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A Study of Faculty Ratings in a Minor Seminary

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THE DIFFERENTIAL INFLUENCE OF THE JUNIOR HIGH SCHOOL AND ELEMENTARY SCHOOL ORGANIZATIONAL PATTERNS ON ACADEMIC ACHIEVEMENT AND SOCIAL ADJUSTMENT OF SEVENTH AND EIGHTH GRADE STUDENTS

by

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LIFE

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CHAPTER I

INTRODUCTION

Statement of the Problem

During this decade there has been a resurgent interest in the junior high school. The reasons for this concern are: recent findings in psychological research regarding adolescent development, studies in elementary and secondary school curricula, studies of various types of school organizational patterns, concern about articulation between the elementary and secondary school, and secondary school and college, and apprehension over fiscal responsibility in support of quality schools.

Because of these and other concerns, many communities throughout the country are considering the question of school reorganization involving the seventh, eighth, and ninth grades. This concern is generally directed toward the establishment of junior high schools for grades seven, eight, and nine. To parents and educators alike, the apparent advantages of a junior high school organizational pattern may be many when compared with those of a K-8 plan. If housed in a K-8 building, the activities and schedules of the students might be restricted by grades K-6. Likewise the activities and schedules of the students in grades K-6 might be hampered by the presence of grades seven and eight.

The needs of the young adolescent call for considered

dedication from administrators and teachers. These educators should be employed because of their competencies in specific subject areas, and because of their understanding and willingness to work with the early adolescent. Hence these students might be housed in one building staffed entirely by teachers and principals trained to teach the 12-15 year age group. Attention might then be given to the services that will best satisfy their unique needs.

Teachers of special subjects such as music, art, physical education, home economics, and industrial arts should be utilized in the K-8 buildings and in the junior high school. But when these staff members are utilized in a K-8 building, the creation of a grade seven and eight schedule is often a matter of expediency and not the logical development of the district curriculum within the school. Because of these restrictions, offering electives, effective team teaching, and various types of grouping become extremely limited in practice and effectiveness. Therefore, for greater utilization of staff, and for greater flexibility in scheduling, a new school organizational pattern might be desirable.

A great deal of anxiety accompanies a child's move from grade six to grade seven, and again from grade eight to grade nine. An effective orientation program should be developed in any type of school system so these transitions are accomplished

with the least amount of anxiety, and so that there will be little or no interference in academic achievement and social adjustment. Both a junior high school and a K-8 elementary school have as a major responsibility the effective orientation of their students. If a school pattern of the 6-3-3 or 6-2-4 were in effect, such a plan of orientation might be easier to construct. Articulation with the high school of curricular and extracurricular subjects might also be more simply and effectively realized.

Many communities today are considering the question of school reorganization. They are finding it increasingly difficult to realize the monies necessary for quality teaching. If a school district has fifteen K-8 buildings, each housing departmentalized grades seven and eight, that district might in effect be supporting fifteen separate junior high schools. While the establishment of junior high schools might cause an initial expenditure, much money might be saved over the years. But more than money, citizens are concerned over the quality of their schools: the effectiveness of the instruction taking place in their school district. They are worried about the social adjustment of their children: are they being pressured to grow and mature too quickly; are they overly concerned with the opposite sex at too early an age; are the schools concerned about the mental health of their children; does the type of school their children attend foster satisfactory social adjustment, or does it aid in the rush toward capsulizing childhood and adolescence into a few brief years?

The question of school reorganization, then, must be understood in terms of its historic traditions and its basic philosophical foundations, and their applicability to education in contemporary society.

THE HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF THE JUNIOR HIGH SCHOOL

The origin of the junior high school in the United States can be traced to an address delivered in 1888 by Charles W. Eliot, president of Harvard University, to the Department of Superintendents of the National Education Association.[1] President Eliot observed that the average college student could not graduate until his late twenties due in part to the organizational structures of the schools peculiar to the times. He proposed that the education profession remedy this by shortening school programs and enriching the curricula of the elementary and secondary schools. In 1892 the National Education Association appointed President Eliot chairman of the now famous Committee of Ten to study the issues that recently had been raised concerning the organization and curriculum content of the elementary and secondary schools.

The following recommendation issued from the work of the Committee of Ten:

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[1]Charles William Eliot, Educational Reform: Essays and Addresses (New York: The Century Company, 1901), pp. 151-176.

> In the opinion of the Committee, several subjects now reserved for high school - such as algebra, geometry, natural science, and foreign languages - should be begun earlier than now, and therefore within the schools classified as elementary; or as an alternative, the secondary school period should be made to begin two years earlier than at present, leaving six years instead of eight for the elementary school period.[2]

It is clear that the Committee report contained the germinal concept of a 6-2-4, or a 6-3-3 organizational pattern, and suggested that many subjects heretofore reserved for the high school now enrich the curriculum of grades seven and eight.

The Committee of Fifteen of the National Education Association was appointed in 1893, and considered the reduction of the eight year elementary school to six years. The Committee recommended maintenance of the eight year program, but advocated that algebra be placed in the curriculum of grades seven and eight, and that Latin be provided students in grade 8 so that the transition from elementary school to a departmentalized high school would be accomplished with adequate student adjustment.[3] This counsel strengthened the recommendations concerning school reorganization previously urged by the Committee of Ten.

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[2]National Education Association, Report of the Committee on Secondary School Studies (New York: American Book Company, 1894), p. 45.

[3]National Education Association, Report of the Committee of Fifteen on Elementary Education (New York: American Book Company, 1895).

In 1899 the Committee on College Entrance Requirements appointed by the Department of Secondary Education of the National Education Association, strongly recommended a six-year, unified secondary school beginning with grade seven. The Committee indicated that important changes occurred within students in grade seven, commencing at about age twelve, and that these early adolescents required an educational approach different from that necessitated by the nature of the child, and the late adolescent. It further noted that there was a need on the part of the student for greater ease in transition from the self-contained elementary classroom to the departmentalized secondary school.[4] Bossing states that the concepts originating with the Committee on College Entrance Requirements became the foundation for the development of the junior high school.[5] Gruhn and Douglass support this opinion, stating that the ideas of the Committee figured prominently in the junior high school movement occurring over a decade later.[6] Columbia University president, Nicholas Murray Butler, placed special emphasis upon the nature of the adolescent when in 1898 he wrote the following:

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[4]National Education Association, "Report of the Committee on College Entrance Requirements," Journal of Proceedings and Addresses, (1899), pp. 659-660.

[5]Nelson L. Bossing, Roscoe V. Cramer, The Junior High School, (Boston, 1965), p. 16.

[6]William T. Gruhn, Harl R. Douglass, The Modern Junior High School (New York: Ronald Press Company, 1956), p. 11.

> Elementary education I define as that general training in the elements of knowledge that is suitable for a pupil from the age of 6 or 7 to the period of adolescence....
>
> The secondary school period is essentially the period of adolescence, of what may be called active adolescence as distinguished from the later and less violent manifestations of physical and mental change that are now usually included under the term. The normal years are, with us, from 12 to 16, or from 13 to 17. The normal boy or girl who is going to college ought to enter at 17 at the latest...[7]

The concept of school reorganization now focused upon the keystone of educational organization in the United States, viz. the nature of education in a democracy, and the nature of the student. An influence as impelling as John Dewey's heightened the interest of educators in the problem when in 1901, speaking to the members of the fifteenth educational conference at the University of Chicago, he stated that a major problem facing the secondary school was articulation. He noted that elementary education in the United States was established primarily for the vocational preparation of the lower classes, and while the high school shared this objective, it also had as a major objective the education of the children of the aristocratic and learned citizenry. At this point in the development of democracy in the United States, both the elementary and secondary schools were in doubt about their respective objectives. In his address he indicated that the problem would change from the relationship between

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[7]Nicholas Murray Butler, "The Scope and Function of Secondary Education," Educational Review, 16:15-27, June, 1898.

college and high school, to the relationship between high school and elementary school, and further suggested that the emphasis upon this relationship would center in the effect of the instruction of subject matter on the student.[8] In 1902 in an address at the University of Chicago, Dewey recommended shortening the eight-year elementary school to six years.[9]

E. W. Lyttle of the State of New York Education Department advocated the 6-6 year plan in an address to the Department of Secondary Education of the National Education Association in 1905. He stated that secondary school education should begin at the onset of adolescence.[10] Lyttle then was appointed chairman of the Committee on Six-Year Course of Study of the National Education Association. In its report to the National Education Association in 1908, the Committee recommended an academic program for grades seven and eight; it noted that the 6-6 year plan was operating in many communities in the country.[11]

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[8]John Dewey, "Current Problems in Secondary Education," School Review, (January, 1903).

[9]John Dewey, "Shortening the Years of the Elementary School," School Review, 11,(January, 1903).

[10]E. W. Lyttle, "Should the Twelve-Year Courses of Study Be Equally Divided Between the Elementary School and the Secondary School?" National Education Association, Journal of Proceedings and Addresses, 1905, pp. 428-433.

[11]National Education Association, "Report of the Committee on Six-Year Course of Study," Journal of Proceedings and Addresses, 1908, pp. 625-628.

The Committee on Equal Division of the Twelve Years in the Public Schools chaired by Gilbert B. Morrison,[12] and the Committee on Six-Year Course of Study,[13] also chaired by Morrison, presented reports in 1907 and 1909 respectively. Both committees recommended and supported the junior high school concept. In 1913 the National Council of Education Committee on Economy of Time in Education recommended that the six-year secondary school be divided into two different administrative parts, viz. a junior high school serving students from ages 12 to 15, and a senior high school serving students from ages 15 to 18.[14]

The Cardinal Principles of Secondary Education emanated from the Commission on the Reorganization of Secondary Education of the National Education Association in 1918. This commission declared that the secondary schools had their own mission, one not to be determined by the University. The commission clearly stated that the secondary schools had their own objectives, determined by and large by society, the nature of the student, and

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[12]National Education Association, "Report of the Committee on Equal Division of the Twelve Years in the Public Schools Between the District and High Schools," Journal of Proceedings and Addresses, 1907, pp. 705-710.

[13]National Education Association, Journal of Proceedings and Addresses, 1909, pp. 498-503.

[14]James H. Baker, Economy of Time in Education, Report of the Committee of the National Council of Education, Bulletin No. 38, (Washington: U.S. Bureau of Education, 1913), p. 20.

the new concepts in the art and science of teaching. The Commission supported the 6-6 year plan of organizational pattern, and recommended a three-year junior high school from grades seven through nine.[15] While the work of the national commission was important to the foundation and acceptance of the junior high school, other studies were being conducted which pointed to the urgent need of revising the curriculum of the secondary schools and reorganizing its structure.

In 1904, G. Stanley Hall published his important study, Adolescence, which gave great impetus to the concepts of individual differences and to the study of the nature of the child. Studies of the drop-out rates of the United States and the causes were made by Edward L. Thorndike in 1907,[16] Leonard P. Ayres in 1908,[17] and George Strayer in 1908.[18]

The consensus of these studies was that the high drop-out rate in the United States at that time was due to an obsolete

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[15]National Education Association, Cardinal Principles of Secondary Education, Report of the Commission on the Reorganization of Secondary Education, Bulletin No. 35, (Washington: U.S. Bureau of Education, 1918).

[16]Edward L. Thorndike, The Elimination of Pupils from School, Bulletin No. 4, (Washington: U.S. Bureau of Education, 1907).

[17]Leonard P. Ayres, Laggards in Our Schools (New York: Russell Sage Foundation, 1909).

[18]George D. Strayer, Age and Grade Census of Schools and Colleges A Study of Retardation and Elimination, Bulletin No. 5, (Washington: U.S. Bureau of Education, 1911).

curriculum and poor administrative organization.[19]

From its inception, the composition of the junior high school has not been restricted to grades seven through nine. The first known junior high school was begun in 1896 in Richmond, Indiana. It was composed of grades seven and eight, and included in its curriculum algebra, literature, United States history, and the electives Latin, French, English, music, art, industrial arts, and home economics. The school was departmentalized and taught by subject specialists. The rise of the junior high schools as a phenomenon unique to the United States was marked by the establishment of the first three-year junior high schools in 1909 in Berkeley, California, and in Columbus, Ohio.

The junior high schools in Berkeley and in Columbus were successful, and soon school systems throughout the country began to reorganize their schools, until in 1918 there were some 905 reorganized public high schools of one type of organization or another, and 293 of these professed to be junior high schools. However, in 1918 the North Central Association of Colleges and Secondary Schools effected the following resolution:

> Resolved, That the term Junior High School, as used by this Association, shall be understood to apply only to schools including the ninth grade combined with the eighth grade, or with the eighth and seventh grades, in an organization distinct from the grades above and the grades below.[20]

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[19]Bossing & Cramer, ibid. p. 26.

[20]North Central Association, Bulletin, 1918, p. 6.

In 1919, the North Central Association presented a rigid definition of the junior high school and expanded on other characteristics it believed essential to a junior high school.

> A junior high school is a school in which the seventh, eighth and ninth grades are segregated in a building (or portion of a building) by themselves, possess an organization and administration of their own that is distinct from the grades above and grades below, and are taught by a separate corps of teachers. Such schools to fall within the classification of junior high schools must likewise be characterized by the following:
>
> 1. A program of studies decidedly greater in scope and richness of content than that of the traditional elementary school.
> 2. Some pupil choice of studies, elected under supervision.
> 3. Departmental teaching.
> 4. Promotion by subject.
> 5. Provision for testing out individual aptitudes in academic, prevocational, and vocational work.
> 6. Some recognition of the peculiar needs of the retarded pupil of adolescent age, as well as special consideration of the supernormal.
> 7. Some recognition of the plan of supervised study.[21]

Of the 293 schools calling themselves junior high schools then, 45 per cent included grades seven and eight; 30 per cent included grades seven, eight, and nine; 7.5 per cent included grades six, seven, and eight; 6 per cent consisted of an undifferentiated six-year school; and the others were composed of other

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[21] Ibid, 1919, p. 4.

types of grade combination.[22]

In 1924 Calvin O. Davis summarized current educational thinking concerning the junior high school and greatly enlarged the scope of the definition of the North Central Association. Davis noted that a junior high school could be of the seventh, eighth, and ninth grades, or at least, two of these grades; it should be housed in a separate building and have a separate teaching and administrative staff; the organization of its subject matter and teaching should be partially or completely departmentalized; it should contain a definite plan of vocational guidance; elective studies should be available for its students; it should have supervised study periods; its methods of instruction should be suited to the early adolescent; the junior high school and its schedule should be organized on sound principles of psychology, physiology, sociology, and pedagogy; it should prepare for the individualizing of each student's program, insofar as possible; and recognition should be made of individual differences within the classroom.[23]

In the twenty-year period from 1920 to 1940, the emphasis changed from organizational patterns in school reorganization to guidance in the junior high school. By 1940, the guidance of the

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[22]Bossing & Cramer, ibid, p. 31.

[23]Calvin O. Davis, Junior High School Education,(Yonkers, N.Y.: 1924), pp. 13-14.

early adolescent was an almost universally recognized aspect of the junior high school; recognition was given to the fact that the junior high school was unique, and had its own role in educating the early adolescent; the junior high school was now concerned with the entire curriculum for its students, not merely vocational guidance; the emphasis on individual differences broadened and became more complex; departmentalization was reduced in favor of block-time and core curriculum programs; electives were limited, and general education programs increased their scope; extra-curricular programs were given a place in the junior high school; personal and social guidance replaced vocational guidance, with the teacher assuming the responsibilities of guidance person; teacher preparation now called for an understanding of the early adolescent, individual differences, the learning process, and guidance. By 1938 the number of separate three-year junior high schools had grown to 2,372, and junior-senior high schools to 6,203.[24]

From 1940 to the present, the development of the junior high school has been an extension of the concerns of the previous decade. The emphasis has been and continues to be on the guidance of the early adolescent, and upon the construction of a curriculum which explicitly satisfies the needs of the junior high school student.

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[24]Bossing & Cramer, p. 38.

James Bryant Conant in his study of the seventh and eighth grades states:

> The educational program in grades 7 and 8 should reflect the transitional nature of these grades. First, parents and teachers are well aware that early adolescence is a very special period physically, emotionally, and socially. It is a crucial age in the transition from childhood to adulthood and often presents many problems.[25]

Recent statements of educators and of professional bodies indicate that it is not so much the placement of the seventh, eighth and ninth grades that is important to junior high school students as it is the programs created for them. While there is a variety of organizational patterns to care for the needs of the early adolescent, e.g. 6-3-3, 6-2-4, 6-6, 6-4-4, 4-4-4-4, the most prevalent are the 6-3-3 and the 6-2-4 types of reorganized secondary schools. A recent study by the National Education Association points out that school districts over 30,000 in population tend to have separate junior high schools. In districts with populations over 500,000, 84% have separate junior high schools, while in school districts with populations of less than 5,000 only 31% of the school districts have separate junior high schools. Two main reasons were cited in the report for the increase in the junior high schools between 1950 and 1960. 1) the beginning of new programs in 57% of the districts, and 2) enrollment increases. In school districts under 30,000 in population, 77% gave a change in program as the reason for a change

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[25] James B. Conant, Recommendations for Education in the Junior High School Years, A Memorandum to School Boards, (Princeton, N.J.: 1960), p. 12.

to separate junior high schools, while in school districts larger than 30,000 in population, 70% reported increases in enrollment as the reason the number of junior high schools had increased.[26]

While the junior high school achieved the purposes for which it was intended during the twenty year period of 1920 to 1940, questions have been raised concerning the efficacy of the junior high school in educating the early adolescent not only in the present decade, but also beyond. Much more is known about the nature of the adolescent today than was known thirty years ago; every phase of education is being re-examined as to its efficiency in carrying out its primary objectives; the junior high school is sharing in that re-examination.

The pressure being exerted upon the junior high schools today results from the revolutionary change in culture, the need for technicians and scientists in a world now geared to technology, and the need for citizens who will be effective in developing our democratic institutions threatened by forces unheard of thirty years ago. There is an acute shortage of teachers prepared to teach young adolescents; grouping students to service their individual needs is too often accompanied by a lack of facilities and equipment; the influence of the senior high school is often too evident in the curricular and extracurricular programs of the

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[26]National Education Association, "The Junior High School Today," Research Bulletin, 39, (May, 1961).

junior high school, a fact which caused William Alexander to comment:

> ...(the junior high schools) are vestibules molded in the same architecture as the high schools to which they open.[27]

Many educators today criticize the junior high school for emphasizing guidance and adjustment, and ignoring the intellectual life of the student.

> Some junior high schools today are characterized by a repressive rigidity and stultifying stagnation; others by a sentimental indulgence of the frivolous and the trivial. Neither type exalts either ideas or inquiry. The desired atmosphere is one in which the examples set by teachers and the policies set by the school give clear indication that intellectual pursuits are valued above all others.[28]

Margaret Mead has stated that children of junior high school age have been grouped together at the precise time they should not be so grouped.

> They have resulted inadvertently in classifying together boys and girls when they vary most, within each sex, and between the sexes, and are least suited to a segregated social existence... When a type of school that was designed to cushion the shock of change in scholastic demands has become the focus of the social pressures which were once exerted in senior high school, problems have been multiplied.[29]

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[27]William M. Alexander, "The Junior High School: A Positive View," Bulletin of the National Association of Secondary School Principals, 49, (March, 1965).

[28]Mauritz Johnson, "The Adolescent Intellect," Educational Leadership, 23, (December, 1965), p. 202.

[29]Margaret Mead, "Early Adolescence in the United States," Bulletin of the National Association of Secondary School Principals, 49, (April, 1965).

Many communities throughout the country today face the question of school reorganization. This reorganization may be of many different types. In unified school districts with one superintendent and one board of education for secondary schools and elementary schools, the reorganization may be any one of the following: 6-3-3, 6-3-3-2, 6-2-4, 6-6, 7-5, 8-4, 4-4-4-2, 5-3-4, 5-4-3, 6-4-2, 6-2-4-2, 6-4-4, 6-6-2, 7-2-3, 8-4-2. In secondary school districts with one superintendent and one board of education for the secondary schools only, reorganization might include 4, 3-3, 4-2, or 2-4. In elementary school systems with one superintendent and one board of education for the elementary schools only, reorganization might take the form of 6, 6-2, 8, 5-3, or 6-3.

Communities and their educational leaders must often decide then, if they desire to reorganize the seventh, eighth, and ninth grades. The basic question asked will be simply: is the junior high school more effective than the traditional K-8 organizational pattern in developing the academic achievement of its students, and of seeing to it that its students make an adequate social adjustment.

