A COMPARATIVE STUDY OF THE CURRICULUMS OF SELECTED
IOWA JUNIOR HIGH SCHOOLS, 1961

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by
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A COMPARATIVE STUDY OF THE CURRICULUMS OF SELECTED
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Roland Harvey Tullberg

Approved by Committee:

[Signature]

Chairman

[Signature]

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

Much attention has been focused on the junior high school during recent months and years concerning what a junior high school is and what purposes it should serve. Original purposes of providing exploratory experiences, reducing drop-outs, and providing a special environment for the developing adolescent may no longer be within the scope of the educational program.

Some educators believe the junior high school should provide general education to all with a large sampling program from which to choose. Others recommend a highly specialized and terminal departmentalized curriculum on the junior high level.

Recognized authorities such as Conant, Trump, Gruhn, and Douglass have made extensive studies and have suggested a need for a close and continuing evaluation of the junior high school curriculum by all junior high school educators to determine if the curriculum of each school is meeting the needs of the community and the requirements of society for an educated citizen.

I. THE PROBLEM

Statement of the problem. Newton Community Junior High
School was to be divided into two educational plants by September, 1963. The purpose of this study was to evaluate and recommend changes in the curriculum of the Newton Community Junior High School based on information secured from selected Iowa junior high schools concerning (1) the content of the curriculum, (2) recommendations for additions and deletions by the administrators, and (3) recommendations of recognized authorities in junior high school curriculum.

Limitations of the problem. The scope of this project was limited by the number of schools selected, the needs of the community served by each school, interpretations of the interview questionnaire, background and experience of the administrators, and the educational philosophy of the various communities. The time available for evaluation of each school program with the administrator varied the picture of the curriculums. However, no one of the preceding factors was a consistent limitation at all of the schools.

Justification of the problem. The junior high school, particularly in the 6-3-3 organizational plan, has been the subject of considerable discussion and controversy for the past fifty years of its existence. The scope of the program and the methods used to accomplish varied goals caused Conant to conduct a study of the American junior high school. He reported that parents and teachers should recognize that early adolescence is a special transitional period of rapid physical, emotional,
and social development. This was not so important as was the need to provide a curriculum that would provide for the broad needs of adolescents.\(^1\) Also, it was important to the problem to consider that all American children have the right to earn an education within their abilities and desires. School laws and labor laws require attendance at the junior high age. Thus the curriculum should be most profitable for them.

Again, Conant, speaking at the annual convention of the National Association of Secondary School Principals in St. Louis, Missouri, February, 1961, stated that his study of the American junior high school revealed that most schools were doing a fairly good job of meeting the needs of adolescent youth, but he warned against complacent attitudes and encouraged continued study and research and a change in curriculum when the evidence or need was there.\(^2\)

Newton Community Junior High School has been designated to change from one educational plant to two by 1963. An evaluation of the curriculum prior to completion of building and remodeling would provide the one best suited to the needs of the community.

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\(^2\)James B. Conant, in address to the annual convention, National Association of Secondary School Principals, St. Louis, Missouri, February, 1962.
Statement of procedure. The research of this project has been carried out in the following steps:

1. A survey of the literature was made to determine related studies and information closely associated with the problem.

2. An interview questionnaire was prepared to aid in evaluating the curriculums of each school in the study.

3. Twelve junior high schools with enrollments comparable with the Newton Community Junior High School were selected.

4. Appointments were made and personal interviews were held with each administrator of the selected schools.

5. Records were made of each interview and the data presented.

6. An evaluation was made of the findings and recommendations were made to the Newton Community School District based on the sources used.

The project is divided into three chapters. Chapter I contains the statement of the problem, procedure, and report of related literature. Chapter II is a report of the findings, presentation of the curriculum of the Newton Community Junior High School, and recommendations for additions and deletions for each of the schools by the administrators. Chapter III consists of a summarization, conclusions, and recommendations.
II. DEFINITIONS OF TERMS

So that the reader may have a better understanding of the following terms they are defined as they have been used in this study:

Curriculum. Curriculum is the sum total of the various courses of study and of the learning experiences conducted by or under the auspices of the school.¹

Program. Program is the total educational offerings of the school including the curriculum, the co-curriculum, and the guidance facilities.²

Subject. Subject is a special area of learning, usually within a field, for example, algebra in the field of mathematics.³

Block scheduling. Block scheduling is that method of scheduling that provides for grouping of students into sections that will continue together for all or most of their classes.⁴

Remedial reading program. Remedial reading program is that program designed for those youngsters who are not doing as well as their ability permits.⁵

²Ibid.
³Ibid.
⁴Ibid., p. 352.
⁵Ibid., pp. 208-209.
Core curriculum. Core curriculum is that curriculum which breaks down the artificial barriers between subjects and for which a block of time longer than one period is arranged. ¹

Trump plan. Trump plan is that method of scheduling that provides for 40 per cent of the students' time in large group discussion, 20 per cent in small group discussion and 40 per cent spent in individual study with teachers available to help guide all phases of the learning situation. ²

Atypical provisions. Atypical provisions are those provisions of the curriculum that provide for the very slow learner and the academically talented students. ³

N.C.J.H.S. This abbreviation shall be referred to in this study as Newton Community Junior High School.

III. SURVEY OF RELATED LITERATURE

A survey of related literature has revealed that the junior high school, which began rapid growth after World War I, and has grown rapidly during the past decade, was

¹Ibid., p. 82.


designed particularly to meet the needs, interests, and the abilities of boys and girls during early adolescence. Gruhn, Douglass, and Conant have affirmed the basic philosophy for the creation of the junior high school as a transitional intermediate school. However, these same authorities have stated again and again the importance of continued evaluation of the school program so that the objectives of the basic philosophy may be accomplished. Only a few directly related studies were available for evaluation, but most, such as one completed by the Iowa Department of Public Instruction in 1960;¹ and another by McEachen entitled "Status and Trends in Organization and Curriculum in Selected Junior High Schools (1955)" encouraged junior high school administrators to evaluate and assist with efforts to improve school programs.²

**Evaluative criteria.** The evaluation of the literature has revealed that the California Committee on Curriculum Planning and Development of the National Association of Secondary School Principals developed the "Ten Imperative Needs of Junior High School Youth."³

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¹State Department of Public Instruction, Junior High Schools for Iowa Youth, A Report Prepared by the Junior High School Handbook Committee (Des Moines, Iowa: State Department of Public Instruction, 1960), pp. 10-14.


Imperative need number I. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.

Imperative need number II. All junior high school youth need to develop and maintain abundant physical and mental health.

Imperative need number III. All junior high school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.

Imperative need number IV. All junior high school youth need experiences and understandings appropriate to their age and development, which are the foundation of successful home and family life.

