Roughly, 50 percent of junior high schools and 70 percent of junior-senior high schools (85 percent in grade 9) provided study halls. Seventy-five percent of junior high schools and 65 percent of junior-senior high schools (55 percent in grade 9) used supervised study during classes. Fifteen to 30 percent of all schools in all grades provided both study halls and supervised study with the smaller schools tending to the higher percentage.

Except for the small junior high school group, more than 90 percent of the schools had a central library and more than 80 percent had a full- or part-time professional librarian in charge. Classroom libraries were provided in a third to a half of the schools at each grade level except grade 9 of the junior-senior high school.

Both junior and junior-senior high schools were fairly uniformly provided with certain types of audiovisual equipment: slide and film projectors, radios, and television receivers. The large schools of both types, of course, were generally better equipped than the small. This is especially noticeable for record players, television receivers, tape recorders, and opaque projectors.

Pupil Evaluation, Orientation, and Services

Academic evaluation of pupils is the only type of evaluation included. All groups of schools used various types of tests for such evaluation. However, standardized achievement tests made up the most common evaluative instruments in each group of schools. Mental ability tests stood second in popularity; teacher-made tests, third; while interest and special aptitude tests were fourth and fifth. The most common combination of tests used by the schools was made up of the standardized achievement and mental ability tests. The proportions

of junior high schools and junior-senior high schools administering various kinds of tests differed but there was little consistency in these differences. Generally, single tests or combinations of tests, excepting interest and special aptitude tests, were administered by a higher proportion of schools to pupils in grades 7 and 8 than in grade 9.

Pupil promotions in the highest proportion of each type of school were held annually by grade levels in grades 7 and 8 and by subjects in grade 9. Size had little effect on the frequency with which promotions were held in the junior-senior high schools but the large junior high schools were more likely than the small to promote semi-annually. Also, in the highest percentage of schools promotions were determined on the basis of pupils meeting uniform standards. The criterion for pupil promotion was likely to vary as each school enrollment decreased or increased. The small schools were more likely than the large to promote according to uniform standards. Virtually none of the schools followed the policy of 100 percent promotion.

The policy of marking pupils according to their achieving uniform standards was followed by the highest percentage of each group of schools. This was even more evident in the small than in the large schools. There were relatively few differences between the junior and junior-senior high schools among grades in either organization in marking policy. From 3 to 9 percent of the schools had set no definite policy for teachers to follow.

Most of the parents received pupil progress reports from schools in letter or number symbols since more than 91 percent of the junior and 82 percent of the junior-senior high schools did this type of reporting. Most of the schools which did not use letters or numbers used percentage marks. Additional methods of reporting such as checklists of educational objectives or brief comments on such objectives, were also used. Personal conferences with parents were held in one-tenth of the junior and one-twentieth of the junior-senior high schools.

A majority of both types of schools sent progress reports to parents six times a year. However, a greater proportion of the junior-senior than junior high schools followed this practice while a greater proportion of junior high than junior-senior high schools notified parents in this manner only four times a year. The small schools also sent reports more frequently than did the large schools.

Small junior-senior high schools had guidance services more frequently than did the small junior high schools. Although there was not much difference between types of schools in the proportion of large schools employing guidance counselors, a higher proportion of the large junior than junior-senior high schools employed two or more counselors. The large schools had counselors to a greater extent than did the small.

Cumulative records for guidance of pupils were most likely to be housed in the principal's office in the small school and in the principal's or counselor's office or in some other central place in the large school. However, a large majority of such schools located these records in only one center.

Services in the area of health through the employment of nurses were available to higher proportions of junior high schools than junior-senior high schools. In the junior high schools nurses were most often employed by the school districts and in the junior-senior high schools, by the health department.

The junior high schools were more likely than junior-senior high schools to make use of various techniques for articulating grades 7, 8, and 9 with elementary and senior high school grades. These included transferring cumulative records from elementary school grades to grades 7, 8, and 9 and from grades 7, 8, and 9 to senior high school; making program and curricular information available to teachers in elementary and senior high school grades; making visiting opportunities available to pupils and teachers; and holding teacher workshop or study groups with elementary and senior high school teachers. Of the four groups of schools, the large junior high schools used these techniques to greatest extent.