It is, therefore, the purpose of this study to investigate academic achievement and social adjustment among students in grades seven and eight attending junior high schools, and students in grades seven and eight attending K-8 schools when both types of school organization are departmentalized.

THE PROCEDURE

Three hundred sixty eighth grade students in three Chicago suburban school systems with differing organizational patterns, junior high schools and K-8, were studied to determine the relative merits of the two organizational patterns. The communities studied were Oak Park, River Forest, and Western Springs, Illinois. The seventh and eighth grades of the two schools studied in Oak Park are departmentalized, contain a combined seventh and eighth grade population of two hundred thirteen, and are housed in K-8 buildings. In River Forest the seventh and eighth grades are housed in a junior high school adjacent to an elementary school, and consist of a population of two hundred fifty students. Western Springs maintains a junior high school separate and distinct from the elementary schools; its population consists of four hundred seventh and eighth grade students. The three hundred sixty eighth grade students who were the subjects for this study numbered one hundred ten from Oak Park, one hundred twenty-five from River Forest, and one hundred twenty-five from Western Springs. The primary procedures used in this study were statistical methods, surveys, and questionnaires.

In order to study the merits of these two organizational patterns upon achievement, the three groups were matched on the basis of intelligence and achievement scores at the beginning of seventh grade. Other factors such as quality of instruction,

materials, and time for instruction were controlled as much as possible. The three school districts were equated as to per capita income, educational background of the citizens, and other socio-economic factors.

The three school districts administer the Stanford Achievement Tests to their students. The researcher administered the Stanford Achievement Test, Advanced Form W, between April 25 and May 13, 1966 as a post measure of achievement gains to the Stanford Achievement Tests already administered by each school district earlier in grades seven and eight. The Stanford Achievement Test, Advanced Battery, consists of the following sub-tests: Paragraph Meaning, Spelling, Language, Arithmetic, Computation, Arithmetic Concepts, Arithmetic Applications, Social Studies, and Science.

The grade point average of the three groups were contrasted, even though the reliability of the teachers' grades might be questioned. The analysis of variance and the "t" test of significance were used to make the above comparisons. In addition, in order to study the relationship between the teachers' grades and achievement, the Pearson r was used to study the relationship between intelligence and achievement. The result of the achievement and the grade point averages will further be compared with teacher ratings of the academic achievement level of each student.

In order to investigate the second primary purpose of this study, the effects of these two organizational patterns upon social adjustment, the Mooney Problem Check List was administered to the three groups in grade eight. The Mooney Problem Check List yields data on problems or difficulties such as Health and Physical Development, School, Home, and Family, Money, Work and the Future, Boy-Girl Relationships, Relationships with People in General, and Self-Concept. The "t" test was used to determine the differences of the two types of organizational patterns in influencing social adjustment.

A questionnaire was administered to each student to determine his concerns regarding his academic success and social adjustment. The results of this questionnaire have been compared with the results of the Mooney Problem Check List, teacher ratings of social adjustment problems of each student, and with problem areas located in the student's cumulative record.

The teachers in the seventh and eighth grades of the three school systems were given a questionnaire which collected data concerning the effectiveness of the type of organizational pattern of their school for grades seven and eight, as well as their opinion of the most pressing social adjustment problems of their students.

A rating scale was mailed to the principals to determine the competencies of the teachers in his seventh and eighth grades.

This scale investigated the teacher as a person, the teacher as instructor, the teacher as guidance person, and the teacher as a professional person.

Both school systems have been surveyed as to the services they offer students, the various types of grouping procedures employed, and curriculum offerings.

Students recently entering the grades to be studied were eliminated from the evaluation.

COMMUNITY CHARACTERISTICS

The research for this study was carried out in the villages of Oak Park, River Forest, and Western Springs. These urban areas were selected because of their many similarities, and because the organizational patterns of their schools are not new.

The villages are tree-shaded, residential areas with few industries. Oak Park and River Forest have little room for expansion since they are bounded by Chicago, Berwyn, Forest Park, Maywood, The Forest Preserve, and Elmwood Park. Western Springs is farther from the city of Chicago and has some room for growth and development. All villages have strictly enforced zoning regulations.

Each village has one or more shopping centers located in the heart of the city, but large, outlying shopping centers have

been slowly diverting consumers from them. Cultural and civic organizations abound in the villages: they include a symphony orchestra in Oak Park and River Forest, theater groups, and numerous civic and political associations.

Transportation is afforded the citizens of these communities by trains, rapid transit, and busses. The three villages have access to the Chicago "Loop" via tollways and expressways.

The village manager type of government persists in each of the villages; consequently the cities are not divided along political lines such as precincts and wards. The school districts constitute the grouping by neighborhoods for various political and cultural activities.

Each community has adequate police and fire protection, water supply, sewage disposal, and lighting. Community services such as Family Welfare are available to citizens upon voluntary request or referral. The libraries in the communities are adequate.

The public elementary schools of Oak Park number ten. They are K-8 with grades seven and eight completely departmentalized. These schools feed into the Oak Park-River Forest Township High School. The schools chosen for this study were the Beye School and the Holmes School. These schools are situated on the north side of Oak Park and are located in census tracts

OPV-133, OPV-134, and OPV-135. The Beye School has a seventh and eighth grade population of 104, and the Holmes School 109. The teacher-pupil ratio in Oak Park is 1-16, including teachers of special subjects, i.e. industrial arts, art, music, physical education, and home economics.

In River Forest there are four elementary schools sending students to the Junior High School composed of grades seven and eight. This school is completely departmentalized and has a student population of 250. The teacher-pupil ratio in River Forest is 1-14. Graduates of the Junior High School attend Oak Park-River Forest Township High School.

Western Springs has five elementary schools supplying students to the Mc Clure Junior High School. Mc Clure Junior High School is completely departmentalized, and has a student population of 400 seventh and eighth grade students. The teacher-pupil ratio is 1-16. Graduates of Mc Clure attend Lyons Township High School.

The following tables illustrate similarities and differences among the three communities containing the school population studied.

TABLE 1

POPULATION AND RACE COMPARISONS[30]

	Oak Park	OPV-133,134,135	River Forest	Western Springs
Caucasian	60,876	14,232	12,632	10,827
Negro	57	27	35	6
Other	160	57	8	5
Total	61,093	14,316	12,675	10,838

There are few non-white persons residing in any of the three villages. Those who do are for the most part domestics who live in the homes they service. Consequently, race did not enter this study as a social problem affecting the educational program.

TABLE 2

MALES AND FEMALES OVER TWENTY-ONE YEARS OF AGE[31]

	Oak Park	OPV-133,134,135	River Forest	Western Springs
Males	18,574	4,270	3,697	3,145
Females	24,314	5,828	4,642	3,458

[30] U.S. Census of Population, 1960, Characteristics of the Population, Part 15, Illinois, (Washington, D.C.: U.S. Government Printing Office, 1963).

[31] Ibid. U.S. Census of Population and Housing: 1960, Census Tracts, Chicago, Illinois, (Washington, D.C.: U.S. Government Printing Office, 1963).

TABLE 3

COUNTRIES OF ORIGIN BY FREQUENCY[32]

	Oak Park	OPV-133,134,135	River Forest	Western Springs
1.	Germany	Germany	Germany	Germany
2.	Ireland	Ireland	Italy	Czechoslovakia
3.	Britain	Britain	Ireland	Sweden
4.	Italy	Italy	Britain	Britain
5.	Canada	Canada	Canada	Canada
6.	Sweden	Sweden	Poland	Netherlands

The populations of Oak Park and River Forest are quite similar with the exception of the inclusion of Poland and the placement of Italy in the population study of River Forest. Western Springs, however, includes Czechoslovakia and the Netherlands, Czechoslovakia being second in frequency. Sweden is third in frequency in Western Springs, but sixth in Oak Park and River Forest. The ethnic origins of the populace, however, are quite similar and in no district have administrators noted problems stemming from this social factor.

TABLE 4

MEDIAN AGE OF COMMUNITY RESIDENTS[33]

Oak Park	OPV-133,134,135	River Forest	Western Springs
39.4	32.9	37.0	34.8

[32] Ibid.

[33] Ibid.

The median ages of the communities are similar with the exception of Oak Park Village compared with the median age of the citizens in census tracts OPV -133, 134, and 135.

TABLE 5

MEDIAN SCHOOL YEARS FOR PERSONS OVER 25 YEARS[34]

Oak Park	OPV-133,134,135	River Forest	Western Springs
12.5	13.1	12.9	13.2

There is little difference among the three school districts studied as to educational background of the adult community. It is noteworthy, however, that the village of Oak Park differs by six months from the Oak Park school districts studied in this project.

TABLE 6

MARITAL STATUS BY SEX OF CITIZENS OVER 14 YEARS[35]

	Oak Park		OPV-133,134,135		River Forest		Western Springs	
	M	F	M	F	M	F	M	F
Single	5401	7125	1217	1864	1289	1944	682	678
Married	14,310	14,496	3318	3344	2884	2908	2891	2902
Separated	99	245	32	63	11	28	3	11
Widowed	953	4574	190	1156	166	701	71	320
Divorced	355	908	102	233	45	102	11	41

[34] Ibid.

[35] Ibid.

Differences to be noted in the marital status of citizens over 14 years are the following: females outnumber men in all categories; widowed females in OPV-133, 134, 135 far outnumber men in any category and in any of the three villages; and single persons in OPV-133, 134, 135 and in River Forest are much more numerous than in Western Springs.

TABLE 7

MEDIAN INCOME[36]

Oak Park	OPV-133,134,135	River Forest	Western Springs
$9,131	$10,411	$13,824	$12,257

The differences in median income among the communities studied is not significant because of the level at which all median incomes lie. The median incomes among the communities studied are comparable and well above the national median.

TABLE 8

ANNUAL EXPENDITURE PER PUPIL[37]

Oak Park	River Forest	Western Springs
$743.73	$906.31	$543.87

[36] Ibid.

[37] Office of the Cook County Superintendent. (Conversation with Mr. Lynch.)

The annual expenditure per pupil is significantly different and will be considered in chapters 4 and 5.

TABLE 9

ASSESSED VALUATION[38]

Oak Park	River Forest	Western Springs
$212,963,850	$68,270,953	$37,735,841

It was not possible to obtain figures on the assessed valuation for the school districts studied in Oak Park. However, the schools used in the study are located in the more favorable areas of the Village, and the assessed valuation is high. There is a significant difference in the assessed valuation between River Forest and Western Springs. This too will be considered in later chapters.

In summary, then, all three villages have similar physical characteristics. They are alike in ethnic origins, median age, median school years for persons over twenty-five years, median income, and marital status of the population over fourteen years. They differ in the annual expenditure per pupil in the schools and in the assessed valuation. These last two may have a distinct bearing on the results of this study.

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[38] Office of the Cook County Superintendent. (Conversation with Mr. Lynch.)

THE CURRICULA

The curricula of the three school districts described in this study have been designed for students of above average intelligence and who generally have more than adequate advantages in the home and in the community. Since the communities have been matched as far as possible as to socio-economic characteristics, it is not surprising that their curricular offerings, philosophies, and objectives are similar. However, the organizational patterns vary wherein these learning experiences take place.

As noted previously, the seventh and eighth grade students of Oak Park are housed in a K-8 building, have a departmentalized program, and number 104 in Beye School and 109 in Holmes School; River Forest has a junior high school of 250 seventh and eighth grade students; and in Western Springs, Mc Clure Junior High School has a population of 400 seventh and eighth grade students.

In order to compare the curricular offerings of each district, the content of each subject area is reviewed as to those concepts and activities common to all districts, and the differences noted among them.

Language Arts

Similarities:

The content in language arts is similar in all three school districts, and includes such content areas as spelling,

grammar, composition, English usage, study and appreciation of literature, and training for listening and speaking.

Language arts is undergoing curricular revisions in all three districts, with special attention being given to improving programs in composition, reading, and grammar. The difficult question facing curriculum revision committees in all districts is the inclusion of structural linguistics in the language arts programs. Some teachers are experimenting with this approach, but there exists a difference of opinion among them as to replacing traditional grammar with linguistic analysis. Approximately 250 minutes per week is the recommended time allotment in the three districts for the teaching of language arts.

Differences:

While all districts report formal reading programs in their seventh and eighth grades, Western Springs seemed to have the most efficient program, though this was limited somewhat to slow readers. In Oak Park and River Forest it is expected that the language arts teacher care for the needs of the poor and the advanced reader, but formal district-wide programs have not been effectively implemented.

Social Studies

Similarities:

In seventh and eighth grade social studies the content varies somewhat from district to district. In all three, U. S.

history from the American Revolution through the Civil War, the history of Canada, the post Civil War period, Civics, and the study of the Declaration of Independence and the Constitution of the United States are common. Running throughout the social studies programs are the common threads of social learnings: values, attitudes, human relationships, and citizenship. Map and globe skills, current events, and the study of national holidays are continued from kindergarten through grade eight in all districts. Extensive use is made of audio-visual equipment such as the opaque projector, film strips, movies, and television. However, none of the districts have televised instruction in their seventh and eighth grades, though television sets are available in the buildings for viewing special events. Approximately 200 minutes per week is the recommended time allotment for the teaching of social studies.

Differences:

In grade seven, River Forest includes the study of the Middle Ages, the Renaissance, and the study of selected countries of Europe, Africa and selected countries, and Asia, including the study of India, China, and Japan. In grade eight, River Forest includes the geologic and ethnic backgrounds of man.

Mathematics

Similarities:

For at least five years the three school districts have

been teaching the "New Math," i.e. the programs recommended by the School Mathematics Study Group which began its work in 1958. The material takes into account the increasing use of mathematics in science and technology. Students of all three districts are grouped homogeneously, the courses being designed to care for the needs of the slow student as well as the gifted. Approximately 200 minutes per week was the recommended time allotment for the teaching of mathematics.

Differences:

No significant differences were noted in the mathematics programs of the three school districts.

Science

Similarities:

In the seventh and eighth grades the three districts teach energy, the universe, astronomy, earth science, the molecular-atomic theory, and weather. Great stress is made in all districts of the use of the scientific method. Equipment and material are available to the teachers in the districts so they might carry out their programs effectively, and ample use is made of audio-visual equipment such as film strips, movies, and slides. Methods of presentation include lecture, experimentation in class, discussion, and outside study and experimentation. Science rooms in the districts contain laboratory tables equipped with space for experimentation, storage facilities, and sinks. The school

districts continue to make use of available federal funds for their science programs. Approximately 200 minutes per week is the recommended time allotment for all three districts.

Differences:

The content of the science program in Oak Park and River Forest includes chemistry and physics; Oak Park incorporates ecology, botany, and zoology; and Western Springs includes hygiene.

Art, Industrial Arts, and Home Economics

Similarities:

Emphasis in all three districts is placed upon self-expression through various art forms: sculpture, carving, construction, enameling, painting, and other art media. The industrial arts program is primarily concerned with the development of skills in woodwork, metalwork, and electronics. Home economics involves the planning, preparation, and serving of food. In that the content spells out specific skills and appreciations to be developed, the district curricula are the same. Approximately 160 minutes is the recommended time allotment per week.

Differences:

For the past ten years, Oak Park has taught Unified Arts, and in the planning and presentation of its program, it differs radically from the programs of River Forest and Western Springs.

For one year, seventh and eighth grade students are taught by the art teacher and the industrial arts teacher who plan their units and daily lessons together. They combine their talents and the media of both disciplines for the instruction of their students. The second year, the home economics teacher and the industrial arts teacher change school assignments; the art teacher remains at the same home base, and the art teacher and the home economics teacher plan their units and daily lessons together. Boys in grades seven and eight learn to sew and to cook, and girls learn skills in woodwork, metalwork and electronics.

Music

Similarities:

The music programs seek to develop self-expression in the student as well as to impart fundamental knowledge and basic skills which aid in musical expression and appreciation. Major activities include Christmas programs, spring concerts, and various school functions throughout the year. Approximately 100 minutes per week is the recommended time allotment for music.

Differences:

Oak Park encourages students who study a musical instrument outside of school to participate in the school band, orchestra, or both. Other students are encouraged to take music lessons at school under the tutelage of a staff member. In River Forest and Western Springs musical activities are centered exclusively

in the chorus, while in Oak Park such activities usually include the orchestra or band, giving greater breadth to the musical experiences of students. Western Springs has a larger chorus than either Oak Park or River Forest, and its director is able to provide different types of musical experiences expressly created for large groups.

Physical Education

Similarities:

The basic philosophy of the physical education programs of all three districts demonstrates concern for the physical development of the young, the development of team participation, good sportsmanship, and the acquisition of skills. Approximately 120 minutes per week is the recommended time allotment for physical education.

Differences:

Oak Park is the only district providing after school sports for those seventh and eighth grade students who desire to participate. Students remain under supervision from 60 to 90 minutes, two to three times a week for intramural and interschool games of basketball, volleyball, and baseball.

Library Services

Similarities:

The library services in the three school districts are

excellent. They are used as research centers and as study halls in all districts. All librarians teach library science and use of the library for research purposes. Approximately 40 minutes is the weekly recommended time allotment.

Differences:

The librarians in River Forest and in Western Springs usually care for the library and for the imparting of library research skills. In Oak Park the librarian may have duties distinct from her responsibilities as librarian. She may be in charge of study halls, hear oral book reports, and participate in team teaching with other teachers, usually the social studies and English teachers.

Foreign Language

Similarities:

All three districts have a foreign language program in grades seven and eight. The program varies from one district to another. Approximately 120 minutes per week is the recommended time allotment for the teaching of foreign language.

Differences:

In Oak Park, students must take Spanish in grade seven, but may drop it in grade eight. During the 1966-1967 school year, French will be added to the program on a selective-elective basis. In River Forest, French and Spanish are offered to the students

also on a selective-elective basis, and in Western Springs, the students are offered French on an elective basis. In Oak Park there has been a difference of opinion among the teachers of foreign languages as to the objectives of the Spanish program, some teachers favoring a conversational approach, others a more rigid linguistic analysis approach.

Pupil Personnel Services

Similarities:

The three districts make use of the individual inventory service, and carry out complete testing programs and reporting systems. From material available, and from discussions with teachers and administrators, it is obvious that the preventive aspects of a guidance program are almost entirely lacking in all three districts. The districts have health services for their students, though somewhat different in each district. In no district is there adequate orientation for sixth grade students entering the seventh grade. More adequate orientation is provided for graduates going on to senior high school. Other pupil personnel services vary widely.

Differences:

The health service is primarily the responsibility of the school nurse and the physical education teachers. In Oak Park, the nurse is present in the school for one-half day every day; in River Forest, she is present all day, every day, and in

Western Springs, she is present all day, every day. The physical education teachers in Oak Park are responsible for posture and health check-ups at the beginning of the year.

Guidance services vary widely. In Oak Park, there are provisions for four state certificated counselors to service ten buildings. A school may have a counselor for three half-days per week. There is a Director of Research who is a psychologist and who has two other psychologists to assist him. In River Forest there is one psychologist but no counselors. In Western Springs there is one social worker for the entire school district, which includes five elementary school buildings as well as Mc Clure Junior High School.

Summary

The content areas of the curriculum are similar in every discipline. Noteworthy dissimilarities appear in the lack of a structured reading program for slow readers in Oak Park and River Forest; the inclusion of the study of the Middle Ages and the Renaissance in the social studies program of River Forest; the Oak Park Unified Arts program; the provision for instrumental music instruction in Oak Park; and the wide variation of guidance services among the three school districts.

CHAPTER II

REVIEW OF RELATED LITERATURE

Functions of the Junior High School

The junior high school has become controversial in many communities, and is particularly so in those school districts considering reorganization. Citizens question the placement of grades 7, 8, and 9; they are concerned about the effectiveness of an academic program in schools where hundreds of early adolescents are housed; they are worried that their children might not make an adequate social adjustment without the personal guidance of a homeroom teacher. Many educators see it as a natural entity existing between the elementary school and the senior high school; others view it as an anamoly: an administrative unit wherein children, at a phase of growth when they vary most from one another, are gathered together for "common learnings."

Mc Cormick notes that it is these midyears when many children are at their most difficult adjustment time that specialized guidance, understanding, and counseling might help them solve some of the many problems confronting them. She suggests that the junior high school is needed in the educational organization, serving as it does a purpose that no other unit can serve as well.[1] Alexander agrees, and projects the junior high school into

[1] Mildred Mc Cormick, "The Junior High School Should Not Be Eliminated," Instructor, 75, (November, 1965), p. 27.

the future as a stable unit.

