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CRITERIA FOR THE EVALUATION AND ACCREDITATION OF JUNIOR HIGH SCHOOLS

by

Roland John Lehker

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study was to develop criteria and a plan for the evaluation and accreditation of junior high schools. The criteria are intended to serve as an instrument for use in judging the adequacy of school programs for early adolescents and as the basis of a new concept for accrediting schools. The ultimate purpose of the study is to improve the quality of educational programs at the junior high school level.

Need for the Study

The need for this study can be supported by noting several issues in education. Among the major arguments presented in this section supporting the need for criteria for evaluating junior high schools are: (1) the rapid growth and development of the junior high school in American education; (2) problems facing junior high schools today; and (3) current interest in accreditation and evaluation at the junior high school level.

Rapid growth and development of the junior high school in American education

Educational historians have documented the fact that

the junior high school is a unique American educational institution. The junior high school evolved when dissatisfaction arose with the traditional 8 - 4 system of school organization. This dissatisfaction stemmed from a variety of reasons which were summarized in one of the earliest books on the junior high school, The Junior High School by Thomas H. Briggs. In this book, Briggs reported eleven criticisms of the 8 - 4 plan of organization:

> I. The eight-four organization is not justified by (a) psychology, (b) comparative education, (c) historical development, or (d) results.
> II. Isolated and small grammar schools are uneconomical in that (a) the plant, if equipped with special rooms . . . is not fully used; (b) special teachers and supervisors in going from building to building lose much time; (c) upper classes are frequently not filled; (d) they do not permit of differentiated curricula, departmental teaching, and promotion by subject.
> III. The costly building and equipment of the high school are unnecessary for the adequate training of ninth-grade pupils.
> IV. The work of the elementary school does not prepare for life activities.
> V. The work of the elementary school does not satisfactorily prepare for higher schools.
> VI. The progress of pupils in the grammar grades is not marked as in other periods in school life.
> VII. In early adolescence pupils do not get the needed influence of teachers of both sexes.
> VIII. Elementary or childish methods of teaching are too long continued and too suddenly changed.
> IX. The eight-four organization makes inadequate provision for the varying needs of pupils due to individual differences . . .
> X. The eight-four organization causes an unnecessary and unjustifiable elimination, because (a) the break between the lower and the upper schools is too sharp; and (b) it comes at the wrong time.
> XI. There is inadequate provision for personal guidance or direction--social, educational, and vocational--either in the elementary or in the high school.[1]

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[1]Thomas H. Briggs, The Junior High School (Cambridge, Massachusetts: Riverside Press, 1920), pp. 4-19.

This dissatisfaction with the 8 - 4 system of school organization was manifest in a number of national committee reports, particularly in the report of the Commission on the Reorganization of Secondary Education in the publication, Cardinal Principles of Secondary Education.

> The eight years heretofore given to elementary education have not, as a rule, been effectively utilized. The last two of these years in particular have not been well adapted to the needs of the adolescent. Many pupils lose interest and either drop out of school altogether or form habits of dawdling, to the serious injury of subsequent work. We believe that much of the difficulty will be removed by a new type of secondary education beginning at about 12 or 13. Furthermore, the period of four years now allotted to the high school is too short a time in which to accommodate the work above outlined.
>
> We, therefore, recommend a reorganization of the school system whereby the first six years shall be devoted to elementary education designed to meet the needs of pupils approximately 6 to 12 years of age, and the second six years to secondary education designed to meet the needs of pupils of approximately 12 to 18 years of age.

XI. Division of Secondary Education into Junior and Senior Periods

> The six years to be devoted to secondary education may well be divided into two periods which may be designated as the junior and senior periods. In this junior period emphasis should be placed upon the attempt to help the pupil to explore his own aptitudes and to make at least provisional choice of the kinds of work to which he will devote himself. In the senior period emphasis should be given to training in the fields thus chosen. This distinction lies at the basis of the organization of junior and senior high schools.
>
> In the junior high school there should be the gradual introduction of departmental instruction, some choice of subjects under guidance, promotion by subjects, prevocational courses and a social organization that calls forth initiative and develops the sense of personal responsibility for the welfare of the group. . . .
>
> Under ordinary circumstances the junior and senior

> periods should be three years in length so as to realize their distinctive purposes.[1]

This viewpoint was influential in transferring the seventh and eighth grades from the elementary school to the secondary school and has resulted in the development of either six-year secondary schools or separate junior high schools.

The junior high school movement was well under way by the time (1918) the above article was published. Historical references credit the first junior high school as being established either in 1909 in Columbus, Ohio, or 1910 in Berkley, California. By 1918 there were over 272 junior high schools and there was much enthusiasm about its potential.[2]

Although the junior high school is of recent origin, it has grown rapidly into one of the major plans for organizing educational institutions. Table 1 presents the number and percentage of public secondary schools by type of grade organization,[3] and Table 2 presents the enrollment and percentage of students in the various types of secondary schools.[4]

Table 1 indicates that separate junior high schools increased from 55 in 1919 to 4,996 in 1959. The number of

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[1]Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, Bulletin No. 35 (Washington, D.C.: Department of the Interior, Bureau of Education, 1918), pp. 18-19.

[2]Briggs, p. 32.

[3]"Number of Public Secondary Schools by Type, 1920-59," National Association of Secondary School Principals Newsletter, (May-June, 1961), p. 4.

[4]"Enrollments by Type of Organization, 1920-59," ibid.

TABLE 1

NUMBER OF PUBLIC SECONDARY SCHOOLS BY TYPE, 1920-59

	1919-20		1951-52		1958-59	
	No.	%	No.	%	No.	%
Combined Jr.-Sr. H.S. (6-6)	828	5.8	8,591	36.2	10,130	41.9
Separate Junior High Schools	55	.4	3,227	13.6	4,996	20.6
Senior High Schools (6-3-3)	15	.1	1,021	4.3	1,642	6.8
Reorganized 4-year H.S. (6-2-4)	7	.01	739	3.1	1,396	5.8
Unreorg. 4-yr. Trad. (8-4)	13,421	93.7	10,168	42.8	6,023	24.9
Total	14,326	100.0	23,746	100.0	24,187	100.0

TABLE 2

ENROLLMENTS BY TYPE OF ORGANIZATION, 1920-59

	1919-20		1951-52		1958-59	
	No.	%	No.	%	No.	%
Combined Jr.-Sr. H.S. (6-6)	276,504	13.8	2,696,707	35.1	3,536.921	32.0
Separate Jr. H.S.	37,331	1.9	1,526,996	19.8	2,749,602	24.9
Senior H.S. (6-3-3)	11,994	.6	868,848	11.3	1,624,713	14.7
Reorganized 4-yr. H.S. (6-2-4)	5,797	.3	659,158	8.6	1,193,518	10.8
Unreorg, 4-yr. Trad. (8-4)	1667,480	83.4	1,937,210	25.2	1,939,365	17.6
Total	1,999,106	100.0	7,688,919	100.0	11,044,119	100.0

students educated in separate junior high schools also increased from 37,331 in 1919 to 2,747,602 in 1959. Table 1 further indicates that in 1959 separate junior high schools accounted for 20.6 per cent of all public secondary schools (both junior and senior). Table 2 shows that the enrollment in separate junior high schools, plus the enrollment in the three and four year senior high schools which these schools feed, accounted for 50.4 per cent of all secondary school enrollees in 1959. Six years earlier these schools enrolled 39.7 per cent and in 1920 they enrolled but 2.8 per cent of the secondary school students.

The statistical report of the United States Office of Education of 1959 traces school enrollment changes since 1920, and states:

> Of greatest significance were two trends: away from the traditional high school organization of an eight-four system toward some type of junior high school. From present indications and projections, these trends are expected to be continued in the years immediately ahead.[1]

These statistics emphasize that the junior high school today is a major factor on the American educational scene. Not only is the junior high school growing as a separate institution, but most early adolescent students are now enrolled in schools which are considered a part of secondary education rather than elementary education.

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[1] U.S. Department of Health, Education and Welfare, Statistics of Education in the United States, 1958-59 Series, No. 1, Public Secondary Schools (Washington, D.C.: Office of Education, 1959), p. 7.

Problems and issues of the junior high school

Although well established as a major educational institution, the junior high school is faced with a number of persistent problems. Some of these are attributable to its relative newness as an educational institution while others reflect developments in the total educational environment.

For a variety of reasons citizens are indicating increased concern with the quality of educational program their children are receiving. The space race, the college enrollment squeeze, the increased tax load, problems created by employment-bound youth, and the desire for scholarships are but a few of the reasons given by citizens for seeking an answer to the question, "How good are our schools?" People turn to many sources to secure the answer to this question regarding the quality of their schools. Answers are sought from such sources as student performance on standardized tests, accreditation rating, drop-out rate, grades issued by the school, and the number of graduates receiving scholarships. All of these provide partial answers to the question while at the same time they create further problems and pressures for the junior high school.

In many school districts the senior high school receives a greater amount of the public's attention than does the junior high school. Senior high schools consistently receive a higher per capita allotment of funds for operational

purposes. In addition, the public's attention is drawn to the more conspicuous aspects of the high school program, such as athletic and debate teams, marching bands, publications, etc., all of which are more prominent at the senior high school level.

Furthermore, senior high schools have been assisted in developing their programs by the pressure of meeting accreditation standards. This force has assisted many high schools in gaining needed improvements, such as additional guidance personnel, enlarged library collections, increased number of librarians, expanded curriculum offerings and better qualified teachers. Table 3 indicates the response to a questionnaire sent to principals of all accredited high schools in Michigan to discover the impact of accreditation upon their schools.[1]

Another problem of the junior high school is that of securing and retaining capable teachers. Ray Budde found that teachers are less permanent in the junior high school than at any other level, and that the school attracts younger, less experienced teachers, often those who are seeking advancement to the senior high school.[2] J. H. Lounsbury points out that two obstacles to the proper development of the junior

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[1] "Survey of School Services Completed," Letter to Schools from the University of Michigan, VII, No. 2 (August, 1954), 4.

[2] Ray Budde, "A Study of the Permanence of the Seventh-, Eighth-, and Ninth-Grade Teachers in Michigan," The Bulletin of the National Association of Secondary School Principals, XLVI, No. 271 (February, 1962), 389-390.

TABLE 3

SURVEY OF SCHOOL SERVICES COMPLETED

I. ACCREDITING

A. Is the accrediting process important to your school?
Yes--444 or 96%
No-- 17 or 4%

B. If your answer is yes, would you prefer that accrediting be done by the:
1. University of Michigan . . . . . 327 or 74%
2. Some other agency (such as the Department of Public Instruction or some other college, etc.) 14 or 3%
3. A joint committee arrangement (such as a State Committee of High Schools or Colleges, etc.) 98 or 22%

If "other," which agency would you suggest?
Only "other agency" suggested was Department of Public Instruction.

