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### A study designed to reorganize the program in the seventh and eighth grades of Harlowton Montana

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A STUDY DESIGNED TO REORGANIZE THE PROGRAM  
IN THE SEVENTH AND EIGHTH GRADES  
OF HARLOWTON, MONTANA

by

ORVILLE N. DODGE


B. A. Great Falls College of Education, 1948

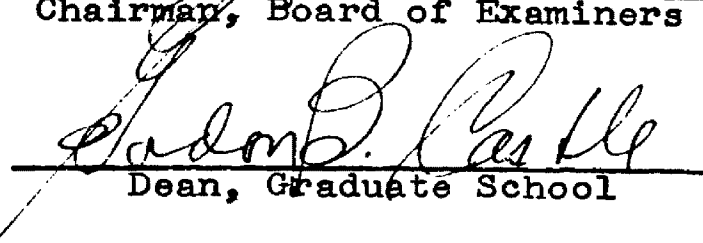
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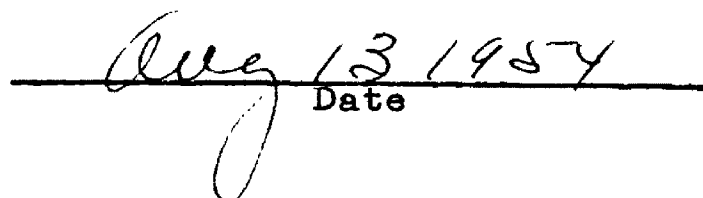
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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years questions have been raised by numerous citizens of Harlowton as to how its school system can best serve the needs of the seventh and eighth grades. While many citizens have been deliberating this problem for some time, only recently has there been sufficient concern to make feasible the consideration of a program of action.

#### THE PROBLEM

Statement of the Problem. The purpose of this study is to reorganize the program for the seventh and eighth grades in Harlowton, so that it will better serve the needs of students in those grades. The result is expected to be a program resolved to help: (1) slow learners; (2) those who are mentally retarded; (3) those for whom the eighth grade terminates their education; and (4) those who will definitely attend high school.

Importance of the Study. Harlowton plans to build a new elementary school for the first six grades, leaving the seventh and eighth grades in the old building, in which the elementary school is now housed. This will present new problems to: (1) the school administration; (2) the teachers; (3) the parents; and (4) the

community in general. In this study an attempt has been made to set up a program which will provide for the needs of all the students in the seventh and eighth grades, thus meeting most of the challenges mentioned here.

Spaulding,<sup>1</sup> an authority on the junior high school, concluded that, "whether complete reorganization of a junior high school can be effected in the individual school must depend in considerable measure upon the expense of the undertaking, and hence upon the taxable wealth of the local community." Naturally, the implementation of the kind of reorganized program studied here will be dependent upon the capacities of the local community to meet the cost of such a program.

#### DEFINITION OF TERMS USED

Junior High School. The term junior high school in this paper is to mean grades seven and eight.

Slow Learners. Anyone who is educable yet finds great difficulty in meeting grade standards, especially in academic areas, shall be considered a slow learner. These students can learn and do make satisfactory progress when taught in the right way.

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<sup>1</sup> Francis T. Spaulding, The Small Junior High School. (Cambridge: Harvard University Press, 1927), p. 48.



Mentally Retarded. Students with I.Q.'s below 75 will be considered as mentally retarded. According to Gruhn,<sup>2</sup> the mentally retarded pupil learns at a slower pace; his span of attention is shorter; he loses interest more quickly; he works more readily with concrete things than abstract ideas; and his level of achievement is low.

Block System. A block is a large section of the daily schedule covering two or more subjects under the charge of one teacher. Such an arrangement has two main purposes. First, it enables the teacher to become better acquainted with the students he teaches since he has fewer under his charge; and second, it provides the opportunity for better correlation of the subjects taught.

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<sup>2</sup> William T. Gruhn and Harl R. Douglass, The Modern Junior High School. (New York: The Ronald Press Company, 1947), p. 240.

## CHAPTER II

### RELATED LITERATURE

The demands being made upon the modern school are constantly increasing. Many of these demands are vitally important because of their effect upon living today; and, therefore, they have values which are worthy of inclusion in the educational programs of our schools if these schools are to be related to the business of living. These demands, then, are important because from the educational program of the schools come the ideas, skills, understandings, attitudes, and other concepts which concern the life of the modern junior high school.