> Thanks in a large part to the junior high school and to all those who have labored for and in it, we can be confident that the final third of the twentieth century will see a stabilized pattern of education that includes a lower, a middle, and an upper level.[2]

Noar shares this optimistic opinion and suggests that for the early adolescent the junior high school will be the school of the future.[3]

Gaumitz and Hull state that the distinct advantages of the junior high school overshadow those few advantages the students of grades seven and eight might encounter in the elementary schools.[4] Johnson indicates that the junior high school is unique because it continually seeks better ways of serving its functions as a transitional, middle school for a varied group of changing pupils with their own specific needs.[5] Caplan, Ruble, and Segel provide deeper insight into the functions of the junior high school by noting that self-concepts of students at this age are

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[2]W. M. Alexander, "Junior High Schools-A Positive View," National Association of Secondary School Principals Bulletin, 49, (March, 1965), p. 278.

[3]Gertrude Noar, "The Junior High School in Transition," National Association of Secondary School Principals Bulletin, 28, (March, 1944), pp. 16-24.

[4]Walter H. Gaumitz and J. Dan Hull, "Junior High Schools Versus the Traditional (8-4) High School Organization," National Association of Secondary School Principals Bulletin, 38, (March, 1954), pp. 112-121.

[5]M. Johnson, "Unique Feature of the Junior High School," National Association of Secondary School Principals Bulletin, 47, (October, 1963), pp. 7-8.

multi-dimensional, and that many portions of the self-concept are continually in the process of revision.[6] Fletcher has succinctly stated one important function of the junior high school.

> The process of value and ability development is well underway by the time an individual enters the seventh grade, but with infinite variety among individuals with no two individuals being exactly the same. The junior high school period should be exploratory in nature, providing ample knowledge and self-insight to make the necessary educational planning decisions.[7]

Bunker too has observed that the junior high school is a level at which much experimentation should be carried out, including flexible scheduling adapted to the needs and abilities of individual students. But he warns against the tendency to regard the junior high school as merely preparatory to the senior high school, with some time given over to the teaching of mathematics and foreign languages.

> Promising though the junior high school may be, it cannot be effective if it exists between two unmodified educational units.[8]

Thompson's generous description of the 12-14 year old sheds a revealing light on the functions of the junior high school and justifies Bunker's caution. He describes them as follows:

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[6]Stanley W. Caplan, Ronald A. Ruble, and David Segel, "A Theory of Educational and Vocational Choice in Junior High School," Personnel and Guidance Journal, 42, (October, 1963), pp. 129-142.

[7]Frank M. Fletcher, Jr., "Objectives of Occupational Information for Junior High School Youth," Personnel and Guidance Journal, 39, (October, 1960), p. 120.

[8]Bunker - 208.

1) They experiment with various roles in attempting to find status; they desire to excel in some activity to demonstrate their competence to their peers. 2) They accumulate many facts about larger relationships (groups), but they frequently are not prepared to assimilate and to integrate these facts. 3) They are frequently able to plan on a higher level than that on which they can execute. 4) New hobbies develop, some of which last into adulthood. 5) They are interested in and curious about the past, but more so in the dramatic aspects of their present. 6) They are more interested in the concrete, the active, than in the abstract or ideational, particularly in literature.[9]

Other educators are not as positive in their evaluation of the effectiveness of the junior high school in serving the needs of the early adolescent. Jones sees a gradual decline of the junior high school.

> The junior high school, while its contribution to educational reform has been great, will gradually pass from the picture as a separate school.[10]

Briggs notes that the introduction of the junior high school should have meant the reorganization of the elementary schools in order to strengthen the curriculum. He remarks that

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[9]Albert S. Thompson, "Developmental State and Developmental Needs at the Junior High School Level," Personnel and Guidance Journal, 39, (October, 1960), pp. 116-118.

[10]Art Jones, "The Junior High School; Past, Present, Future," National Association of Secondary School Principals Bulletin, 28, (March, 1944), p. 14.

this was seldom systematically attempted.[11] In 1964, Alexander commented that as a transitional or bridge institution, the junior high school has been questioned because of the push downward of departmentalization in the grade schools; the differences between the high school and the elementary school's last two years are not so distinct as they were ten years ago. If, therefore, the junior high school is subordinated to the elementary school or to the high school, it has no real purpose or vitality.[12] Interestingly, Koos, writing a decade before Alexander, noted that the features of the junior high school being provided in the upper grades of the eight year elementary school was a notion that was simply not feasible; even if it were, he observed, it would still be necessary to dissociate junior high youth from younger elementary children.[13]

Contemporary writers have written extensively about the purposes and qualities of a good junior high school. Gogo notes that a successful junior high school ought to make adequate provisions for individual differences when they consider their programs; students should spend large blocks of time with their

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[11] Thomas Briggs, J. Paul Leonard, and Joseph Justman, Secondary Education, (New York: The Macmillan Company, 1950).

[12] W. M. Alexander, "Junior High School - A Changing View," National Association of Secondary School Principals Bulletin, 48, (March, 1964), pp. 15-24.

[13] Leonard V. Koos, Junior High School Trends, (New York: Harper Brothers, 1955), p. 141,

teachers; and greater use of the results of experimental research should be made.[14]

This concept has not altered during the last two decades. In 1950, Briggs, Leonard, and Justman noted that the purposes of the junior high schools were the integration of educational experiences, the observance and satisfaction of student needs, the exploration of individual capacities, aptitudes, and interests of students, the revelation of the possibilities of the major fields of learning, and the exploration of careers satisfying to the pupil and of profit to society.[15]

Johnson pointed out that the dynamic junior high school has identity as a unit, teachers who are satisfied and confident—professional and competent, a curriculum that is organized and logically coherent, the inclusion of study skills into the curriculum, guidance specialists who help students overcome obstacles to learning, and an atmosphere wherein students may use leadership, initiative, imagination, and responsibility.[16]

Trump has indicated that qualitative standards must

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[14] G. A. Gogo, "Junior High Schools In Transition," Clearing House, 38, (January, 1964), pp. 275-277.

[15] Ibid., pp. 56-57.

[16] M. Johnson, "The Dynamic Junior High School," National Association of Secondary School Principals Bulletin, 48, (March, 1964), pp. 119-128.

replace quantitative data if the junior high school is to retain its position. He states that a school should compare itself with its past performance, not with other schools, and he calls for an emphasis on flexible scheduling, caring for individual differences, curriculum organizations which stimulate depth in studies and independent study, the integration of extracurricular programs with the curriculum, the use of technical devices, constant reevaluation, systematic research, and financial feasibility.[17] As he envisages the effective junior high school of the future, Trump suggests the following necessary characteristics: 1) individual needs must be met, 2) team teaching for staff utilization should be employed, 3) technological aids to instruction must be used, 4) the lock-step of rigid organization of time, content,and space must be broken through flexible scheduling.[18] Johnson also sees the need for a reshaping of content and of schedule.

> I have already suggested what I stand for: 1) active discovery and systematic organization of significant facts, ideas, and relationships, 2) deliberate and intensive attention to the tools of learning and the techniques of studying, 3) assistance in taking full advantage of educational opportunities, and 4) promotion

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[17] J. Lloyd Trump, "Developing a More Dynamic Junior High," National Association of Secondary School Principals Bulletin, 48, (March, 1964), pp. 129-43.

[18] J. Lloyd Trump, "New Directions to Quality Education in the Junior High School," ibid., 45, (September, 1961), p. 266.

of individuality and individual responsibility.[19]

Writing of what he considered the major issues in junior high school education, Gruhn has suggested that education for the junior high school student should be both general and specialized, and that educators continue to be concerned with the whole child, not merely with his intellectual growth. He states that teachers and administrators should exert as much pressure for academic success on students as the students can accept. Extracurricular activities should be included if they are valuable to the learning experiences of the student. He suggests that the subject matter should not be a downward extension of the senior high school, and that educators should concern themselves about how a subject is taught, and the attitudes of the teacher in the classroom.[20]

In 1966, Lounsbury and Douglass reported a follow-up study of junior high schools Lounsbury had investigated in 1954. They noted that three-fourths of these schools were separate junior high schools consisting of grades seven, eight, and nine, while one-fifth were separate junior high schools consisting of grades seven and eight. Typical class sizes were 30 to 34, though

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[19]M. Johnson, "Does the Junior High School Need New Direction?" National Association of Secondary School Principals Bulletin, 48, (April, 1964), pp. 146-54.

[20]William T. Gruhn, "Major Issues in Junior High School Education," National Association of Secondary School Principals Bulletin, 45, (September, 1961), pp. 18-24.

many were 25-29. Perhaps more significantly, they noted that the changes which occurred in the schools since 1954 were modest, and some of these changes were actually contrary to much educational theory.[21]

Clearly, there is a difference of opinion among educators as to the effectiveness of the junior high school in caring for the educational needs of children 12-15 years of age. All seem to agree that the early adolescent needs an educational program geared to his highly volatile and ever-expanding nature, but as to the best means of providing him an adequate education, there is more than a little disagreement.

THE STANFORD ACHIEVEMENT TESTS AND THE MOONEY PROBLEM CHECK LIST

> Among suitable tests for junior high school grades are mental maturity, intelligence, primary mental abilities; achievement tests; interest or vocational interest tests; records or "inventories"; personal and social adjustment inventories; and special aptitude tests.[22]

The Stanford Achievement Tests, 1964 edition, consists of a Primary 1 Battery for Grades 1.2-2.5; Primary 2 Battery for grades 2.5-3.9; Intermediate 1 Battery for grades 4.5-5; Intermediate 2 Battery for grades 5.5-6.9; and the Advanced Battery for

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[21] John H. Lounsbury, and Harl R. Douglass, "A Decade of Change in Junior High Practices," Clearing House, 40, (April, 1966), pp. 456-8.

[22] Koos, 113.

grades 7-9. Bryan recommends the Stanford Achievement Tests as an instrument which offers continuous measurements from grade 1 through grade 9. She recommends it over its competitors with the possible exception of the Metropolitan Achievement Tests.[23]

Stake and Hastings, however, are a bit more reserved in their recommendations. The authors note that not much has been changed from the 1953 Stanford Achievement Tests, and what changes were made seemed to them to be improvements. They point out that the person using the test must be careful of the attractiveness and ease of construction which may lead one to over-interpretation. The authors criticized the Manual as not "conceptually constructive."

> The norms are "fresh" and should be more useful now than at any time in the future. It seems safe to conclude that, if local instructors endorse the content coverage, the Stanford Tests will do an effective job of measuring elementary-school achievement as any standardized battery currently available.[24]

Burgess noted that the popularity of the Mooney Problem Check List has been well-merited. He particularly commended the authors for the professional presentation of their material in the Manual. He notes that research indicates students check an

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[23]Buros, O. K., ed. The Sixth Mental Measurements Yearbook, (Highland Park, New Jersey; Gryphon Press, 1965),pp.110-124.

[24]Robert E. Stake and Thomas Hastings, "Stanford:Achievement Tests::Fisher:Car Bodies, The Stanford Achievement Battery, 1964," Personnel and Guidance Journal, 43, (October, 1964), pp. 178-184.

average of twenty to thirty problems, suggesting that coverage of student problems is adequate. It is interesting to note that the authors of the Check List point out that retest estimates are subject to error due to the rapid changes in the nature of the individual's perception of his problems.[25]

Singer and Stefflre point out that Check Lists seem to have the advantage of allowing a student to admit of those problems he has, and hence avoids the unnecessary probing into areas a student would just as soon leave untouched. They note further that the Mooney Problem Check List has four forms, the Junior High School, High School, College, and Adult, and that the items in each are appropriate for the age level using the Lists.

> If a "personality" measure must be used, why not one which claims little and which openly enables the student to cover up those problems which he would rather not discuss.[26]

Segel notes that the Mooney Problem Check List, among other social adjustment questionnaires, are adequate instruments to use with the young.

> (They)...get at, to some extent, the way youth looks at life, school, and his relationship with others. They do not measure personality or affective traits directly.[27]

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[25]Buros, O. K., ibid., pp. 318-19.

[26]Stanley L. Singer and Buford Stefflre, "Concurrent Validity of the Mooney Problem Check List," Personnel and Guidance Journal, 35, (January, 1957), p. 301.

[27]David Segel, Frustration in Adolescent Youth: Its Development and Implications for the School Program, U.S.Office of Education Bulletin, No. 1, (Washington: U.S. Government Printing Office, 1951), pp. 55-56.

The Mooney Problem Check List, then, seemed to be an appropriate instrument to be administered to junior high school students. It affords them an opportunity to indicate problem areas without the embarrassment caused by undue probing. The junior high school child is searching for self, and as Havighurst notes, if it could be measured, it would probably be discovered that there is an increase in self-doubt among the young since 1930 because of the conditions of our society. He notes further that self-esteem is earned, bestowed, and harder to get today than it was thirty years ago.[28] Bush observed that as the adolescent goes about the business of learning about his world and about accepting himself, the junior high school student of the 1960's is still most confused about his concept of self.[29]

Studying the concerns of today's adolescents, Schmuck points out that main problem areas center around parents, teachers, and peers. The adolescent of today is concerned because it seems to him that parents do not discuss important things with him; they demand to know his private thoughts and activities; they restrict his dating. The adolescent, he concludes, seems to lack respect for and trust in his parents. The adolescent does

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[28]Robert J. Havighurst, "Lost Innocence," National Association of Secondary School Principals Bulletin, 49, (April, 1965) pp. 2-5.

[29]P. L. Bush, "Junior High School Student"1944-1964, National Association of Secondary School Principals Bulletin, 49, (April, 1965), pp. 50-55.

not believe teachers get to know or want to know their students; they seem to lack interest in teaching and in young people; they show partiality toward favorite students. Regarding their peers, the adolescent often finds his values clashing with those of his friends; very often he retains his friends because of a desire for popularity, and not for a satisfying relationship.[30]

Matlin and Mendelsohn studied the importance of non-intellectual factors in academic achievement. They confirmed that adjustment correlates with achievement, but more strongly with report cards than with achievement tests. The authors suggest that adjustment may indeed be affecting achievement, or that the student's adjustment may affect the teacher's perception of the child's achievement. They further indicate that poorly adjusted students might possibly have poor work habits which could affect report card grades, but not achievement scores.[31]

Reviewers agree, then, that the Stanford Achievement Tests and the Mooney Problem Check List are effective and appropriate instruments to administer to junior high school students. A review of pertinent comparative studies will reveal the uses other researchers have made of these devices.

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[30]Richard Schmuck, "Concerns of Contemporary Adolescents," National Association of Secondary School Principals Bulletin, 45, (April, 1964), pp. 19-28.

[31]Arnold H. Matlin and Frances A. Mendelsohn, "The Relationship between Personality and Achievement Variables in the Elementary School," Journal of Educational Research, 58, (January, 1965), pp. 457-9.

COMPARATIVE STUDIES IN ACADEMIC ACHIEVEMENT AND SOCIAL ADJUSTMENT

> To date no fully comprehensive investigation of measured outcomes of reorganized schools in comparison with traditionally organized schools or of the different patterns in reorganized schools has been made.[32]

The last significant studies comparing achievement and adjustment between the students in reorganized junior high schools and traditional schools were made in the 1930's. Beatley administered achievement tests to students in the recently reorganized and the traditional unreorganized schools in New England and New York. Neither of the junior high schools had been established very long. The researchers noted that gains made during the school year did not differ markedly from the gains achieved in the traditional schools. Students in both reorganized and unreorganized schools achieved about the same. The author noted, however, that junior high school students had other advantages such as a broader program, extra-class activities, and greater enrichment.[33]

Smith investigated the schools of Syracuse, New York. He reported mean mental ages, intelligence scores, and composite

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[32]Koos, ibid., p. 35.

[33]Bancroft Beatley, Achievement in the Junior High School, Harvard Studies in Education, No. 18, (Cambridge, Mass: Harvard University Press, 1932).

scores on the Stanford Advanced Examination of pupils in grade eight of the three year junior high schools, junior high school divisions of six-year schools, and conventional eight-year schools. He concluded that the students of the junior high school organizations tended to do better in skills and knowledge as measured by the Stanford Advanced Examination. He further concluded that junior high school students excelled pupils in conventional type schools in habits of industry, initiative, reliability, cooperation, and leadership. His overall judgment was that the junior high school can instruct in the formal disciplines as well as the conventional schools, and that the junior high school seemed to develop within students the attitudes of initiative, reliability, cooperation and leadership to a greater extent than did the traditional, unreorganized schools.[34]

Studies by Carpenter in two Indiana Schools[35], and by Childs in two Indiana counties[36], indicated no significant differences in achievement between pupils in grades seven and eight in the unreorganized schools and the junior high schools. Porter's

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[34]Harry P. Smith, "The Relative Efficiency of the Junior High School vs. the Conventional 8-grade Type of School," Journal of Educational Research, 29, (December, 1935), pp. 276-80.

[35]L. H. Carpenter, "A Study of the Effects of the Junior High Organization of Wabash, Indiana." Unpublished master's thesis, University of Chicago, 1918.

[36]Hubert G. Childs, An Investigation of Certain Phases of the Reorganization Movement in the Grammar Grades of Indiana Public Schools, (Fort Wayne, Indiana: Fort Wayne Printing Company, 1918).

studies in Minneapolis elicited the same conclusion.[37] Gruhn and Douglass, commenting upon the studies completed in the 1930's, take note of their limitations.

> One important factor in all of these studies was the newness of the junior high school in communities where the studies were made. In most cases the reorganized plan had been in effect so short a time that an adequately modified program had not been developed.[38]

Heger compared the academic achievement and skills of pupils served by the organizational plans of self-contained classrooms, the core program, and the departmentalized organization for seventh grades. He discovered no clear-cut evidence that any one organizational plan was superior to another. Achievement, it was noted, was the main factor studied in this investigation, and other factors might be investigated to establish the superiority of one over the other. Heger further noted that the majority of parents, pupils, and teachers in the three organizational plans did not favor having one teacher for the entire day in the seventh grade, but rather a different teacher for each subject.[39]

White studied grade combinations of junior high schools,

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[37]W. A. Porter, "A Comparative Study of the Scholastic Achievements Made by Junior and Non-Junior High School Pupils in Minneapolis, Minnesota". Unpublished master's thesis, University of Minnesota, Minneapolis, 1927.

[38]William T. Gruhn and Harl Douglass, The Modern Junior High School, (New York: The Ronald Press Company, 1956), p. 14.

[39]Louis F. Heger, "A Comparative Study of Pupil Achievement Under Different Organizational Plans for Seventh Grade," Dissertation Abstracts, Vol. 25, Nos. 7-9, 1963.

such as seventh and eighth, and seventh, eighth, and ninth, and noted that pupils attending schools with one or two grades experienced advantages in academic progress over those attending schools with three grades and more. He comments that junior high school students seem to have an advantage in academic achievement when instruction is organized for the junior high school child, not the younger or older student. Pupils at the lower grade levels in the secondary school are adversely affected in their adjustment to school related problems where programs for pupils two or more grade levels above predominate, and when the majority of pupils in the school are above a given grade level the activity participation of lower grade pupils is lessened. He suggests that two grades should be brought together for the utmost participation in club activities.[40]

In comparing two school groups, K-8 and 7-9, Keehn utilized a list of forty-eight criteria covering curriculum, personnel, administrative policies, and facilities. He noted that in curriculum elementary schools had narrower offerings, and seemed to lack library facilities and non-academic exploratory programs. However, he noted that the staffs of the elementary schools gave more of their time to the evaluation of their curriculum and to problems of articulation. Little differences in administrative

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[40] William White, "The Effect of the Grade Combination of the Junior High School Upon Pupil Progress in Seventh Grade," Dissertation Abstracts, Vol. 25, No. 10, 1964.

practices were noted, except that the staff of the junior high school had more clerical help than the teachers at the elementary level. He observed also that the elementary school guidance programs were not adequate, and that they did not maintain adequate pupil personnel records. Within the framework of his study, he concluded that the junior high schools provided a better opportunity to strengthen the program for students in the seventh and eighth grade.[41]

Perrone, using the Mooney Problem Check List, intelligence scores, and achievement scores, discovered that more intelligent, better-adjusted girls with fewer problems want to pursue a vocational goal which would bring intrinsic satisfaction, while the lower-achieving girls, of less intelligence, aspired to vocations paying the most money. Perrone utilized the mid-year average of teachers' grades as the measure of school achievement, and the Mooney Problem Check List as a measure of indicated problems.[42]

Graff's use of the Mooney Problem Check List with twenty-one over-achieving and twenty-one under-achieving twelfth grade boys showed a significant difference between the groups in their

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[41]Haden B. Keehn, "A Comparison of Educational Programs in Grades Seven and Eight of Eight Grade Schools, and Junior High Schools," Dissertation Abstracts, Vol. 25, Nos. 7-9, 1964.