If "joint committee arrangement," whom would you include?
All Michigan Colleges and High School representatives (25%)
All Michigan Colleges, High School representatives, and Department of Public Instruction (20%)
University of Michigan, High School representatives, and Department of Public Instruction (16%)

C. For Schools Accredited by the North Central Association
Is the accrediting done by the University of Michigan of any value to you?
Yes--202 or 95%
No-- 10 or 5%

D. Has accrediting, as now administered, affected local curriculum development programs in your school?
Yes--229 or 52%
No-- 67 or 15%

In what specific ways?
Enlarged curriculum offerings (33%)
Encouraged curriculum planning and study (14%)
Improved library services (9%)

E. Has accrediting, as now administered, unduly diverted to the high school either finances or professional emphasis properly due the elementary program?
Yes-- 30 or 7%
No-- 355 or 80%

If "yes," in what specific ways?
More attention given to high school (32%)
Prevents purchase of elementary equipment (23%)
Degree teachers for high school, non-degree for elementary (18%)

TABLE 3--(Continued)

F. If you think accrediting is desirable, do you think there should be any change in the way it is currently functioning? Yes--136 or 31%
No-- 242 or 55%

If "yes," what changes would you suggest?
More frequent visits (10%)
Combine with N.C.A. (9%)
Use visitors acquainted with aims and objectives of secondary education (8%)
Visit earlier in year so faculty can evaluate suggestions (8%)
Visit more frequently with teams and see all curriculum areas (8%)
Accredit junior high and elementary as well as high school (7%)

high school have been the lack of prestige and the lack of teachers especially trained for the junior high school. He states:

> Certification requirements are vague, overlapping or nonexistent with respect to junior-high-school teachers. Typically an elementary or secondary certificate will permit one to work in a junior high. Only the secondary certificates of Vermont and the District of Columbia will not authorize one to teach in grades 7 and 8.[1]

A further problem facing the junior high school is the current feeling expressed by citizens and the press that rigorous reforms are needed in the nation's educational program. Pressures being exerted on the junior high school today are outlined as trends in a publication of the Association for Supervision and Curriculum Development,

[1]J. H. Lounsbury, "What Keeps Junior from Growing Up?" Clearing House, XXXIV (January, 1960), 302-303.

The Junior High School We Need. The trends discussed in this document include:

> 1. To some extent, the exploratory aspects of the general education programs of the junior high school, which emphasize acquainting the young adolescent with many fields so that he can begin to assess his own interests and talents, are being challenged. Students are being sorted earlier, on the basis of group intelligence tests and other criteria, into fast and slow learning groups. The fast groups are being given 'advanced courses'--that is, high school level academic material. In most instances, however, this academic material is not the frontier material now being considered, for example, in the disciplines of mathematics and science. Few junior high schools have the advantage of language laboratories and qualified language teachers, yet language instruction in many systems is being extended downward to the junior high school level.
> 2. The sense that these are critical times and that therefore every moment must be fully utilized results, in many instances, in intensification of study assignments, and in a tendency to make the program 'hard for the sake of being hard.' Homework loads appear to be increasing not only at the junior high school level, but in the elementary grades as well.
> 3. Early sorting of academically able students from other students frequently carries with it a corollary that mathematics, science and foreign language study are the fields which should be emphasized for these students. The able child interested and talented in music, art, homemaking, industrial arts, drama or other creative areas may find his program, even in the seventh or eighth grade, restricted to academic courses. At the same time, this child needs all the more urgently to understand his world and human behavior.
> 4. The influence of the senior high school is felt increasingly in the development of many programs in the junior high school. Competitive interschool sports, for instance, which once were restricted mainly to the older age group, now are part of some junior high schools. Similarly, certain social functions in the junior high school are affected by the kinds of activities characteristic of the high school level. This is seen in ninth grade proms, noontime dances, and elaborate graduation ceremonies.[1]

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[1] Association for Supervision and Curriculum Development, The Junior High School We Need (Washington, D.C.: Association for Supervision and Curriculum Development, 1961), pp. 9-10.

The publication states that some of these pressures may lead to beneficial changes in the junior high school but that some may be harmful. This quotation supports the contention that the junior high school faces critical decisions today which can affect significantly its future development.

Although Tables 1 and 2 indicate a tremendous growth in the number of junior high schools, the greatest number of secondary schools and the type enrolling the most students is the combined junior-senior high school (6 - 6 plan of organization). Although junior high school principals see the junior high school as a separate educational institution and neither a downward extension of the senior high school nor an upward extension of the elementary school, the fact remains that, physically, many junior high schools are closely tied to the senior high school.[1]

The problems of the junior high school grades in a six-year school are exhaustively treated by Gruhn, et al. His study shows present practices in these schools in contrast with practices considered to be effective for the junior high school grades within the framework of a combined junior-senior high school. In areas such as building arrangements, administrative staff assignments, assignment of teachers, athletic coaches, and guidance staff, practices do not correspond with preferred practices. The data lead the authors to

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[1]Stephen A. Romine, "Opinions about North Central Association Accreditation of Junior High Schools," The North Central Association Quarterly, XXXVI, No. 2 (Fall, 1961), 198-199.

report the following among their conclusions:

> 11. Some evidence indicates that students in the junior high school grades in the six-year high school receive less attention, have more difficulty in obtaining use of facilities, and, except for provision of special help in reading, are given less attention than the students in the senior high school grades.
> 12. Teachers and administrators in six-year high schools need to re-examine critically the services provided students enrolled in the junior high-school grades in such schools. Although there is no evidence that the needs of early adolescent youth cannot be served effectively in such schools, the danger exists that proportionately more attention may be given to students in the upper grades unless special care is taken.[1]

Thus, a continuing problem of the junior high school is that the 6 - 6 type of school unit, which is most prevalent in the United States, has serious operational limitations in trying to meet the needs of early adolescent children.

An editorial in School and Society entitled "Higher Standards in Junior High School" states, "The nation's junior high schools exist in a kind of educational no-man's land . . . there is a lot of hazy thinking about their role, purpose and function."[2] Walter Loban stated at the conclusion of a junior high school conference sponsored by the National Association of Secondary School Principals, "This conference both points up our vitality and our lack of certainty, our lack of direction."[3] Although there may be some disagreement

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[1]William T. Gruhn, et al., "The Junior High School Grades in the Six-Year High School," The Bulletin of the National Association of Secondary School Principals, XLIV, No. 259 (November, 1960), 60.

[2]"Higher Standards in Junior High School," School and Society, LXXXIX (February 25, 1961), 74.

[3]Walter Loban, "Junior High School: Vitality in Search of Meaningful Order," The Bulletin of the National Association of Secondary School Principals, XLII, No. 235 (February, 1958), 24.

with the intensity of these statements, it seems clear that there is uncertainty about the role of the junior high school in American education today.

Perhaps some of this confusion, lack of direction, and uncertainty stem from a failure to note the new role of the junior high school. In its early existence the junior high school was comparatively easy to defend because of the basic problems which had to be met. Charles W. Elliot felt that freshmen were entering college at too late an age and that the period of secondary education should be reduced.[1] Therefore, one reason given for the junior high school was to effect economy of time, and certain "college preparatory courses" were introduced at the seventh and eighth grade level.

Another problem which existed was the drop-out rate at the end of the eighth grade. In 1916 Frank Forest Bunker indicated:

> Of every one hundred children annually entering the first grade of our schools, practically all reach the end of the fifth grade. Between this point and the first year of high school (ninth grade), from sixty to sixty-seven per cent of those reaching the fifth grade will be lost, leaving but from seventeen to twenty-five of the original one hundred pupils who will reach the second year of high school. Out of this number, only from eight to ten will finally complete the high school course.[2]

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[1]William Van Til, Gordon F. Vars, and John H. Lounsbury, Modern Education for the Junior High School Years (New York: The Bobbs-Merrill Co., Inc., 1961), pp. 6-7.

[2]Frank Forest Bunker, Reorganization of the Public School System, U.S. Bureau of Education Bulletin No. 8 (Washington, D.C.: U.S. Government Printing Office, 1916), p. 101.

A third problem area facing schools at that time was that of vocational education. The theory which developed initially was that the junior high school had a responsibility to provide vocational training for the potential drop-out.

Still another problem was the lack of articulation between the elementary school and the secondary school. The 8 - 4 grade division produced distinctly different institutions, and the transition between the two units for the student was abrupt.

In establishing the junior high school as an answer to these problems, the theory developed that it was the junior high school's function to secure economy of time, provide better retention of pupils, provide vocational education, and provide articulation between the elementary and secondary schools.

The changing emphasis in some of these functions has resulted in a changing rationale for the junior high school. For years the statement of function of the junior high school which has received the greatest attention has been that of Gruhn and Douglass. This statement includes as the six functions of the junior high school integration, exploration, guidance, differentiation, socialization, and articulation.[1]

Some junior high school writers recently have stated

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[1]William T. Gruhn and Harl R. Douglass, The Modern Junior High School (2d ed.; New York: Ronald Press Co., 1956), pp. 31-32.

that these functions are too general and apply to all levels of the school program.[1] More specific statements regarding the role of the junior high school are presented in Chapter II. Certainly one of the continuing problems of the junior high school is the need to gain broader understanding of its role and function in modern American education.

Interest in accreditation and evaluation

It was noted earlier that the accreditation of senior high schools by state and regional accrediting agencies is well established as an educational practice. The origin of secondary school accreditation stems largely from the senior high school's relationship to higher education. Initially, accreditation was a procedure for "certifying" the type of secondary school education provided a prospective college freshman. In recent years, however, accreditation has been broadened to stress self-improvement procedures through which the member school can upgrade the quality of its educational program. This view of accreditation and the realization that accreditation can support local school administrators in securing improvements in their programs has stimulated a number of junior high school leaders to consider the possibility of accreditation for junior high schools.

The accreditation of junior high schools has lagged

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[1]Roland C. Faunce and Morrell J. Clute, Teaching and Learning in the Junior High School Years (San Francisco: Wadsworth Publishing Company, Inc., 1961), pp. 14-15.

far behind the accreditation of senior high schools. Although all states have developed standards for accrediting senior high schools, only twelve have specific standards for junior high schools.[1] The difference in development of accreditation programs between junior and senior high schools is seen even more clearly when one views the programs of the various regional accrediting associations. Until recently, only one of the five regional accrediting associations, The Southern Association of Colleges and Secondary Schools, accredited junior high schools. Relatively few junior high schools (118) have been accredited by this association, and an adaptation of senior high school procedures is used in accrediting junior high schools.[2]

California recently developed a plan for accrediting both junior and senior high schools within the state by the California Association of Secondary School Administrators. Although the plan has a well-defined system for evaluating schools, few criteria are developed specifically for the junior high school. At present, only twenty-three of the 193 accredited secondary schools are junior high schools.[3]

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[1]Grace S. Wright, State Policies and Regulations Affecting the Junior High School, U.S. Office of Education Bulletin No. 12 (Washington, D.C.: U.S. Government Printing Office, 1955), p. 12.

[2]Letter from Raymond G. Wilson, Executive Secretary, Commission on Secondary Schools, Southern Association of Colleges and Secondary Schools, Atlanta, Georgia, June 13, 1963.

[3]Letter from L. W. Hedge, Executive Secretary, Accrediting Commission for Secondary Schools, Western Association of Schools and Colleges, Burlingame, California, July 3, 1963.