The early junior high school was organized to perform certain specific functions. Indeed many prominent educators thought it could perform these tasks better than any other branch or level of the school system. Briggs, for example, one of the greatest interpreters of the junior high school movement, believed the functions of the junior high school in 1920 to be:

1. To continue, in so far as it may seem wise and possible and in a gradually lessening degree, common integrating education.
2. To ascertain and reasonably to satisfy pupils' important immediate and assured future needs.
3. To explore by means of materials in themselves worthwhile the interest, aptitudes, and capacities of pupils.

4. To reveal to pupils by material otherwise justifiable, the possibilities in the major fields of learning.

5. To start each pupil on the career which, as a result of the exploratory courses, he, the school, and his parents are convinced is most likely to be of profit to him and to the investing state.<sup>1</sup>

In an attempt to keep educational practice in step with educational belief, the early junior high school program (and even today) consisted of a long list of subjects usually borrowed from the senior high school program. Some of them were: mathematics, history, geography, civics, English, science, physical and health education, shop, home economics, music. It was believed that in starting these subjects in the junior high school there would be an economy of time in later school life.

A recent study of the opinions of twelve specialists in the junior high school field was made by Gruhn and Douglass. They published their revised statement of functions as follows:

FUNCTION I. Integration. To provide learning experiences in which pupils may use the skills, attitudes, interests, ideals, and understandings previously acquired in such a way that these will become co-ordinated and integrated into effective and wholesome pupil behavior.

To provide for all pupils a broad, general and common education in the basic knowledge and skills

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<sup>1</sup> Thomas H. Briggs, The Junior High School. (Boston: Houghton Mifflin Company, 1920), p. 105.

which will lead to wholesome, well integrated behavior, attitudes, interests, ideals, and understandings.

**FUNCTION II. Exploration.** To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a bases for decisions regarding educational opportunities.

To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a bases for present and future vocational decisions.

To stimulate pupils and provide opportunities for them to develop a continually widening range of cultural, social, civic, and recreational interests.

**FUNCTION III. Guidance.** To assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future educational decisions.

To assist pupils to make intelligent decisions regarding present vocational opportunities and to prepare them to make future vocational decisions.

To assist pupils to make satisfactory mental, emotional, and social adjustment in their growth toward wholesome, well adjusted personalities.

To stimulate and prepare pupils to participate as effectively as possible in learning activities of their personal power and qualities.

**FUNCTION IV. Differentiation.** To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interest, aptitudes, abilities, personalities, and needs of pupils in order that each pupil may realize most economically and completely the ultimate aims of education.

**FUNCTION V. Socialization.** To provide increasingly for learning experiences designed to prepare pupils for effective and satisfying participation in the present complex social order.

To provide increasingly for learning, experiences designed to prepare pupils to adjust themselves and

contribute to future developments and changes in that social order.

FUNCTION VI. Articulation. To provide a gradual transition from pre-adolescent education to an educational program suited to the needs and interests of adolescent boys and girls.<sup>2</sup>

There are three bases upon which the decisions to improve the educational program must rest. They are found in these questions. (1) What is the culture that supports the program? (2) What values are to be achieved? (3) What are the nature and needs of the individual to be taught?

George Counts, in the Prospects of American Democracy, believes youth and the total population need knowledge and understanding of:

1. The nature and history of man.
2. The story of American Democracy.
3. The rise of industrial civilization.
4. The present structure of American society.
5. The contradiction and conflicts of the contemporary world.
6. Social ideas, philosophies, and programs now in competition.
7. The agencies and methods of propoganda now in use.
8. The purposes and potentialities of American democracy.<sup>3</sup>

Many schools are scheduling pupils with the same teacher for two or three consecutive periods a day. The

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<sup>2</sup> William T. Gruhn and Harl R. Douglass, The Modern Junior High School. (New York: The Ronald Press Company, 1947), pp. 59-60.