[42]Philip A. Perrone, "Values and Occupational Preferences of Junior High School Girls," Personnel and Guidance Journal, 44, (November, 1965), pp. 253-257.

adjustment to school work.[43]

De Sena employed the Mooney Problem Check List to determine if differences in the number of problems discriminated significantly among consistent over-, under-, and normal-achievers in the eleven general problem areas of the Check List.[44] Carr[45], and Wellington[46] employed the Check List to compare college groups. In their studies the low-achieving students revealed a significantly greater number of problems than higher-achieving students.

Eric Willner used the Mooney Problem Check List to compare pupils attending Jewish all-day schools with public school students who go to Hebrew Schools with regard to problems of adjustment and feelings of security. Among other factors, he noted that males manifested a significantly greater number of

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[43]Arthur Graff, "Occupational Choice Factors in Normally Achieving and Under-Achieving Intellectually Superior Twelfth Grade Boys," Dissertation Abstracts, Vol. 17, 1956.

[44]Paul A. De Sena, "Problems of Consistent Over-, Under-, and Normal Achieving College Students as Identified by the Mooney Problem Check List," Journal of Educational Research, 59, (April, 1966), pp. 351-355.

[45]James F. Carr, "The Problem Areas of a Selected Group of Students at Florida State University as Indicated By The Mooney Problem Check List," Dissertation Abstracts, Vol. 15, 1955.

[46]John Wellington, "Factors Related to the Academic Success of Resident Freshman Men at a Midwestern Liberal Arts College During the Academic Year 1952-1953," Dissertation Abstracts, Vol. 16, 1955.

problems on the Mooney Problem Check List than did females in all but Health and Physical Development and Relations with People in General. Also, the all-day school groups manifested a larger number of prevalent problems, those marked by at least 25% of the group, than the Hebrew school group.[47]

Espern observed differences in the patterns of responses on the Mooney Problem Check List within each counseling category when the counseling category is sub-divided according to intelligence scores and grade point averages. He wanted to ascertain if there were differences in certain characteristics as measured by the Mooney Problem Check List, intelligence, and the grade point average of junior high school students who may or may not refer themselves for counseling.

He concluded that the self-referral counselees tended to reflect a higher frequency of problems on the Mooney Problem Check List while other counseling groups in the study exhibited about the same amount of concern in School, and in Money, Work, and Future problems. Self-referral and non-contact groups appeared more sensitive than the referral group to problems with Relations with People in General as exhibited in frequency response on the

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[47]Eric Willner, "The Adjustment of Jewish All-Day School Pupils Compared to That of Public School Pupils Attending Afternoon Hebrew Schools: As Determined by the Mooney Problem Check List, A Check List of 'Problems Related to Religion', and an Adaption of the Maslow S-I Inventory," Dissertation Abstracts, Vol. 27, No. 4, 1963.

Check List. Non-contact groups seemed to acquire better grades, while referral groups obtained the poorest grades. Non-contact groups surpassed the referral group in intelligence scores, but not the self-referral group. Non-contact students checked fewer problems on the Mooney than the self-referral group. Both referral groups had the highest incidence of problems in counseling regarding school. It seems also that adolescent girls are more apt to be self-referred, and that boys are more likely to be referred for counseling.[48]

Witherspoon administered the Mooney Problem Check List to 309 students in San Antonio, Texas. These students attended a seventh and eighth grade junior high school. The Mooney Problem Check List was administered to Anglo-American boys and girls and to Latin-American boys and girls to compare the problems of the two groups in type and acuteness. He discovered that the Latin-American students have a higher percentage of school problems than the Anglo-Americans. Both the Latin-American boys and girls were more afraid of failing in school work than the Anglo-American boys and girls. Both races have trouble with arithmetic, but a higher percentage of the Latin-American students experienced difficulties than did the Anglo-Americans. Anglo-American boys felt that school was too strict whereas a smaller percentage of Latin-

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[48]George Esper, "Characteristics of Junior High School Students Who Seek Counseling," Personnel and Guidance Journal, 42, (January, 1964), pp. 468-72.

American boys did. Anglo-American girls felt there was too little freedom in class, whereas a small percentage of Latin-American girls felt this way. Witherspoon has reviewed the rest of the items on the Mooney Problem Check List, and recommends that counselors and administrators begin working with problems common to both groups, with special care being taken with the school problems of the Latin-American students.[49]

Nemeroff, studying eighth grade students, observed that self attitudes are in general not closely related to academic achievement, intelligence, or socio-economic status. There did seem to be a positive trend in relationships involving socio-economic status with self-concept and self-acceptance; a negative trend was observed in the relationship between self-acceptance and achievement. He noted further that socio-economic status, academic achievement, and intelligence are all positively interrelated with intelligence, exerting significant influence upon the relationship between socio-economic status and achievement.[50]

With regard to judging a student's adjustment, Seeman points out that teacher judgment is helpful in formulating a

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[49]Paul Witherspoon, "A Comparison of the Problems of Certain Anglo- and Latin-American Junior High School Students," Journal of Educational Research, 53, (April,1960), pp. 295-99.

[50]Daniel Nemeroff, "The Relationship Between Self Attitudes, Academic Achievement, Socio-Economic Status, and Intelligence in Eighth Grade Public School Children," Dissertation Abstracts, Vol. 25, Nos. 11-12, 1965.

composite picture of the high-adjustment and the low-adjustment student.[51]

Wattenberg notes that the clientelle of the junior high school is such a bewildering assortment of personalities in various stages of development as to defy orderly description. He agrees that the junior high school affords a great opportunity to assist the early adolescent, but observes that in most instances, educators have not utilized the opportunity the junior high school affords. The staff of the junior high school must possess understandings in genuine depth concerning the phenomena of pre-adolescence and the ways of utilizing heterogeneities so massive as to constitute differences in kind rather than differences in degree.[52]

Comparative studies reveal that the junior high school student does at least as well in academic achievement as the student attending the traditional, unreorganized school. Researchers seem to favor the junior high school because it offers students the opportunity of a broader curriculum, and more exploratory programs than the unreorganized school, while maintaining the quality of academic achievement of its students at least at the

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[51] Julius Seeman, "Teacher Judgments of High and Low Adjustment," Journal of Educational Research, 57, (December, 1963), pp. 213-15.

[52] W. W. Wattenberg, "Junior High School: a Psychologist's View," National Association of Secondary School Principals Bulletin, 49, (April, 1965), pp. 34-44.

same level of the traditional, unreorganized school. It has been noted, however, that these previous studies were carried out in schools recently organized, and whose curriculum, philosophy, and methods were incomplete.

The Mooney Problem Check List has been used by many researchers to compare the frequency of problems between various groups of students, and to observe the relationship between adjustment and achievement. Researchers agree that adjustment influences achievement, but they are not at all certain as to the extent of the influence or the manner in which it operates.

Ringness notes that in general, findings have shown that adjustment may be a factor in school achievement, but consistent results have not been obtained from studies completed.[53]

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[53]Thomas A. Ringness, "Emotional Adjustment of Academically Successful Bright Ninth Grade Boys," Journal of Educational Research, 59, (October, 1965), pp. 88-91.

CHAPTER III

STATISTICAL METHODS AND EXPERIMENTAL DESIGN EMPLOYED IN THE STUDY

Leona Tyler has commented that the progress made in psychology in the last century would have been impossible without statistics because its quantitative methods allow one to come to precise conclusions from experiments.[1] It is the purpose of this chapter to examine those statistical methods employed in describing the data collected for this study and to describe the rationale of the experimental design.

The basic statistical methods utilized in dealing with one variable are central measures of tendency, such as the mean, the median, and the mode as well as measure of variability such as the standard deviation. This study involves relationships between variables, and consequently the discovery of cause and effect. If possible this relationship is stated in quantitative terms; this is feasible when both cause and effect are continuously variable and subject to measurement. Correlation analysis is one method employed in discovering the relationship between such variables.

A most frequently employed statistical device in

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[1]Leona E. Tyler, Tests and Measurements, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 4.

educational research is Pearson's product moment correlation coefficient. It measures the degree of linear relationship between two variables which range in value from a perfectly positive relationship of 1.00 to a perfectly negative relationship. It is practically impossible in education to obtain a 1.00 correlation; they are seldom above .90 because one cannot sufficiently control or precisely measure the variables involved.

In this study the Pearson r was used as a basis to determine the variables upon which to match the three individual groups. Because of the interrelationships of the many variables involved in learning, it is impractical to match groups according to too many variables. The value of additional variables usually contributes very little to the dependent variable. If a single predictor is to be used, that variable should have the highest correlation with the criterion variable. Since intelligence and achievement correlate significantly with achievement and include to varying degrees such factors as motivation, socio-economic status, et cetera, these two predictor variables were used as the basis for matching the three groups involved in this study. Campbell and Stanley give a more sophisticated description of matching procedure and experimental design for research.[2]

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[2]Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching" Handbook of Research on Teaching, N. L. Gage, editor (Rand Mc Nally and Company, Chicago, 1963), pp. 171-246.

In addition to the descriptive statistics mentioned, inferential statistics are usually used in experiments involving more than one group. If there are a great number of means to compare with respect to possible differences, the analysis of variance or covariance would be appropriate. In this experiment, since there are essentially three comparisons to make in each area, the "t" test of significance for equated groups was used. In this experiment one begins with the hypothesis that there are no significant differences in achievement among the three groups. This is the statistical null hypothesis. If one should find by virtue of the "t" test of significance that a difference greater than chance has occurred between two means, then one would reject the null hypothesis that no significant difference exists and conclude that these means do not come from the same population. Even though one rejects the null hypothesis, caution must be exercised in interpreting the results. Experiments in the behavioral sciences are very difficult to control completely. Since so many variables in addition to our independent variables can influence significant findings such as the enthusiasm of the teacher, the Hawthorne Effect, the size of the groups, the measuring instruments used, the environment, and definition of terms, to name a few, one has to be extremely careful in generalizing from the results of one experiment. The lack of proper controls in educational research accounts in part for different results on the same problems. Once one has substantiated an hypothesis

by virtue of one experiment and presented conclusions and recommendations, if the problems is a significant one, we should conduct further follow-up studies to determine the validity of our initial experiment. Not only should the results be statistically significant, but the observed difference should also have a qualitative difference. For example, one may find a statistical significant difference between an I.Q. of 100 and 105, but how much difference in achievement could one expect between individuals possessing these I.Q.'s? We might find a difference between an "A" grade and a "B" grade average, or an "A" grade and a "C" grade in college work. How much do these differences make in terms of success? These questions also have significance in interpreting the quantitative results of an experiment. One must remember that findings can be statistically significant by virtue of a large sample and yet not have functional significance.

CHAPTER IV

COLLECTION AND INTERPRETATION OF THE DATA

The data for this study were obtained from the Oak Park, River Forest, and Western Springs, Illinois school districts. Data were collected for 360 students: River Forest (n=125), Western Springs (n=125), and Oak Park (n=110). Complete data were secured for 320 of these students. For the correlation studies of intelligence and achievement, and teachers' grades and achievement, the n's respectively were 339 and 343.

The communities participating in the study were matched as closely as possible as to socio-economic characteristics. In chapter one it was noted that the communities' populations range from 10,838 to 14,416; the median age of community residents ranges from 32.9 to 37.0; median school years for persons over 25 years of age range from 12.9 to 13.2; median income ranges from $10,411 to $13,824; ethnic backgrounds of residents are similar; marital status of residents is similar.

Significant differences among the communities appeared in the annual expenditure per pupil with Western Springs spending $543.87, Oak Park spending $743.73, and River Forest spending $906.31. The differences in assessed valuation of the communities were also significant: Oak Park, $212,963,850; Western Springs, $37,735,841; and River Forest, $68,270,953. The assessed

valuation of Oak Park is for the entire village; as was noted in chapter one, the Oak Park schools cooperating in this study are located in the more favorable neighborhood communities, hence the assessed valuation would be comparable to River Forest. The difference between the assessed valuation of River Forest and Western Springs, however, is significantly different.

The Data

Academic Achievement

The communities having been matched as to socio-economic characteristics and the curricula, the students were matched on the basis of intelligence test scores and pre-test achievement scores at the beginning of seventh grade. These data were collected from school records and from the pupils' cumulative folders. The intelligence tests administered were the California Test of Mental Maturity and the Otis Quick Scoring Mental Ability Tests. To insure comparability the California scores were converted to Otis scores. The achievement scores obtained were from the Stanford Achievement Test Battery. This battery consists of eight subtests: paragraph meaning, spelling, language, arithmetic concepts, arithmetic computation, arithmetic applications, social studies, and science. The intelligence and achievement tests were administered by the classroom teachers in each school and were machine scored. The Stanford Battery, the post test, was administered to all groups at the end of eighth grade. A sample of 90

students from each school were matched on the basis of intelligence test scores and previous achievement. Grade scores at the beginning of the seventh grade were used as the measure of previous achievement. Table 1 compares the matched groups as to intelligence and achievement. These means were compared for possible differences among the groups in intelligence and achievement. None were found in either area.

TABLE 1

Comparison of Groups on Pretest Scores at Beginning of Seventh Grade

DISTRICT	n	I.Q. MEAN	I.Q. S.D.	GRADE SCORES MEAN	GRADE SCORES S.D.	AVERAGE STANINE ACHIEVEMENT MEAN	AVERAGE STANINE ACHIEVEMENT S.D.
Oak Park	90	117.71	10.37	8.18	1.75	5.68	1.32
River Forest	90	118.27	9.55	8.15	1.64	5.86	1.40
Western Springs	90	116.94	9.70	8.35	1.24	5.95	1.43

One purpose of this study was to examine the relationship between teachers' grades and achievement, and intelligence and achievement. These correlations are given in Table 2.

TABLE 2

Coefficients of Correlation Between Teachers' Grades and Achievement, and Intelligence and Achievement

VARIABLES	N	r	σ_r
Grades and Achievement	343	.7393	.0245
Intelligence and Achievement	339	.7226	.0260

All cases were used for the study of relationship between teachers' grades (grade point average) and student achievement as measured by the Stanford Achievement Battery. The correlation between them was found to be .7393, an indication of a marked relationship. Much discussion has been given to the reliability of teachers' grades. This correlation indicates that in these particular schools, the teachers' grades are good indicators of student achievement, and not based on non-relevant factors. The correlation between intelligence and achievement usually is in the range of .40 - .70. In this study the obtained r of .7226 indicates a significant relationship between intelligence and academic achievement as measured by the standardized tests used in these schools. These data indicate that the predictive validity of these tests should prove helpful in the counseling and guidance programs of these schools.

An established purpose of the junior high school is to care for the academic needs of the early adolescent. If the

junior high school has a separate plant, an appropriate administrative organization, subject area specialists, and a schedule flexible enough to provide learning experiences for the wide range of student abilities and interests, it would seem to follow that the achievement of the student population of the junior high school should exceed the academic achievement of students whose school system did not provide many of the services of the junior high school.

A combined population of 360 eighth grade students from both junior high school and K-8 buildings were studied. Their grade point averages in grade 6, and their grade point averages in grades 7 and 8 were collected, as well as their intelligence quotients and the results of the Stanford Achievement Tests administered at the beginning of grade seven, and at the end of grade 8. Thus a measure was obtained as to the pupils' achievement as they ended grades 7 and 8. As has been indicated the pupils had been matched for intelligence and for achievement as they began grade 7 (cf. Table 1, page 70). As a post measure of achievement gains the Stanford Achievement Tests were administered at the end of their eighth grade.

Table 3 shows the results of the post test by subject level for each of the three school districts studied.

TABLE 3

Stanine Means of Post Measure
Of Achievement Gains

Stanford Battery	Oak Park M	Oak Park S.D.	River Forest M	River Forest S.D.	Western Springs M	Western Springs S.D.
Paragraph Meaning	6.82	1.44	6.74	1.59	6.86	1.56
Arithmetic Computation	6.32	1.87	6.78	2.17	6.36	2.16
Arithmetic Concepts	6.78	1.50	7.36	1.90	7.50	1.62
Arithmetic Applications	6.43	1.51	6.42	1.96	6.80	1.71
Language	5.67	1.25	6.15	1.72	6.75	1.56
Spelling	6.24	1.62	5.88	1.82	6.23	1.64
Social Studies	6.37	1.46	6.38	1.69	6.20	1.62
Science	6.48	1.56	6.26	1.82	6.29	1.61
Total	6.32	1.51	6.49	1.89	6.62	1.75

Differences in mean stanines can be observed in the arithmetic concepts, language, and spelling subtests. In arithmetic concepts, Oak Park is below River Forest and Western Springs as it is also in the total language subtest. River Forest is lower than Oak Park and Western Springs in the spelling subtest. In spite of these differences, the only difference that varies greater than one stanine is in the area of language where the performance of Western Springs' students is slightly over one stanine larger than Oak Parks' students. Since it was one of the primary purposes of this study to investigate the effects of organizational patterns upon achievement, the "t" test of significance was used to test the total means of the three school districts' mean

stanine scores. These comparisons are given in Table 4.

TABLE 4

Comparison of Groups Using Mean Stanine Achievement Scores

GROUPS	N	M	S.D.	STD. ERROR OF THE MEAN	"t"	SIGNIFICANCE LEVEL
River Forest Western Springs	90 90	6.49 6.62	1.89 1.75	.0710 .0656	1.3060	non-sig.
River Forest Oak Park	90 90	6.49 6.32	1.89 1.51	.0710 .0570	1.9150	non-sig.
Western Springs Oak Park	90 90	6.62 6.32	1.75 1.51	.0656 .0570	3.4573	.01

The only comparison that revealed a significant difference was that of Western Springs junior high school over Oak Park K-8. Thus we can conclude that a real difference in achievement does exist between these schools in favor of Western Springs junior high school.

Table 5 presents another mode of comparison, this time using final mean grade scores (instead of their equivalent mean stanines). These comparisons reveal no significant differences, even though the "t" of 1.7235 between Western Springs and Oak Park approaches the .05 level (1.974 being needed). This would seem to be in opposition to the significant difference in stanine means between these groups, but the greater variability of grade scores

accounts for some of this difference. Even though not statistically significant, a difference of .7111 (over ⅛ years' achievement) exists in favor of Western Springs' students in contrast to the students of Oak Park.

TABLE 5

Comparison of Groups Using Grade Score Means

GROUPS	N	M	S.D.	STD. ERROR OF THE MEAN	"t"	SIGNIFICANCE LEVEL
River Forest Western Springs	90 90	10.58 10.90	3.68 2.88	.3898 .3054	.6506	non-sig.
River Forest Oak Park	90 90	10.58 10.19	3.68 2.62	.3898 .2775	.8127	non-sig.
Western Springs Oak Park	90 90	10.90 10.19	2.88 2.62	.3054 .2775	1.7235	non-sig.

How do the grade point averages of these three populations compare? The differences are very small: Oak Park's being 3.45, Western Springs 3.33, and River Forest 3.21. Again, the use of the "t" test indicated no significant differences. The grade point averages were calculated from the grades earned in arithmetic, language, arts, spelling, science, and social studies for grades seven and eight. These data indicate that the grading standards of the Oak Park teachers were slightly lower than the grading standards of the teachers of Western Springs and River Forest. The standard error of the mean for River Forest was

.1501, for Oak Park .1405, and for Western Springs .1730. The "t" test result for River Forest and Western Springs was .5336; for River Forest and Western Springs 1.1800; and for Oak Park and Western Springs, .5402. These three are non-significant.

Social Adjustment

Proponents of the junior high school maintain that the early adolescent has particular needs that are best satisfied in a unique organizational unit, the junior high school. This type of organizational pattern (be it 7-8, or 7-8-9), could offer pupil personnel services structured to satisfy the peculiar needs of students 12 to 15 years of age. Personnel services could include preventive as well as remedial programs for students, utilizing the teacher as a guidance person, the school counselor, and the school nurse. It would not be rash to suppose that if a community had an effective school system, the pupil personnel services would at least be adequate. It would seem that problems of concern to the 12 to 15 year old would be less in students completing junior high school, than those completing eighth grade in a K-8 building.

In order to compare as much as possible the social adjustment of the students in junior high school with those seventh and eighth grade students in K-8 buildings, the Mooney Problem Check List (1950) was administered at the end of grade eight to the students of Mc Clure Junior High School in Western Springs (n=89); Roosevelt Junior High School in River Forest (n=89); and

to the eighth grade students of the Holmes and Beye Schools of Oak Park, Illinois (n=87). A pre-administration of the Mooney Problem Check List was not possible, though it would have reinforced the total social adjustment aspect of this study.