Imperative need number V. All junior high school youth need to develop a sense of the values of material things and of rights of ownership.

Imperative need number VI. All junior high school youth need to learn about the natural and physical environment and its effects on life and to have opportunities for using the scientific approach in the solution of problems.

Imperative need number VII. All junior high school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.
Imperative need number VIII. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.

Imperative need number IX. All junior high school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights as well as to grow in ethical insights.

Imperative need number X. All junior high school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.

The preceding "Ten Imperative Needs of Junior High School Youth" appeared in most of the periodicals and books written by authorities in junior high school curriculum and have served as one of the basic guides in evaluating the kind of program and curriculum offered no matter what the community had listed for its educational values and offerings.

Some other important guides for evaluating the curriculum were listed by Gruhn and Douglass.¹ These principles have been accepted by most curriculum specialists at secondary school levels and were suggested by Noar, Koos, Jacobson and

¹Gruhn and Douglass, op. cit., pp. 76-77.
others in the study of the junior high school curriculum. The following eight principles were used in this study.

1. For every pupil the curriculum should include some instruction for each of the aims of secondary education, such as health, citizenship, vocation, avocation, home life, fundamental skills and knowledge, and character.

2. The curriculum should provide opportunities for exploration of the potential interests and capacities of each pupil, preferably through activities and materials which will also have other values.

3. The curriculum should make a definite contribution to the integrative, differentiative, and adaptive functions of secondary education.

4. The curriculum should be so organized that the portion completed by any student withdrawing from school will not be greatly dependent for realization of its values upon the study of that portion of the curriculum which he has not taken.

5. The curriculum should provide opportunities for pupils of inferior and of superior abilities.

6. The grade placement of courses in the curriculum should be guided by the social and economic as well as the intellectual maturity of the pupils.

7. Those subjects for which a certain and important need may be predicted for all pupils should be required of
all pupils, with provision being made for adaptation to the individual ability to learn.

8. The curriculum of the junior high school should be closely articulated with those of the elementary and the senior high school.

The preceding lists of principles and needs for evaluating the curriculum played an important part in the study, but these led the writer to use more specific tools of evaluation such as the recommendations for education in the junior high school years by Conant after he had made a survey of 237 schools in ninety school systems in twenty-three states. The following fourteen recommendations were cited by this study:¹

1. The following subjects should be required of all pupils in grades 7 and 8: English (including heavy emphasis on reading skills and composition), social studies (including emphasis on history and geography), mathematics (arithmetic except as noted in recommendation 2), and science. In addition, all pupils should receive instruction in art, music, and physical education. All girls should receive instruction in industrial arts.

2. A small fraction of pupils should start algebra (or one of the new brands of mathematics) in grade 8. Some, if not all, pupils should start the study of a modern

¹Ibid., p. 96.
foreign language on a conversational basis with a bilingual teacher in grade 7.

3. Instruction in the basic skills begun in the elementary school should be continued as long as pupils can gain from the instruction. This statement applies particularly to reading and arithmetic.

4. Group activities which have particular relevance for early adolescents should be part of the total program. These include musical and dramatic activities, assembly and homeroom programs, interest clubs, intramural athletics, and student council.

5. Provisions should be made to assure a smooth transition for the young adolescent from the elementary school to the secondary school.

6. The daily class schedule should be sufficiently flexible to avoid the necessity for pupils to make choices between, for example, science and foreign languages.

7. Instruction should be organized to provide intellectual challenge for the whole range of abilities found in a school.

8. A full-time specialist, or the equivalent, in guidance and testing should be available for every 250-300 pupils in grades 7 and 8.

9. Meaningful homework is profitable in grades 7, 8, and 9. A progression of homework from one hour a day in grade 7 to two hours by grade 9 is not excessive for many pupils.
10. In the ninth grade, the curriculum should provide for the usual sequential elective program as well as the continuation of the required courses in general education.

11. Satisfactory instruction requires that the following facilities be available for pupils in grades 7 and 8: (a) a well-stocked library; (b) a gymnasium with locker rooms and showers; (c) specially equipped home economics rooms for girls and industrial arts rooms for boys; (d) an auditorium or assembly space for at least half the student body; and (e) cafeteria space for at least one-third of the student body.

12. Whatever the organization of a school system there should be careful coordination in each one of the subject areas in grades K-12.

13. A balanced staff of fifty professionals for one thousand pupils is the minimum acceptable ratio for an adequately staffed school system. A higher ratio of professional staff to pupils is desirable. The teacher load in grades 7-12 should be approximately the same in most subject areas. The reasonable limits of this load are five teaching periods involving 125-150 pupils per day. Physical education teachers can carry a load of two hundred pupils a day, whereas English teachers should be responsible
for no more than one hundred pupils. It is possible that a few teachers of advanced academic electives in the senior high school may also have somewhat smaller pupil loads. A professional librarian should be responsible for no more than 750 pupils. Duties of teachers which are peripheral to the main task of teaching should be minimized and constantly re-evaluated. No other duty takes precedence over classroom instruction.

14. The difference between a good school and a poor school is often the difference between a good and a poor principal. A good school invariably means strong leadership by the principal. To exercise leadership, the principal must have sufficient administrative assistance in the form of assistant principals and clerical help. The extent of assistance should vary according to the size and nature of the school. Generally speaking, a full-time assistant principal at the secondary level should be available for every 750 pupils; a clerk or secretary should be available for every 250 pupils.

A standardized program of offerings for junior high school was sought by the writer. It was desired that the program be suggested by and approved by various authorities in the field of junior high school curriculum. However, no one curriculum program was found that was satisfactory to the purpose and
scope of this problem. Therefore, a check list was devised, using the views and programs and principles of curriculum development from numerous authorities listed in the bibliography as well as the recommendations of the administrators, school board directors, and teachers of the Newton Community School District. A field report check list (a sample appearing in the Appendix) was the result and was used during each visit to each of the selected schools.

Trends in curriculum organization and development. The purpose and objectives of junior high school have not changed during the history of the junior high school movement. However, the methods of attaining these purposes and objectives have resulted in certain trends for this transitional school. Trump proposed some extreme changes in the curriculum and organization of the secondary school known as the "Trump Plan" of organization. He stated that quality education can only be accomplished by making basic changes in present practices. Trump advocated bold changes in school facilities, its purposes, its methods, its staff, its curriculum, its finances, and entire program. Some of these proposals of curriculum organization are listed below:

1. Require all students each year to study all areas of knowledge including the humanities, mathematics, science, practical and creative arts, health, and

1 Lloyd Trump, New Directions to Quality Education, A Brochure by the National Association of Secondary School
physical education. Replace present "required" and "elective" courses.

2. Vary the number of hours per week spent by students in this basic education from about twenty-seven at average age of twelve to about eleven hours at average age of eighteen.