The procedure has recently been assumed by the Western Association of Schools and Colleges.

The North Central Association of Colleges and Secondary Schools attempted to determine the interest of junior high school administrators in accreditation. In 1960 and 1961 a questionnaire was sent to junior high school principals and their superintendents in the nineteen states of the Association to determine the desirability of regional accreditation for junior high schools. Approximately 63 per cent of the principals and superintendents responded totaling 1,146 principals and 801 superintendents. This survey yielded the results as found in Table 4.[1]

Using the results of this and a second survey, Stephen Romine made the following observations:

1. The NCA should undertake to provide a program of regional accreditation for junior high schools, but such a program should be developed slowly and with due regard to subsequent observations and continued counsel of junior high school principals.
2. What junior high principals want may not be accreditation at all, certainly not in the traditional sense and use of the term. This point will need to be clarified.
3. Before regional accreditation can become generally acceptable and serviceable, junior high principals within each of the nineteen states will need to discuss and study the nature of junior high school education and arrive at greater agreement than now appears to exist on many important points. Motivation of such activity on the state level looms as a major contribution of regional interest and leadership.
4. It should be recognized that the unrest and

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[1] Romine, p. 194.

TABLE 4

APPROXIMATE PERCENTAGES OF JUNIOR HIGH SCHOOL PRINCIPALS AND SCHOOL SUPERINTENDENTS FAVORING, OPPOSING AND UNCERTAIN ABOUT ACCREDITATION OF JUNIOR HIGH SCHOOLS BY THE NCA
(Initial Study)

State	Percentage of Return		Favor Accreditation		Oppose Accreditation		Uncertain	
	Prin.	Supt.[a]	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.
Arizona	25	43	50	25	29	50	21	25
Arkansas	58	73	73	70	8	13	19	17
Colorado	98	18	79	67	8	0	12	33
Illinois	42	46	76	56	12	27	12	17
Indiana	83	56	84	74	5	12	11	14
Iowa	83	59	77	84	13	7	10	10
Kansas	84	91	93	95	5	0	2	5
Michigan	66	69	63	64	18	16	19	20
Minnesota	56	56	49	62	39	27	12	11
Missouri	67	100+	72	56	11	15	17	29
Nebraska	58	70	13	0	70	91	17	9
New Mexico	57	40	54	85	35	8	11	8
North Dakota	71	17	84	67	5	33	11	0
Ohio	75	64	54	77	33	7	13	16
Oklahoma	47	56	43	44	39	40	18	16
South Dakota	75	79	93	47	0	16	7	37
West Virginia	64	71	61	60	19	27	19	13
Wisconsin	50	96	60	54	19	29	21	17
Wyoming	85	100	40	33	33	56	27	11
Totals	63%	63%	66%	62%	20%	20%	14%	18%

[a]In some school districts the superintendent apparently also served as junior high school principal. In these and other instances superintendents sometimes returned the junior high school principal's questionnaire, and vice versa. Consequently, there is some small error in percentages.

tension of today probably influenced respondents in both studies. The questionnaires, therefore, may reflect apprehension that time will relieve. Notations on questionnaires and enclosed letters often reflected this influence.

5. Board members, superintendents, elementary and senior high school principals, junior high school

principals, and teachers need to consider together the proper place and function of the junior high school. No one group can do this well alone.

6. Attention should be given to existing programs of junior high school accreditation and to policies, instruments and guidelines currently usable in the appraisal of junior high schools.
7. In thinking about junior high school accreditation, there may be virtue in also considering six-year high schools.[1]

Since the time of the study, the North Central Association formed a committee to study the possibility of regional accreditation for junior high schools.

In Michigan, interest in this topic was generally parallel to the total North Central Association. A breakdown of the figures for Michigan may also be seen in Table 4.

In Michigan, the North Central Association study served as a stimulus for intensive consideration of the topic by junior high school administrators. A meeting of the Southeastern Michigan Junior High School Principals' Association October 19 and 20, 1960, at Haven Hill, Michigan, discussed the topic of junior high school accreditation with Lester W. Anderson, chairman of the Michigan State Committee of the North Central Association. Minutes taken by Harold Logan, principal, Slauson Junior High School, Ann Arbor, Michigan, show "Sixty junior high school principals from southeastern Michigan went on record favoring further discussion of the development of standards and evaluative criteria for Michigan junior high schools to meet a recognized need for establishing

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[1] Ibid., pp. 195-196.

a basis for mutual assistance."[1]

Although the minutes speak of "standards," "evaluative criteria," and "mutual assistance," the report indicates some reluctance to endorse accreditation per se. Comments and questions about accreditation were made as follows:

1. Flexibility is an asset in the junior high school, overstructuring would be damaging.
2. Failure to be accredited might cause community problems.
3. School boards and superintendents of some schools would have difficulty in acquiring the extra money needed.
4. How would this affect the small junior high schools?
5. Would this be another routine expediting process?
6. Personnel problems involving degree and major-minor requirements may develop.
7. Who does the accrediting?
8. What will be the realtionship between Junior High and High School? College?[2]

The results of this Haven Hill meeting were presented to junior high school principals at the Annual Meeting of the Michigan Association of Secondary School Principals in Grand Rapids, November 30 - December 2, 1960. The Junior High School Commission of the Association adopted a motion that a committee be formed "to study the problems involved in junior high school evaluation, and to come up with some recommendations."[3]

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[1]Minutes of the Southeastern Junior High School Principals' Meeting, Harold Logan, Secretary, Haven Hill, October 19-20, 1960 (in the files of the Michigan Association of Secondary School Principals).

[2]Ibid.

[3]Minutes of the Junior High School Commission of the Michigan Association of Secondary School Principals, Grand Rapids, Michigan, December 2, 1960 (in the files of the Association).

The concept of accreditation and the authority of a force outside the local community influencing local junior high school practice are extraneous to the experience of most Michigan junior high school administrators. The concept of local autonomy in school operation is maintained in Michigan schools, and there is great disparity in the organization and quality of school programs across the state.

This philosophy of local control of curriculum is stated in Bulletin Number 337 of the Department of Public Instruction.

> The state of Michigan publishes no course of study for either elementary or secondary schools. This lack is neither an accident nor an abdication of leadership. It has for many years been the basic policy of the Department of Public Instruction to place the responsibility for curriculum development upon local communities, local schools and local facilities. It is believed that curriculum development cannot in any case be imposed by dictums from any state agency. The real curriculum of the school is the total scope of learning experiences which go on in that school and community. . . .
>
> Not all states have such an instructional policy. In many ways the high schools in Michigan are exceedingly fortunate in having the privilege extended to them of adapting the curriculum to the needs of local communities and their youth.
>
> On the other hand, this privilege of local curriculum planning carries with it a commensurate challenge and the responsibility for providing adequate educational programs rests upon the state. The delegation of that responsibility in no way lessens its vital importance. It is not too strong a statement that unless local communities meet the challenge of developing effective educational programs, the state and federal governments must reassume it.[1]

Operating within a framework of minimum control over curriculum, it is understandable that junior high school

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[1]Michigan Department of Public Instruction, Planning and Working Together, Bulletin No. 337 (Lansing: Department of Public Instruction, 1945), p. 9.

principals were ambivalent about moving toward accreditation. On one hand, they observed the support given accredited senior high schools seeking improvement in their school program (see Table 3). On the other hand, many junior high school principals expressed reluctance to support accreditation because of possible dangers in the process. Thus the committee formed by junior high school administrators in Michigan was called "Committee for the Study of Junior High School Evaluation," with the understanding that it would consider evaluation and not accreditation.

Statement of the Problem

Earlier in the chapter the expanding role of the junior high school in American education was reviewed. The problems and issues facing the junior high school which have caused increased interest in accreditation and evaluation have also been noted.

Interest in accreditation has not been unanimous among educators. While many view accreditation as a means for achieving educational improvements, others feel that accreditation might serve as a restrictive force placing limitations on the development of school programs and their ability to meet the unique needs of early adolescents in their community.

The problem then is to develop criteria and a plan for evaluating and accrediting junior high schools which will encourage the growth and development of junior high schools, while at the same time minimizing the possible restrictions

of accreditation. The study responds to the suggestion made by Romine, "What junior high principals want may not be accreditation at all, certainly not in the traditional sense and use of the term."[1]

The specific hypothesis of the study is that criteria and a process for evaluating and accrediting schools can be devised which include both the results of research in adolescent psychology and the knowledge and experience of school evaluation and accreditation to serve the unique needs of the junior high school.

Procedures Followed in the Study

This project is a creative type of research using reflective thinking in developing a plan for junior high school evaluation and accreditation.

A review of the literature on evaluation and accreditation is presented to develop principles and specifications for a junior high school evaluation and accreditation program. The review of the literature also established the current concept and role of junior high school education.

Using this information, criteria were developed for the evaluation of junior high schools. The criteria are supported by research studies in education. Procedures for incorporating these criteria into a new process of accreditation are also presented.

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[1]Romine, p. 195.

The author was in a unique position to advance this study. As executive secretary of the Michigan Association of Secondary School Principals he participated in the deliberations of the Committee for the Study of Junior High School Evaluation. As a member of the committee he was not only a member of the subcommittee developing specifications for an evaluation instrument but he was responsible for the first draft of the criteria found in Appendix A. The evaluation instrument, published by the committee in 1962, served as the framework for the accreditation instrument presented in this document. This final accreditation instrument (pages 89 to 145) goes beyond the evaluation instrument found in Appendix A to present criteria and procedures for accrediting junior high schools.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature related to evaluation and accreditation and the literature dealing with early adolescence and the junior high school. The information about the junior high school is used as the basis for "Guidelines for Junior High School Education" which are presented at the conclusion of the chapter.

Evaluation and Accreditation

Before considering evaluation and accreditation at the junior high school level, it is necessary to view evaluation and accreditation in a broader perspective. This section gives attention to a definition of terms, the historical development of accreditation, the growing interest in junior high school accreditation, and issues in accreditation programs.

Definition of evaluation and accreditation

The Dictionary of Education defines evaluation as "the process of ascertaining or judging the value or amount of something by careful appraisal."[1]

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[1]Carter V. Good (ed.), Dictionary of Education (2nd ed.: New York: McGraw-Hill Book Company, Inc., 1945), p. 156.

In applying evaluation to educational institutions Zook states:

> . . . any social organization including schools and colleges must and should come in for constant review. Therefore, it is up to the individuals who are interested in the education of our people to see that the evaluation of the schools and colleges is undertaken by those who are competent to do so, and that they use criteria and methods which are both valid and stimulating.[1]

The Encyclopedia of Modern Education states:

> An evaluative study should be an integral part of the educative process, continuing as the program continues. Evaluation results will suggest improvements to be made in the program and its objectives. At the same time, the evaluation process itself will contribute to the in-service development of teachers, and to the increased educational understanding of parents and patrons.[2]

Hagen and Thorndike state:

> The process of evaluating involves three distinct aspects: (a) selecting the attributes that are important for judging the worth of the specimen to be evaluated; (b) developing and applying procedures that will describe these attributes truly and accurately; and (c) synthesizing the evidence yielded by these procedures into a final judgment of worth.[3]

These statements indicate the importance of evaluation as a part of the educative process. A number of studies indicate specific value accrued to schools from evaluation. Carl A. Newman's study of senior high self-evaluation in

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[1]George F. Zook and M. E. Haggerty, The Evaluation of Higher Institutions, Vol. I: Principles of Accrediting Higher Institutions (Chicago: The University of Chicago Press, 1936), p. 142.