To study further the social adjustment aspect of this project, the teachers of the students in the three school districts were asked to rate their students on the same general areas of the Mooney Problem Check Lists, viz., Health and Physical Development (HPD), School (S), Home and Family (HF), Money, Work, the Future (MWF), Boy and Girl Relations (BG), Relations to People in General (PG), and Self-centered Concerns (SC). This rating was accomplished through a simple "Yes", "No", "No Basis for Opinion" response after each of the categories of the Mooney Problem Check List (Cf. Appendix I). Overall adjustment rating was completed by the teachers' response to "Poor", "Below Average", "Average", "Above Average" and "No Basis for Opinion".

The student questionnaire consisted of statements encompassing each area investigated by the Mooney Problem Check Lists, to which the student responded "Yes", or "No". The cumulative record of each student was examined for anecdotal reports and other sources of information regarding the social adjustment of students. One result of this examination is the conclusion by the researcher that the use of the anecdotal record is infrequent by the teachers in these three school dis-

tricts for the recording of social adjustment problems and academic difficulties.

The Mooney Problem Check List is not a test, and does not measure student problems in terms of scores, but rather as a "census count" of a student's problems. The usefulness of the Mooney Problem Check List lies in evaluating the major concerns of a group, and of each student in the group.[1] Consequently the results of the Mooney Problem Check List have been reported as frequencies and the mean for each group computed.

Table 6 reports the frequencies for each school district in each of the general areas of the Mooney Problem Check List. The count is presented, and the mean for each school district computed.

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[1] Ross L. Mooney, Leonard V. Gordon, The Mooney Problem Check List Manual, 1950 Revision (Psychological Corporation: N.Y., 1950), p. 3.

TABLE 6

Frequency Counts and Means of
The Mooney Problem Check List

CATEGORY	WESTERN SPRINGS (n=89)	RIVER FOREST (n=89)	OAK PARK (n=87)
HPD	241	211	291
S	511	365	589
HF	258	267	373
MWF	262	310	309
BG	306	258	396
PG	338	360	387
SC	399	422	482
TOTAL	2315	2193	2827
M	26.0	24.6	32.5

It is clear that the students of Oak Park checked more problems of concern to them than did the students in Western Springs and River Forest. In Health and Physical Development, the Oak Park students checked 50 more items than the next highest, Western Springs; School, 78 more items than Western Springs; Home and Family, 106 items more than the next highest, River Forest; Boy-Girl Relationships, 90 items more than Western Springs; People in General, 27 items more than River Forest; Self-centered Concerns, 60 more items than River Forest. Only in the area of Money, Work, and Future did Oak Park students check less items

than Western Springs and River Forest. In total frequency, Oak Park students checked 512 items more than did the students of Western Springs, and 634 items more than did the students of River Forest.

The means for each group indicate that on the average, the Oak Park student checked 6.5 items more than a student from Western Springs, and 7.9 items more than a student from River Forest. In itself this does not mean that the students of Oak Park actually have more problems than the students of Western Springs or River Forest, only that they checked more problems.[2]

Table 7 compares the teacher rating of their students as to the existence of a concern by a student of a problem in any of the basic categories of the Mooney Problem Check List. The teachers responded "Yes", "No", or "No Basis for Opinion". Only the "Yes" responses are recorded.

It is to be noted that frequencies differ between the Mooney Problem Check List and the teacher ratings because the number of items in each general category in the Mooney Problem Check List compared to the one response in each general category on the part of the teachers.

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[2]Mooney, ibid., p. 11.

TABLE 7

Frequency of Teacher Ratings of Existent Problems of Students in General Areas of the Mooney Problem Check List - "Yes" Responses

CATEGORY	WESTERN SPRINGS (n=89)	RIVER FOREST (n=89)	OAK PARK (n=87)
HPD	11	14	5
S	17	26	26
HF	7	13	24
MWF	1	4	5
BG	8	21	20
PG	15	12	20
SC	13	22	24
TOTAL	72	112	125
M	.82	1.26	1.44

The total frequencies and the means for the three groups indicate that the teacher ratings compare favorably with the frequency counts on the Mooney Problem Check List (Cf. Table 6). There are a few differences among the categories such as the teacher rating of one (1) in the Money, Work, and Future category compared with the frequency count of 262 of Western Springs recorded in Table 6. The mean again for Oak Park is higher than Western Springs or River Forest.

Table 8 sets forth the results of teacher ratings (Cf. Appendix 1) for overall adjustment of students using the scales

"Poor", "Below Average", "Average", "Above Average", and "No Basis for Opinion."

TABLE 8

Teacher Rating of Overall Adjustment of Students

SCALE	WESTERN SPRINGS (n=89)	RIVER FOREST (n=89)	OAK PARK (n=87)
Poor	2	3	0
Below Average	13	18	18
Average	42	43	43
Above Average	27	25	26
No Basis for Opinion	5	0	0
Total	89	89	87
M	2.77	2.99	2.91

The ratings in overall adjustment are comparable in each scale with the exception of 13 "Below Average" ratings in Western Springs compared with 18 ratings in the same scale for both River Forest and Oak Park; no "Poor" ratings in Oak Park compared with two such ratings in Western Springs, and 3 in River Forest; and 5 "No Basis for Opinion" in Western Springs compared with none in River Forest and Oak Park. The means of the three groups reveal little difference in overall adjustment based on teacher judgment.

Table 9 indicates the number of problems checked by the

students of each school, and the number of anecdotal reports pertaining to each problem area of the Mooney Problem Check List. These anecdotal reports were collected from the cumulative folders of the students in each school.

TABLE 9

Frequency of Problems Checked on the Student Questionnaire and Collected from Students' Cumulative Records

CATEGORY	WESTERN SPRINGS QUESTIONNAIRE	CR	RIVER FOREST QUESTIONNAIRE	CR	OAK PARK QUESTIONNAIRE	CR
HPD	2	2	4	3	2	1
S	25	12	31	24	28	22
HF	6	7	8	1	5	1
MWF	31	3	36	1	27	1
BG	5	2	1	1	3	1
PG	14	6	12	15	10	2
SC	11	24	5	16	12	7
TOTAL	94	56	97	61	87	35
M	1.06	.629	1.10	.686	1.00	.302

With the exception of Self-centered Concerns the results of the student questionnaire are quite comparable as to general problem areas. Oak Park's total is lower than Western Springs or River Forest. This discrepency might be explained by the fact that the Mooney Problem Check List is a much more refined tool

than the student questionnaire, affording students the opportunity to respond to immediate, specific items rather than to gross categories.

The results of the frequency counts and a computation of the mean counts on the Mooney Problem Check List (Cf. Table 6) for each school district indicate that the average Oak Park student checks 6.5 to 7.9 items more than the average student of the two junior high schools in the study. With this fact alone, no definitive judgment can be made about the effectiveness of the organizational structure of the schools.

The teacher ratings of the individual problem areas of students (Cf. Table 7) tend to reinforce the results of the frequency counts of the Mooney Problem Check List. The means indicate that the teachers in the Oak Park schools believe their pupils have more problems of concern to them than do the teachers of Western Springs and River Forest. As to overall adjustment of students (Cf. Table 8), there appears to be little difference in the ratings by the teachers of the students in the three school districts.

The student questionnaire tabulations (Cf. Table 9) do not reinforce the results of the Mooney Problem Check List or teacher ratings, possibly because of a lack of refinement of the questionnaire itself.

The results of an investigation of the cumulative records (Cf. Table 9) indicate sparse utilization of the anecdotal record of the cumulative record by the teachers in the three school districts.

Teacher Rating Scale

A most important element in an effective educational program is the quality of the teacher: the quality of teacher a student has will affect the student's learning. It was not possible in this study to rate teacher characteristics on the basis of the results of projective techniques. The salary schedule of the three districts involved in this study are comparable as are recruiting practices, and experience of teachers.

The literature is rife with discussions concerning the characteristics of effective teachers. To date, however, sufficient data has not been collected to construct an evaluative device that would give precise measurements of those qualities comprising the effective teacher.

In order to examine the type of teacher in the classrooms of the schools participating in this study, a rating scale was devised and mailed to the principals of each school (Cf. Appendix 3). The rating device examines the teacher as to personal characteristics, teacher-pupil relationships, the teacher as instructor, and the teacher as a professional person. Each

principal was then asked to present an overall evaluation of each teacher of grades 7 and 8. He was asked to rate them as Superior, Excellent, Good, Satisfactory or Unsatisfactory. A description of these terms was included in the letters to the principals (Cf. Appendix 4).

Table 10 indicates the number and sex of the teachers rated by the principals of the three school districts.

TABLE 10

Number and Sex of Teachers Rated by the Principals of Schools Involved in the Study

District	Male	Female	Total	% of Response
Western Springs	11	11	22	100
River Forest	5	10	15	100
Oak Park	8	10	18	100

The response to the teacher rating scale was 100%. River Forest has a two to one ratio of female to male teachers. Oak Park and Western Springs are comparable as to sex distribution.

Tables 11 and 12 indicate the total number and percentage of ratings on all of the characteristics listed on the teacher rating scale.

These characteristics total 33 in number, and are grouped to rate the teacher as to personal characteristics,

teacher-pupil relationships, the teacher as a guidance person, and the teacher as a professional person. Tables 11 and 12 indicate the total number of times the principals rated their teachers as Superior, Excellent, Good, Satisfactory, and Unsatisfactory.

TABLE 11

Number and Percentage of Ratings on All Characteristics on Teacher Rating Scale Male Faculties

District	Superior N	Superior %	Excellent N	Excellent %	Good N	Good %	Satis. N	Satis. %	Unsat. N	Unsat. %
Western Springs	238	65.56	91	25.07	26	7.17	7	1.93	1	.276
River Forest	34	20.60	95	57.57	34	20.60	2	161	0	0
Oak Park	0	0	78	29.55	162	61.36	24	9.09	0	0

A total of 238 or 65.56% of all characteristics on the scale were rated Superior for the male teachers of Western Springs. In contrast to this, no ratings of Superior were given to the male teachers in Oak Park, and only 78 ratings, or 29.55%, were given for excellent. A percentage figure comparable to Western Springs' 65.56 in the Superior ratings is to be found in the Good scale of Oak Park, with a percentage figure of 61.36. The majority, 57.57% of the male teachers in River Forest were rated Excellent. Almost one-fourth of the Oak Park male teachers were rated Satisfactory compared with 2% in River Forest and 7% in Western Springs.

TABLE 12

Number and Percentage of Ratings on All Characteristics on Teacher Ratings Scale Female Faculties

District	Superior		Excellent		Good		Satis.		Unsat.	
	N	%	N	%	N	%	N	%	N	%
Western Springs	184	50.69	115	31.68	56	15.43	7	1.93	1	.276
River Forest	70	21.21	187	56.67	73	22.12	0	0	0	0
Oak Park	7	2.12	150	45.45	166	50.30	7	2.12	0	0

On all characteristics rated for female teachers, a total of 184, or 50.69% have been rated Superior in Western Springs, in contrast to a total of 7, or 2.12% in Oak Park, and 70, or 21.21% in River Forest. The majority, 187 or 56.67% of the characteristics checked in River Forest are in the Excellent scale. In Oak Park the largest percentage, 50.30% is found in the Good scale.

Table 13 sets forth the number and percentage of male faculty in each school district as to their overall rating by the principal as classroom teachers. Again, Western Springs is in sharp contrast to Oak Park.

TABLE 13

Number and Percentage of Male Faculty by School District as to Overall Rating as Classroom Teachers

District	Superior		Excellent		Good		Satis.		Unsat.	
	N	%	N	%	N	%	N	%	N	%
Western Springs	8	72.73	2	18.18	1	9.09	0	0	0	0
River Forest	0	0	4	80.00	1	20.00	0	0	0	0
Oak Park	0	0	3	37.50	5	62.50	0	0	0	0

In Western Springs, 8, or 73% of the male faculty were rated Superior in contrast to no male teacher rated Superior in Oak Park or in River Forest. In River Forest the majority, 4 or 80% were rated Excellent, and 3 in Oak Park, or 37.50% were rated Excellent. The majority, 5 or 62.50% of the male teachers in Oak Park were rated Good in contrast to 9.00% in Western Springs, and 1.00% in River Forest.

Table 14 indicates the number and percentage of female faculties in each school district as to their overall rating by their principals as classroom teachers. Western Springs is once more superior in contrast to the ratings given the female faculty of Oak Park.

TABLE 14

Number and Percentage of Female Faculty by School Districts as to Overall Rating as Classroom Teachers

District	Superior		Excellent		Good		Satis.		Unsat.	
	N	%	N	%	N	%	N	%	N	%
Western Springs	4	36.36	5	45.45	1	9.09	1	9.09	0	0
River Forest	0	0	10	100.00	0	0	0	0	0	0
Oak Park	0	0	6	60.00	4	40.00	0	0	0	0

In Western Springs 4, or 36.36% of female teachers have been given an overall rating of Superior in contrast to no female teacher in Oak Park or River Forest rated Superior. It is in the Excellent scale that the majority of ratings are found for all three districts, with 100% of the female teachers of River Forest rated Excellent. In Oak Park, 40% of the female teachers are rated Good compared with 0.00% in River Forest, and 9.00% in Western Springs.

Table 15 indicates the number and percentage of ratings on all of the characteristics of the teacher rating scale for the entire faculty of each school district.

TABLE 15

Number and Percentage of Ratings on All Characteristics of the Teacher Rating Scale for the Total Number of Faculty in Each School District

District	Superior		Excellent		Good		Satis.		Unsat.	
	N	%	N	%	N	%	N	%	N	%
Western Springs	422	58.13	206	28.37	82	11.29	14	1.93	2	.2764
River Forest	104	21.01	282	56.99	107	21.62	2	.4040	0	0
Oak Park	7	1.18	228	38.55	328	55.28	31	5.22	0	0

On all the characteristics of the teacher rating scale for the entire faculty of Western Springs, a total of 422 or 58.13% were identified by the principal as Superior in contrast to 7 cases or 1.17% in Oak Park. The majority of the cases in Oak Park, 328, or 55.28% were rated Good. In River Forest the majority of cases, 228 or 56.99%, were rated Excellent.

Table 16 indicates the number and percentage of the overall ratings as classroom teachers for the entire faculty of each school district.

TABLE 16

Number and Percentage of Overall Ratings as Classroom Teachers on Teacher Rating Scale for Total Number of Faculty in Each School District

District	Superior		Excellent		Good		Satis.		Unsat.	
	N	%	N	%	N	%	N	%	N	%
Western Springs	12	54.55	7	31.82	2	9.09	1	4.64	0	0
River Forest	0	0	14	93.33	1	6.67	0	0	0	0
Oak Park	0	0	9	50.00	9	50.00	0	0	0	0

In overall ratings, the rating Superior was given to 12 of the 22 teachers, or 54.55% of the entire faculty of Western Springs. In Oak Park, 9 of 18 or 50% of the faculty were rated Excellent. A rating of Good was given to 9 of 18 or 50% of the Oak Park faculty. Again, Western Springs is in sharp contrast to Oak Park with 86.37% of the entire Western Springs faculty rated Superior or Excellent. No teacher was rated Superior in Oak Park.

The data indicate that in the view of the immediate administrator of the school, the principal, Western Springs' faculty is of superior quality, while the faculty of Oak Park is excellent to good. The faculty of River Forest has been rated excellent. As has been observed, the quality of the teacher is a most important factor in pupil achievement. Of the three school districts involved in this study, the faculty of the Mc Clure Junior High School in Western Springs surpasses the faculties of River Forest

and Oak Park in individual characteristics and overall ratings as classroom teachers as rated by their principals on the teacher rating scale prepared for this study.

Teacher Questionnaire

A questionnaire (Cf. Appendix II) containing seventy-seven items was mailed to a total of 55 teachers from all three school districts. These teachers taught both seventh and eighth grades in the junior high schools and in the K-8 buildings. A total of 43 or 78.18% of those contacted responded to the questionnaire.

The questionnaire was structured to collect teacher judgment about the organization of the schools, administration, curriculum, and pupil personnel services. A letter was sent with each questionnaire, and a set of directions was provided. To items 1 through 66, the teachers were to respond "Strongly Disagree", "Moderately Disagree", "Uncertain", "Moderately Agree", "Strongly Agree", or "No Basis for Opinion". The "No Basis for Opinion" response meant that the teacher did not have sufficient information available to him to react to a particular statement in the questionnaire.

It was recognized from the outset that not every item in the questionnaire would be used in the study; consequently this section of the project deals with those items pertinent to the

purpose of the research. In reporting the results of the questionnaire, then, some items will appear only in the appendix (Cf. Appendix II). The number of responses and the percentages of the responses for every item are presented in the appendix.

Since the organization of the schools is a prime concern of this study, it was thought that the teachers of the schools themselves could offer information as to the effectiveness of the school organization and administration in carrying out the educational program of the school. The following items concerning organization and administration were presented to the teachers for their responses:

1. Students can be taught more effectively in a junior high school than in a K-8 organization.

2. The organization of my junior high produces effective articulation between K-6 and the junior high school.

3. The organization of my junior high school pattern produces effective articulation between the junior high school and the senior high school.

4. The organization of my junior high provides opportunities for helping students with learning problems.

8. The administration of my school district is efficiently organized.

10. The community adequately supports the administration and faculty in their professional tasks.

11. I have sufficient time to teach my subject well.

13. I am satisfied with the present length of the school day because it allows me sufficient time to carry out the objectives of my program.

Items 5, 6, 7, 9, and 12 in the questionnaire appear in the appendix with the number of responses and percent of those responding.

Table 17 indicates the number of responses and percent of responses for each of the preceding items. These responses are given for each school district, and indicate that the teachers have agreed or disagreed with the item. The Uncertain responses and No Basis for Opinion responses will be found in the appendix.

TABLE 17

Number and Percent of Responses to Teacher Questionnaire Concerning School Organization and Administration by Teachers of Western Springs (W.S.), River Forest (R.F.), and Oak Park (O.P.)

Item	Strongly Disagree or Moderately Disagree						Moderately Agree or Strongly Agree					
	W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)	
	N	%	N	%	N	%	N	%	N	%	N	%
1.	1	6	0	0	2	12	12	75	8	80	14	82
2.	3	19	5	50	7	41	11	69	4	40	6	35
3.	1	6	4	40	8	47	15	94	6	60	6	35
4.	0	0	1	10	5	29	14	88	6	60	9	53
8.	2	13	3	30	6	35	12	75	7	70	10	59
10.	0	0	0	0	2	12	12	75	8	80	14	82
11.	6	38	0	0	9	53	10	63	9	90	8	47
13.	9	56	2	20	7	41	3	19	5	50	8	47

The great majority of teachers in all three districts agree that students can be taught more effectively in a junior high school than in a K-8 organization. Oak Park teachers led with 82% of those responding to the item; River Forest was next with 80%, and Western Springs with 75% of those responding agreeing that students learn more effectively in a junior high school than in a K-8 building. Only 35% of Oak Park's teachers agreed that their type of organization provided for effective articulation between grade 6 and 7, and between grade 8 and the senior high school. Though the majority of teachers agreed that the organization of their school provided opportunities for helping students with learning problems, Oak Park was lowest with 53% agreeing compared with 60% in River Forest, and 88% in Western Springs. The same order appears in the response to the item stating that the administration of the school district is efficiently organized: only 59% of Oak Park's teachers agreed compared with 70% of River Forest's teachers, and 75% of Western Springs' teachers. All three groups agree that the community adequately supports the administration and faculty in their professional duties.

It is noteworthy that while 63% of Western Springs' respondents and 90% of River Forests' teachers agree they have sufficient time to teach their subjects well, only 47%, or less than half of Oak Park's respondents agree. The length of the school day was regarded as adequate by less than half of Oak Park's respondents, half of River Forests teachers, and only 19% of Western

Springs' teachers. This low percent from Western Springs can be explained partially because the school district had extended the school day at the junior high school by adding an extra period to each day's schedule the year this study was made. Many of the teachers had expressed to the principal and to the researcher their dissatisfaction with this arrangement.

The following items are pertinent to the project in the area of curriculum, and listed by number of item in Table 18:

27. The curriculum of the school system in my subject area needs revision.

28. The curriculum of my subject matter area is currently being revised.

29. The organization of the curriculum provides for educational experiences suited to the students' individual needs.

30. The curriculum of my school district is articulated with the high school of the district.

31. The curriculum of my junior high school is articulated with grades K-6.

55. The extra-curricular activities program at my junior high school includes a sufficiently broad representation of activities.