3. Schedule most students for a minimum of three hours per week at average age of twelve up to nineteen hours per week at average age of eighteen in specialized studies where student interests are pursued to the maximum depth possible.

4. Keep student groups flexible to recognize past achievements.

5. Determine each student's rate of progress through the school by his readiness to move from one stage to the next.

6. Provide for some students to enter junior high school at the age of ten and others as late as the age of fourteen with some completing junior and senior high school in four years while others take as long as eight years.

Some of the preceding very bold changes in the school program were tempered by other trends which reflected the thinking and philosophy of most recognized authorities in

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junior high school curriculum. Some of these trends were listed by Gruhn and Douglass.¹

FROM

1. Separate departmentalized subjects.

2. Courses of study which are little more than broad outlines.

3. Organization of materials and learning activities around subject matter as topical divisions.

4. No orientation or basic philosophy related and developed to be in harmony with the fundamental philosophy of education.

5. The evaluation of growth of the pupil through paper-and-pencil tests.

6. No definite setting of aims and objectives except in terms of separate subject-matter coverage or mastery.

7. Determination by higher authorities of what curriculum materials and learning activities should be employed.

8. Confining learning materials to those contained in the textbooks.

TO

Broader subject fields.

Suggestions of instructional materials and learning activities.

Organization of subject matter and learning activities around problems in everyday life of children or adults.

A knowledge, cognizance, and observation of a sound broad basic philosophy of education.

Evaluation from a wide variety of sources and techniques, including daily observation of growth in all areas.

Definitely formulated aims and objectives in terms of specific types of growth of learners.

Selection of learning materials and activities by the teachers and the learners.

The use of textbooks along with a variety of materials and activities of other types and from other sources.

¹Gruhn and Douglass, op. cit., p. 78.
9. Rather exclusive emphasis upon intellectual activities and intellectual growth, such as the acquisition of factual information.

10. Following closely courses of study prepared by a committee of teachers, a supervisor, or an administrator.

11. A concept of uniform minimum essentials as the goal for everyone.

Emphasis upon growth in all areas—social, physical, intellectual, and emotional.

The planning of learning material and activities by each teacher for the particular subject, grade and group of pupils concerned.

A recognition in practice as well as in theory that children vary greatly in their ability to learn and in their individual needs.

IV. SUMMARY OF OBJECTIVES

The junior high school was established to meet the needs of boys and girls during early adolescence. It can well serve the purposes for which it was organized provided administrators realize the importance of a continual evaluation of the educational program.

The evaluating criteria presented included course evaluation minimum standards from studies completed by the Iowa Department of Public Instruction; statements of philosophy, principles, and objectives by Gruhn and Douglass; fourteen standards for program and curriculum development from the study of Conant; trends in curriculum from the studies of Koos, Noar, Jacobson, Trump, and others.
In this chapter will be discussed the selection of the twelve schools, the data collected at each interview, a description of the Newton Community Junior High School Curriculum, and a summary of the findings.

A personal interview check list for purposes of evaluating the curriculums of the twelve selected schools was prepared from the standards and philosophies of junior high school curriculum. This list included enrollment, number of class periods, length of class periods, passing time, homeroom and time of homeroom, function of the homeroom, the testing program, counseling service, ability grouping, scheduling plan, reading programs, atypical students, regulations on co-curricular activities, homework, schedule of courses, planned changes for the coming year, school parties, study halls, noon meal, textbooks, curriculum study committee, organized plan for supervision of instruction, program for improvement of instruction, teaching machines, and discipline.

The "Ten Imperative Needs of Junior High School Youth" were listed and aided the development of the check list used at each of the interviews.
I. BASIS FOR SELECTION OF SCHOOLS

The twelve schools, reported as schools A, B, C, D, E, F, G, H, I, J, K, and L were selected from three year junior high schools, organizational plan K-6-3-3, according to the following sampling plan: (1) schools of comparable enrollment, (2) schools within reasonable driving distance to permit one-day visitations, (3) schools from communities of comparable educational needs and values, (4) schools recommended by the local school administrators and educational advisors for study, and (5) schools known for their interest and co-operation with educational study and research.

No school and/or administrator will be identified by name in this report, but will be referred to by the code listed in the preceding paragraph.

II. INTERVIEW REPORT

A personal interview was held with each administrator at each of the schools during the 1961-62 school year. A letter, a sample appearing in the Appendix, was mailed requesting an interview date. A copy of the questionnaire was included and was completed on the date of the interview. The responses were compiled for the areas listed in the questionnaire and are presented as follows:

The responses to the first six items concerning enrollment, number of class periods each day, minutes in each class period, and minutes of passing time are reported in Table I.
It can be noted that Newton Community Junior High School reported an enrollment fourth from the largest school while nine of the schools listed total enrollments between 570 and 793 students. However, each of the larger schools reported plans to reduce enrollment by providing an additional school plant.

Eight of the schools listed six class periods per day while the other five operated on a seven period day. None of the schools on the seven period day planned to change to the six period schedule, but two of the schools with six class periods planned to change to the seven period schedule during the 1962-63 school year.

The range in minutes of class period varied from forty-five minutes to fifty-seven minutes with a median time of fifty minutes. The passing time allowed for classes was four minutes or less in eight of the twelve schools. None of the administrators reported a plan to increase passing time.

Homeroom. Each of the twelve schools reported a homeroom period. However, the period of time allowed, function, and time of day varied. All schools provided an administrative homeroom at the beginning of each day with six of the twelve allowing ten minutes, two allowing five minutes, two allowing twelve minutes, one allowing three minutes, and one allowed four minutes each day. Additional time was allowed for those homerooms that served a guidance function, such as
# TABLE I

The enrollment, number of class periods, length of class periods and passing time of the twelve selected junior high schools and the Newton Community Junior High School, 1961-62

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Number of Class Periods Each Day</th>
<th>Minutes per Class Period</th>
<th>Minutes of Passing Time</th>
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<td></td>
<td>Grade 7</td>
<td>Grade 8</td>
<td>Grade 9</td>
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<tr>
<td></td>
<td>Totals</td>
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</tr>
<tr>
<td>A</td>
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<td>265</td>
<td>300</td>
<td>790</td>
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<td>B</td>
<td>500</td>
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<td>C</td>
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Each Day: A **A** B **B** C **C** D **D** E **E** F **F** G **G** H **H** I **I** J **J** K **K** L **L** NCJHS **NCJHS**
the last two listing thirty-five and forty minutes for homeroom periods.

Three of the schools listed their homeroom function as guidance while the other nine reported the function as administrative or a combination of guidance and administrative function.