<sup>3</sup> George Counts, The Prospect of American Democracy. (New York: John Day, 1938), Chapters IX-X.

usual combination is English and social studies, but some schools have worked in mathematics or science to make a three-period block. The advantages of the block arrangement are: (1) there are fewer students per teacher because two or three subjects are combined in two periods which enables the teacher to know the pupils better; (2) these teachers can act as home-room teachers and become the key figures in the guidance program; (3) this arrangement helps to bridge the gap between elementary school, where the child has one teacher all day, and the junior high school where he would otherwise have a different teacher each period; (4) it provides for a greater degree of correlation between subjects; (5) more laboratory work is possible without interrupting other teachers' schedules; (6) there is less confusion in the school because of fewer class changes; and (7) students feel more secure because of the stronger teacher-student relationships that develop.

There are various types of programs carried on under this arrangement. Some schools have "unified studies" and others "common learnings." Others use "general education," "unified learnings," "life adjustment," and "core."

There are problems connected with block scheduling which must be solved if it is to succeed. Among the more important are:

1. There are few teachers trained in this area.
2. No pupil should be scheduled for two or three hours except with a superior teacher.

3. Units of work must be organized and written.
4. In-service training programs must be developed.
5. Materials must be gathered.
6. Much in the way of planning public relations necessarily precedes the adopting of any such program.<sup>4</sup>

Despite the seriousness of these problems, they can be solved and the advantages far outweigh the disadvantages. The opportunities in the guidance field alone will make the effort worth while.

The extent to which the teacher is effective in the area of guidance will be largely determined by:

1. His understanding of the process of growth and development, basic needs, and development needs.
2. The thoroughness of his knowledge concerning each individual in the class.
3. His emphasis in the classroom on the individual student rather than subject matter.<sup>5</sup>

The real hope of building a more effective junior high school program rests with the careful development of sound in-service training programs, guidance and counseling procedures, and well-planned orientation and public relations programs. Subject and subject matter are very important, but the changes needed in the junior high school program are more concerned with how to reach the child than with what to teach.

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<sup>4</sup> Henry J. Walton, "What Changes Are Needed in the Junior High School Program," National Association of Secondary-School Principals, 37:221-228, April, 1953.

<sup>5</sup> Ibid., pp. 221-228.

## CHAPTER III

### DESCRIPTION OF GROUPS STUDIED AND METHODS USED

In obtaining data for the survey as to what type of program could be set up in the seventh and eighth grades of Harlowton, personal interviews were arranged with:

- (1) the parents of sixth, seventh, and eighth grade pupils;
- (2) the pupils of the sixth, seventh, and eighth grades; and
- (3) the teachers of the seventh and eighth grades.

The interviews with parents were made during the parent-teacher conferences which are held twice a year, once in the early fall, and again about a month before the close of school. Interviews with the teachers were made during the weekly meetings held throughout the year. Interviews with the students were made during individual and group conferences held from time to time in the course of the school year.

### REASONS FOR THE INTERVIEWS

In the interviews with the three groups a plan was being formulated to learn what type of program for the seventh and eighth grades would be best suited to the needs of the community, especially those involving the occupations of the people of Harlowton, and the financial capabilities of the Harlowton school district. The three groups were also questioned about the subjects being taught in the



school today, the testing program being used, the citizenship practices in vogue, and the instructional methods being practiced.

The materials for the interviews were based upon factors that would be involved in the development of any plan of reorganization for the seventh and eighth grades to meet present-day needs. Such factors would necessarily be tied in with any building program that would enhance this development. In the next few paragraphs these factors are discussed.

Community. Harlowton is a rural-urban community with a population close to two thousand, and there is little indication that this figure will change appreciably in the next decade or two. Therefore, the program set up would not have to be changed a great deal because of a rise or decline in population. The groups were questioned about the program they thought would best be suited for this type of community.

Occupations of the people. The principal sources of livelihood are stock raising, milling, and railroading. Most other trade, industry, and commerce exist because of these three major activities. The groups were asked to state what subjects they thought would be most useful to the students in making a living, especially if they were to live in Harlowton.

Financial considerations. To reorganize a program, additional money would be needed if new subjects were added; and if new subjects were added, additional teachers would be needed. The parents were the only ones interviewed in regard to finances. The only financial question asked of the parents concerned their willingness to spend more money for an improved program. Such affirmation by parents would naturally be reflected in the attitude of the town fathers in meeting the cost of any new program.