[2]Harry N. Rivlin (ed.), Encyclopedia of Modern Education (New York: The Philosophical Library, 1953), p. 287.

[3]Elizabeth P. Hagen and Robert L. Thorndike, "Evaluation," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), p. 482.

Pennsylvania showed:

> (a) the evaluations had great merit and encouraged long-range program development, (b) self-evaluation by the faculty was one of the greatest factors in continuing improvement, (c) the results of evaluation stimulated increased financial aid, and (d) the results served to stimulate the public to positive thinking concerning the schools.[1]

Franzén, using an extensive questionnaire sent to schools after they had used the Evaluative Criteria, found, "There was definite improvement in 90% of the schools."[2]

Accreditation of colleges and universities, as defined in the Encyclopedia of Educational Research, is

> . . . the recognition accorded to an educational institution in the United States by means of inclusion in a list of institutions issued by some agency or organization which sets up standards or requirements that must be complied with in order to secure approval.[3]

In practice, accreditation usually involves three steps:

(1) Certain minimum standards are prescribed that the institutions desiring accreditment must meet.
(2) Institutions must be visited to determine whether they are maintaining such minimum standards.
(3) A list of all institutions meeting these standards is then published.[4]

From these statements, it is seen that accreditation

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[1]E. D. Grizzell, "Accreditation--Secondary Schools," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), p. 18.

[2]George E. Carrothers and Carl G. F. Franzén, "Evaluation in the Secondary School," The Bulletin of the National Association of Secondary School Principals, XXXII (April, 1948), 43.

[3]John Forbes and Norman Burns, "Accreditation," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), p. 11.

[4]Arch O. Heck, "Accrediting," Encyclopedia of Modern Education, ed. Harry N. Rivlin (1943), p. 5.

and evaluation in education have much in common--both are concerned with the measurement of the effectiveness of educational programs. Accreditation, however, goes one step further than evaluation. Accreditation establishes minimum criteria for the institution which must be met in order for the institution to be recognized by the accrediting body.

In order for accreditation to make its greatest impact upon the educational institution, evaluation must not terminate once the institution has "achieved" accredited status. As stated in the Encyclopedia of Modern Education,

> It is being recognized, likewise, that the mere accrediting of a school is only the initial step in the complete process of helping the school to make changes that will make it an even more effective educational institution.[1]

Therefore, it can be seen that evaluation and accreditation are a part of the same process--both necessitate the use of criteria for assessing the quality of the educational program. Accreditation is the more inclusive term since it extends beyond evaluation to provide recognition for schools which meet certain specified standards.

In order to gain a perspective of accreditation, it is helpful to view its development through the years in American education.

Historical development of accreditation

The process of accreditation of educational institutions is unique to the United States. In most other countries,

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[1] Ibid., p. 6.

education is centrally controlled and regulated by the national government. In the United States education is a state function, and individual states develop their own educational programs.

Most of the states, in turn, have delegated much of the responsibility for education to the local community. Local school boards were established in part to provide for democratic leadership of the schools and to provide local communities with flexibility and adaptability to meet the unique needs of the community. Along with certain advantages, local control has resulted in a wide range of quality in local school programs. Some school districts have developed schools of excellent quality. Other districts have schools which do not provide adequate educational programs. The wealth of the local school district is often a major factor in determining the quality of the school program.

As a means of combatting this unevenness in development and bringing a measure of unity to education, it became necessary to develop ". . . some plan . . . whereby the people may know the standing of the various elementary, secondary, higher and professional schools."[1] Accreditation developed as one means of providing this information and bringing unity to the educational system.

One of the first evidences of control of educational standards by an external agency was exercised in 1787 by the

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[1] Ibid., p. 5.

New York State Board of Regents, which was required "to visit every College in this State once a year"[1] and report to the legislature. Although this plan of accreditation was introduced at the state level, a broader base functioning beyond the state was needed. This broader basis for accreditation of colleges was introduced in 1870 when the United States Bureau of Education attempted to define a college and developed a list of higher institutions which met its criteria. The responsibility for listing colleges was later assumed by the National Education Association, Department of Higher Education (1870-1900). The criteria used were based on endowment, admission standards, and requirements for graduation. This listing was important to the colleges as it was necessary for them to be listed in order to receive funds from various foundations.[2]

Accreditation of colleges and universities by a regional accrediting association was introduced by the North Central Association of Colleges and Secondary Schools in 1896. Standards were developed relating to admission requirements, curricula, faculty, library, and financial support.[3] Definite criteria were established in 1909, and a list of accredited colleges and universities was published in 1913.[4]

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[1]William K. Selden, Accreditation, A Struggle over Standards In Higher Education (New York: Harper and Brothers, 1960), p. 30.

[2]Zook, p. 23.

[3]Ibid., p. 26.

[4]Ibid., pp. 27-28.

During this same period, regional accreditation of secondary schools also developed. In 1870, The University of Michigan sent faculty members to high schools "to inspect the high schools and pass judgment or certify them as to their ability to prepare students for the university."[1] Carrothers states that the purpose of this "diploma arrangement" was to make it possible ". . . for graduates recommended by the principal to enter the University without examination."[2] In reporting the advantages of this system of accreditation, President Angell of The University of Michigan stated in 1873, "We are certainly approximating toward a more substantial unity in our system of public education than any other State in the Union."[3]

Accreditation of secondary schools by The University of Michigan was soon followed by regional accreditation, and in 1902, the North Central Association of Colleges and Secondary Schools established standards for secondary schools. In 1904, the first list of accredited secondary schools was published by the North Central Association.[4]

By 1910, regional accreditation associations were established as self-improvement organizations with voluntary

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[1]Selden, p. 31.

[2]George E. Carrothers, Accreditation, 1871 to 1949, Reprinted from Annual Report of the Bureau of Cooperation with Educational Institution L, No. 100 (Ann Arbor, Michigan: 1949), p. 5.

[3]Ibid., p. 8.

[4]Zook, p. 26.

membership made up of colleges and secondary schools. These associations are now nation-wide in scope and include the following:

> Middle States Association of Colleges and Secondary Schools.
> North Central Association of Colleges and Secondary Schools.
> New England Association of Colleges and Secondary Schools.
> Northwest Association of Secondary and Higher Schools.
> Southern Association of Colleges and Schools.
> Western Association of Schools and Colleges.

The factors leading to regional accreditation are summarized in the Encyclopedia of Modern Education:

> Four problems brought accrediting to the fore. First, what should be the requirement for entrance to freshman work in college? If high school graduation was to be accepted, what standards, if any, should be met by high schools that hope to have their graduates accepted? Second, institutions of higher education needed help in determining whether given individuals should be admitted to graduate study. Third, each of the 48 states faced the problem of securing satisfactory teachers to serve in the elementary and secondary schools of the state. Fourth, each state had a responsibility for licensing in the various professions--law, medicine, for example.[1]

As accrediting bodies grew, there was concern that they exceeded the bounds of reasonableness, attempted over-standardization, and interfered ". . . with the natural development of educational units."[2] Concern grew about the mechanical and quantitative aspects of accreditation. In 1934, the North Central Association developed a new approach to accreditation so that, in the words of its president, Henry

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[1]Heck, p. 5.

[2]Zook, p. 60.

Wriston, it ". . . becomes less and less a policing body and more and more an organization designed to encourage, to stimulate, and to evaluate."[1] Discontent with the pattern for accrediting schools led many educators to express their hostile feelings. In 1936, Zook wrote,

> How much we do need such a liberation from old methods of accrediting of secondary schools! If the old standards for the higher institutions were wooden, those for the secondary schools are forged out of something more stiff and unbreakable. The very number of secondary schools has tended to mechanize all procedures in accrediting . . . variation has been more of a sin than among higher institutions, with little opportunity to determine what its effect might be upon the character of work done in the school.[2]

Chancellor S. P. Capen of the University of Buffalo stated in 1932,

> I regard the whole standardizing movement in its present form and extent as a menace. If it is not checked and corrected, it will utterly destroy the most precious and the most characteristic quality . . . of American Education. . . . If tomorrow morning every accrediting committee in the country should adjourn sine die and every accredited list should be destroyed, I believe American education would receive such a stimulus as it has not received in a dozen years.[3]

In an effort to improve accreditation procedures, the regional accreditation associations attempted to broaden the evaluation process to include qualitative measures which would assess the quality of the educational institution at both the college and secondary school level. In 1940, under

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[1]Selden, p. 41:

[2]Zook, p. 138.

[3]Ibid., pp. 64-65.

the leadership of the regional associations, the Cooperative Study of Secondary School Standards developed the Evaluative Criteria.[1] These criteria have been used to help high schools organize better programs and provide a framework for measuring the quality of school programs. At ten-year periods, the Evaluative Criteria have been revised and are still used by various regional associations as the basis for self-evaluation by high schools in connection with the accreditation process. The Evaluative Criteria introduced self-evaluation and local involvement in the process of accreditation. No longer is accreditation based solely on fixed and arbitrary minimums, but qualitative factors viewed by local personnel (and verified by visiting committees) serve as a further basis for accreditation.

Interest in junior high school accreditation

Until recently, accreditation of schools by regional associations has been limited to colleges and senior high schools. Junior high school programs have been evaluated for accreditation purposes by regional associations only when junior high school grades were included in the organization of the high school, such as in a school organized on a 6 - 6 plan. A few states have regulations for junior high schools which are primarily concerned with the certification of teachers and administrative details.

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[1]Cooperative Study of Secondary School Standards, Evaluative Criteria, 1940 Edition (Washington, D.C.: Cooperative Study of Secondary School Standards, 1940).

Chapter I indicated that a number of junior high school leaders have expressed interest in the accreditation of junior high schools. Early evidence of this interest was seen in the development of criteria for evaluating junior high schools. Illinois,[1] Texas,[2] Connecticut,[3] Utah,[4] and Oklahoma[5] have developed instruments for the evaluation of junior high schools. However, these criteria were not developed as accreditation instruments but as criteria for evaluating junior high school programs. In each case the emphasis is on self-evaluation and not on criteria to serve a specific accreditation program.

The recent development of the Evaluative Criteria for Junior High Schools by the National Study of Secondary School Evaluation[6] is a further response to the desire for an evaluative instrument for junior high schools. The manual accompanying the instrument is further indication of the

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[1]Illinois Curriculum Program. The Junior High School Program in Illinois. Springfield, Illinois: Office of The State Superintendent of Public Instruction, 1961.

[2]Texas Study of Secondary Education. Criteria for Evaluating Junior High Schools. Austin, Texas: The Texas Study of Secondary Education, 1956.