Two of the three schools listing the guidance homeroom function were provided three thirty-minute periods each week. Those periods were scheduled during the school day and were in addition to the administrative homerooms. In the third school the guidance function was provided with one forty-minute period on Friday. Another school, listing a combination guidance-administrative function, provided one thirty-five minute period on Friday of each week.

**Testing program.** Most of the schools reported a broad and complete testing program with the following purposes listed by most: improvement of instruction, assisting the guidance program, grouping, counseling, analysis program, objective testing, scheduling, achievement, curriculum development, diagnostic study, student placement, grading, evaluation of student and program, and identification of pupils.

The following tests were among those reported by most of the administrators:

1. **Iowa Test of Basic Skills**
2. **Iowa Test of Educational Development**
3. **Kuder Interest Inventory**
4. Kulman Anderson Intelligence Test
5. Iowa Algebra Aptitude Test
6. Otis I. Q. Test
7. California Achievement Test
8. Stanford Reading Test
9. Stanford Spelling Test
10. Co-operative English Test
11. California Test of Mental Maturity
12. Stanford Achievement Test
13. National Merit Test
14. California Reading Test

Only one school reported no standardized testing at the 7th and 8th grade level. All other schools reported a complete testing program for intelligence, achievement, and interest as well as special tests for individuals upon request or recommendations.

No specific time period was consistent for any two schools for a testing schedule. However, most schools reported a specific schedule from year to year within the school system.

Counseling service. The number of full time counselors was reported in proportion to the other teaching responsibilities of the counselor as is shown in Table II. Only three of the twelve schools provided two or more full time counselors with one school having none.

Two of the schools were furnished guidance secretaries. However, most of the principals expressed a need for clerical
help and planned to add additional staff members to their guidance departments.

### TABLE II


<table>
<thead>
<tr>
<th>School</th>
<th>Number of Full-time Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1.50</td>
</tr>
<tr>
<td>B</td>
<td>3.50</td>
</tr>
<tr>
<td>C</td>
<td>3.00</td>
</tr>
<tr>
<td>D</td>
<td>0.66</td>
</tr>
<tr>
<td>E</td>
<td>0.66</td>
</tr>
<tr>
<td>F</td>
<td>1.50</td>
</tr>
<tr>
<td>G</td>
<td>1.00</td>
</tr>
<tr>
<td>H</td>
<td>0.66</td>
</tr>
<tr>
<td>I</td>
<td>2.00</td>
</tr>
<tr>
<td>J</td>
<td>1.00</td>
</tr>
<tr>
<td>K</td>
<td>0.00</td>
</tr>
<tr>
<td>L</td>
<td>1.50</td>
</tr>
<tr>
<td>NCJHS</td>
<td>1.50</td>
</tr>
</tbody>
</table>

**NOTE:** Decimal values were computed from the number of scheduled guidance periods as compared to the number available.

**Ability grouping.** Eleven of the twelve schools stated that they used ability grouping with standardized test scores and teacher evaluation listed as the two outstanding criteria used for placement. Some of the other criteria used included student interest, achievement, maturity of the child, science grades, mathematics grades, anecdotal reports, counselor reference, and reading ability.
Only one school did not group students by ability. However, seven of the twelve reported three grouping levels; two listed five levels, and the other two schools divided the students into two levels of ability.

The response to the areas of most satisfaction for ability grouping varied. However, six of the twelve principals stated that high ability and academic classes were the areas of greatest satisfaction. The other six listed such responses as not known, 7th grade classes, low ability groups, science and mathematics courses, 9th grade level courses, and no difference as their responses.

The area of least satisfaction for ability grouping presented another variety of responses. Four principals listed the low ability groups, two named the practical or vocational arts courses, one listed 9th grade, another 7th and 8th grade, two no difference, and another low mathematics and science students.

The person or persons doing the grouping included the principals, counselors, advisors, teachers or psychologists. Most of the schools used a combination of these personnel. Only two of the schools listed the principal as the grouping specialist. And even in these two schools the principals were furnished data and recommendations by other members of the staff.

Scheduling plan. The departmentalized program was used by all the schools, but nine out of twelve listed variations of
this basic plan to include block scheduling, particularly at
the 7th and 8th grade levels. Two other schools listed indi-
vidualized scheduling for 8th and 9th grades. One school
listed a pilot group of 7th graders on a modified "Trump Plan"
of scheduling. Only two of the twelve schools claimed any
part of the Core Scheduling plan.

Remedial reading. Only four of the twelve schools were
operating a remedial program with one more school listing a
remedial teacher on a very limited basis. The other principals,
except one, expressed a desire to provide a remedial program
when teachers are available. Some administrators replied that
they considered the grouping of students sufficient to solve the
need for remedial reading.

Atypical students. Every administrator reported that
his school provided for the atypical students. Grouping was
the means most often reported with special teachers listed by
less than one half of the schools. More provisions were pro-
vided for the high ability students with special classes of
science, mathematics, foreign language, speech, and music among
them. Only two schools provided teacher-coaches for language
arts, mathematics, and science for the low ability student. How-
ever, some block scheduling, work study programs, special educa-
tion facilities within the school systems, psychologists and
therapists were listed as methods used to aid the atypical
students.
Co-curricular activities. Most of the responses to the regulations on co-curricular activities were given with only the athletic program in mind. The responses to this question found four schools listing regulations while none of the others placed restrictions except for those of the Iowa High School Athletic Association. One school required passing marks in all courses to participate in athletics with a more lenient policy toward other activities. Another school required passing marks in four of six basic courses. The third school required passing grades in three subjects with an eligibility slip passed to teachers each week. The fourth school, of the four requiring approval, specified approval of nurse and parents.

Homework. Table III shows the results of the check list question regarding homework policy and the estimated number of hours each week by grade. Seven of the twelve schools did not have a written policy regarding homework, but each administrator listed an estimated number of hours for each grade each week. Most of the administrators stated that the amount of homework should be increased from grades seven to nine with the majority of the work done under the supervision of the classroom teacher.

Schedule of courses. The titles of the courses listed by the various schools varied considerably, but their respective offerings were compared to the recommended minimum offerings listed by the Iowa Department of Public Instruction and
are presented in Table IV. It can be noted from the table that the minimum offerings were achieved by most schools in most subject areas except reading, speech, and personal typewriting. Over half of the schools were carrying on pilot studies in mathematics, science, and foreign language. Also, the specific courses for 9th grade social studies varied among world history, ancient history, sociology, and vocational courses.