Curriculum

Language arts, social studies, mathematics, science, and physical education constituted the required program in grades 7 and 8 and to a large extent in grade 9 as well. Other subjects frequently required in the 7th and 8th grades were art, music, and industrial arts or home-making. Health had high percentages of requirement at each grade level.

Size and type of school may make considerable difference in whether some subjects are offered as electives at the 9th grade level. For example, foreign language, art, business education, industrial arts (in the junior high school), and music are much more likely to be available in the large than the small schools. In general, differences by size are more pronounced between the large and small junior high schools than between the two size groups of the junior-senior high school. Differences by type of school are most pronounced in the fields of agriculture, vocational education, and art.

Similarly, for extraclass activities, large schools are able to provide a wider selection than are small schools. The only activity found more frequently in the small schools was interscholastic athletics. Junior high school offerings of extraclass activities generally exceeded those

of junior-senior high schools. Where differences existed between types of schools the difference usually favored the junior high school. Participation in extraclass activities was required by only 8 to 22 percent of the schools in 1959-60. Three-fourths of the schools placed no limit upon the number of activities in which a pupil might participate. Of those which did, two was the number most frequently reported.

Staff

Junior high schools and junior-senior high schools differed in regard to the professional supervisory and specialist personnel available to supply services. The large junior high schools were more likely than large junior-senior high schools to have a great variety of personnel such as chairmen of grade levels, curriculum directors, general and subject matter supervisors, reading and audiovisual specialists, attendance officers, doctors, dentists, nurses, psychologists, speech therapists, and teachers of exceptional children. On the other hand, large junior-senior high schools were more likely than the large junior high schools to have assistant principals, heads of departments, librarians, and guidance personnel. As a rule, a high percentage of small schools, in comparison to large schools, were deprived of services because of a lack of professional supervisory and specialist personnel. While a considerable number of supervisors and specialists offered their services from central offices, others served on the staffs of the reporting schools.

Although principals were available to all schools, some could not devote full time to administration because of having to teach classes. While only 4 percent of those in large junior high schools and 8 percent in large junior-senior high schools taught classes, more than half of those in small schools did so.

The principals in a higher percentage of junior than junior-senior high schools had had elementary school experience and a higher percentage of those in the junior-senior high schools had had senior high school experience.

Teachers in a higher proportion of the large junior than junior-senior high schools had more education than is represented by a baccalaureate degree. Of all schools the large junior high schools had the highest proportion of teachers who had earned graduate credits and graduate degrees.

While approximately two-fifths of the teachers in all junior high schools had had junior high school experience only, the proportion of

teachers in grades 7, 8, and 9 in junior-senior high schools who had junior high school experience alone was smaller. Also, a higher proportion of junior than junior-senior high school teachers had elementary school experience but a lower proportion had both junior and senior high school experience.

The average teacher in the junior and junior-senior high schools spent 71 to 80 percent of his time teaching in the classroom and the remainder on out-of-class activities. The proportions of time given to various activities differed little between school organizations and, in most instances, from grade 7 to grade 9. The proportion of time spent on various activities tended to differ by school size. In the large schools one-fourth of the teachers had no free time, while in the small schools the proportion was a little greater.

Approximately one-fourth of the teachers who had been in the junior and junior-senior high schools in September 1957 left by September 1959. However, a number equal to approximately one-third of those who had been there in September 1957 was added. Therefore, the staffs in all groups of schools were larger in 1959 than in 1957.

Technical Appendix

Sample Design

Administrative Requirements: The sample used as a basis for this survey was designed to meet certain administrative requirements. The number of schools included in the sample was to be kept fairly small, for the following reasons: (a) the available budget and staff was modest, (b) the survey was somewhat exploratory in nature, and (c) the survey was intended to be more descriptive than analytical. In addition, since the questionnaire was designed to obtain a sizable amount of information, it was felt that a small sample would permit tighter controls with respect to editing and tabulation of the returns. Although the sample was designed primarily to obtain information as to the relative advantages and opportunities of pupils in grades 7 to 9 in junior high schools as compared to those in 6-year high schools, it was also intended to provide general information as to the organization and operation of a major segment of such schools. On the basis of these administrative requirements, it was decided to make use of a stratified sample design and to restrict the universe of inquiry to junior high schools with an enrollment of 75 or more and junior-senior high schools with an enrollment of 125 or more.