Subjects being taught. The subjects now being taught in the junior high school at Harlowton are:  
(1) English, (2) mathematics, (3) social studies, which include United States history, civics, and Montana history, (4) general science, (5) reading, (6) spelling, (7) physical education, and (8) music, i.e. band and chorus. Home economics and shop are not taught because of the lack of room.

The three groups were questioned about subjects they thought should be offered in the junior high school that would be most beneficial to the students. In addition, parents alone were asked about the subjects which they considered the most valuable or the least valuable in daily living.

Testing program. The testing program in the junior high school at Harlowton is not an extensive one

and probably not adequate enough to do a good job. The Coordinated Scales of Attainment,<sup>1</sup> is given twice a year, and the Otis Quick-Scoring Mental Ability Test,<sup>2</sup> is given once a year. The Coordinated Scales of Attainment is given in the fall just before the first parent-teacher conference. The results are used to determine the achievement of students; and during the parent-teacher conferences, the parents are shown the results of these tests, so that they can see just how their own children rate in each subject and how these children rank with the rest of the class.

The second testing is given in the spring before the last parent-teacher conference. The results of the first and second test are placed on a graph, so that the two tests can be compared. The parents are shown the graph and the results of the second test, so that they can see the progress made by the child during the course of the year.

The Otis Quick-Scoring Mental Ability Test is given some time after the first semester, but the results of this test are very infrequently released. This test is used chiefly by teachers to help them to a better understanding of the mental ability of their students.

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1 "Coordinated Scales of Attainment," Educational Test Bureau, (Minneapolis, Minnesota: Educational Publishers, Incorporated).

2 Arthur S. Otis, "Otis Quick-Scoring Mental Ability Tests," (San Francisco, California: World Book Company).

In interviewing the three groups, an attempt was made to get the following information: (1) "Were the results of the test helpful to each group?" and (2) "What should be the main objective of the tests?"

Citizenship program. The citizenship program in the junior high school at Harlowton is briefly outlined as follows: (1) a knowledge of the 3 R's (certainly if one cannot read, he will not make the best citizen); (2) an understanding of American culture, social economies, and their democratic methods; (3) a knowledge of United States history; (4) and pupil activities in the class room. This program becomes a part of all subject groups since citizenship is thought of as a continuing or on-going action.

In the interviews with the groups, an attempt was made to find out how the citizenship program could be better correlated with the community, and what part of the citizenship program should be stressed the most?

Instructional methods. The junior high school of Harlowton is departmentalized. There are three full-time teachers and one part-time teacher employed: (1) the principal; (2) the eighth grade home-room teacher; (3) the seventh grade home-room teacher; and (4) a teacher who spends part of the day in the high school and the rest of the day in the junior high school. The music and physical education in the seventh and eighth grades are taught by the high school music and physical education teachers.

In interviewing all the groups on the subject of instructional methods, each group was asked a set of different questions. The parents were asked about the effectiveness of the instruction used, and if they thought it would help the students more if the home-room teacher remained with the students longer during each day, instead of going to a different teacher each period. The teachers were asked how they thought the instruction could be improved, such as securing more teachers, and if they thought they could do more by staying with the students longer during the day? The students were asked what they expected of the teacher, and if they thought they would be helped if they remained with their home-room teacher for a longer time each day.

## CHAPTER IV

### ANALYSIS OF INTERVIEWS

In this study a plan was being formulated for the type of program best suited for the seventh and eighth grades of Harlowton. The plan was based on the results of personal interviews with parents, teachers, and students concerning the type of program they thought would be best suited to: (1) the needs of the community; (2) the needs involving occupations of the people; (3) the financial capabilities of the Harlowton school district; (4) the results of the testing program in operation; (5) better citizenship practices; and (6) improved instructional methods.

Interviews were arranged with: (1) seventy-five parents of the sixth, seventh, and eighth graders; (2) fifty pupils of the sixth, seventh, and eighth grades; (3) the three teachers of the junior high school. With two exceptions, the three groups were asked the same questions in order to get the opinions of these groups on identical subjects.