**Planned changes.** The number of planned changes for the coming academic year included nine schools listing additions with only four planning to delete items from the curriculum. The planned changes included the addition of homemaking to the
TABLE IV

COURSE OFFERINGS OF THE TWELVE SELECTED JUNIOR HIGH SCHOOLS
AND THE NEWTON COMMUNITY JUNIOR HIGH SCHOOL BASED ON
MINIMUM STANDARDS OF THE IOWA STATE DEPARTMENT
OF PUBLIC INSTRUCTION

<table>
<thead>
<tr>
<th>Subjects*</th>
<th>Number of Semesters</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>1 1 1 1</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2 3 3 2</td>
<td>2 2 2</td>
</tr>
<tr>
<td>optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homemaking</td>
<td>2 3 3 3</td>
<td>4 4 3 5</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>1</td>
<td>4 4 4 4</td>
</tr>
<tr>
<td>Language Arts</td>
<td>6</td>
<td>6 6 6 6</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>6 6 6 6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
<td>6 6 6 6</td>
</tr>
<tr>
<td>and Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 7 and 8</td>
<td>2</td>
<td>2 0 0 2</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>4 4 4 4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>6 6 6 6</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
<td>1 3 3 0</td>
</tr>
<tr>
<td>Typing (Personal)</td>
<td>1</td>
<td>0 0 0 0</td>
</tr>
</tbody>
</table>

*Source: State Department of Public Instruction, Junior High Schools for Iowa Youth, A Report Prepared by The Junior High School Handbook Committee (Des Moines, Iowa: State Department of Public Instruction, 1960), p. 16.

9th grade, speech as a requirement for 8th and 9th grades, civics and world history (one semester each), Spanish (conversational) at 7th grade, art to 9th grade, a seven-period day, increased length of language arts periods, adding assistant principal, remedial reading in grade 8, and provisions for special education rooms.

The deletions to curriculum included community life problems as a social studies course, typing (personal), 9th art, and vocations study at the 9th grade.
School parties. The responses to the question on school parties listed all as favoring school facilities except for two schools that used local roller rinks for a limited number of parties in addition to school facilities.

No school reported as sponsoring more than four parties each year for a single grade with most parties planned by grade and under the supervision of homeroom teachers and student council advisors.

Six of the twelve schools required most school parties immediately after school with three of these schools sponsoring no evening parties. The other six schools held evening parties between the hours of 7:00 P.M. and 10:00 P.M.

The purposes of these school parties included such statements as student mixers, school orientation, socialization, improvement of social relations, experiences in organization and planning, and dancing.

Most administrators expressed the desire to hold the number of parties to a minimum.

Study halls. The number of study hall periods each week by grade are reported in Table V. Five of the twelve schools listed at least one or more grades as not having study halls. None of the administrators were planning to add additional study halls to any schedule. The number of study halls listed in the table is, in most cases, an average since the election of co-curricular courses added or subtracted from the individual student's schedule.
TABLE V
THE NUMBER OF STUDY PERIODS EACH WEEK BY GRADE IN THE TWELVE SELECTED JUNIOR HIGH SCHOOLS AND THE NEWTON COMMUNITY JUNIOR HIGH SCHOOL, 1961-62

<table>
<thead>
<tr>
<th>School</th>
<th>Grades</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2-3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2-3</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>1.3</td>
<td>1.3</td>
<td>1-3</td>
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<td>F</td>
<td></td>
<td>5-8</td>
<td>5-8</td>
<td>5-8</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td>0</td>
<td>0-6</td>
<td>0-6</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>1-2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>7</td>
<td>5</td>
<td>1-3</td>
</tr>
<tr>
<td>J</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>2.5</td>
<td>2.5</td>
<td>5</td>
</tr>
<tr>
<td>L</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NCJHS</td>
<td></td>
<td>10-15</td>
<td>10-15</td>
<td>0-10</td>
</tr>
</tbody>
</table>

Noon meals. Only three of the twelve principals reported lunch periods other than thirty minutes in length and only three of the schools had an open program. One of the three with lunch periods other than thirty minutes provides seventy minutes while in the other two schools twenty-eight minutes were allowed. All the schools have staggered lunch periods by grade.

One of the schools with an open lunch program plans to change to a closed program during the next school year. A limited number of special passes were given to students in some schools upon request of parents for permission to eat at home.
Textbooks. Ten of the twelve schools provided textbooks on a free loan basis with the other two schools charging a rental. Loss of text and/or excessive damage beyond normal wear were the only charges under the free loan program. Only one of the administrators stated his school may change to a rental program in the near future.

Curriculum study committee. The membership of the curriculum study committee included the following: heads of departments, city wide department chairmen, principals and teachers, building representatives, directors of curriculum, and academic area representatives.

The question of what is the committee doing received the following replies: studying science curriculum K-12; studying entire curriculum program; studying curriculum in relation to building plans; studying social studies program; revising courses of study; building resource units; evaluating texts and teaching materials; making course outlines; planning in-service training demonstrations, and coordination of the entire program.

Supervision and program for improving instruction. Each of the schools in this study reported an organized plan for supervision of instruction with the principal of each school including consultants, supervisors, and department heads (elective or appointed) in addition to himself. Most of the schools had written agendas providing for general, department and subject area meetings on a rotating monthly or weekly basis.
Some of the administrators listed specific evaluation reports that were to be submitted on each staff member during the year. Those schools utilizing consultants and supervisors stated that these specialists were used in the school by request of the staff and/or principal.

Released time for in-service training and conferences was provided by a few of the schools. Pre-school workshops were a part of most programs with parent-teacher conferences listed by them.

Consultants from various universities and colleges were employed by a number of schools.

**Teaching machines.** Teaching machines were used in seven of the twelve schools. These are devices other than projectors and tape recorders. The language laboratory, reading accelerator, SRA Reading Laboratory, and a special science teaching machine (made locally) were the only teaching machines used by those giving a positive response. Some of the other schools indicated plans for using a language laboratory at a later date.

**Discipline.** Each administrator was asked for a written policy on school discipline. Ten of the twelve schools presented written policies varying from general policies to, in a few schools, very specific policies. Most of the schools presented the written policy in the teachers' and/or student handbook. Policies covered such areas as tardiness, absences, detentions, corporal punishment, suspension, expulsion,
insubordination, truancy, home contact, and procedure for handling discipline cases.

Most of the administrators stated that close contact with the home and enlistment of home support had been the most effective method of solving most discipline problems. Those schools utilizing a vice-principal placed the responsibility for referred discipline in his area of supervision.

III. DESCRIPTION OF THE NEWTON COMMUNITY JUNIOR HIGH SCHOOL CURRICULUM

Description of school plant site. The physical plant of the Newton Community Junior High School is located in two buildings in the heart of Newton, Iowa. One of the two buildings was the senior high school building until 1952. At that time the new senior high school plant was completed and the junior high school spread out to both buildings. The facilities of the Young Men's Christian Association-Young Women's Christian Association and one elementary building were used for physical education purposes, but the principal plant is located within the two buildings which are just across the street from each other.