Principal Resources: Since there had been no previous study of this type, there was little information concerning the distributions and variances of the characteristics of major interest. For this reason, the sample was designed primarily to provide estimates of the proportion of schools with a given characteristic. Although at the time the sample was designed (in 1959) the most recent universe data were for the 1951-52 school year, by the time the sample was selected an updated universe (for the 1958-59 school year) was available. It was from this updated universe that the actual sample was selected.

Universe of Inquiry: The population studied in this survey consisted of junior high schools and junior-senior high schools with specified enrollments that were in operation in the fall of 1959. Within this universe of inquiry, the survey was further limited to those schools offering at least two of the three grades, 7 to 9.

Stratification: As a result of conversations with various persons in the Office of Education acquainted with the organization and operation of junior and junior-senior high schools, the authors felt that, for the characteristics of major interest, there may be considerable variation between junior high schools and junior-senior high schools. Moreover, it was felt that schools within a given size range are more homogeneous with respect to the characteristics of interest than those outside that size range. For these reasons, it was decided to stratify the universe of inquiry by junior and junior-senior high schools and by enrollment size groups within organizational type, i.e., into four strata.

Precision Requirements: The sample was designed to provide estimates of the proportion of schools belonging to a specified class for each of the four strata such that in only five such samples in 100 would the error associated with such estimates for any given stratum exceed 5 percentage points.

Determination of Sample Size: Since there were no available data from which to obtain variance estimates for any of the characteristics of interest, and since the sample was designed primarily to provide estimates of the proportion of schools belonging to a specific class, it was assumed that in each stratum the proportion of schools with any given characteristic was equal to 0.5. Under this assumption the variance (pq/n) is maximized. Thus, in determining the sample size for the various strata, it was assumed that for the characteristics of major interest the variance was at a maximum. The sample size required to meet the specified precision requirements for each stratum was determined as follows:

$$n_h = \frac{k^2 N_h P_h Q_h}{N_h D_h^2 + k^2 P_h Q_h}$$

where: n_h = required sample size for stratum h , where $h=1, 2, 3, 4$.

N_h = number of schools in the universe of stratum h

$P_h Q_h$ = universe variance for stratum h

D_h = desired precision for stratum h , i.e., .05

k = the factor which when multiplied by the standard error determines the probability that the maximum error in the sample result will not exceed $\pm D$.

Sample Selection: The universe of inquiry for each of the four strata was arranged alphabetically by State within strata. After a random start within each stratum, every n^{th} school was selected. The actual strata universe totals and sample sizes are shown in table A.

Table A.—Number of junior and junior-senior high schools in the universe and in the sample, by type and size of school

Type and size (enrollment) of school	Universe (1958-59)	Sample			Inflation factor
		Total	Respond- ents	Nonre- spondents	
JUNIOR HIGH SCHOOLS					
Total	4,849	884	683	43	0.0
75 to 299.....	1,377	270	242	28	5.7
300 and above.....	3,172	424	410	14	7.7
JUNIOR-SENIOR HIGH SCHOOLS					
Total	7,841	813	708	105	0.0
125 to 499.....	5,790	415	353	62	16.4
500 and above.....	2,051	398	355	43	5.8

Response Rate and Treatment of Nonrespondents: The instrument response rate for the survey as a whole was 90 percent. With respect to the individual strata, instrument response rates are not known precisely, but based on the best available estimates range from 85 to 97 percent—with the lowest rate being for junior-senior high schools with an enrollment of 125 to 499. In addition to instrument

nonresponse there were considerable instances of item nonresponse, that is, cases where a respondent did not answer one or more items on the questionnaire. Since there was no follow-up of either instrument or item nonrespondents (nor are there available any independent distributions that may be used for purposes of comparison), the order of magnitude and direction of bias due to nonresponse is not known precisely. However, for those items for which the overall level of response is relatively low, the bias may be moderately large. Therefore, in an effort to alert the reader to the potential order of magnitude of bias from this source, "percent total response" figures are included in most tables. These "percent total response" figures were derived by adding the item nonresponse rates for each item to the instrument nonresponse rate for the stratum to which the instrument containing the item belongs and subtracting this total from 100. Evaluation of the precision of the estimates shown in the text should be based on the total potential error, i.e., the sampling error plus the potential bias. In view of the fact that the bias is not precisely known, the following rule of thumb was adopted: estimates based on items with an overall response rate of less than 80 percent are to be used with considerable caution since the bias may be sizable.