[3]Connecticut State Department of Education. An Assessment Guide for Use in Junior High Schools. Hartford, Connecticut: State Department of Education, 1960.

[4]Utah St te Department of Public Instruction. Junior High School Evaluative Criteria. Salt Lake City: Utah State Board of Education, 1960.

[5]Oklahoma Curriculum Improvement Commission. A Manual of Evaluation for a Junior High School. State Department of Public Instruction, 1958.

[6]National Study of Secondary School Evaluation. Evaluative Criteria for Junior High Schools (Washington, D.C.: National Study of Secondary School Evaluation, 1963).

influence of senior high school evaluation procedures on the junior high school. The manual states,

> The inquiry suggested that the 1960 edition of Evaluative Criteria be studied from the special viewpoint of junior high school education, that irrelevant material be deleted, and that material appropriate to the junior high school be substituted or added. The only persons who reacted negatively were those who thought that entirely new materials should be developed. Since the development of new materials would take too long a time to meet what seemed to be an urgent need, the Administrative Committee approved plans for proceeding as rapidly as possible to publish the Evaluative Criteria for Junior High Schools.
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> It was decided to develop this revision at a workshop to be held early in the summer of 1962, with publication to follow in the spring of 1963.[1]

Thus it may be seen that the Evaluative Criteria for Junior High Schools is primarily a revision of a senior high school document.

A result of this interest in accreditation may be seen in the program of the Southern Association of Colleges and Secondary Schools where accreditation of junior high schools was instituted in 1954. This program, however, followed senior high school accreditation procedures in introducing accreditation to the junior high schools. To date, only 118 of the junior high schools in the southeastern section of the country have been accredited.[2]

In California, a plan for accrediting junior high schools has been developed in conjunction with senior high school accreditation by the California Association of Secondary

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[1] Ibid.

[2] Letter from Raymond G. Wilson, Executive Secretary, Commission on Secondary Schools, Southern Association of Colleges and Secondary Schools, Atlanta, Georgia, June 13, 1963.

School Administrators. This plan, similar to regional accreditation, does not provide separate criteria for junior high schools, but uses the same criteria applied to senior high schools. Schools are accredited to the local community after an intensive self-evaluation and the appraisal of a visiting team composed of five members. This plan was begun in 1957 and at present only twenty-three junior high schools are accredited.[1] It is presently being conducted by the Western Association of Schools and Colleges.

The growing interest of the North Central Association in junior high school accreditation is readily apparent. Romine's study, cited in Chapter I, documents this interest. Everett V. Samuelson, Chairman of the Junior High School Accreditation Committee of the Commission on Secondary Schools of the North Central Association, stated that the purpose of junior high school accreditation by the North Central Association would be two-fold,

1. To foster critical self-evaluation of the program and goals within a school in terms of the students it serves, provided that such goals are consistent with the goals of the community and the nation;
2. To provide leadership in helping achieve such goals in a junior high school.[2]

He further states that, "The development of a junior high school accreditation program should be in the hands of

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[1]Letter from L. W. Hedge, Executive Secretary, Accrediting Commission for Secondary Schools, Western Association of Schools and Colleges, July 3, 1963.

[2]Everett V. Samuelson, "The Accreditation of Junior High Schools by the North Central Association of Colleges and Secondary Schools," North Central Association Quarterly, XXXVII (Winter, 1963), 234.

junior high school principals and teachers."[1] The article makes it clear that the North Central Association will soon initiate a program of junior high school accreditation.

The values of accreditation to junior high schools were stated recently by Douglass.

> Principal among the valuable outcome of accreditation are the following:
> 1. It provides the facilities and occasion for stimulation and self-improvement on the part of the junior high school.
> 2. It will give status and added dignity to junior high schools.
> 3. It will enable local junior high-school principals and faculty to interest the superintendents, boards of education and community in ways of improving the junior high school as recommended by the evaluating committee.
> 4. It will tend to bring the junior high school more definitely before the local public.
> 5. It is an excellent means of in-service growth not only for the staff of the junior high school being evaluated, but also of those participating in the evaluation.
> 6. It will most likely provide protection from oversize classes, lead to provision of planning periods, and bring about other needed improvements.
> 7. It will provide a stimulation for experimentation.[2]

Educators are generally interested in achieving these values for the junior high school. The mere transposition of an accreditation program originally designed for senior high schools and colleges will not necessarily achieve them, however. Before accreditation programs become fully

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[1] Ibid., p. 235.

[2] Harl R. Douglass, "Junior High Schools Evaluated and Accredited," The Bulletin of the National Association of Secondary School Principals, XLVII (February, 1963), 125-126.

established at the junior high school level, it seems appropriate to consider the weaknesses and concerns of present accreditation and evaluation programs, in order to anticipate the difficulties which might be encountered.

As Norman Burns of the North Central Association stated: "Perhaps the time has come to take a fresh look at accrediting--at what the whole process of accrediting actually involves."[1] It is appropriate to recall the statement of Stephen Romine, "What junior high school principals want may not be accreditation at all, certainly not in the traditional sense and use of the term."[2]

Issues in accreditation programs

American education has had over fifty years experience with accreditation. In this period certain strengths and weaknesses have become evident.

William K. Selden indicates that there are three major issues in accreditation today.[3] The first of these is the matter of jurisdiction--the problem of control. He cites this as being of paramount importance at the college level since it implies responsibility and authority for training and certifying individuals for the professions.

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[1]Norman Burns, "Some Basic Problems of Accrediting," The North Central Association Quarterly, XXXV (October, 1960), 196.

[2]Romine, p. 195.

[3]William K. Selden, "The Three Basic Problems of Accrediting," School and Society, LXXXVII (Summer Issue, 1959), 308-310.

At the secondary school level the issue of jurisdiction and control is seen in a different perspective. The establishment, and to a degree, regulation, of instructional provisions by an external agency is sometimes viewed as being incompatible with local control. Thus the possible loss of opportunity for experimentation and increased standardization of educational practices and programs are two of the issues involved. There is also some concern that the control of school practices is removed from local leaders and assumed by a central body in the accrediting association.

The second issue cited by Selden is the need to strengthen the process of evaluation. Concern with the process of evaluation and the establishment of a minimum program has been a major problem through the years. Typical of the criticism regarding evaluation is the statement of Walter A. Jessup, President of the Carnegie Foundation.

> In our attempt to conform to measurable standards, we have pointed toward the husks of the thing. We have built up a network of administrative techniques that are simple to observe and easy to check, but it is more and more evident that we can conform to these externals and still miss the essential elements in an educational undertaking . . . and it is the substance, not the form and not the externals, which accrediting must learn to evaluate.[1]

Norman Burns, Executive Secretary of the North Central Association of Colleges and Secondary Schools, pointed out,

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[1]William K. Selden, "Years of Opportunity," Journal of Teacher Education, X (June, 1959), 229.

> . . . we have blithely proceeded on at least three assumptions which are of questionable validity: (1) that quality can be engendered by requiring institutions to conform to a set of practices laid down by an accrediting agency; (2) that a college, at least in part, can be evaluated in terms of practices found to be characteristic of the institutions of quality; and (3) that outside examiners can make an adequate appraisal and do it in a short time.[1]

Basic to the accreditation process has been a statement of minimum standards. Of these, Youkey stated in 1934, "There are also some standards which have not been the subjects of investigations. They are more or less traditionally accepted and have never been seriously questioned."[2] Critics of accreditation argue that many of the minimum standards cannot be defended by research findings.

The evaluation aspect of accrediting has been criticized for stressing quantitative factors and not being concerned with quality aspects of the program. While minimum standards seem to be necessary in any accreditation program, their use is too often misinterpreted. The attainment of the minimum standards is too often seen as the ultimate goal.

Selden's third issue is the lack of understanding by the public and even educators of the meaning of accreditation. Secondary school accreditation in particular has been misunderstood and has been viewed from a college admission point

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[1]Selden, "Year of Opportunity," p. 228.

[2]J. V. Youkey, "The Validity of Regional Accrediting Standards of Secondary Schools," North Central Association Quarterly, VIII (1934), 49.

of view rather than being oriented toward concern with the upgrading and development of the entire school program. Accreditation has been viewed as an end rather than as a means to an end.

In the book, Accreditation, A Struggle over Standards in Higher Education, Selden includes the following questions among the important issues in accrediting:

> What criteria in accrediting can be developed which place relatively less emphasis on minimum standards and more on continued institutional re-evaluation, experimentation and improvement?
> How can accrediting be made more stimulating for institutions of quality?
> How can accrediting adequately satisfy the needs of various groups and of the public for more information about the degree of quality of individual institutions?[1]

In 1949 concern with the issues of accreditation led to the formation of the National Commission on Accrediting to develop a firm base for the national development of accrediting activity and to foster co-operation between agencies. The Commission has concerned itself with the problems and concerns of accrediting. In a working conference in June - July, 1959, a series of ten recommendations were made concerning accreditation and evaluation.

1. The recognized accrediting agencies not only should continue to be concerned with the maintenance of minimum standards of educational practice and performance in colleges and universities but also should assume greater responsibility for assisting institutions in improvement.
2. In the process of aiding institutional self-improvement, accrediting agencies should

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[1]Selden, Accreditation, A Struggle . . . , 94.

encourage and assist in the collection of important comparative data for institutions to employ in their self-studies. Accrediting agencies also should aid in providing 'bench marks' against which individual institutions may compare their own performance.

3. Consideration should be given to the employment of an agency, such as the Office of Statistical Information and Research of the American Council on Education, to collect from the colleges and universities various types of objective or factual data which can be used by accrediting agencies, and by the institutions themselves in making self-studies.
4. Accrediting agencies should be invited to consider the possibility of establishing and publishing, or citing, degrees or gradations of institutional excellence within appropriate categories of institutions.
5. Great care must be exercised by accrediting agencies to assure that the use of comparative data, the standards for evaluation, and the means of assisting institutions in self-improvement do not hamper well-conceived experimentation and innovation.
6. Those institutional attributes which most directly affect the educational consequences or products of institutions should receive primary attention in accrediting, whereas such factors as business procedures, finances and administrative organizations should be viewed as supporting attributes to the main purpose of an educational institution and should be evaluated in terms of how effectively they contribute to the attainment of these purposes.
7. The facets of institutional quality which should receive primary consideration in evaluation and accreditation are: (a) objectives, (b) curriculum, (c) faculty, (d) teaching, (e) students, (f) institutional research, and (g) library.
8. The interview and related observational procedures, as presently used in accrediting, should themselves be carefully studied and should be supported by objective data wherever appropriate and feasible.
9. Continued research on the criteria, instruments, methods, and techniques employed in the accreditation and evaluation of institutions should be encouraged. Constant attention should be given on the part of all accrediting agencies to the maintenance of high and appropriate standards of evaluating educational practices.
10. The National Commission on Accrediting should assume leadership in pressing for appropriate definitions of levels of educational excellence

and in encouraging studies to more adequate systems of reporting to the public.[1]

These issues have implications for the development of specifications for an evaluation and accreditation process for junior high schools. Particular issues relevant to the junior high school are:

1. How much loss of local control would result from accreditation based on minimum standards?
2. Would junior high schools lose the opportunity to experiment and develop unique programs as a result of an accreditation program?
3. Would the accreditation process result in the increased control of the junior high school by the senior high school?
4. Is it possible to develop criteria which are both valid and reliable for measuring junior high school programs?
5. Can a program of junior high school accreditation be satisfactorily interpreted to the public?
6. Can accreditation of junior high schools assist the public in gaining more information about the program of the local junior high school and thus contribute to the total public relations program of the school?