Newton is an industrial community of more than 15,000 population with its major industry, the Maytag Company. However, more than fourteen other manufacturing plants are located in Newton and together with the Maytag Company employ over 6,000 people. Newton is also the county seat of Jasper County and
located approximately thirty-five miles east of Des Moines, Iowa, and at the intersection of U.S. Highway 6 and Iowa Highway 14.

The Newton Community Junior High School has served all residents of the district, both rural and urban, except for those residing in or near Kellogg, Iowa. Eighty-nine junior high school students attended the junior high school in Kellogg even though it is within the Newton Community School District.

Description of the school curriculum. Newton Community Junior High School had an enrollment of 350 seventh graders, 348 eighth graders, 353 ninth graders, and a total of 1057 students for the year 1961-62. Seven class periods, with five of them fifty-five minutes and two of them forty-two minutes, were provided. Four minutes were allowed for passing between classes. Six minutes were allowed for an administrative homeroom each day. However, additional time was taken from period one for special guidance and/or administrative needs.

A complete testing program utilizing many of the tests listed previously in this report has been used by the guidance department which consisted of 1.5 full-time counselors.

Ability grouping was practiced but not in all areas. Test scores, reading ability, aptitude tests, teacher recommendations, counselor interviews, and student interest were the major criteria used. Approximately three levels of grouping were used except for the vocational and practical arts courses. There was
no grouping except for student interest in those areas.

The areas of most satisfaction for grouping were mostly in the high ability levels. The areas of least satisfaction were among those students with the least academic ability.

The grouping of students was the primary responsibility of the principal and assistant principal with recommendations for placement and grouping submitted by elementary and junior high teachers and counselors.

The scheduling plan of Newton Community Junior High School was basically departmentalized with all 7th and 8th grade students scheduled into this program on a block basis. Ninth grade students were individually scheduled within the same plan.

No remedial reading program was provided in the curriculum, but one teacher was a full-time developmental reading teacher with primary responsibility for 7th grade students. Some of the English teachers used SRA Reading Laboratory Kits within their English classes.

Interest and ability groupings were for the atypical students. Special courses such as speech, Latin, different levels of mathematics, science, and English were a part of the curriculum. The special provisions in the vocational and practical arts and music gave additional variety to the program.

No regulations were placed on participation in co-curricular activities other than those of the Iowa High School Athletic Association. However, some students did not have the
opportunity to participate in athletics because they were dependent upon bus transportation.

No written regulation had been published concerning homework. However, staff members had been informed to provide supervised work-study time during regular class periods.

The program of courses offered during 1961-62 is listed below. All required and elective courses are for two semesters unless indicated after the individual subject.

### 7TH GRADE CURRICULUM

<table>
<thead>
<tr>
<th>Required Subjects:</th>
<th>Electives Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Band</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Social Science (Geography)</td>
<td>Mixed Chorus (selective)</td>
</tr>
<tr>
<td>Art-Music (one semester each)</td>
<td>Athletics (after school)</td>
</tr>
<tr>
<td>Library and Study Hall</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

### 8TH GRADE CURRICULUM

<table>
<thead>
<tr>
<th>Required Subjects:</th>
<th>Electives Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Band</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Social Science (American and Iowa History)</td>
<td>Mixed Chorus (selective)</td>
</tr>
<tr>
<td>Science (one semester)</td>
<td>Athletics (after school)</td>
</tr>
<tr>
<td>Art (one semester)</td>
<td></td>
</tr>
<tr>
<td>Music (one semester)</td>
<td></td>
</tr>
<tr>
<td>Industrial Arts or Home-making (one semester)</td>
<td></td>
</tr>
<tr>
<td>Library and Study Hall</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

### 9TH GRADE CURRICULUM

<table>
<thead>
<tr>
<th>Required Subjects:</th>
<th>Electives Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Typing</td>
</tr>
<tr>
<td>Mathematics (General Math or Algebra)</td>
<td>Latin I</td>
</tr>
<tr>
<td>Physical or General Science</td>
<td>Art</td>
</tr>
</tbody>
</table>
Required Subjects:
Physical Education
Homemaking or Industrial
Arts or Agriculture

Electives Include:
Band
Orchestra
Mixed Chorus (selective)
Speech (selective)
Athletics (during and after school)
Social Studies (Community Living)

Most 9th grade students were scheduled for at least five academic classes and all elective courses were scheduled during the day. Also, 7th and 8th grade elective courses were a part of the school day except for athletics.

Some planned changes had been made for the 1962-63 year. French I was to be added as an elective for 9th grade with no other additions or deletions to the program of courses. The teaching load of 8th and 9th grade English and mathematics teachers was reduced from six to five periods with a conference period scheduled for at least one of the other two periods.

All seven periods of the school day have been equalized in length to fifty-one minute periods. The length of the school day remains the same.

Two full-time counselors will be among the staff compared to the 1.5 full-time counselors during 1961-62.

A consultant has been hired to study the junior and senior high school English curriculum with the aid of the teaching and administrative staff for purposes of co-ordination, articulation, and possible revision.
School parties have been scheduled on the basis of one for each semester. Parties were held at the school under the supervision of the principal and student council advisor. The planning and organizing for both parties was done by the student council.

Two nights were allowed for the student mixer each semester with seventh graders having their evening mixer from 7:30 P.M. to 10:00 P.M. on a Friday and the 9th grader's mixer on the following Saturday evening from 7:30 P.M. to 10:00 P.M. Parents and teachers and the local Parent Teachers Association organization were included in planning and supervising the mixer.

Experience in student government, planning, leadership, working with peers, and development of social skills and graces were the purposes of the school parties.

Most 7th and 8th grade students had two to three study halls each day, but most 9th grade students have not had more than two study halls during any day. The number of study halls has varied with the number of electives. A few students had no study halls at the 9th grade.

A school lunch program has been available for all students, but the school has not had a closed noon period. Approximately two-thirds of the student body have been eating at the school with others eating in city restaurants or at home.

All books, except for consumable workbooks, have been issued on a free loan basis. Some paper back books have been sold to students at cost.
Curriculum planning has been done on a subject area basis with the school system director of curriculum, administrators, and teachers as members of various committees. Junior and senior high school curriculum studies have been done in mathematics, science, social studies, guidance, and planning for the new junior high school building program. Reports, outlines, and recommendations for further study have been submitted.

Supervision of instruction has been the responsibility of the junior high school principals with the director of curriculum and other consultants from universities, colleges, and The Iowa State Department of Public Instruction providing consultation service.

Workshops, in-service training days, and department consultation days have been a part of the program for improvement of instruction. The school system has been a student teacher education plant for the State College of Iowa. Student teachers have been accepted by most teachers as regular members of the staff and a number have returned to the junior high school staff on a permanent assignment.