Other Possible Sources of Bias: Sample returns indicate that some schools changed type or size or both between the beginning of the 1958-59 school year and the 1959-60 school year. These schools were inflated by the inflation factor for the stratum to which they moved rather than the inflation factor for the stratum in which they were sampled. Although the resulting magnitude and direction of the bias is not known precisely, available information suggests that the magnitude of the bias from this source is relatively small. In addition, a few sample schools were declared out-of-scope for purposes of this survey; however, because of the very small number of such schools, no adjustment was made to the strata universe totals. Finally, it should be noted that no effort was made to include in the sample those schools that came into existence after the compilation of the 1958-59 universe list.

Preparation of Estimates: The parameters which the survey was designed to estimate are: the percentage of schools having a specified characteristic, universe totals and ratios of specified random variables. These were obtained by inflating sample data by strata, summing over the strata and then performing the indicated operations.

Because of the potential bias due to nonresponse, it was decided not to attempt variance calculations for specific characteristics, but rather to provide a table showing for selected sample sizes and percentages the corresponding standard errors. Table B is constructed as follows:

1. The numbers in the stub represent the number of schools replying to a given question, i.e., the "item respondents" shown in each of the text tables.
2. The numbers across the top of the table represent the estimated percentages shown in the text tables.
3. The numbers in the body of the table are the standard errors corresponding to the various percentages (shown across the top of the table) and sample sizes ("item respondents") shown in the stub of the table.
4. No effort was made to list all of the actual sample sizes ("item respondents") but rather to cover the range of sample sizes at intervals of 20. Consequently, interpolations must be made for those sample sizes falling between any two of the ones shown.

Table B.—Standard errors for estimates of percentages

Number of schools (item respondents)	Percentages										
	1.0 or 99.0	5.0 or 95.0	10.0 or 90.0	15.0 or 85.0	20.0 or 80.0	25.0 or 75.0	30.0 or 70.0	35.0 or 65.0	40.0 or 60.0	45.0 or 55.0	50.0
20.....	2.2	4.9	6.7	8.0	8.9	9.7	10.2	10.7	11.0	11.0	11.2
40.....	1.6	3.4	4.7	5.6	6.3	6.8	7.2	7.5	7.7	7.9	7.9
60.....	1.3	2.8	3.9	4.6	5.2	5.6	5.9	6.2	6.3	6.4	6.5
80.....	1.1	2.4	3.4	4.0	4.5	4.8	5.1	5.3	5.5	5.6	5.9
100.....	1.0	2.2	3.0	3.6	4.0	4.3	4.6	4.8	4.9	5.0	5.0
125.....	.9	1.9	2.7	3.2	3.6	3.9	4.1	4.3	4.4	4.4	4.5
150.....	.8	1.8	2.4	2.9	3.3	3.5	3.7	3.9	4.0	4.1	4.1
175.....	.8	1.6	2.3	2.7	3.0	3.3	3.5	3.6	3.7	3.8	3.8
200.....	.6	1.5	2.1	2.5	2.8	3.1	3.2	3.4	3.5	3.5	3.5
250.....	.6	1.4	1.9	2.3	2.5	2.7	2.9	3.1	3.1	3.1	3.1
300.....	.6	1.3	1.7	2.1	2.3	2.5	2.6	2.8	2.8	2.9	2.9
400.....	.5	1.1	1.5	1.8	2.0	2.2	2.3	2.3	2.4	2.5	2.5
500.....	.4	1.0	1.3	1.6	1.8	1.9	2.0	2.1	2.2	2.2	2.2
600.....	.4	.9	1.2	1.5	1.6	1.8	1.9	1.9	2.0	2.0	2.0
700.....	.4	.8	1.1	1.3	1.5	1.6	1.7	1.8	1.9	1.9	1.9
700.....	.3	.8	1.1	1.3	1.5	1.6	1.7	1.8	1.8	1.9	1.9

In using this table, the reader is cautioned that it makes no allowance for bias and is applicable only to tables showing the percentage of schools belonging to a specified class.