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[1]National Commission on Accrediting, Accrediting of Colleges and Universities in the Coming Decade, Dewey B. Stuit (ed.) (Washington, D.C.: National Commission on Accrediting, 1959), pp. 29-30.

7. Can junior high school accreditation be used as a means for improving the quality of junior high school programs?

The new process should be based on specifications which consider the issues stated above.

Junior High School Education

As indicated in Chapter I, there were several factors which gave rise to the development of the junior high school in the early part of the twentieth century. As society and educational needs changed through the years, the role and function of the junior high school also changed. This section presents a summary of the role of the junior high school today. Since the role of the junior high school stems primarily from the unique student population it serves, it is necessary first to look at the characteristics and needs of early adolescents.

A frame of reference for early adolescence

The writings of G. Stanley Hall about 1905 were influential in providing a psychological basis for junior high school education.[1] He viewed adolescence as a new birth following a period of stability bringing new feelings and interests into life. His views provided further support for the belief that a new type of educational institution was

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[1]G. Stanley Hall, Adolscence, 2 vols. (New York: D. Appleton and Company, 1905).

needed for children entering adolescence.[1]

In the intervening years, many views and theories of adolescence have been promulgated. Some of Hall's original views have been revised in light of new knowledge and theories. Although debate still may occur over the relative importance of the biological, social and psychoanalytic approach to adolescent psychology, there is general agreement that it is a time of critical significance in the development of the individual. Many of the points of agreement are summarized by Raymond G. Kuhlen in the Encyclopedia of Educational Research.[2] The following section makes use of his summary and the observations of others in the field of adolescent psychology in developing this frame of reference for early adolescence. Particular attention has been given to the work of David Ausubel.[3]

1. Adolescence in all cultures can be described as a time of transition in the biosocial status of the individual. It is a period during which marked changes occur in duties, responsibilities, privileges, social and economic roles, and relationships with others. It marks the beginning assumption of adult biological and social sex roles and of a cluster of personality traits that the culture deems appropriate for the mature adult of each sex. It includes the individual's reaction

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[1]Van Til, Vars, and Lounsbury, p. 17.

[2]Raymond G. Kuhlen, "Adolescence," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), pp. 24-30.

[3]David P. Ausubel, Theory and Problems of Adolescent Development (New York: Grune & Stratton, 1954).

> to being swept into a transitional period of development and to being confronted with new sets of social demands and expectations. Under such conditions changed attitudes toward self, parents, peers, and elders becomes inevitable. New aspirations are generated, new standards of behavior are incorporated, and new ways of learning are adopted.[1]

Kuhlen describes adolescence as ". . . the processes of development and adjustment during the so-called transitional period between childhood and maturity--roughly the teen years."[2]

The junior high school years, therefore, cover the first portion of this period, age twelve through fourteen. Ausubel stresses the extreme importance of these early years of adolescence in the following statement:

> For several reasons the initial stage of adolescence presumably involves the greatest amount of stress. First, the individual must contend with the disorientation produced by the abrupt loss of childhood status. Second, in light of unrealistic expectations of preadolescents about the status prerogatives enjoyed by adolescents in our culture, the discovery that (despite their close physical resemblance to adults) they are completely rejected by adult society and have almost no opportunities for acquiring adult status comes as a rather rude and traumatic awakening. Third, it takes a certain amount of time for adolescents to anchor themselves in the peer culture that will furnish the major portion of their interim status.[3]

While there may be some disagreement regarding the degree of "storm and stress" during adolescence and whether it is culturally or physically initiated, there is general

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[1] Ibid., pp. 22-23.

[2] Kuhlen, pp. 24-25.

[3] Ausubel, p. 71.

agreement that ". . . in all cultures adolescence is marked by important shifts in the biosocial status of the child, shifts which are sufficiently crucial to precipitate a thorough reorganization of personality structure."[1]

2. Research supports the belief that rapid growth and pronounced physical changes occur during the early years of adolescence. The initial external indication of developing physical sex traits shows a wide chronological range for individual children. According to the study of Nicolson and Hanley girls reach puberty as early as 10.6 years and boys at 11.8.[2] The study of Shuttleworth showed the average age of pubescence for girls to be thirteen and somewhat later for boys.[3]

Pubescence is generally accompanied by a growth spurt that begins on the average for girls at age eleven and for boys at age thirteen. The varied time that the growth spurt occurs results in tremendous differences in height and weight between early adolescents. Boys and girls normally gain from 30 to 40 pounds in a three-year period. The mean age of greatest height increase according to the Harvard Growth Study is 12.56 for girls and 14.78 for boys.[4] Rapid changes are also occurring in growth and development of bones, muscles, internal organs and other physical features.

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[1] Ibid., p. 15.

[2] Kuhlen, p. 26.

[3] Ibid.

[4] Ibid.

3. There does not appear to be an "intellectual growth spurt" parallel to the rapid development of the physical characteristics of the adolescent.[1] Cornell and Armstrong found "tests given between ages 7 and 10 were more likely to predict adult mental maturity than those given between the ages of 11 and 15."[2]

4. Social and emotional changes occur concurrently with the physical changes.

(a) The early adolescent faces a changing sex role as he exhibits interest in the opposite sex. Prior to age twelve and thirteen there is marked cleavage between the sexes. Beyond this age studies show that "more than anything else adolescents are concerned with establishing social relationships with age-mates of both sexes, and accept or reject new activities chiefly on the basis of the possibilities they afford for furthering this paramount consideration."[3] Ausubel cites sociometric studies which show a ". . . rapidly increasing choice of members of the opposite sex during the junior high school and high school periods."[4] Ausubel further indicates that one of the three crucial factors facilitating a right attitude toward the opposite sex is, "favorable initial

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[1]Ausubel, pp. 277-278.

[2]Jacob T. Hunt, "The Adolescent: His Characteristics and Development," Review of Educational Research, XXX (February, 1960), 14.

[3]Ausubel, p. 342.

[4]Ibid., p. 347.

experience with members of the opposite sex."[1] The interest in the opposite sex taken by early adolescents may be viewed as an "initial experience," and consequently it assumes added importance.

The important role of sexual development is seen in the following statement of Ausubel:

> Sexuality is an important area of adolescent adjustment. Whether existing sex needs are gratified or denied affects the total balance between frustration and satisfaction and, hence, the over-all stressfulness of adolescence. Stressfulness is also influenced by conflict or guilt feelings about sex, and impinges upon the individual's behavioral reactivity or emotional stability.[2]

Certainly not all personality disorders emanate from problems originating in the adolescent years, but the individual ". . . carries over into adolescence remnants of earlier personality inadequacies which may become more noticeable and more disabling with age."[3] Psychologists stress the importance of a wholesome understanding of sex in achieving sound mental health in adult life. In this period of rapid sexual development it is important that the child have a proper understanding of the changes that are taking place.

(b) During adolescence, parent-child conflicts are prone to develop and the peer group assumes major importance to the youth. Havighurst found ". . . a definite shift away from parents as emulatory models from middle childhood to

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[1] Ibid., p. 143.

[2] Ibid., p. 402.

[3] Ibid., p. 47.

early adolescence."[1] Ausubel states that "All available evidence indicates that parent-child relations are more conflictful during pubescence than either before or after this period."[2] Powell concluded "that conflicts appear at an earlier age for females than for males, the greatest divergence being at age 13."[3]

As the child approaches puberty and moves from dependence on the family to increased dependence upon self, he looks to his age mates for affection, confidence and esteem. Peer status becomes more important than adult approval. Ausubel states "The function of the peer culture, therefore, is to provide a source of interim status and an opportunity for adult role playing experience and not to compensate for non-existent psychophysiological sex frustration."[4]

During this period the adolescent faces two frustrations. First, he feels that society has no real and meaningful role for him. "Our adolescent must customarily look forward to an eight year period of sub-adulthood that proves a marginal, interim status in peripheral activities. . . ."[5] Second, he faces "a good deal of uncertainty regarding the eventual attainment of adult status."[6] This results, in part,

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[1] Ibid., p. 219.

[2] Ausubel, p. 224.

[3] Hunt, p. 15.

[4] Ausubel, pp. 71-72.

[5] Ibid., pp. 205-206.

[6] Ibid.

from "a complex culture requiring extended education and apprenticeship."[1]

For a variety of reasons, the adolescent now looks to his peer group for acceptance and attempts to establish himself as an individual. In essence then, adolescence is the period in which the young person "tries his wings."

(c) At this same time the adolescent enters a period of broadening awareness of the world at large. "With adolescence comes an inevitable widening of the child's social horizon. He grows away from the restrictive confines of the family and of the neighboring peer group."[2] He has ". . . expanding interest in the wider cultural environment embracing real persons and social problems."[3] His interests are now broadened to include ". . . current events, politics, and social and economic issues."[4]

5. Although culturally-imposed values are established in the individual prior to adolescence, it is a period of reorientation in values. Studies indicate that "Changes do occur in the teen years in attitudes toward truth, religious matters, social responsibility, traits admired in people, and a variety of borderline moral issues."[5] Ausubel stresses

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[1] Ibid.

[2] Ibid., pp. 313-314.

[3] Ibid., p. 300.

[4] Ibid., p. 314.

[5] Kuhlen, p. 27.

this by stating, "Personal loyalty to parents becomes a less impelling motive to accept and abide by moral values than considerations of equity and ego enhancements; and satisfaction of these considerations demands much more critical examination of values and much less reliance on prestige authority."[1] The adolescent is prone to greater liberality, tolerance and flexibility of moral outlook.[2]

6. "Problems of vocational choice and related educational plans rank high in any enumeration of worries and problems by adolescents. . . ."[3] In "Youth Tell Their Story" Bell indicated that "two-thirds of all youth regard economic security as their main problem."[4] Ausubel concludes:

> It is this smoldering concern with vocational problems that offers convincing proof of the fact that, despite his apparent preoccupation with the immediate and often esoteric activities of his interim peer culture, the adolescent's primary goals are really predicated upon inclusion in the adult world.[5]

Knowledge of adolescent growth and development has given rise to the statement of "developmental tasks." The concept of developmental tasks has been pursued by Havighurst who defines them as,

> . . . a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to

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[1] Ausubel, pp. 247-248.

[2] Ibid., p. 248.

[3] Kuhlen, p. 28.

[4] Ausubel, p. 320.