58. My junior high school should be student centered.

61. Students should be motivated to experiment in my classes even though they might fail in the experiment.

Table 18 sets forth the number of responses and percent of responses for each of the selected items concerning the curriculum of the schools. Items concerning the over-emphasis of one

area of the curriculum have been omitted because the largest number of responses came from Oak Park teachers in only three areas. On science 41% agreed there was an over-emphasis in the curriculum, and in mathematics 29% agreed there was an over-emphasis. In the area of art, 29% of the Oak Park teachers tended to agree there was an over-emphasis in the curriculum. These were the highest percentages in this category.

TABLE 18

Number and Percent of Responses to Teacher Questionnaire Concerning the Curriculum of the School Districts

Item	Strongly Disagree or Moderately Disagree						Moderately Agree or Strongly Agree					
	W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)	
	N	%	N	%	N	%	N	%	N	%	N	%
27.	8	50	6	60	6	30	5	31	4	40	7	41
28.	4	25	0	0	4	24	9	56	9	90	8	47
29.	2	13	1	10	2	12	11	69	8	80	11	65
30.	1	6	1	10	5	29	14	88	7	41	1	6
31.	2	13	1	10	3	18	12	75	7	70	10	59
55.	2	13	8	80	11	65	13	81	1	10	5	29
58.	3	19	3	30	4	24	7	44	5	50	7	41
61.	0	0	1	10	4	24	15	94	9	90	11	65

The school districts are comparable in agreeing that the curriculum organization of their school systems provide

educational experiences suited to the students' individual needs. Only 57% of the Oak Park respondents agree that the curriculum of their subject area was being revised, as compared with 90% of respondents from River Forest, and 56% of respondents from Western Springs. As to whether or not the curriculum in their subject area need revision, only 30% of Oak Park's respondents disagree, while 60% of respondents from River Forest disagree, and 50% of respondents from Western Springs disagree.

In Western Springs 88% of the respondents agree that the curriculum of the junior high school is articulated with the curriculum of the senior high school. In Oak Park only 6% of the respondents agree, and in River Forest 41% agree. From the percentages given, it is clear that many teachers are uncertain or have no basis for an opinion. Articulation of the curriculum with grades K-6 is clearly evident from the percentages given, though again the Oak Park respondents are lowest with 59% of the respondents in agreement.

It is evident that the teachers from River Forest and Oak Park do not consider the extra-curricular programs of their schools broad enough in scope, while 81% of the respondents from Western Springs believe their extra-curricular programs to be sufficiently representative of the various programs available.

Only 65% of respondents from Oak Park believe students should be encouraged to experiment in their classes even though

their experiment might fail compared with 94% of the respondents from Western Springs, and 90% of the respondents from River Forest.

The following items were selected for a discussion of the teachers' responses to the guidance and pupil personnel services of their respective school systems. Again, certain items have been omitted either because they were not pertinent to the study, or because the response to the item revealed little of significance in differences in response among the three school districts.

35. My school and the local community consistently reinforce the same attitudes and values among my students.

39. My school has adequate programs to identify and assist the socially maladjusted student.

41. Our staff encourages students to use the school's guidance services.

42. The guidance services for the students at my school are adequate for student needs.

43. The guidance services at my school are well-utilized by students.

44. My school has an effective counseling service.

45. My school has an effective health service.

46. The services of my school district's psychologists are adequate.

47. My school has an adequate orientation program for in-coming students.

49. My school closely coordinates its pupil personnel services with major community service agencies.

52. There is too much pressure on our junior high school students to achieve high grades.

62. Serious disciplinary problems should be sent to the principal.

64. Teachers should be more firm than they are with junior high school students.

65. Students should be encouraged to come to me for help with their academic problems.

66. Students should be encouraged to come to me for help with their personal problems.

Table 19 indicates the number and percentage of responses for each of the items listed above.

TABLE 19

Number and Percent of Responses to Teacher Questionnaire Concerning the Pupil Personnel Services of the School Districts Involved in the Study

Item	Strongly Disagree or Moderately Disagree						Moderately Agree or Strongly Agree					
	W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)	
	N	%	N	%	N	%	N	%	N	%	N	%
35.	3	19	4	40	5	29	9	56	5	50	7	41
39.	6	38	7	70	9	53	3	19	1	10	7	41
41.	5	31	4	40	2	12	3	19	2	20	13	76
42.	9	56	9	90	11	65	4	25	0	0	3	18
43.	7	44	5	50	8	47	1	6	0	0	7	41
44.	8	40	6	60	6	35	4	25	0	0	8	47
45.	0	0	3	30	4	24	14	88	5	50	12	71
46.	6	38	5	50	4	24	2	13	2	20	7	41

TABLE 19 (Continued)

Item	Strongly Disagree or Moderately Disagree						Moderately Agree or Strongly Agree					
	W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)	
	N	%	N	%	N	%	N	%	N	%	N	%
47.	1	6	1	10	8	47	13	81	8	80	3	18
49.	1	6	4	40	4	24	2	13	2	20	5	29
52.	2	13	3	30	9	53	12	75	4	40	6	35
62.	5	31	2	20	0	0	11	69	8	80	17	100
64.	2	13	3	30	1	6	12	75	7	70	13	76
65.	0	0	0	0	2	12	16	100	8	80	12	71
66.	3	19	1	10	5	29	9	56	9	90	9	53

Less than half of the respondents from Oak Park agree that the school and the community consistently reinforce the same values among students, whereas the majority of the respondents from Western Springs and River Forest agree. As to the identification of the socially maladjusted student the majority of each faculty responding disagree or are uncertain or have no basis upon which to form a conclusion, but at least 41% of the Oak Park respondents agree that the school does have programs allowing of such identification, while only 19% of the respondents in Western Springs agree, and only 10% of the River Forest respondents agree.

A large majority, 76% of responding teachers from Oak Park, agree that the staff encourages students to use the school's

guidance services, while only 19% of Western Springs respondents agree, and 20% of River Forest respondents agree. The majority of respondents in all three school districts disagree that the guidance services within their schools are adequate. In River Forest, 90% of the respondents to the questionnaire disagree that the guidance services are adequate, while 65% of respondents from Oak Park disagree, and 56% of respondents from Western Springs disagree.

A sizeable number of respondents disagree that the guidance services of their schools are well-utilized by their students. However, 41% of the Oak Park respondents agree that the students do use these services. The majority of the respondents in Western Springs and in River Forest disagree that their schools have an effective counseling service, while at least 47% of Oak Park's respondents agree that the counseling service in their schools is effective. It is noteworthy that Oak Park is the only school district of the three employing full time counselors. The school system at present has three full time counselors for ten schools. River Forest has one counselor who is also the psychologist and assistant superintendent for six schools, and Western Springs has one social worker for the six elementary schools and the junior high school.

All three districts agree that they have an effective health service, though River Forest is lowest among the three with

a 50% response to the item. In Oak Park, 41% of those responding agree that the services of the school psychologists are adequate, while only 24% of respondents from Western Springs agree, and 20% of respondents from River Forest agree. Almost half (49%) of respondents from Western Springs are uncertain or have no basis for forming an opinion.

A large majority of respondents from Western Springs and River Forest, 81% and 80% respectively, agree that their schools have adequate orientation programs for in-coming students from grade 6. Only 18% of Oak Park respondents agree, while 47% of Oak Park respondents disagree.

A relatively small percent of each group of respondents agree that the school closely coordinates its pupil personnel services with major community service agencies. However, 81% of the respondents in Western Springs, 40% in River Forest, and 47% in Oak Park remain uncertain or have no basis for an opinion regarding this item.

In Western Springs 53% of the respondents agree that there is too much pressure on junior high school students to achieve high grades in contrast to 35% of Oak Park teachers who agree. In Oak Park, 53% do not agree with this item on the questionnaire. River Forest teachers responded with 40% agreeing with the item, and 30% disagreeing, leaving 30% uncertain or with no basis for an opinion.

A majority of teachers in all districts agree that serious disciplinary problems should be sent to the principal of the school. Oak Park teachers gave 100% response to this item compared with 80% from River Forest and 69% from Western Springs. A majority of respondents in each district agree also that teachers should be more firm than they are with junior high school students. The figures for each district are quite comparable with 76% of Oak Park respondents agreeing, 75% of Western Springs respondents agreeing, and 70% of respondents from River Forest agreeing to this item. In items 62 and 64 there is a strong indication from all school districts, particularly in Oak Park, that a firmer hand is needed in controling discipline in the school from both the principal and the teachers themselves.

In response to the item that students should be encouraged to come to their teachers for help with their academic problems, 100% of Western Springs' teachers agreed, 80% of River Forests' respondents agreed, and 71% of Oak Park respondents agreed. In Oak Park 17% are uncertain or have no basis for an opinion, and 12% disagree.

In response to the item that students should be encouraged to come to their teachers for help with their personal problems, 90% of respondents from River Forest agree, 56% of respondents from Western Springs agree, and 53% of respondents from Oak Park agree. The highest percentage of teachers disagreeing is

29% of respondents from Oak Park.

Table 20 indicates the responses from teachers from the three school districts regarding salaries and programs of teacher preparation and certification. The items on the questionnaire are as follows:

56. My salaries are similar to those of other comparable school districts.

57. Junior high school teachers should be certificated in future only if they have pursued university programs specifically designed for the teacher of the junior high school student.

60. My teacher education program specifically prepared me for the teaching of junior high school.

TABLE 20

Number and Percentage of Teacher Responses to Items on the Teacher Questionnaire Concerning Salaries and Teacher Preparation and Certification

Item	Strongly Disagree or Moderately Disagree						Moderately Agree or Strongly Agree					
	W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)	
	N	%	N	%	N	%	N	%	N	%	N	%
56.	3	19	1	10	5	29	10	63	8	80	12	71
57.	9	56	5	50	6	35	5	31	4	40	8	47
60.	12	75	6	60	10	59	3	19	4	40	6	35

In response to the item regarding salaries, the respondents generally agree that salaries are comparable, though

respondents from Western Springs are lowest with 63% agreeing. However, 29% of Oak Park respondents disagree compared with 19% disagreeing from Western Springs, and 10% from River Forest. This percentage may reflect a morale factor existing at the time over certain policies and actions of the administration and board of education concerning certain requests of the faculty salary committee for retroactive pay.

The majority of teacher-respondents in Western Springs and River Forest disagree that special university training for junior high school teachers be required for certification. However, only 35% of Oak Park respondents disagree, and 47% of Oak Park respondents agree that special training is necessary before certification for teachers in junior high school.

A majority of teachers in all three districts disagreed that their own training specifically prepared them for teaching junior high school.

Item 67 of the questionnaire concerned the number of hours outside of school teachers worked on classwork, school district committee meetings, or work in professional associations. Western Springs' teachers average 20 hours a week, River Forests' respondents 10.4 hours a week, and Oak Parks' respondents 7.5 hours per week. Western Springs' respondents work twice as many hours outside of class than River Forest's teachers, and almost three times as many as Oak Parks' respondents.

The teachers were asked in item 68, to list three to five of the problems facing their school systems which they believed to be serious. Table 21 indicates these problems from most (1) to least (5) in urgency for each school district. The number in parenthesis below each item indicates the frequency with which the response appeared on the questionnaire.

TABLE 21

Problems Facing School Districts in Order of Urgency

Degree of Urgency	Western Springs (n=16)	River Forest (n=10)	Oak Park (n=17)
1	Schedule too full (1) Courses needed for slow learners (1) Compulsory education for slow learners (1) Scholastic Average of students dropping (1) Parental Pressure (1) No articulation among subjects (1) Periods too short (1) Poor student-teacher relations (1) Lack of discipline (1) Lack of experience in new teachers (1)	Crowded facilities (3) Teacher morale (2) Lack of firm chain of command (2)	Weak Administration (1) School too small for ind. diff. (1) Need for more teachers (1) Retaining teacher in system (1) Need for a separate junior high school (1)

TABLE 21 (Continued)

Degree of Urgency	Western Springs (n=16)	River Forest (n=10)	Oak Park (n=17)
1	Appreciation for learning (2) More physical education (1)		
2	Schedule too full (3) Lack of experience in new teachers (1) Courses needed for slow learners (2) Appreciation for learning (1) Lack of respect for teachers (1) Parental apathy (1) More Physical Education (1)	Parental interference (1) Teachers gripe too much (1) Smaller classes needed (1) Schedule too full (1) Lack of respect for teachers (2)	Respect for learning (3) Administration not firm (3) School too small for grouping (1) Students can't study (1)
3	Lack of enthusiasm of new teachers (2) Overprotective parents (1) Need for innovation (1) AV equipment needed (1)	Teaching basic values (1) Part-time psychiatrist needed (1) Smaller classes needed (2) Building too small (3)	Lack of discipline (1) Need for innovation (1) Poor communication between faculty and administrator (1) School too small for extra-curricular activities (2) Poor teacher morale (1)

TABLE 21 (Continued)

Degree of Urgency	Western Springs (n=16)	River Forest (n=10)	Oak Park (n=17)
3			Need separate junior high school (1)
4	Closer cooperation needed between guidance people and teachers (1)	Parental pressure (1) Building too small (2)	Administration not firm (1) School too small for grouping (1) School too small for library services (1) Homogeneous grouping practices poor (1)
5	Schedule too full (1)		Schedule too full (1) Lack of experience in new teachers (1)

Many of the problems listed by the respondents are common to all the districts. The number of teachers responding to each item in each degree of urgency is small; none exceed three. However, some items appear in more than one degree of urgency, e.g. in Western Springs concern for programs for slow students appears three times and represents the responses of three teachers of 16 respondents. River Forest teachers expressed concern

over class size and the inadequacy of the plant in carrying out a quality program. Oak Park respondents manifest concern over class size, the need for a separate junior high school, and a need for the administration of their schools to be more firm with students.

Item 69 asks if the teachers believe teacher-pupil conferences should be held more frequently. In Western Springs, 6 teachers indicated yes, 10 no; in River Forest 7 yes, 3 no; in Oak Park 8 yes, 8 no. The majority of respondents in Western Springs do not want more teacher-pupil conferences, while the majority of River Forest respondents do. In Oak Park, respondents were equally divided.

Item 70 asks if the frequency of conferences between teacher and parent should be increased. In Western Springs 13 of 16 respondents indicated no; in River Forest 6 of 10 respondents indicated no, and in Oak Park 9 of 17 respondents indicated no. The majority of respondents in the three school districts do not wish more parent-teacher conferences.

Item 71 asks teachers how many times during the school year teachers should confer with the parents of students in their homerooms or division. In Western Springs 10 of 16 teachers responded "Only When Necessary", and 3 responded "1 to 2", In Oak Park 6 of 12 teachers responded "Only When Necessary", 7 responded "1 to 2", 3 responded "3 to 4", and 1 responded "5 to 6". In River Forest 2 of 10 teachers responded "Only When Necessary",

3 responded "1 to 2", and 4 responded "3 to 4".

Item 72 asks teachers how many times during the school year the teacher should confer with the students in the homeroom or division. In Western Springs 9 of 16 teachers responded "Only When Necessary", 4 responded "3 to 4", and 1 responded "5 to 6". In River Forest 2 responded "Only When Necessary", 2 responded "1 to 2", and 5 responded "3 to 5", and 1 responded "5 to 6". In Oak Park 5 of 17 teachers responded "Only When Necessary", 3 responded "1 to 2", 6 responded "3 to 4", and 1 responded "5 to 6". The majority of respondents from Western Springs indicated they wished to confer with students only when it was necessary, while the majority of respondents from River Forest and Oak Park wished conferences with their students in varying frequencies throughout the year.

Item 73 asks teachers to indicate how much homework in terms of hours they believe junior high school students should be given. The majority of respondents in all three school districts indicated "1 to 2 hours". In the category "1 to 2 hours" the responses were as follows: Western Springs 8, River Forest 6, Oak Park 13. In Western Springs 5 teachers indicated students should work over 2 hours, while 2 teachers from Western Springs believe students should work 2 hours as did 3 teachers from River Forest and 3 teachers from Oak Park.

Item 74 asks teachers to describe the discipline policies

of their schools as "too strict," "too permissive," or "satisfactory." No respondent from any school district indicated the school was too strict. In Oak Park 11 of 16 teachers indicated the school was too permissive. In Western Springs 5 teachers responded "too permissive" and in River Forest, 4 teachers so responded. In Western Springs 9 teachers responded "Satisfactory"; in River Forest 6 teachers responded "Satisfactory"; and in Oak Park 6 teachers responded "Satisfactory." It is clear the majority of Oak Park teachers believe the school's policy toward discipline is too permissive.

In item 75, the teachers were asked to list electives they believe would be included in the curriculum. There were 2 responses from Western Springs, 3 from River Forest, and 10 from Oak Park. The suggestions are found in Table 22.

TABLE 22

Electives to the Junior High School Curriculum Suggested by Respondents from All School Districts

Western Springs (n=16)	River Forest (n=10)	Oak Park (n=17)
Another Foreign Language Psychology or Sociology	Another Foreign Language Public Speaking Dramatics	Another Foreign Language Typing Drama - Art Debate Music Bowling - Tennis Speech Hobbies

Another foreign language was suggested as an elective by teachers from all districts. Oak Park teachers suggested subjects and extracurricular programs of a wide range of interest to their students.

Table 23 indicated the special teacher preparation courses respondents believe would be helpful to junior high teachers. Each course represents one response from a teacher on item 76 of the questionnaire.

TABLE 23

Teacher Preparation Courses Suggested by Teacher-Respondents

Western Springs (n=16)	River Forest (n=10)	Oak Park (n=17)
Junior High Seminar Junior High Psychology	Adolescent Psychology Junior High Discussion Junior High Course Content Junior High Personnel Problems	Academic Refreshers Junior High Discussion Tests and Measurement Individual Differences Advertising

The suggestions made concern adolescent psychology, courses concerning the organization and curriculum of a junior high school, courses concerning discipline, academic areas, and tests and measurements.

Table 24 indicates those areas of the curriculum the teachers believe to be neglected, as they responded to item 77 of the questionnaire.

TABLE 24

Suggested Areas of the Curriculum Teacher Respondents Believe to be Neglected

Western Springs (n=16)	River Forest (n=10)	Oak Park (n=17)
Library Physical Education English Composition Remedial Reading	Language Arts Public Speaking Extra-curricular	Health Drama Physical Education Literature Foreign Language Foreign Language (for slow student) Sex Education Laboratory in Science Guidance 8th Grade Science Music

The teachers of Oak Park have suggested 12 areas of the curriculum they believe to be neglected; the teachers of Western Springs suggest 4; and the teachers of River Forest suggest 3. The majority of academic areas the teachers of all 3 districts believe are neglected are in language arts. The teachers from Oak Park have indicated science, and subjects such as health, guidance, and sex education.

Ninety (90) students of each of the three school districts involved in this study were matched as to intelligence test scores and achievement test scores. Data regarding teachers' grades, standardized test scores, and social adjustment were also gathered. The teachers were asked to rate the social adjustment of their students; they were requested also to complete a

questionnaire concerning the organization, curriculum, administration, and pupil personnel practices of their school districts. The principal of each school was asked to rate his teachers as Superior, Excellent, Good, Satisfactory, or Unsatisfactory on the various items of the teacher rating scale. Chapter V will discuss the conclusions, recommendations, and implications of these data.

CHAPTER V

RESULTS, CONCLUSIONS AND IMPLICATIONS

Statement of the Problem

It was the purpose of the study to discover if differences in academic achievement and social adjustment existed among students in grades seven and eight attending junior high schools, and students in grades seven and eight attending K-8 schools when both types of school organizations were departmentalized.

For sixty years educators and citizens have been concerned about the efficacy of the junior high school. The early adolescent, the 12-15 year old, is a child and an adolescent at the same time. He is volatile, variable, and tender. Because of the "child-adolescent" state in which the childhood personality recedes as the adult personality begins to take recognizable form, many persons assigned the responsibility of educating him have believed a special institution necessary to care for the unique needs of the early adolescent. From this concern the junior high school has developed; academic and social adjustment needs unique to the student were to be satisfied herein.

Other educators and citizens disagree that the junior high school can adequately care for the needs of the early adolescent. They point out that the early adolescent is too variable in development, needs, and interests for the junior high school

to satisfy his needs. They note also that pressures from the high school as well as the elementary schools, and lack of personnel trained specifically to teach the young adolescent make the instructional tasks of the junior high school impractical. These persons also point out that many early studies indicated no significant difference in academic achievement and social adjustment among students educated in self-contained junior high schools, and those educated in K-8 organizational patterns.

The data obtained for this study were collected from three Chicago, Illinois suburbs matched on the basis of socio-economic characteristics and curriculum, Oak Park (K-8), River Forest (junior high school), and Western Springs (junior high school). These communities are atypical in that their socio-economic characteristics are well above the national average.