Budget Bureau No. 51-5903.1
Approval expires 6/30/60

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D. C.

A SURVEY OF GRADES 7-8-9 IN JUNIOR AND JUNIOR-SENIOR HIGH SCHOOLS
1959-60

Return this form to the U. S. OFFICE OF EDUCATION in the enclosed addressed envelope which requires no postage.

If the school name or address above is incorrect or incomplete, please correct or complete it.

To the Principal

This questionnaire is being sent to a random sample of junior and junior-senior high schools to obtain much needed data about grades 7-8-9 in these types of schools. The data requested are generally for the school year 1959-60. They are of a nature in the areas of administration, curriculum, school services, and staff. Analysis of the results by type of school will make possible a comparison of programs and opportunities for boys and girls in the separately organized junior high school and the junior-senior high school.

In order that our results will be representative of the total population, we very much need your reply to this questionnaire. Your cooperation in this important project is sincerely appreciated.

J. DAN HULL
Director, Instruction, Organization, and Services Branch

SPECIAL INSTRUCTION: If your school is on double sessions, combine the data for both sessions. If on staggered sessions, include pupils coming an hour or two earlier than others and leaving an hour or two earlier, include all pupils.

I. GENERAL INFORMATION

Check below the grades, 1-12, in your school.

1. 1-12 2. 7-12 3. 7-9
4. 1-9 5. 8-12 6. 7-8

7. Other, specify _____

NOTE: SCHOOL means an organization under one principal.

Write in the current membership for each of the following grades in the school of which you are principal:

Grades	Number of Pupils	Grades	Number of Pupils
7	_____	10	_____
8	_____	11	_____
9	_____	12	_____

NOTE: In this questionnaire, CURRENT MEMBERSHIP means the number of pupils on active roll; this is the sum of original entries plus reentries, minus withdrawals.

3. Is the school currently operating double sessions in grades 7, 8, or 9?

- Yes No

If YES, check the grades involved.

- 7th 8th 9th

Is the school currently operating staggered sessions in grades 7, 8, or 9?

- Yes No

If YES, check the grades involved:

- 7th 8th 9th

4. In what year were grades 7, 8, and 9 in your school organized as a junior high school or as a part of a junior-senior high school?

19____

5. Do you have definite plans to reorganize your school within the next two years so as to change the grouping of grades 7, 8, and 9, with reference to other grades?

Yes No

If YES, please explain briefly. _____

6. How many days during the 1958-59 school year was the school in session, that is, days on which the student body as a whole was engaged in school activities under the guidance and direction of teachers?

_____ days

NOTE: In checking the items in the remainder of the questionnaire, please relate your answers to grades 7, 8, and 9, or as many of these three grades as are in your secondary school, unless the questionnaire directs otherwise.

II. ADMINISTRATION AND ORGANIZATION

A. Scheduling

7. Check to the nearest quarter hour, the number of clock hours that pupils are required to be in attendance each school day, EXCLUDING the lunch period.

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5-1/4 | <input type="checkbox"/> 6-1/4 |
| <input type="checkbox"/> 4-1/4 | <input type="checkbox"/> 5-1/2 | <input type="checkbox"/> 6-1/2 |
| <input type="checkbox"/> 4-1/2 | <input type="checkbox"/> 5-3/4 | <input type="checkbox"/> 6-3/4 |
| <input type="checkbox"/> 4-3/4 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 5 | | |

8. Check to the nearest quarter hour the number of clock hours full-time classroom teachers are normally REQUIRED to be in school during a teaching day, INCLUDING the lunch period.