[5] Ibid., p. 437.

unhappiness in the individual, disapproval by the society, and difficulty with later tasks.[1]

The tasks which arise during adolescence include:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civil competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.[2]

The developmental tasks summarize the problems and issues facing adolescents. While they are not all restricted to the early adolescent level, it is at this age level that many of them are initiated. The program of the junior high school must be conceived in such a way that it provides early adolescents with a distinctive educational environment which enables them to meet these tasks. It is this need which led a panel of sixty junior high school teachers and leaders to conclude, "the early adolescent boy and girl need the junior high school, either as a separate institution or as a

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[1]Robert J. Havighurst, Developmental Tasks and Education (New York: Longmans, Green, 1950), p. 2.

[2]Southern Association of Colleges and Secondary Schools, The Junior High School Program (Atlanta, Georgia: Commission on Secondary Schools and the Commission on Research and Service, 1958).

distinctive program in their uneasy and ambivalent reach for responsibility, new creations and independence."[1]

Role of the junior high school today

Since 1947 the statement of junior high school functions which has received a great deal of acceptance by junior high school leaders has been that of Gruhn and Douglass. This statement summarizes the functions of the junior high school as falling into six categories:

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 coordinated and integrated into effective and wholesome pupil behavior.

To provide for all pupils a broad, general, and common education in the basic knowledges and skills 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 basis for decisions regarding educational opportunities.

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

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

Function III. Guidance

To assist pupils to make intelligent decisions regarding present educational activities and

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[1]Donald McNassor, "The Future of the Junior High School: A Reappraisal of Development and Education in Early Adolescence," California Journal of Secondary Education, XXXIII (February, 1958), 71.

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 adjustments in their growth toward wholesome, well-adjusted personalities.

To stimulate and prepare pupils to participate as effectively as possible in learning activities so that they may reach the maximum development of their personal powers and qualities.

Function IV. Differentiation

To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interests, 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.[1]

Books by junior high school leaders such as Noar,[2]

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[1]Gruhn and Douglass, The Modern Junior High School, pp. 31-32.

[2]Gertrude Noar, The Junior High School Today and Tomorrow (2nd ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961).

Faunce,[1] Van Til, Vars, and Lounsbury,[2] all refer to and enlarge on this statement.

In describing the function of the junior high school, the statement by Gruhn and Douglass emphasizes a much broader responsibility than that prescribed for the junior high school when it was created as a cure for specific education ills stemming from the 8 - 4 organizational pattern.

In recent years, however, this statement of functions has been criticized for not being sufficiently definitive of the unique role of the junior high school. Most of these statements of functions could be true at any level of education. The conclusion of some has been, therefore, that the junior high school serves no unique role and is merely an administrative convenience. They maintain that education is a continuum and each level includes all of the six functions.

Current writings on the junior high school (even those of Gruhn and Douglass) rest the defense of the junior high school on its role as a school which serves the needs of a unique type of student--the early adolescent.

Selected statements of junior high school functions

Some of the statements given by educators identifying

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[1]Roland C. Faunce and Morrell J. Clute, Teaching and Learning in the Junior High School Years (San Francisco: Wadsworth Publishing Company, Inc., 1961).

[2]Van Til, et al.

the role of the junior high school today are the following:

> Serving the needs of early adolescents is the all-pervasive special purpose of the junior high school, and at the same time, is the source of most or all its other special purposes.[1]
>
> The task of the educational program for the junior high school years, no matter in what school building or buildings they are housed, is twofold. First, the program of the junior high school years should continue the common or general education needed by all citizens in a democracy. Second, the program should provide experiences especially suited to the diverse abilities, needs, and interests of widely varying individual adolescents.[2]
>
> The following purposes are unique because of the particular needs and interests of learners at the junior high school level.
>
> Function No. 1:
>
> To attack the common problems faced by young adolescents in our society, employing and improving command of basic skills and knowledge from many sources for this purpose.
>
> Function No. 2:
>
> To enrich and differentiate learning by exploration of vocational and other individual interests.
>
> Function No. 3:
>
> To assist the early adolescent to make a satisfactory personal-social adjustment.[3]
>
> The basic purpose of the junior high school in 1952 is, therefore, essentially the same as it has been since the beginning of the reorganization movement: namely, <u>to provide an educational program which is particularly designed to meet the needs, interests and abilities of children during early adolescent years</u>.[4]

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[1] Leonard V. Koos, <u>Junior High School Trends</u> (New York: Harper and Brothers, 1955), p. 28.

[2] Van Til, <u>et al.</u>, p. 503.

[3] Faunce, p. 16.

[4] William T. Gruhn, "The Purposes of the Junior High School after Forty Years," <u>California Journal of Secondary Education</u>, XXVII (March, 1952), 132.

A more extensive listing of the function of the junior high school is seen in the statement published by the Southern Association of Colleges and Secondary Schools. It includes the following:

> A major function of the junior high school is to provide for the unique social, emotional and physical needs of the age group being served.
>
> The junior high school program should emphasize the intellectual growth of young adolescents with particular stress upon continuing improvement in the fundamental skills.
>
> It is the function of the junior high school to provide for the continuation and expansion of the general educational program.
>
> It is the function of the junior high school to provide experiences that will assist the early adolescent to make the transition from childhood dependence to adult independence.
>
> It is the function of the junior high school to provide a program of guidance and personnel services adapted to the needs of early adolescents.
>
> The program of the junior high school should provide those broad exploratory experiences which are necessary in the educational development of early adolescents.
>
> The junior high school program should help the student to develop vocational consciousness.
>
> It is the function of the junior high school to provide for the special individual interests and needs of students.
>
> It is the function of the junior high school to provide for articulation with the administrative units above and below.[1]

The above statements emphasize the fact that the junior high school is but one rung in the total educational ladder. As such it continues the educational program begun in the elementary grades and provides for the broad educational needs of the child until he is placed in the senior high school. The program of the junior high school is unique

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[1]Southern Association of Colleges and Secondary Schools, The Junior High School Program, pp. 24-35.

because it must serve the unique characteristics and needs of students in their early adolescent years.

The following guidelines present an overview of the role, responsibility and organization of the junior high school today. An earlier draft of these guidelines was developed by the author and the Committee for the Study of Junior High School Evaluation (see Appendix A). The guidelines are used later in this study to provide the organization of the criteria for evaluating junior high school programs.

Guidelines for junior high school education

I. A unique educational program should be provided for boys and girls in their early adolescent years. These children, who are largely in the twelve through fourteen age group and ordinarily in grades seven, eight and nine, need the transitional program of a junior high school in facing the demands, developments, and expectations of the early teen years.

The early adolescent is identified by certain unique traits. A satisfactory program must take these traits into consideration. Included among these traits are the following:

> Early adolescents are different from each other . . . in height, weight, rate of growth, development of internal organs, sexual and social maturity, academic skills, and interests.
>
> Early adolescents are rapidly changing . . . in

> physical growth, externally and internally, sex characteristics, and interests.
>
> Early adolescents have expanding but changing interests . . . boys in collecting, girls in boys, both sexes in television, movies, music, creative and intellectual activities.
>
> Early adolescents seek to belong and conform to their peer groups and to withdraw from adults . . . they cling to the club or gang, the chum, the hero figure; girls have earlier sex interests; both sexes seek to escape adult domination.
>
> Early adolescents have some special fears and problems . . . about ever growing up, about one's inadequacy, about sex, about acne, about being queer or different, about authority.
>
> Early adolescents are idealists . . . they are concerned about ideals and ethical concepts, they are interested in ritual, they are eager for social service.

II. The junior high school should provide a program of general education for all. It should extend and develop the skills and knowledge begun in the elementary school. Certain skills are essential and desirable for all youth whatever their future educational and vocational goals may be.

The acquisition of skill and ability is more than a

matter of memorization and drill. It entails the implementation of skill and knowledge in situations that are real and meaningful to the student. A major concern of the junior high school is making the learning of the student more functional

Early adolescents respond well to new subjects. These new activities demand teachers with specialized preparation and facilities beyond those ordinarily available in an elementary school. The concentration of pupils needs to be sufficiently large to justify the teachers and facilities which are essential for those studies and activities.

The program as a whole emphasizes general education for all students as a basis for effective living.

III. The junior high school should give special attention to the exploration of the present interests and abilities of early adolescents, encourage the development of new interests and reveal unique talents of individual children.

Concern with general education does not mean that the instructional program is uniform for all students. Because of the wide range of ability and interests there should be sufficient differentiation, exploration, and enrichment in the instructional program through a wide variety of teaching methods and materials.

Exploration of pupil interests and abilities is, of course, the responsibility of the school at all grade levels, both elementary and secondary. In the junior high school years, however, the exploration of pupil interests and

abilities becomes increasingly important. It is during these years that teachers and parents should concern themselves with helping children find themselves--in intellectual pursuits, in social affairs, and in cultural and recreational activities Early adolescents need to prepare themselves for decisions concerning education beyond the junior high school. Exploration is equally important for all children--those who are college-bound and those who are not. Those children who plan to terminate formal education during or at the end of the senior high school should explore their interests and talents in activities that may lead to vocational plans and decisions. Exploration is concerned with all areas of human interests and endeavor.

In addition to regular classroom exploration and enrichment, there should be opportunity for differentiation in the program to meet the special needs, interests and abilities of all pupils. Clubs, elective courses and other special activities should provide some opportunity for specialization although specialization, as compared with the senior high school, is limited.

IV. The junior high school is concerned with all aspects of child growth and development. In addition to being concerned with intellectual development, the junior high school is concerned with social, physical, emotional, citizenship, character, personal, and cultural growth.

In early adolescence the child gradually assumes more responsibility as a citizen in the community. He needs to be

prepared for the responsibility of his own conduct since he is becoming increasingly independent of his parents. He should develop skill in leadership and in ability to work effectively with others. Attitudes, ideals and values with respect to human conduct and community institutions are undergoing change. Attention should be paid to the development of poise, self-confidence and ease in the presence of his peers of both sexes.

Guidance and counseling opportunities must be provided to aid students in understanding their growth as individuals, plans for future education and vocational choice, and their role as citizens. The school should be organized to make guidance and counseling readily available to them. The program should be organized so that each child has a person to whom he can turn for guidance and counseling. Teachers should have an active role in the guidance program, but specialized persons are also needed to give leadership and co-ordination to staff guidance efforts.

CHAPTER III

PRINCIPLES AND CRITERIA FOR THE EVALUATION AND ACCREDITATION OF JUNIOR HIGH SCHOOLS

This chapter presents principles and criteria for evaluating junior high schools. Although criteria for evaluating junior high school programs have been developed previously, none have been established to serve accreditation programs which are unique to junior high schools. The criteria which are developed in this study serve as the basis of a new junior high school accreditation program. The term "accreditation" is used with some reservation because what is sought is actually a new concept--one which avoids preconceived ideas concerning its meaning, process and procedure. However, until the new criteria and procedure are introduced later in this study, the old term will be used.

Principles for Evaluation and Accreditation

In tracing the development of accreditation and evaluation through the years, the previous chapter presented criticisms of existing accreditation programs. Although some of the criticisms may not be completely valid, there are recurring themes in the criticism which suggest certain precautions which should be taken in developing new accreditation programs. The principles presented in this study

represent a synthesis of the literature on accreditation, the experience of the author in accreditation work and the report of the Committee for the Study of Junior High School Evaluation of the Michigan Association of Secondary School Principals. The report of this junior high school evaluation committee, which is included in Appendix A, relates primarily to evaluation and studiously avoids any mention of accreditation. The committee's report was accepted by the Junior High School Commission of the Michigan Association of Secondary School Principals at its annual meeting November 30, 1962.