The populations in the three communities are similar in number, age, median income, educational background, and ethnic origins. Differences of significance were noted between River Forest and Western Springs as to assessed valuation, and annual expenditure per pupil.

A total of three hundred and sixty eighth grade students from the three communities participated in the study. The three groups were matched on the basis of intelligence test scores, and achievement test scores at the beginning of seventh grade. The student population was above the national average in intelligence.

The following questions were hypothesized:

(1) Does the self-contained seventh and eighth grade junior high school contribute more to the academic achievement of the early adolescent than the departmentalized seventh and eighth grade in a K-8 organizational pattern?

(2) Does the self-contained seventh and eighth grade junior high school organizational pattern contribute more to the social adjustment of the early adolescent than the departmentalized seventh and eighth grades in a K-8 pattern?

(3) What is the relationship between achievement test scores of students, and teachers' grades?

(4) What is the relationship between intelligence test scores and achievement test scores of students in the schools studied?

(5) Is the quality of the teacher as rated by the principals an index to the quality of education in the schools studied?

Results

Ninety students from each school district were matched on the basis of intelligence test scores and achievement test scores at the beginning of seventh grade. A study of the post measure of achievement stanines indicates a significant difference in achievement between Western Springs (self-contained junior high school), and Oak Park (K-8), in favor of the self-contained

junior high school. A comparison of the matched groups by grade scores reveals no significant differences among groups; however, though not statistically significant, a difference of over one-half year achievement was discerned in favor of the self-contained junior high school over the K-8 organization.

The teachers' grades in the form of grade point averages were examined and no significant differences were noted.

An investigation of the relationship between intelligence and achievement yielded a coefficient of correlation of .7226, indicating a significant relationship between them. The coefficient of correlation between teachers' grades and achievement was found to be .7393, an indication of a marked relationship.

Another major purpose of this study was to collect data regarding the social adjustment of students from the self-contained junior high schools, and students from the K-8 organizational pattern. The Mooney Problem Check List, a student questionnaire, and a student rating scale were employed to obtain these data.

A frequency distribution of each general area of the Mooney Problem Check List was made for each school; the seven areas were totaled, and the mean for each group computed (Cf. Table 6). It was noted in Chapter IV that the average student will respond to 20-30 items on the Checklist. It is clear that the students of Oak Park (K-8) checked more problems than did the

students from the junior high schools. Students from Oak Park checked more items than the junior high school students particularly in the areas of School, Home and Family, Boy-Girl Relationships, and Self-Concept. In total items checked, the Oak Park students checked 512 items more than did the students of the junior high school in Western Springs, and 634 items more than the students in the junior high school in River Forest.

The teachers from all three districts were asked to rate their students in each area of the Mooney, and also in overall adjustment. It was noted that the mean frequency of the students of Oak Park (K-8) was higher than the mean frequencies of the students from the junior high schools. These students from the K-8 organizational pattern were rated by their teachers as having, on the average, more problems of concern to them than did the students from the junior high schools. Again, comparing the frequencies of response between the teachers of the junior high schools and K-8, it is clear that the teachers of the K-8 pattern rate the areas of School, Home and Family, Boy-Girl, and Self-Concept as areas of concern to their students (Cf. Table 7). As to ratings of overall adjustment, there were no significant differences noted among the three school districts (Cf. Table 8).

A student questionnaire was devised and administered to the students in each district. The questionnaire asked one question in each of the areas of the Mooney Problem Check List. There

were no significant differences noted when the three groups were compared (Cf. Table 9).

The cumulative records of each student were studied, but totally revealed little of significance to the social adjustment aspect of the study (Cf. Table 9). It would seem, however, that this aspect of the pupil personnel services has not been well-utilized by the teachers of all three school districts.

One of the most important factors in quality education is the teacher. The teachers from the three school districts are comparable as to educational background, age, and marital status. As has been noted, sex distribution is similar in Oak Park (K-8) and Western Springs (self-contained junior high school), but in River Forest (self-contained junior high school) the ratio of women to men is 2 to 1 (Cf. Table 10). The principal of the junior high school in Western Springs rated the majority of his faculty "Superior" on all characteristics on the teacher rating scale, compared with 21.01% so rated in River Forest, and 1.18% so rated in Oak Park. In overall ratings as classroom teachers the majority of Western Springs' teachers were rated "Superior" contrasted to no teachers rated "Superior" in River Forest (junior high school) and in Oak Park (K-8). In River Forest, 93.33% of teachers were rated "Excellent," while 50% of the Oak Park teachers were rated "Excellent," and 50% were rated "Good." (Cf. Table 16).

A questionnaire was mailed to the teachers of the three school districts involved in this study. The questionnaire concerned the areas of organization, curriculum, administration, and pupil personnel services. Teachers from all three school districts agreed that students could be taught more effectively in a self-contained junior high school than in a K-8 organizational pattern. In Oak Park (K-8), 82% of the respondents agreed that a separate junior high school organization would more effectively serve the needs of the early-adolescent. A large number of K-8 teachers and teachers from Western Springs (junior high school) indicated they did not have time to teach their subject as well as they could. The majority of respondents from all three school districts indicated that their school organizational pattern helped students solve their learning problems. A major problem seems to exist in the area of articulation between the seventh and eighth grades of Oak Park (K-8) and the senior high school as revealed in the 6% figure of teachers who agree that the organizational pattern of their schools do provide for such articulation. The teachers of the junior high school in Western Springs believe their extra-curricular programs are sufficiently broad in scope, while the teachers of River Forest (junior high school) and Oak Park (K-8) do not.

The teacher-respondents, then, agree that the seventh and eighth grade student would be more effectively taught in a self-contained junior high school. In one of the junior high

schools the extra-curricular program was deemed of sufficient breadth, while in the other junior high school it was not. It is possible this latter conclusion might be traced to the size of the two institutions. The K-8 organizational pattern does not provide for extra-curricular activities covering the interests of most early-adolescents. The articulation of subject matter between the junior high school in Western Springs and the senior high school is effective, while in the junior high school in River Forest less than half the respondents agree it is. Only one of the respondents in Oak Park (K-8) agree that subject matter is well articulated with the senior high school.

The majority of respondents from the three school districts indicated that the guidance services for students are inadequate. Oak Park seems to have the most efficiently organized counseling service for its ten schools. The majority of respondents from Western Springs and River Forest consider the counseling service ineffective. A majority of all teacher-respondents agreed that they had little knowledge of the coordination of the school district's pupil personnel service with community agencies.

The majority of respondents from all schools agree that salary schedules are comparable. The majority of respondents from the two junior high schools do not agree that special training should be required of teachers before junior high school certification. Only 35% of the teachers from the K-8 schools do not

agree that such training is necessary, but 57% of these teachers do believe teachers of junior high school students need special training. A majority of all respondents agreed they were not specially trained for junior high school teaching (Cf. Table 19).

The teachers in the junior high schools work twice as long as K-8 teachers after school hours on school work, or tasks related to their work as teachers. Teachers of Western Springs work 20 hours per week, teachers of River Forest 10.4 hours per week, and teachers of Oak Park 7.5 hours per week (Cf. Table 20).

Each school district shares problems in common, and has problems unique to it. The teachers of Western Springs (junior high school) cite lack of programs for the slow learner, too full a schedule, lack of discipline, and lack of sufficient background in new teachers as problems of urgency to their school. The teachers of River Forest (junior high school) were concerned about the school plant being too small for adequate programing, teacher morale, and weakness in the chain of command. In Oak Park (K-8) major concerns were the school being too small, an inflexible schedule, the need for a separate junior high school, and a more firm administration. The majority of Oak Park's respondents indicated that the schools' discipline policies were too permissive.

The junior high schools indicated few electives to be added to the curriculum. The K-8 school respondents indicated a

need for a number of electives to be added to the curriculum. Those areas deemed most neglected by the respondents were generally in the language arts. The K-8 schools included guidance, music, science, sex education, health, and foreign language.

Conclusions

The students of the self-contained junior high school of Western Springs had significantly higher achievement mean stanines than students of Oak Park. It may be concluded that this difference is due, in part, to the organizational pattern of the self-contained junior high school. In support of this, the grade score indicated that the students of the junior high school were over one-half year above the students in K-8 schools in achievement. While not statistically significant, the figures thus yielded tend to support, at least directionally, the findings based on the mean stanines. One possible explanation for the absence of statistical significance using grade score averages is the greater variability in the grade scores themselves.

There was no significant difference in academic achievement between River Forest Junior High School students and students of either Western Springs or Oak Park, even though the assessed valuation in River Forest is greater than in Western Springs and the annual expenditure per pupil is greater than that of both Western Springs and Oak Park. Two factors that may explain the failure of the River Forest students to achieve significantly

higher achievement scores than the others are revealed in an analysis of the teacher questionnaire responses: (1) the small student population (250) mitigates against the hiring of a large number of specialists; 2) the size of the school building is not sufficient to provide space for an optimal junior high school program. Thus it would seem that in these communities money alone, whether as income or expenditure, is not sufficient to account for academic achievement.

No significant differences among the three systems were noted in grade point averages. In view of the significant difference noted in comparison of groups by achievement stanines, there is a possibility that the grading standards of the teachers of Oak Park (K-8) were lower than grading standards in Western Springs (junior high school), and River Forest (junior high school).

The marked relationship between intelligence test scores and achievement test scores indicated the predictive validity of the tests employed in this study. The marked relationship between teachers' grades and achievement tests scores show that the teachers' grades in these schools are generally reflective of pupil achievement.

Teacher ratings of student adjustment tended to support the results of the Mooney Problem Check List. The Oak Park (K-8) students checked more problems than students in River Forest and

Western Springs (junior high schools) even though Oak Park had the most developed pupil personnel service of the three school districts. Thus, it would appear then that the organizational structure of the junior high schools studied help to promote the social adjustment of the early-adolescent. Interestingly, most of the teachers surveyed believe that pupil personnel services in their respective systems are inadequate.

An analysis of student questionnaires fails to support the conclusion that the junior high schools studied promote social adjustment. This was probably due to the gross nature of each item on the questionnaire, i.e. a response to a general problem area does not offer sufficient detail to identify social adjustment problems.

Unfortunately there was a dearth of anecdotal reports in the cumulative records of three hundred and sixty students studied. Such sparse utilization of anecdotal reports tends to weaken the cumulative record as a guidance service.

The questionnaire responses of the Oak Park teachers expressed the view that students of grades seven and eight could be taught more effectively in separate self-contained junior high schools. It is the teachers' opinion that the organizational pattern of the Oak Park elementary schools does not allow for the development of extra-curricular activities representative of student interest, abilities, and needs. The size of the response

(82%) from Oak Park (K-8) indicates a definite feeling on the part of the teachers in favor of a reorganization of their present seventh and eighth grades.

In River Forest, the inadequate size of the school plant and the small student population also play an important role in the lack of breadth in extra-curricular programs. In contrast to River Forest, the extra-curricular programs of Western Springs seem to be of sufficient scope. The self-contained junior high school of Western Springs allows greater flexibility in scheduling, since its more than adequate school building maintains a larger student population, and its administration employs the services of a larger number of specialists.

The pupil personnel services in all three school districts are not adequate to meet the needs of the student population. The counseling service, in particular, seems either ineffective or entirely lacking in its capacity to satisfy student needs. Why the counseling service is inadequate in the junior high schools is not clear. It would appear to be either a budgetary matter or the result of school district policy, or both.

Finally, the majority of teachers indicated a desire for firmer student discipline policies on the part of the administration.

These conclusions, based on data gathered through tests,

check lists, questionnaires, and surveys, contain certain implications which may be of help in creating a more efficient educational program for seventh and eighth grade students.

Implications

The implications of the results of this project warrant consideration by those responsible for the quality of educational programs in communities contemplating reorganization, whether this reorganization be consolidation of elementary and high school districts, or changes within an established pattern of district organization.

A seventh and eighth grade self-contained junior high school of the type described seems better able to provide a quality educational program than the seventh and eighth grades in a K-8 organizational pattern. The junior high school is more capable through its organizational structure to provide a more flexible schedule, a more adequate program of electives, and an extracurricular program more suited to the needs of the early-adolescent than the K-8 pattern.

In many communities concern is expressed about the social adjustment of students in junior high schools. This concern, at least in the schools studied, seems unfounded. The organizational pattern and other characteristics unique to the junior high school were found to more adequately satisfy student social

adjustment needs than the K-8 pattern.

The pupil personnel services seem inadequate in the three districts participating in the study. It would be well for the administration of each district to examine its pupil personnel services, both preventive and remedial, and to strengthen or establish those services immediate to the needs of the students.

In-service training for teachers in guidance techniques might assist in strengthening the pupil personnel services for each school. Training is particularly necessary in identifying students with problems severe enough to demand the attention of the school psychologist or counselor. During this training teachers might be made aware of, and instructed in the proper use of the many community agencies working with the schools for the common welfare of their students.

A major attempt might be made to articulate subject matter in grades seven and eight in Oak Park with the subject matter areas of the senior high school. Committees of teachers in each subject area from both the seventh and eighth grades and the high school might meet to better plan for the academic success of their students. Such committee work should be an ongoing, cooperative process between the elementary school district and the high school. It might be to the benefit of the students if a guidance committee were formed with membership from both districts, to consider coordination of effort in programs of

testing, orientation, counseling, and the other pupil personnel services.

It is recognized that there was a subjective element in the ratings of teachers by the principals, and that this must be considered in any implications drawn from the foregoing conclusions, but insofar as possible, the K-8 school district might review its teacher recruitment practices. Theoretically, all three districts possessed the same methods of teacher recruitment. However, the principals' ratings of the teachers indicate a review of recruitment practices may be necessary. Principals might more profitably use probationary time with teachers in guiding their professional activities and contributing to their growth as classroom teachers. The practice, not only the theory, of teacher evaluation should be consistent, continuous, and regular. At recruitment and during probation, principals and supervisors should make sure that teachers new to the district are aware of and utilize the pupil personnel services of the school district.

Teachers from all school districts indicated concern over the discipline policies of the schools. It might be well for the administrators of these school districts to review these policies, being certain that the atmosphere within the school is conducive to learning. Such administrative activities heighten the teachers' feeling of close cooperation between administration and faculty, and help to insure a more satisfying teaching experience,

especially for new, inexperienced faculty members.

There seems to be a lack of communication in many areas of school policy between the faculty and the administration. It might be well for the administration of the school districts to review their personnel practices. Are lines of communication open between faculty and administrators? Does the faculty have a share in the formulation of school policy? Are the responsibilities of each faculty member clearly defined? Is the work of the faculty with students and parents supported by the administration? Is there participation by teachers on school-wide policy-making bodies?

The school districts studied might make better use of specialists in the various areas in which the educational program seems weak. Reading specialists might be employed for poor readers in those schools whose schedules do not permit the language arts teacher to perform this service, or in schools where no teacher has been trained as a teacher of reading. Specialists outside the school might be called in as consultants to advise on the establishment of an adequate program of pupil personnel services. The role of the consultant in the various academic and special subject areas might be evaluated as to its effectiveness in contributing to the professional growth of teachers.

The data and results of this study prompt further questions to be answered by research: What is the effect of the size

of the school plant on teacher morale, teacher performance, student academic achievement, and discipline? Is there a significant difference in academic achievement and social adjustment of students attending a self-contained junior high school and the departmentalized seventh and eighth grades of a K-8 organizational structure in communities with socio-economic characteristics different from those involved in this study? What are the relationships among the size of the school plant, annual expenditure per pupil, assessed valuation, pupil academic achievement, and pupil adjustment? Are school districts taking advantage of the probationary period for teachers new to the district? Are teachers who are not operating at a level consistent to the objectives and traditions of the school system released from employment during their probationary period? What is the effect of the presence of grades K-6 on the social adjustment of the early-adolescent attending a departmentalized seventh and eighth grade in a K-8 school building? What are the possible solutions to problems affecting the articulation of subject matter between the elementary and senior high school districts?

The answers to these questions might help clarify the nature of the educational institution that best satisfies the educational and social adjustment needs of the early-adolescent.

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APPENDIX I

The items contained in Appendix I are the instruments employed to collect data from principals, teachers, and students. They include the rating scale used by teachers to rate the social adjustment of students, the rating scale used by principals to rate their teachers, letters accompanying questionnaires and rating scales through the mails, a student questionnaire concerning social adjustment, and the questionnaire mailed to the teachers.

STUDENT RATING SCALE

STUDENT'S NAME:_____ TEACHER:_____

The following items are basic areas in which students may experience problems. Will you please place a check for each area in the "Yes" column if a problem exists, in the "No" column if a problem does not exist, and in the "No basis for opinion" column if you do not have adequate information for a yes or no response.

For the item "Overall Adjustment" will you please check the appropriate column. Thank you.

HEALTH AND PHYSICAL DEVELOPMENT

SCHOOL

HOME AND FAMILY

MONEY, WORK, AND THE FUTURE

BOY-GIRL RELATIONSHIPS

RELATIONS WITH PEOPLE IN GENERAL

SELF-CONCEPT

OVERALL ADJUSTMENT

STUDENT QUESTIONNAIRE

_____

1. I would like to have personal conferences with my teachers more often than I do. ____Yes ____No

2. I would like to speak privately with someone at school about my health. ____Yes ____No

3. I would like to talk with my teachers about my school problems. ____Yes ____No

4. I would like to talk privately with someone at school about problems at home. ____Yes ____No

5. I would like to speak privately with someone at school about my future. ____Yes ____No

6. I would like to have a personal conference with my teacher because I am worried about dating. ____Yes ____No

7. I would like to have a conversation with someone at school about my relations with my friends. ____Yes ____No

8. I am concerned about my relations with adults and would like to talk to someone about them. ____Yes ____No

9. I am worried about certain things about myself, and would like to speak to someone at school about them. ____Yes ____No

3447 W. Pierce Avenue
Chicago, Illinois
August 1, 1966

Mr. Howard Johnson
Mc Clure Junior High School
4225 Wolf Road
Western Springs, Illinois

Dear Mr. Johnson:

I hope this letter finds you enjoying a respite from the accelerated pace of the last month. I very much enjoyed my association with you and with the children of your junior high school.

The enclosed forms are the teacher rating instruments we spoke of, and which were included in my introductory letter to you. The rating device was developed and constructed after studying many sources, and discussing the tool with many people. The characteristics are to be considered of the teacher in the classroom, unless the item obviously indicates something to the contrary, e.g. the teacher operating in the community.

Would you please make out one for each of your junior high school teachers (seventh and eighth grade) by placing a check (✓) in the appropriate place. A guide runs along the top of each sheet for your convenience. Please do not put the teachers' names on the sheets, but will you please indicate the sex of the person being rated?

The following is a description of the rating terms:

1. Superior - demonstrates meritorious or remarkable effectiveness in the trait.

2. Excellent - demonstrates exceptional effectiveness - excels in the trait.

3. Good - demonstrates above average or more than adequate effectiveness in the trait.

4. Satisfactory - demonstrates adequate or sufficient effectiveness in the trait.

(2)

5. Unsatisfactory - demonstrates deficient or inadequate effectiveness in the trait.

I have enclosed a stamped, addressed envelope for the return of the rating scales.

Thank you for your kindness. Enjoy the summer.

Sincerely Yours,

Thomas Mc Caig

TEACHER RATING SCALE

Please check: Male_____ Female_____

I. PERSONAL CHARACTERISTICS:

1. Possesses sense of humor.
2. Mental health and social adjustment.
3. General physical appearance and grooming.
4. Uses good judgment in the classroom.
5. Is reliable in classroom situations.
6. Is dedicated to teaching.
7. Is kind and understanding.

II. TEACHER-PUPIL RELATIONSHIPS:

1. Is fair in treatment of students.
2. Is consistent in treatment of students.
3. Demonstrates personal interest in students.
4. Praises and encourages students.

III. TEACHER AS INSTRUCTOR:

1. Encourages creative potentials of students.
2. Effectively transmits knowledge of subject matter.
3. Uses creative techniques and innovations in instruction.
4. Is concerned for the instruction of the slow-learner.
5. Is concerned for the instruction of the gifted.
6. Is enthusiastic about his subject matter area.