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> 5-1/4 | <input type="checkbox"/> 6-1/4 | <input type="checkbox"/> 7-1/4 |
| <input type="checkbox"/> 5-1/2 | <input type="checkbox"/> 6-1/2 | <input type="checkbox"/> 7-1/2 |
| <input type="checkbox"/> 5-3/4 | <input type="checkbox"/> 6-3/4 | <input type="checkbox"/> 7-3/4 |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |

9. Check the usual length in minutes of a regular class period, exclusive of time for passing of classes.

- | | | |
|--------------------------------|--------------------------------|-------------------------------------|
| <input type="checkbox"/> 40-44 | <input type="checkbox"/> 50-54 | <input type="checkbox"/> 60 or more |
| <input type="checkbox"/> 45-49 | <input type="checkbox"/> 55-59 | |

Check the number of regular class periods into which the school day is divided. Do not count the lunch period. Do not count separate homeroom or activity periods unless they are the same length as regular class periods:

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 5 | <input type="checkbox"/> 7 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 8 | |

10. What provisions are made for pupils to study during the school day? (Check as many as apply for each grade.)

Grade			
7	8	9	Study provisions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supervised study during classes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study halls or rooms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Homeroom or activity periods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No provision
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

11. Do you have during school hours a regularly scheduled homeroom or activity period?

Yes No

NOTE: Do not report short check periods which are used primarily for record taking, announcements, and similar administrative routines, sometimes referred to as the administrative homeroom.

If YES:

What is the length of this period, in minutes?

_____ Grade 7 _____ Grade 8 _____ Grade 9

Write in the number of times PER WEEK the activity or homeroom period is typically used for each activity listed.

Grade			
7	8	9	Activity
_____	_____	_____	Guidance and general homeroom functions
_____	_____	_____	Clubs and similar extra-class activities
_____	_____	_____	Assemblies

12. If the school does NOT provide for assemblies through an activity or homeroom period, (Item 11) check the frequency with which the school schedules an assembly period.

- | | |
|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Do not have | <input type="checkbox"/> Bi-weekly |
| <input type="checkbox"/> As needed | <input type="checkbox"/> Monthly |
| <input type="checkbox"/> Weekly | |

B. Grouping of Pupils in Class Sections

13. Do you have class sections in grades 7, 8, or 9?

Yes No

If YES,

Do you use homogeneous grouping as a basis for establishing these class sections?

Yes No

If you use homogeneous grouping for this purpose:

a. Indicate by numbering in order of importance (1, 2, 3, etc.) all the criteria you use to determine such grouping.

Grade			Criteria
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intelligence quotient
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Previous school marks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standardized achievement test results
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher estimates of pupil ability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Special aptitudes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social maturity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical maturity
			Other (specify) _____

b. Check the subjects in which homogeneous grouping is practiced.

Grade		
7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> English
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Social studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Mathematics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Science

C. Departmentalization

14. Check for each grade the most common practice in your school concerning the time a class spends with one teacher.

Grade			Practice
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pupils have the same teacher for all class periods

Pupils have the same teacher for all class periods, except one or more of the following: fine and practical arts, physical education, typing, foreign language

Same teacher for 2-3 consecutive class periods, and different teachers for all other class periods

Same teacher for 2-3 non-consecutive class periods and different teachers for all other class periods

Pupils have a different teacher for each class period

15. Does your school have planned block-time classes (a class remaining with one teacher for two or more consecutive periods)?

Yes No

If YES, write in for each grade the total membership in these classes according to the combinations of subjects used. (Count each pupil in each block-time class only once.)

Grade			Subject combinations
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language arts - social studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language arts - social studies - science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language arts - social studies - mathematics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language arts - social studies - science - mathematics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Science - mathematics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social studies - science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

16. Check for each grade the plan(s) your school follows in providing unified learning experience.

Grade			Plans
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Little or no planned unification is practiced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Block-time classes organized to provide unified learning experiences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers plan together to correlate their teaching in two or more areas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers plan together to unify their teaching in the several fields around a central theme

D. Promotion and Marking

17. Indicate by a check for each grade BOTH WHEN and HOW pupils are promoted.

Grade	When		How	
	Annually	Semi-annually	By subject	By grade level
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Check the policy of the school for the promotion of pupils.