"What type of program do you think will best suit the needs of the community?" was the first question asked of the three groups. All the groups stated that a program which would take care of the needs of students and keep them in school, especially those who have a more difficult time

of it, was the main objective of the program. The three teachers and forty-five of the parents also stated that the school should teach the students to think, and should make sure that they receive a good foundation in the basic subjects. In the student interviews, all fifty students stated that any program set-up ought to be sure to take care of those students not going beyond the eighth grade.

TABLE I

RESULTS SHOWING WHAT THREE GROUPS THOUGHT WOULD BE THE BEST TYPE OF PROGRAM FOR THE COMMUNITY

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<u>Type of Program Desired</u>	<u>Parents</u>	<u>Teachers</u>	<u>Students</u>
1. Program to take care of the needs of the students.	75	3	50
2. Teach students to <u>think</u> .	45	3	
3. Program to take care of students not going beyond the eighth grade	60	3	50
4. A good foundation in basic subjects.	46	3	30
<hr/>			
Total Number Interviewed	75	3	50

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"What subjects do you think would be most useful to the students who stay in Harlowton to make a living?" was the second question asked of the groups. In reply, seventy of the parents thought that English (including reading), mathematics, social studies and science were the most essential

to the students. The three teachers felt the same way, but also thought that a course in speech should be added. The students varied in the choice of combinations of subjects, but all fifty of them had at least three of the above subjects on their list. In the interviews with parents and students, sixty parents and forty-six students thought that home economics and a shop course should be added to the list of subjects taught. Table II shows the break-down of the subjects the three groups thought would be the most useful. As shown by Table II, only seventy of the seventy-five parents listed the four subjects; the other five were broken down into music, physical education and art.

TABLE II

RESULTS SHOWING THE SUBJECTS THE THREE GROUPS  
CONSIDERED THE MOST USEFUL TO STUDENTS  
WHO STAY IN HARLOWTON TO MAKE A LIVING

Subjects	Parents	Teachers	Students
1. English (including reading)	70	3	45
2. Mathematics	70	3	50
3. Social Studies	70	3	44
4. Science	70	3	50
5. Home Economics	60		46
6. Shop	60		46
7. Speech		3	
Total Number Interviewed	75	3	50



The third question was, "Would you be willing to spend more money for an improved program?" This question was asked only of the parents to see if they would be willing to pay more in taxes to improve a program. There would be no reason to plan a program if the people of the district were unwilling to pay for the improvement. The approval of the parents was almost unanimous with seventy-four for the cost involved in a new program and one against.

"What subjects that are being taught at the present are the most beneficial to the student?" This fourth question was asked the groups to find out if they thought any subjects were more important than others, because if the block method were used, the most beneficial subjects should be worked on the most, so that the student might obtain a good foundation in those subjects. Such a procedure is warranted, because those going no further than the eighth grade will finish their formal learning there and will need this foundation in daily living, while those going on will need a sound foundation to do a good job in high school.

In the interview with the parents, seventy of them thought English (including reading and spelling), mathematics, science and social studies (including citizenship) were the most beneficial to the students. The teachers thought that the entire program was essential for a good background, but did think mathematics, science, English (including reading, spelling, and some penmanship), and social studies were the

most important.

The answers of the students could have been based on their personal like or dislike of subjects, but they were asked not to answer the question in that way. Thirty-five of the students thought that English, mathematics, science, and social studies were most beneficial to them. The remaining fifteen had various answers. The girls left out social studies and added music or physical education; the boys left out English and added physical education.

The parents also were asked the subjects they considered the most valuable or least valuable to themselves in daily living. The majority of the parents thought that English and mathematics had been the most valuable to them, and most of them thought that parts of social studies and music had been the least value to them.

TABLE III

RESULTS SHOWING THE SUBJECTS BEING TAUGHT AT THE PRESENT  
CONSIDERED MOST BENEFICIAL BY THE THREE GROUPS

Subjects	Parents	Teachers	Students
English (reading, spelling)	70	3	43
Mathematics	70	3	50
Science	70	3	50
Social Studies	70	3	50
Total Number Interviewed	75	3	50

"Do you think the results of the testing program are of any value?" This was the fifth question asked of each group to find out what changes, if any, should be made in the current testing program, and if the program in general was doing any good. According to Table IV, the results of the tests are helpful to each group.