The Maytag Foundation of the Maytag Company has provided fifteen scholarships for staff members each year as tuition grants, travel grants, or convention grants. Visiting educational consultants have been sponsored by this foundation.

No teaching machines have been used in the Newton Community Junior High School though some teachers have a desire to
try some in English and reading. The SRA Reading Laboratory is the only piece of equipment that has been used at the junior high school that would be classified a teaching machine in this study.

A written policy has been issued by the Board of Education and the school administration on discipline. However, the current policy has not been readily accessible in the teachers' and/or students' handbooks. Informing the home and seeking the cooperation of the parents are major parts of the policy. Detention and a minimum of corporal punishment were other parts of the policy. Suspension by the principal and expulsion by the board of education were other policies of discipline established by the Board of Education.

IV. SUMMARY

Twelve comparable schools were selected that were near enough for one day personal interviews with each school administrator. Eight of the schools were scheduled on a six-period day with two of these planning to change to a seven-period day in 1962-63. The median length of class period was fifty minutes. Passing time between classes was four minutes or less for eight of the twelve schools. All schools provided administrative homerooms with three schools giving additional time for guidance on a regularly scheduled plan. Most of the schools reported a broad and complete testing program. However, no specific time for giving tests was consistent for any two schools.
Nine of the schools reported as having less than two full-time counselors and only two schools had a full-time guidance secretary. Ability grouping was practiced in eleven of the twelve schools. The areas of most satisfaction for ability grouping were in the high ability and academic classes of six schools. The area of least satisfaction for ability grouping presented a variety of responses from high to low ability. The grouping process was done as a team effort by the administrator and teaching-counseling staff.

The departmentalized programs with block scheduling at grades seven and eight and individualized scheduling at grade nine were used in most schools. Only four of the twelve schools were operating a remedial reading program. More provisions were provided for high ability students than low ability atypical students.

Four of the twelve schools placed restrictions on the co-curricular activities. Seven of the schools did not have a written policy on homework. Minimum offerings, as recommended by the Iowa State Department of Public Instruction, were achieved by most schools in most subject areas except reading, speech, and personal typewriting. No consistent addition or deletion to the program was reported by any two schools. All schools sponsored school parties. Six of the twelve schools required most school parties immediately after school. None of the administrators planned to add study halls to the schedule. Nine of the twelve schools had closed noon meal periods with no more than thirty
minutes per class on a staggered program. Ten of the twelve schools provided textbooks on a free loan system. Most of the schools had active curriculum study committees with a broad membership and a variety of study projects. The principal was reported as the chief supervisor with most schools supplementing his work with consultants and other supervisors from within the school system and from without. Teaching machines were used on a very limited basis by seven of the twelve schools. Ten of the twelve schools presented written policies on discipline. Most of the policies were very general statements.
CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

Statement of the problem. The basic purpose of this study has been to evaluate and recommend changes in the curriculum of the Newton Community Junior High School based on information secured from selected Iowa junior high schools concerning: (1) the content of the curriculum, (2) recommendations for additions and deletions by the administrators, and (3) recommendations of recognized authorities in junior high school curriculum.

Statement of the procedure. Six major steps were involved in this project: (1) a survey of the literature was made to determine related studies and information closely associated with the problem; (2) an interview questionnaire was prepared to aid in evaluating the curriculum of each school in the study; (3) twelve junior high schools with enrollments comparable with the Newton Community Junior High School were selected; (4) appointments were made and personal interviews were held with the administrator of each of the selected schools; (5) records were made of each interview and the data presented; and (6) a summary was made of the findings, and recommendations were made to the Newton Community School District based on the sources used.
Summary of recommendations by recognized authorities.
A survey of the literature revealed that authorities on junior
high school curriculum affirmed the basic philosophy for the
creation of the junior high school as a transitional, inter-
mediate school with a broad curriculum providing for a maximum
of sampling and a minimum of specialization. Strong encoura-
gement was given by those same authorities to continually
evaluate and appraise the curriculum by personal investigation
from all phases of the educational program.

Several statements of purposes were used from which to
develop the field report check list. Statements included:
(1) "Ten Imperative Needs of Junior High School Youth,"
(2) eight principles for junior high school listed by Gruhn
and Douglass, (3) fourteen recommendations for junior high
schools by Conant, (4) minimum course offerings as established
by the Iowa State Department of Public Instruction, and (5)
six proposals for junior high school curriculum evaluation by
Trump.

Summary of interview findings. The following is a
summary of data compiled from the check lists completed at the
personal interviews with the administrators of the twelve
selected junior high schools:

1. Eight of the schools were scheduled on a six-period
day with two of these planning to change to a seven-
period schedule in 1962-63.
2. The median class period length was fifty minutes.

3. Passing time was four minutes or less for eight of the twelve schools.

4. Administrative homerooms were provided for all schools with three schools allowing additional scheduled time for guidance functions.

5. A broad and complete testing program with a specific time schedule for administration was established within each school system, but none of the schools were consistent as to schedule.

6. Only two schools had full-time secretarial help for the counseling program and all but two schools reported a need for additional guidance counselors.

7. Ability grouping was practiced in all schools except one.

8. Most school administrators reported the greatest satisfactory results from ability grouping with high ability students and in the academic areas.

9. The least satisfaction from ability grouping was reported by most school principals in the low ability areas.

10. Grouping was reported as a team effort from the administrator, teacher, and counselor staff.

11. A departmentalized program with block scheduling at grades seven and eight and individualized scheduling at grade nine were used by most schools.
12. Only four of the twelve schools were operating a remedial reading program.

13. More provisions were made for high ability students than for low ability atypical students.

14. Four of the twelve schools placed restrictions on the co-curricular activities.

15. Seven of the twelve schools did not have a written policy on homework.

16. Minimum offerings, as recommended by the Iowa State Department of Public Instruction, were achieved by most schools in most subject areas except reading, speech, and personal typewriting.

17. No consistent addition or deletion to the curriculum was reported by the administrators of the schools investigated.

18. All schools sponsored school parties.

19. Six of the twelve schools required most school parties immediately after school and at the school plant.

20. None of the administrators planned to add study halls to the schedule.

21. Nine of the twelve schools had closed noon meal periods with no more than thirty minutes per class on a staggered program.

22. Ten of the twelve schools provided textbooks on a free loan system.

23. Most of the schools had active curriculum study committees and a variety of study projects.
24. The principal was reported as the chief supervisor of instruction with most of the schools supplementing his work with consultants from within the school system and from without.