Grade			Policy for promotion
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No uniform policy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting uniform standards, for subjects or grade level, except where retention seems unwise or when pupil has already once repeated the grade
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Achievement in relation to the child's abilities and needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

19. Check for each grade the policy of the school for marking pupils.

Grade			Policy for Marking
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No uniform policy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uniform standard of achievement for all pupils except for special class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Progress in relation to individual pupil potentialities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

20. How many times a year are reports of pupil progress sent home to parents?

Grade 7 Grade 8 Grade 9

Check for each grade all types of regularly scheduled reports used in that grade.

Grade			Type of report
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Report card with all or most of reporting done through percentage marks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Report card with all or most of reporting done through letter or number marks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Report card with rank in grade or class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Report card with checklist of educational objectives or brief comments concerning such objectives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Report card or letter in which the teacher describes in detail the child's growth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regularly scheduled personal conferences with parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

E. Articulation

21. Check all the techniques used in your school to improve articulation of grades 7 - 9 with lower and higher grades.

- Holding joint workshops or teacher study groups and/or providing curriculum activities jointly for teachers of grades 7, 8, and 9 and teachers of lower or higher grades A
- Making available to teachers of elementary schools (those from which your pupils have come) and senior high schools which your pupils will enter, information about programs, courses of study, or instructional materials of the junior high school A
- Giving teachers opportunities for visiting elementary and senior high schools A
- Obtaining from the elementary schools and sending on to the next school(s) all available cumulative records or information on pupils coming to or leaving your school A

- Providing opportunities for incoming 6th grade pupils to visit your school and/or for your 9th grade pupils to visit the school(s) they will enter the next year A
- Providing opportunities for representatives from grades 7, 8, and 9 to visit feeder schools to acquaint elementary pupils with your school A
- Providing opportunities for representatives from the senior high schools to visit your school for orienting your pupils A
- Other (specify) _____ A

Indicate the 3 techniques used most extensively by circling 3 of the A's on the right in this item.

III. CURRICULUM

22. Check in the first three columns below all subject matter areas required of all or nearly all pupils in each grade. Check in the next three columns all subject matter areas which pupils in each grade may elect.

REQUIRED			ELECTIVE			Subject matter area
Grade	Grade	Grade	Grade	Grade	Grade	
7	8	9	7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language arts (English)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical education (boys)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical education (girls)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Health
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foreign language
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocational education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Art
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Music (including band and orchestra)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Art or music
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Industrial arts or homemaking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

23. Check all the extraclass (co-curricular) activities available to pupils in each grade.

Grade			Activities
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student council
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School government—informal groups formed for specific purposes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clubs—service, special interest, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speech and dramatics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arts and crafts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recreation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Music—band, chorus, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School publication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Athletics—intercollegiate (boys)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Athletics—intercollegiate (girls)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Athletics—intramural (boys)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Athletics—intramural (girls)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Honor societies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Science fairs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

24. Indicate for each grade the maximum number of extraclass activities in which, according to school policy, a pupil may participate in any one semester. If there is no maximum, write "none."

Grade 7 Grade 8 Grade 9

25. Does your school have a policy which requires that each student participate in at least one extraclass activity? (Check appropriate answer for each grade.)

Yes No Grade 7
 Yes No Grade 8
 Yes No Grade 9

IV. SERVICES

A. Guidance and Counseling

26. What is the practice of the school for assigning a group of pupils for consecutive years to the same homeroom teacher, block-time teacher, and/or counselor? Check as many columns as apply.

Teacher			Same group of pupils in:
Name-room	Block-time	Counselor	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grades 7, 8, 9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grades 7, 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grades 8, 9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 Grade only

27. Write in the number of full-time counselors or equivalent for grades 7, 8, and 9. (Consider 2 teacher-counselors counseling half-time each in these grades the equivalent of one full-time counselor.)