TABLE IV  
RESULTS SHOWING HOW THE THREE GROUPS FELT  
ABOUT THE VALUE OF THE TESTING PROGRAM

Opinions	Parents	Teachers	Students
Valuable	65	3	43
Not Valuable	5		4
Did Not Know	5		3
Total Number Interviewed	75	3	50

The three groups were also questioned about what they thought should be the main objective of the testing program. The three groups agreed that the main objective of the tests should be to help the students. The teachers went a little further in adding that the tests should help the teachers in determining the type of instruction most needed.

"How can the citizenship program be better correlated with the community?" was the sixth question offered. The three groups thought that the subjects could be correlated

more with community activities and resources, and that more of the citizens could be brought into the school to explain their work to the students. The teachers thought that a greater number of the citizens could take more interest in the school; in other words, the teachers did not think that they should be the ones to bring the ideas to the people in each instance, but that, from time to time, the citizens should come to the teachers with their ideas. Some students thought more training should be given in local government. The groups were also asked about the part of the citizenship program that they thought the most important, and all of the groups stated that the function of our federal, state, and particularly the local governments were the most essential.

"What do you think of the instructional methods practiced in the school?" was the last question asked. This question was put in four parts to all groups. Part one was to find out if the groups thought it would help the students more if they were to remain with the home-room teacher longer during the day. This was put to the teachers and students mainly to find out if more could be done with the slow learners and those who have a difficult time in school if they came under more supervised study during the day. The parents were asked the question to find out if they thought they themselves would have done better in school if they had been subjected to more supervised study. Table V definitely shows that the three groups were in favor of having the

student remain longer each day with the home-room teacher.

TABLE V

RESULTS OF THE GROUPS ON THE QUESTION, "SHOULD THE STUDENTS REMAIN WITH THE HOME-ROOM TEACHER LONGER DURING THE DAY?"

Opinions	Parents	Teachers	Students
Yes	70	3	43
No	2		3
Not sure	3		2
Total Number Interviewed	75	3	50

Part two of the question was put to the parents only: "What do you think of the instruction in general?" This was asked to find out what they thought about the effectiveness of the instruction practiced. Nearly all of the parents had visited school and observed the instruction in the classroom. Nearly all of the parents believed that more time should be spent with the slow learners and those pupils having a more difficult time with their subjects.

"How could the instruction be improved?" was the third part of the question, and was asked only of the teachers. The teachers thought a better job of instruction could be done through the employment of more teachers, especially if a remedial teacher were employed, and if longer periods were used with some subjects integrated.

The students were asked part four of the question. They were asked what they expected of the teacher. Many answers were received, but in general all of the students expected the same things of the teachers. Table VI shows the various qualities looked for in teachers by the students. Various responses indicating the same characteristic were combined by the author for purposes of tabulation.

TABLE VI  
RESULTS SHOWING WHAT THE STUDENTS  
EXPECTED OF THEIR TEACHERS

Qualities Expected of the Teachers	Students
Helpful	50
Courteous	45
Good Discipline	43
Knowledge of Subject	47
Truthful	50
Understanding	48
Neat	46
Friendly	49
Total Number Interviewed	50

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

The junior high school, particularly with reference to the seventh and eighth grades in Harlowton, is a stage of transition from the elementary school to the senior high school. It has, therefore, several important functions. Its program must provide for further development and integration of the basic skills and learnings acquired in the elementary grades. It must present opportunities for exploring new subjects according to special interests. It must meet the basic needs of pupils approximately twelve to fifteen years of age at a time when they are undergoing rapid physical, emotional and social development.

The purpose of this study was to analyze the program for the seventh and eighth grades in Harlowton, Montana, to discover ways to serve the requirements of the students in those grades more effectively in keeping with individual and community needs. The result is expected to be a program resolved to help: (1) slow learners; (2) those who are mentally retarded (see definition of terms--page 3); (3) those for whom the eighth grade terminates their education; and (4) those who will definitely attend high school.