25. Teaching machines were used on a limited basis by seven of the twelve schools.

26. Ten of the twelve schools presented written policies on discipline. Most of these policies were of a general nature.

Summary of the Newton Community Junior High School curriculum. The following is a summary of the data compiled from an evaluation of the curriculum utilizing the prepared check list for this study:

1. A seven class period day with five of them fifty-five minutes and two of them forty-two minutes was provided.

2. Six minutes were allowed for an administrative homeroom each day with additional time taken from period one for special guidance and/or administrative needs.

3. A complete testing program, under the supervision of 1.5 full-time guidance counselors was provided.

4. Ability grouping was practiced in the academic areas with approximately three levels of groups.

5. Grouping was the combined effort of administrators, counselors, teachers, and staff consultants from the elementary, junior, and senior high schools.
6. Seventh and eighth grade students were scheduled according to the block-departmentalized plan with the ninth graders individually scheduled within the departmentalized system.

7. No remedial reading program was available, but a developmental reading teacher was assisting primarily seventh grade students on a selective, referral basis.

8. Grouping and special courses in speech, Latin, science, mathematics, and music education were provided for the atypical students. Vocational and practical arts courses added variety.

9. No regulations were placed on participation in co-curricular activities other than those of the Iowa High School Athletic Association.

10. No written regulations were published concerning homework. However, staff members were informed to provide supervised study during regular class periods.

11. The program of courses equaled the minimum number of semester offerings suggested by the Iowa State Department of Public Instruction in most subjects except reading.

12. Most 9th grade students were scheduled for at least five academic classes.

13. French I will be an elective for 9th grade in 1962-63.
14. The teaching load of 8th and 9th grade English and mathematics teachers will be reduced from six to five periods with a conference period scheduled for at least one of the other two periods for 1962-63.

15. All seven periods of the school day have been equalized in length to fifty-one minute periods for 1962-63.

16. A consultant has been hired to study the junior and senior high school English curriculum with the aid of the teaching and administrative staff for 1962-63.

17. One school party has been scheduled each semester at the school plant under the supervision of the principal and the student council advisor.

II. CONCLUSIONS

On the basis of the research and sources used, the following conclusions seem valid:

1. The use of the seven-period day is needed to provide for the large sampling program.

2. The use of more than four minutes for passing time between classes is not needed.

3. A broad and complete testing program should be continued in use at all schools.

4. Additional guidance counselors should be added to the staffs of most schools.
5. Block scheduling should be used within grades seven and eight with individualized scheduling at grade nine.

6. The remedial reading program needs more emphasis, particularly at grades seven and eight.

7. Study halls are not a part of a sound educational program for junior high school students.

8. A closed noon meal period is needed for junior high schools.

9. Curriculum study committees are an active and important part of the junior high school curriculum.

III. RECOMMENDATIONS

On the basis of the foregoing findings, the following recommendations were made: the feasibility of equalizing the period length for all seven periods should be considered; additional guidance counselors and secretarial staff should be added; the reading program, to include remedial instruction, should be expanded; the possibility of establishing a closed noon meal program should be studied; and a curriculum study committee should be activated with specific phases of the curriculum studied on a continuing basis.
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D. PERSONAL INTERVIEWS

Amosson, O. J., Principal, Washington Junior High School, Ottumwa Community School District, Ottumwa, Iowa.

Eells, D. R., Principal, McKinstry Junior High School, Waterloo Independent School District, Waterloo, Iowa.


Emanuel, D. R., Principal, Washington Irving Junior High School, District, Des Moines, Iowa.

Goplerud, S., Principal, South East Junior High School, Iowa City Community School District, Iowa City, Iowa.

Hahn, L. D., Principal, McKinley Junior High School, Cedar Rapids Community School District, Cedar Rapids, Iowa.

Horn, F. F., Principal, Peet Junior High School, Cedar Falls Community School District, Cedar Falls, Iowa.

Manatt, R., Principal, Oskaloosa Junior High School, Oskaloosa Independent School District, Oskaloosa, Iowa.

Nixon, W., Principal, Nathan Weeks Junior High School, Des Moines Community School District, Des Moines, Iowa.

Nyhan, R. C., Principal, Anson Junior High School, Marshalltown Community School District, Marshalltown, Iowa.

Solar, P., Principal, Franklin Junior High School, Cedar Rapids Community School District, Cedar Rapids, Iowa.

Weeks, B. D., Principal, Grinnell Junior High School, Grinnell-Newburg Community School District, Grinnell, Iowa.
May 17, 1962

Mr. John W. Smith, Principal
Springfield Junior High School
Springfield Community School District
Springfield, Iowa

Dear Mr. Smith:

I am making a comparative study of selected Iowa junior high schools. Your school is a part of this study and I would appreciate an hour of your time Saturday morning, April 21, 1962, for purposes of completing the inclosed interview questionnaire.

Please complete the inclosed post card and return it stating the time and place we can meet or a more suitable day next week if you can not meet on the suggested day.

Your cooperation is appreciated.

Sincerely yours,

s/ Roland H. Tullberg
t/ Roland H. Tullberg

RHT:ks

2 Incl: Post Card
Questionnaire
**FIELD REPORT CHECK LIST**

1. **Name of School:**
2. **Name of Principal:**
3. **Enrollment:**
4. **Number of Class Periods:**
5. **Length of Class Periods:**
6. **Passing time:**
7. **Homeroom period:**
8. **Time of Homeroom:**
9. **Function of homeroom:**
10. **Testing program:**
   a. **Purpose:**
   b. **What Tests:**
   c. **When Given:**
11. **Counseling service:**
   a. **Criteria used:**
   b. **Number of levels:**
   c. **Where most Satisfactory:**
   d. **Where least Satisfactory:**
   e. **Who does it:**
12. **Scheduling plan:**
   a. **Flock?**
   b. **Core?**
   c. **Departmentalized?**
13. **Other?**

**REMARKS:**
14. Remedial reading programs, if any: 

15. Special provisions for atypical students: 

16. Regulations on participation in co-curricular activities: 

17. Homework: Provisions for regulation of: 

   Time per week: ___7 ___8 ___9 (in hours) 

18. Schedule of courses for past year: (secure master plan) 

   GRADE 2 
   Required Pds per wk Elective Pds per wk 

   GRADE 8 

   GRADE 9
19. Planned changes for coming year:  
   **Additions:**

   Deletions:

20. School parties:  
   Where:

   How Many?

   When?

   Purpose?

21. Study hall periods per week per student:
   7 ______
   8 ______
   9 ______

22. Noon meal:
   Time
   7 _____ min.
   8 _____ min.
   9 _____ min.

   Closed? ______
   Open? ______

23. Textbooks:
   Free loan ______
   Rental ______
   Purchase ______
   Other ______
24. Curriculum study committee: Membership?

What is it doing?

25. Organized plan for supervision of instruction?

26. Program for improvement of instruction:

27. Teaching machines:
   Type:
   Purpose:

28. Discipline:
   Policy?