28. Check the place or places in which cumulative records of pupils in grades 7, 8, and/or 9 are filed.

- In the principal's inner office
- In the counselor's office
- In some other central office
- In the hands of homeroom or block-time teachers
- Other (specify) _____

29. Check for each grade the types of tests and interventions given to all pupils last school year.

Grade			Tests
7	8	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standardized achievement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher-made achievement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mental ability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Special aptitude
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

B. Audio-Visual Equipment

30. Check the audio-visual equipment which the school or school system makes available to teachers.

- Opaque projectors Television receivers
- Slide or filmstrip projectors Record players
- Film projectors Tape recorders
- Radios Other (specify) _____

C. Library

31. Does the school have a central library used by pupils in grades 7, 8, and 9?

- Yes No

If YES, is there a full- or part-time professional librarian in charge?

- Yes No

32. Check the grades for which the school provides classroom libraries in some or all classes.

- Grade 7 Grade 8 Grade 9

D. Health

33. Does your school have the services of a nurse?

- Yes No

If YES, does she serve:

- Part-time Full-time

Is she employed by:

- School Board Health Department
- Other (specify) _____

V. STAFF

34. Check in appropriate columns below the primary affiliation of professional personnel, both full-time and part-time, providing services to grades 7, 8, and/or 9 in your school. When there is no such staff position, check "No personnel."

No personnel	Staff of report-school	Central office staff of school system	Staff position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assistant principal(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heads of departments

- Chairmen of grade levels
- Curriculum director or coordinators
- General supervisor(s)
- Subject matter supervisor(s)
- Reading specialist(s)
- Librarian(s)
- Guidance personnel
- Specialist in audiovisual aids
- Attendance officer(s) or visiting teacher(s)
- School physician(s)
- School dentist(s)
- School nurse(s)
- School psychologist(s)
- Speech therapist(s)
- Teachers of exceptional children
- Other (specify) _____

35. Check the number of regular class periods the PRINCIPAL of your school teaches daily.

- None 2 4
- 1 3 More than 4

36. Check the levels of professional experience, including teaching, the principal of your school has had.

Professional experience

None	Some	Levels
<input type="checkbox"/>	<input type="checkbox"/>	Elementary school
<input type="checkbox"/>	<input type="checkbox"/>	Elementary-junior high school
<input type="checkbox"/>	<input type="checkbox"/>	Junior high school
<input type="checkbox"/>	<input type="checkbox"/>	Junior-senior high school
<input type="checkbox"/>	<input type="checkbox"/>	Senior high school
<input type="checkbox"/>	<input type="checkbox"/>	12-year school
<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

37. Indicate for this school year the number of full-time TEACHERS in grades 7, 8, and 9 who have completed the following MAXIMUM AMOUNTS of higher education. (Each teacher should be counted only once.)

Number of teachers	Minimum amount of college education completed
<input type="text"/>	Doctor's degree
<input type="text"/>	Work above a master's but less than a doctor's degree
<input type="text"/>	Master's degree
<input type="text"/>	Graduate work but less than a master's degree
<input type="text"/>	Baccalaureate degree
<input type="text"/>	Less than baccalaureate degree
<input type="text"/>	Other (specify) _____

38. Including this year's experience, indicate how many teachers reported in Item 37 have had the levels of teaching experience listed below.

Number of teachers	Levels of teaching experience
<input type="text"/>	Elementary school only
<input type="text"/>	Junior high school only
<input type="text"/>	Senior high school only
<input type="text"/>	Combination of junior and senior high school
<input type="text"/>	Combination of elementary and secondary school

39. To indicate stability of the teaching staff, write in:

The number of full-time teachers in your school in SEPTEMBER 1957, teaching full-time or part-time in grades 7, 8, and 9.

The number of these same teachers (reported above) still teaching in grades 7, 8, and 9 in your school in SEPTEMBER 1959.

The number of full-time teachers in your school in SEPTEMBER 1959, teaching full-time or part-time in grades 7, 8, and 9.

40. Write in for a TYPICAL WEEK, one unaffected by unusual events, the percentage of school time the typical teacher of grades 7, 8, and 9 performs each of the following activities. (PERCENTAGES MUST TOTAL 100.)

	Grades			Activity
	7	8	9	
	%	%	%	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Classroom teaching
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Supervising study halls
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Supervising lunch
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Sponsoring clubs and other extraclass activities
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Conference or cooperative planning
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Free from assigned duties
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Other (specify) _____
	100%	100%	100%	TOTAL

Report prepared by _____

Title _____

Date _____

OPS 00001