Since the Harlowton district plans to build a new elementary school for the first six grades, leaving the

seventh and eighth grades alone in the building formerly used by the elementary school, problems will be presented to the school administration, to the teachers, to the parents, and to the community in general in building a curriculum appropriately suited to the needs of those grades. In this study an attempt has been made to arrive at those factors which will provide for the needs of all the students in the seventh and eighth grades, thus meeting most of the challenges in the minds of those responsible for the welfare of these groups.

The study was restricted to the seventh and eighth grades. The ninth grade was not included as the Harlowton school system is an 8-4 system, and when the new elementary school is built, Harlowton will have a 6-2-4 plan.

Interviews were held with seventy-five parents of the sixth, seventh and eighth graders; fifty pupils of the sixth, seventh and eighth grades; and the three teachers of the junior high school group in Harlowton. From the three groups data were gathered to find out what type of program should be set up to meet more effectively: (1) needs of the community; (2) needs involving the occupations of the people of Harlowton; (3) financial capabilities of the Harlowton school district; (4) curriculum needs for the seventh and eighth grades; (5) a constructive testing program; (6) citizenship practices for today; (7) better instructional methods to serve these ends.



## CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations made here are the results of the data obtained through the study carried on locally. The three groups interviewed did agree that more work had to be done with the slow learners and the mentally retarded in recognizing the individual differences existent among all youth. The groups also felt that the program should be set up to take care of those students who will not go any further than the eighth grade in addition to the provision of challenging activities and interests to cope with the needs of pupils with outstanding ability.

A composite analysis of the data gathered through the interviews with parents, teachers, and students shows the following conclusions: (1) the training begun in the elementary school in those elements of knowledge, habit, and skill becomes in the present program, for the most part, a deadening series of repetitious drill and experiences rather than a constructive contribution to growth in these elements; (2) the present program offers little opportunity for pupils to develop an understanding of their duties, privileges, and responsibilities both as individual citizens and as members of the community; (3) the present program does not provide sufficient practical groundwork in general education for the pupils who must leave school at the completion of the eighth grade; (4) the present program does not make provision for the individual student to progress

at the rate best suited to his needs and capacities; rather is there a tendency to expect of all pupils, regardless of their intellectual capacity, an equal achievement; and (5) there is little opportunity provided in the present program for recognition of those elements most directly associated with pupils' present and future interests.

To eliminate the inadequacy of the program as represented in the conclusions reached above, the following recommendations are proposed: (1) to develop a system of block scheduling to promote the improvement of instruction in the seventh and eighth grades, which will enable a more effective application of the knowledge, habits, and skills learned in the elementary school; (2) to promote the elimination of the single text book standard; (3) to establish more exploratory courses in general shop, home-making, art, and music in which pupils can better satisfy their wants and needs; (4) to provide a sound program in the basic subjects to enable students who finish school at the end of the eighth grade to complete a stronger general education with which to begin the business of making a living; (5) to schedule longer class periods with more and more studying done under the subject teacher involved; (6) to promote the establishment of special groups in academic areas for slow learners and the arrangement of constructive help for the more able student; (7) to set up a program of in-service training for teachers of the seventh and

eighth grades that will encourage a better understanding of the individual needs of early adolescents; (8) establish a system of guidance which will aid the pupil to determine intelligently his future line of activity, the course of training necessary to fit him for such activity, and his relations with others with whom he comes in contact.

The actual setting up of the program at Harlowton would need further study. A study of a similar junior high school set-up with a constructive, workable program would be a valuable aid. Consultant service from authorities in the field of the junior high school would be another help.

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## APPENDIX

Questions Used for the Personal Interviews of the Three Groups

Questions Asked	Number That Answered		
	Parents	Teachers	Students
1. Type of program thought best suited for the community	75	3	50
2. Subjects thought would be most useful to students who stay in Harlowton to make their living	75	3	50
3. Financial capacity of community to support an effective program	75		
4. Subjects being taught at the present most beneficial to the students	75	3	50
5. Effectiveness of testing program	75	3	50
6. Effectiveness of citizenship program	75	3	50
7. Instructional Methods:			
a. Would it help students more to stay with home-room teacher longer during each day?	75	3	50
b. What do you think of the instructional methods practiced?	75		
c. How could the instruction be improved?		3	
d. What do you expect of your teachers?			50
<b>Total Number Interviewed</b>	<b>75</b>	<b>3</b>	<b>50</b>