TEACHER RATING SCALE (continued)

7. Has adequate control of his classes.

8. Views instruction as child-centered.

IV. TEACHER AS A GUIDANCE PERSON:

1. Is interested in the early adolescent.

2. Regards guidance as one of his major responsibilities.

3. Is aware of the preventive aspects of guidance.

4. Is concerned about the emotionally disturbed child.

5. Encourages students to confer with him about social and personal adjustment problems.

6. Encourages students to confer with him about academic problems.

7. Refers students with severe problems to proper agency or school counselor.

V. TEACHER AS A PROFESSIONAL PERSON:

1. Works cooperatively with the parents of his students.

2. Remains current in his subject area through professional training.

3. Regards junior high school teaching as important as elementary or senior high school teaching.

4. Works cooperatively with colleagues and administration to solve school problems.

5. Works cooperatively on school district committees, e.g. curriculum committees.

6. Is active in his professional associations.

TEACHER RATING SCALE (continued)

7. Supports the administration and the policies of the school district.

OVERALL RATING OF THIS PERSON AS A CLASSROOM TEACHER.

3447 W. Pierce Avenue
Chicago, Illinois
May 26, 1966

Miss Hilda Smith
Mc Clure Junior High School
Western Springs, Illinois

Dear Miss Smith:

Thank you for the cooperation you have given me in carrying out my study of the effectiveness of various types of organizational patterns for seventh and eighth grades. Without your kindness and consideration, the study could not be completed successfully.

The enclosed questionnaire is a part of this study, and your help in responding is essential to the success of this section of the project.

Five teachers have been kind enough to respond to the questionnaire for timing and for the purpose of removing ambiguities. We estimate it will take from twenty to twenty-five minutes to complete. Directions are provided, and a key runs along the top of each page for easy reference.

I appreciate your taking valuable time to cooperate in this study. My belief is that this project will give us much valuable information which we can use to improve the overall quality of our junior high school programs.

When you have completed the questionnaire, will you please mail it to me in the stamped, addressed envelope provided.

Thank you.

Sincerely,

Thomas McCaig

QUESTIONNAIRE

THE ORGANIZATION, CURRICULUM, AND PUPIL PERSONNEL SERVICES OF THE JUNIOR HIGH SCHOOL

This questionnaire is designed to obtain data from three Chicago suburban school districts, each of which has a different type of organization for its seventh and eighth grades.

The persons most competent to comment on this subject are the teachers of the school districts involved.

Will you please read the statements, and record your reaction to each one with a check (✓) on the line provided before the number corresponding to your answer. The answers possible are as follows:

____1 Strongly Disagree

____2 Moderately Disagree

____3 Uncertain

____4 Moderately Agree

____5 Strongly Agree

____6 No Basis for Opinion

The "No basis for opinion" response means that you do not have sufficient information available to react to a particular statement.

Simply write in your answer or respond with a check (✓) as indicated in the completion section of the questionnaire.

Thank you for your kindness.

TEACHER QUESTIONNAIRE

1. Students can be taught more effectively in a junior high school than in a K-8 organization.

2. The organization of my junior high produces effective articulation between K-6 and the junior high.

3. The organization of my junior high school pattern produces effective articulation between the junior high school and the senior high.

4. The organization of my junior high provides opportunities for helping students with learning problems.

5. I would like more supervision by my principal.

6. I would like more supervision by my subject area consultant or curriculum coordinator.

7. Procedures for homogeneous and heterogeneous grouping are effective in my school.

8. The administration of my school district is efficiently organized.

9. Most meetings of the district I must attend seem to be a waste of my time.

10. The community adequately supports the administration and faculty in their professional tasks.

11. I have sufficient time to teach my subject well.

12. I have too many clerical duties to perform that have nothing to do with actual classroom instruction.

13. I am satisfied with the present length of the school day because it allows me sufficient time to carry out the objectives of my program.

14. Audio-visual aids to instruction are used extensively throughout my school.

15. The content of my subject area is current.

16. There is sufficient emphasis given to the subject I teach in the curriculum of my school district.

17. There is an over-emphasis on science in the curriculum of my school district.

18. There is an over-emphasis on mathematics in the curriculum of my school district.

19. There is an over-emphasis on language arts in my school district.

20. There is an over-emphasis on social studies in the curriculum of my school district.

21. There is an over-emphasis on music in the curriculum of my school district.

22. There is an over-emphasis on physical education in the curriculum of my school district.

23. There is an over-emphasis on art in the curriculum of my school district.

24. There is an over-emphasis on industrial arts in the curriculum of my school district.

25. There is an over-emphasis on home economics in the curriculum of my school district.

26. Not enough teachers are at work on curriculum revision in my school district.

27. The curriculum of the school system in my subject matter area needs revision.

28. The curriculum of my subject matter area is currently being revised.

29. The organization of the curriculum provides for educational experiences suited to the students' individual needs.

30. The curriculum of my school district is articulated with the high school of the district.

31. The curriculum of my junior high school is articulated with grades K-6.

32. As a junior high school teacher, I need regular in-service training.

33. Team teaching should be used in my school.

34. The basic skills of my subject matter area recur regularly throughout my courses.

35. My school and the local community consistently reinforce the same attitudes and values among my students.

36. My school program adequately provides for the intellectually gifted student.

37. My school program adequately provides for the slow learner.

38. My school program adequately provides opportunities for the development of the creative potential of students.

39. My school has adequate programs to identify and assist the socially maladjusted student.

40. My school has an adequate program to identify and assist the potential drop out.

41. Our staff encourages students to use the school's guidance services.

42. The guidance services for the students at my school are adequate for student needs.

43. The guidance services at my school are well-utilized by students.

44. My school has an effective counseling service.

45. My school has an effective health service.

46. The services of my school district's psychologists are adequate.

47. My school has an adequate orientation program for in-coming students.

48. My school has an adequate orientation program for students entering senior high school.

49. My school closely coordinates its pupil personnel services with major community service agencies.

50. The standardized testing program of my school district is adequate.

51. I use the results of standardized intelligence and achievement tests for planning my instruction.

52. There is too much pressure on our junior high school students to achieve high grades.

53. Every student should participate in at least one extra-curricular activity.

54. There is an over-emphasis on extra-curricular activities in my junior high school.

55. The extra-curricular activities program at my junior high school includes a sufficiently broad representation of activities.

56. My salaries are similar to those of other comparable school districts.

57. Junior high school teachers should be certificated in the future only if they have pursued university programs specifically designed for the teacher of the junior high school student.

58. My junior high school should be student centered.

59. My junior high school should be subject centered.

60. My teacher education program specifically prepared me for the teaching of junior high school.

61. Students should be motivated to experiment in my classes even though they might fail in the experiment.

62. Serious disciplinary problems should be sent to the principal.

63. Maximum academic achievement is hindered because we teachers have too many disciplinary problems.

64. Teachers should be more firm than they are with junior high school students.

65. Students should be encouraged to come to me for help with their academic problems.

66. Students should be encouraged to come to me for assistance with their personal problems.

Will you please complete the following items as indicated?

67. About how many hours after school do you work on classwork, or work related to school such as work in professional associations, curriculum meetings, etc., but not including your university classes (Please include weekends).

68. Will you please list 3 to 5 of the problems facing your junior high school which you believe to be the most serious? (Please list in order of their urgency.)

69. Do you believe teacher-pupil conferences should be held more frequently than you have held them in the past? _____Yes _____No

70. Do you believe parent-teacher conferences should be held more frequently than you have held them in the past? _____Yes _____No

71. How many times during the school year should a teacher confer with the parents of the students in his homeroom or division?
_____1 to 2; _____3 to 4; _____5 to 6;
_____only when necessary.

72. How many times during the school year should a teacher confer with the students in his homeroom or division?
_____1 to 2; _____3 to 4; _____5 to 6;
_____only when necessary.

73. How much homework should a junior high school student be expected to do each night?

_____under 1 hour;_____1 to 2 hours;_____2hours;
_____over 2 hours.

74. How would you describe the policy of your school regarding discipline?
_____too strict;_____too permissive;____satisfactory

75. What electives would you like to see added to the junior high school program?

76. Should there be special courses for the training of junior high school teachers? If so, what courses would you consider necessary?

77. What specific areas of the curriculum do you believe to be neglected in your junior high school programs?

APPENDIX II

The items contained in Appendix II are the data from the teacher questionnaire including frequency and percentage of response to each item on the questionnaire.

RESULTS OF TEACHER QUESTIONNAIRE

Item	Strongly Disagree or Moderately Disagree(1&2)						Moderately Agree or Strongly Agree (4&5)						Uncertain (3)						No Basis (6)					
	W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)		W.S. (n=16)		R.F. (n=10)		O.P. (n=17)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	1	6	0	0	2	12	12	75	8	80	14	82	0	0	1	10	0	0	3	19	1	10	1	6
2	3	19	5	50	7	41	11	69	4	40	6	35	2	13	1	10	1	6	0	0	0	0	3	18
3	1	6	4	40	8	47	15	94	6	60	6	35	0	0	0	0	2	12	0	0	0	0	1	6
4	0	0	1	10	5	29	14	88	6	60	9	53	1	6	3	30	3	18	1	6	0	0	0	0
5	8	50	3	30	11	65	2	13	6	60	5	29	3	19	1	10	1	6	3	19	0	0	0	0
6	9	56	6	60	7	41	3	19	2	20	6	35	0	0	0	0	0	0	4	25	2	20	4	24
7	1	6	1	10	4	24	11	69	7	70	9	53	1	6	2	20	3	18	3	19	0	0	1	6
8	2	13	3	30	6	35	12	75	7	70	10	59	2	13	0	0	1	6	0	0	0	0	0	0
9	7	44	2	20	6	35	8	50	7	70	8	47	1	6	1	10	3	18	0	0	0	0	0	0
10	0	0	0	0	2	12	12	75	8	80	14	82	0	0	0	0	1	6	4	25	2	20	0	0
11	6	38	0	0	9	53	10	63	9	90	8	47	0	0	1	10	0	0	0	0	0	0	0	0
12	11	69	2	20	9	53	5	31	8	80	7	41	0	0	0	0	0	0	1	6	0	0	1	6
13	9	56	2	20	7	41	3	19	5	50	8	47	4	25	1	10	1	6	0	0	2	20	1	6
14	1	6	4	40	0	0	13	81	5	50	15	88	1	6	1	10	2	12	1	6	0	0	0	0
15	1	6	1	10	0	0	13	81	9	90	16	94	2	13	0	0	1	6	0	0	0	0	0	0
16	2	13	0	0	6	35	14	88	10	100	11	65	0	0	0	0	0	0	0	0	0	0	0	0
17	9	56	8	80	7	41	4	25	2	20	7	41	1	6	0	0	2	12	2	13	0	0	1	6
18	11	69	8	80	8	47	3	19	2	20	5	29	0	0	0	0	3	18	2	13	0	0	1	6
19	11	69	10	100	15	88	4	25	0	0	0	0	0	0	0	0	1	6	1	6	0	0	1	6
20	13	81	7	70	12	71	1	6	2	20	0	0	0	0	0	0	4	24	2	13	1	10	1	6
21	13	81	8	80	11	65	2	13	0	0	2	12	1	6	2	20	3	18	0	0	0	0	1	6
22	14	88	7	70	14	82	0	0	0	0	1	6	2	13	2	20	2	12	0	0	1	10	0	0
23	14	88	9	90	10	59	0	0	1	10	5	29	1	6	0	0	1	6	1	6	0	0	1	6
24	15	94	7	70	9	53	0	0	2	20	3	18	0	0	1	10	3	18	1	6	0	0	2	12
25	16	100	8	80	9	53	0	0	2	20	3	18	0	0	0	0	3	18	0	0	0	0	2	12
26	7	44	6	60	10	59	3	19	3	30	3	18	1	6	1	10	3	18	5	31	0	0	1	6
27	8	50	6	60	6	35	5	31	4	40	7	41	3	19	0	0	4	24	0	0	0	0	0	0
28	4	25	0	0	4	24	9	56	9	90	8	47	2	13	1	10	3	18	1	6	0	0	2	12
29	2	13	1	10	2	12	11	69	8	80	11	65	2	13	1	10	3	18	1	6	0	0	1	6
30	1	6	1	10	5	29	14	88	8	80	7	41	1	6	0	0	3	18	0	0	1	10	2	12
31	2	13	1	10	3	18	12	75	7	70	10	59	2	13	1	10	2	12	0	0	1	10	2	12
32	6	38	2	20	5	29	7	44	8	80	8	47	3	19	0	0	4	24	0	0	0	0	0	0
33	5	31	5	50	2	12	4	25	2	20	4	24	2	13	3	30	8	47	5	31	0	0	3	18
34	1	6	0	0	0	0	14	88	7	70	15	88	1	6	0	0	2	12	0	0	3	30	0	0
35	3	19	4	40	5	29	9	56	5	50	7	41	1	6	1	10	4	24	3	19	0	0	1	6
36	3	19	2	20	3	18	9	56	8	80	11	65	2	13	0	0	2	12	2	13	0	0	1	6
37	0	0	3	30	6	35	12	75	6	60	9	53	4	25	0	0	1	6	0	0	1	10	1	6
38	0	0	3	30	3	18	13	81	7	70	12	71	2	13	0	0	1	6	1	13	0	0	1	6
39	6	38	7	70	9	53	3	19	1	10	7	41	5	31	2	20	0	0	2	25	0	0	1	6
40	6	38	6	60	9	53	4	25	0	0	2	12	2	13	1	10	4	24	4	25	3	30	2	12
41	5	31	4	40	2	12	3	19	2	20	13	76	6	38	1	10	1	6	2	13	3	30	1	6
42	9	56	9	90	11	65	4	25	0	0	3	18	2	13	0	0	3	18	1	6	1	10	0	0
43	7	44	5	50	8	47	1	6	0	0	7	41	5	31	2	20	0	0	3	19	3	30	2	12
44	8	50	6	60	6	35	4	25	0	0	8	47	2	13	3	30	2	12	2	13	1	10	1	6
45	0	0	3	30	4	24	14	88	5	50	12	71	1	6	0	0	1	6	1	6	2	20	0	0
46	6	38	5	50	4	24	2	13	2	20	7	41	1	6	1	10	3	18	7	44	2	20	3	18
47	1	6	1	10	9	47	13	81	8	80	3	18	1	6	0	0	4	24	1	6	1	10	2	12
48	1	6	5	50	1	6	10	63	5	50	11	65	1	6	0	0	5	29	4	25	0	0	0	0
49	1	6	4	40	4	24	2	13	2	20	5	29	4	25	2	20	4	24	9	56	2	20	4	24
50	2	13	0	0	3	18	10	63	9	90	8	41	1	6	1	10	5	29	3	19	0	0	2	12
51	6	38	7	70	6	35	7	44	3	30	6	35	0	0	0	0	0	0	3	19	0	0	5	29
52	2	13	3	30	9	53	12	75	4	40	6	35	1	6	3	30	1	6	1	6	0	0	1	6
53	3	19	0	0	2	12	12	75	9	90	13	76	1	6	0	0	1	6	0	0	1	10	1	6
54	12	75	10	100	10	59	2	13	0	0	3	18	2	13	0	0	3	18	0	0	0	0	1	6
55	2	13	8	80	11	65	13	81	1	10	5	29	1	6	1	10	1	6	0	0	0	0	0	0
56	3	19	1	10	5	29	10	63	8	80	12	71	2	13	1	10	1	6	1	6	0	0	0	0
57	9	56	5	50	6	35	5	31	4	40	8	47	1	6	1	10	2	12	1	6	0	0	1	6
58	3	19	3	30	4	24	7	44	5	50	7	41	4	25	2	20	5	29	2	13	0	0	1	6
59	7	44	8	80	6	35	4	25	1	10	5	29	3	19	1	10	5	29	2	13	0	0	1	6
60	12	75	6	60	10	59	3	19	4	40	6	35	1	6	0	0	1	6	0	0	0	0	0	0
61	0	0	1	10	4	24	15	94	9	90	11	65	0	0	0	0	0	0	1	6	0	0	3	18
62	5	31	2	20	0	0	11	69	8	80	17	100	0	0	0	0	0	0	0	0	0	0	0	0
63	7	44	4	40	6	35	7	44	6	60	19	59	2	13	0	0	1	6	0	0	0	0	0	0
64	2	13	3	30	1	6	12	75	7	70	13	76	2	13	0	0	2	12	0	0	0	0	1	6
65	0	0	0	0	2	12	16	100	8	80	12	71	0	0	1	10	0	0	0	0	1	10	3	18
66	3	19	1	10	5	29	9	56	9	90	9	53	2	19	0	0	2	12	1	6	0	0	1	6

APPENDIX III

The items contained in Appendix III include letters to the superintendents, principals, and teachers. These letters concern permission to utilize the facilities of the school district for the project, and letters of gratitude to school officials and teachers.

3447 W. Pierce Avenue
Chicago, Illinois
November 16, 1965

Mr. Maurice Clark
Superintendent of Schools
4335 Howard
Western Springs, Illinois

Dear Mr. Clark:

At the present time I am on sabbatical leave from the Oak Park Elementary Schools to complete my doctoral work at Loyola University, Chicago. I shall begin my dissertation this February, and would appreciate it if you would allow me to study certain aspects of your junior high school.

The purpose of my dissertation is to demonstrate differences in academic achievement and social adjustment between students in grades seven and eight attending a junior high school, and students in grades seven and eight attending K-8 schools when both types of school organization are departmentalized.

I have permission to investigate the 7th and 8th grade organizations of Oak Park, and River Forest (a junior high school pattern). The procedures used in each system will be substantially the same.

The following is a brief summary of the methods I would use to extract data for use in the dissertation:

1. Survey the curriculum, facilities, and other services offered through a study of published curriculum guides, handbooks, etc., and through discussion with the curriculum coordinator, and counselors.

2. Study the cumulative records of students in grade 8 for IQ scores, achievement test results, and reports regarding social adjustment.

3. Administer to a limited number of 8th grade students a social adjustment test, probably the SRA Youth Inventory, or the Mooney Problem Checklist. (This would be of 35 minutes duration, and would be administered toward the

end of the year.)

4. Interview a limited number of students regarding their opinions concerning the effectiveness of the junior high school organizational pattern, and personal social adjustment problems.

5. Request classroom teachers to rate their students regarding social adjustment, along the lines of the Mooney Problem Check List. Interview teachers about their opinion as to the effectiveness of the junior high school organizational pattern.

6. Request principals to rate the teaching efficiency of their teachers, and to discuss the various types of problems students encounter which are brought to his attention in the course of the year.

The above procedures are spelled out in terms of what I would hope to achieve, and not in terms of what I would ask. All interviews would be carefully structured, and the questions to be asked previewed by school authorities. Of course names of teachers and pupils will not be used.

I believe the study to be a valuable one, and will be happy to provide you with the results of the study when it has been completed.

Thank you for your kind consideration.

Sincerely yours,

Thomas Mc Caig

3447 W. Pierce Avenue
Chicago, Illinois
November 22, 1965

Mr. Maurice Clark, Superintendent
4335 Howard Street
Western Springs, Illinois

Dear Mr. Clark,

Thank you so much for your very kind permission to use data from your junior high school for my thesis. I deeply appreciated the courtesy and warmth with which I was greeted by you and your staff. Mr. Howard Johnson was most cooperative, and has already made me feel like one of the faculty. I sincerely look forward to working in Western Springs.

Please convey my greetings and thanks to your curriculum coordinator. I hope you both have an enjoyable Thanksgiving.

Thank you again.

Sincerely yours,

Thomas Mc Caig

3447 W. Pierce Avenue
Chicago, Illinois
April 28, 1966

Mr. Joseph King
Mc Clure Junior High School
4225 Wolf Road
Western Springs, Illinois

Dear Mr. King:

Thank you for allowing me to administer the Stanford Achievement Tests and the Mooney Problem Check List to your students during their study period. I very much appreciate your cooperation.

Enclosed please find a schedule for the testing program. I shall begin on Monday, May 2.

Thank you.

Sincerely yours,

Thomas Mc Caig

3447 W. Pierce Avenue
Chicago, Illinois
April 28, 1966

Mr. Howard Johnson, Principal
Mc Clure Junior High School
4225 Wolf Road
Western Springs, Illinois

Dear Mr. Johnson:

I hope this letter finds you well, and not too harassed as the year rolls to a finish.

On Friday, April 29, most of my testing will have been completed in River Forest. On Monday, May 2, I shall be in Western Springs to administer the tests at Mc Clure. Frankly, I am very much looking forward to it, though by the end of the week, the "harassed" figure lurking about the halls will probably be I.

The teachers whose study periods I shall be using have been contacted with the enclosed schedule. I am looking forward to working with them.

Again, thank you for all you have done; it is deeply appreciated.

Sincerely,

Thomas Mc Caig

APPROVAL SHEET

The dissertation submitted by Thomas E. McCaig has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

25 January 1967
Date

John A. Hellington
Signature of Adviser