The principles which follow are of two types: those dealing with the process of accreditation and those dealing with the criteria used in evaluation. These principles represent specifications which are followed in developing both criteria and a process for accrediting junior high schools.

The principles related to the process of accreditation are:

Principle I: The program for evaluating and accrediting junior high schools should affirm the unique role of the junior high school in secondary education.

Principle II: The program for evaluating and accrediting junior high schools should recognize the necessity for flexibility and adaptability in individual school programs.

Principle III: The program for evaluating and accrediting junior high schools should recognize the control vested in the local community, board of education,

principal and faculty.

Principle IV: The program for evaluating and accrediting junior high schools should enhance the stature and status of junior high school education.

Principle V: The program for evaluating and accrediting junior high schools should encourage long-range planning rather than transitory and expedient practices.

Principle VI: The program for evaluating and accrediting junior high schools should stimulate research and innovation in the field of junior school education.

Principle VII: The program for evaluating and accrediting junior high schools should provide means for interpreting the results of the evaluation to the school's public.

Principle VIII: The program for evaluating and accrediting junior high schools should be viewed as a professional task, conducted by persons knowledgeable of junior high school education and school evaluation.

Principle IX: The program for evaluating and accrediting junior high schools should provide a means for changing and adapting the processes and criteria.

Although the process followed in an accreditation program is important, Chapter II indicates that much of the criticism of present accreditation programs stems from the criteria which are used in evaluating schools. The following principles, therefore, are related to the criteria used in the evaluation aspect of accreditation.

Principle X: The criteria used in evaluating and accrediting junior high schools should establish minimum standards using objective measurement.

Principle XI: The criteria used in evaluating and accrediting junior high schools should provide qualitative standards using both objective and subjective measurement.

Principle XII: The criteria used in evaluating and accrediting junior high schools should be comprehensive in nature evaluating all aspects of the school program.

Principle XIII: The criteria used in evaluating and accrediting junior high schools should involve a process of self-evaluation for determining the qualitative measurement.

Principle XIV: The criteria used in evaluating and accrediting junior high schools should reflect the degree to which a school meets the qualitative standards.

Criteria for the Evaluation and Accreditation of Junior High Schools

The previous section developed principles for evaluation and accreditation which stress the importance of adequate criteria. It posits the necessity of using two types of criteria: minimum standards, making use of objective measurement, and qualitative standards, making use of both objective and subjective measurement.

In accreditation programs minimum standards serve a two-fold purpose. (1) They establish a basis for accepting or rejecting schools by the accrediting body, and (2) they assure the school and its public that a basic framework for

satisfactory school operation is present. Minimum standards must be quantitative so that a specific basis for accepting or rejecting a school can be established. Since school improvement is the general aim of accreditation, the minimum standards should not be unrealistically high and attainable only by a small number of schools. At the same time the attainment of minimum standards must be viewed only as the first step in the development of a high quality educational program. In other words, minimum standards do not guarantee a high quality educational program--they merely provide assurance that the school has met those basic requirements which can lead to such a program.

Recommended minimum standards

This section presents the seven standards which are recommended as the minimum provisions which must be met in order for a school to be accepted in this model junior high school accreditation program. After the seven standards are presented as a group, each of them is defended as a logical minimum standard. Criteria are then presented for measuring their presence or absence in a particular school.

The recommended minimum standards are:

Standard I: The program is organized to provide specifically for the needs of early adolescents.

Standard II: The administrator of the school provides leadership for early adolescent education.

Standard III: A program of general education is provided for all students, including organized instruction in

language arts, social studies, mathematics, science, art, music, physical education, home economics and industrial arts.

Standard IV: A faculty, prepared for work with early adolescent students, is responsible for implementing the program.

Standard V: Guidance services are available for all students under the leadership of a junior high school staff member qualified for such work.

Standard VI: Library services, provided by a trained librarian, are available to junior high school students throughout the school day.

Standard VII: The school staff participates in a continuous program of evaluation and the results are interpreted to the school's public.

In contrast with traditional accreditation programs which usually specify many quantitative minima, these seven items are rather brief and perhaps relatively easy to attain. These seven requirements have been chosen for a variety of reasons. They can be supported either by research or the theory and philosophy of early adolescent education. Minimum requirements which are realistic and rather easily attainable will encourage sub-minimal schools to work to achieve the minimum. Upon achieving the minimum program, schools will be encouraged to focus on the attainment of a high quality educational program through systematic self-evaluation. Thus improved education is likely to result in all schools

participating in the program.

The defense of these standards is presented below, along with criteria for measuring the presence or absence of the provision.

Standard I: The school program is organized to provide specifically for the needs of early adolescents.

Earlier chapters in this study reviewed the unique characteristics of early adolescent children. What evidence is there that a separate program improves the school's chances of meeting their needs?

The study by Gruhn showed that six-year secondary schools do not generally make adequate program adjustments to provide for junior high school students. He concludes:

> Some evidence indicates that students in the junior high school grades in the six-year high school receive less attention, have more difficulty in obtaining use of facilities, and, except for provision of special help in reading, are given less attention than the students in the senior high school grades.[1]

In studying a random sampling of sixty Indiana six-year secondary schools, John Cronk found that the extra-curricular program for junior high school students had great inadequacies. Particular weaknesses were cited in student council organization, assembly programs, and club activities.[2] Garner

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[1]Gruhn, et al., "The Junior High School Grades . . . ," p. 60.

[2]John Graham Cronk, "An Analysis of Certain Areas of the Administration of Extra-Curricular Programs in Selected Six-Year High Schools in Indiana," The Bulletin of the National Association of Secondary School Principals, XLVI (February, 1962), [illegible].

reported on the adjustment problems of students in schools of various types of school organization. Although not finding significant differences in the nature and prevalence of student adjustment problems among students from a variety of school organizations, he did find that schools with a 6-3-3 plan had more of the desirable features of a junior high school than schools with a 6-6 or 6-2-4 plan and that the more of the desirable features a junior high school has, the fewer student adjustment problems exist.[1]

Smith, in his study of the junior high schools of Syracuse in the early days of their existence, found that, "there seems to be a more significant development as a result of the junior high school training of the great life habits and attitudes of initiative, reliability, cooperation and leadership."[2]

In establishing a frame of reference for early adolescents, Chapter II reviews the unique aspects of child growth and development of the early teen years. Changes in the biological development of the child, accompanied by social and environmental changes, introduce a great deal of stress in this period. In this crucial period it is important that the school be organized so that it may be sympathetic to

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[1]H. T. Garner, "A Comparison of the Nature and Prevalence of Student Adjustment Problems in Three Types of Reorganized Schools for Young Adolescents," The Bulletin of the National Association of Secondary School Principals, XLVI (February, 1962), 361-362.

[2]Harry P. Smith, "The Relative Efficiency of the Junior High School vs. the Conventional Eight-Grade Type of School," Journal of Educational Research (December, 1935), p. 280.

the needs of the child. The studies of Gruhn, Cronk and Garner show that schools which include grades other than seven, eight, and nine in their total organization do not focus as much attention of the program for early adolescent students as do separate junior high schools. Havighurst indicates that there are tasks which are best learned at specific age levels. Many of the crucial life tasks are learned during this early adolescent period. It is, therefore, important that the school be organized to be sensitive to the "teachable moment, when the task should be learned."[1] "When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come."[2]

It is for these reasons that the first standard which should be met by a school for early adolescents is that it be organized so that it can provide specifically for their needs. In order to determine whether or not a school meets this minimum standard, the following criteria are proposed:

a) The school unit includes at least two grades from the seventh, eighth, and ninth grades.

b) A specific group of staff members is given responsibility for working with students in these grades.

c) The curriculum and activities for students in

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[1]Havighurst, Developmental Tasks and Education, p. 5.

[2]Ibid.

these grades are developed for them rather than arranged to suit the convenience of other grade levels.

Standard II: The administrator of the school provides leadership for early adolescent education.

Effective school organization is dependent upon the leadership of a capable administrator. Conant states, "The difference between a good school and a poor school is often the difference between a good and a poor principal."[1] Christenson found that "the democratic form of school administration was instrumental in bringing about a positive change in the morale status of the students."[2] Rose attempted to discover which competencies are specific and unique in importance for junior high school principals. The opinions of principals and administrators yielded the following:

> A third group, and most important for this study, included sixteen competencies rated more important for junior high-school principals than for senior high-school principals. Ten of the sixteen competencies were rated much higher for junior high-school principals. The difference in opinions of the administrators concerning the importance of these competencies for junior high-school and senior high-school principals was statistically significant well beyond the .01 level. The ten competencies follow: (a) Knowledge of child growth and development; (b) Background of successful

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[1]James Bryant Conant, A Memorandum to School Boards: Recommendations for Education in the Junior High School Years (Princeton, New Jersey: Educational Testing Service, 1960), p. 37.

[2]George Arthur Christenson, "A Study of Student Morale in a Junior High School," The Bulletin of the National Association of Secondary School Principals, XLVI (February, 1962), 315.

> experience as an elementary teacher; (c) Background of successful experience as a junior high school teacher; (d) Background of successful experience as an elementary-school administrator; (e) Background of successful experience as a junior high-school administrator; (f) Knowledge of development and function of elementary schools; (g) Knowledge of development and function of junior high schools; (h) Understanding current issues, problems, and practices of core curriculum; (i) Knowledge and understanding of sound elementary-school curriculum practices; and (j) Knowledge and understanding of effective block-time teaching techniques.[1]

This study further indicated that superintendents "suggested that the following factors are particularly desirable for junior high-school principals: (a) a thorough knowledge and understanding of adolescents; (b) a desire to work with this age group; (c) teaching experience in the elementary school and junior high school; and (d) an interest in junior high-school curriculum problems."[2]

The study of Brandes "suggests that the number of administrators needed in a given school depends on factors peculiar to the school district such as wealth, program, services attempted, size of school, and physical make-up of the plant."[3] He suggests that an administrator-student ratio of about 1 to 400 is one which can be supported in terms of

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[1]Harold C. Rose, "A Study of the Competencies Needed for Junior High-School Principals," The Bulletin of the National Association of Secondary School Principals, XLVI (February, 1962), 405.

[2]Ibid.

[3]Robert J. Keller, "Secondary Education-Organization and Administration," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), p. 1248.

practice and opinion.[1] James B. Conant recommended one full-time principal and a full-time assistant for each 700 to 750 students.[2]

A school organized for early adolescents needs the leadership of an administrator trained and experienced in this field who has time available for working with students and staff members. In order to determine whether or not the school meets this minimum standard, the following criteria are proposed:

a) The principal, or administrative head, has as his major assignment the administration of the junior high school program.

b) The principal has a master's degree and training in administration and junior high school education.

c) The principal has previous experience (administrative or teaching) in working with junior high school students.

Standard III: A program of general education is provided all students, including organized instruction in language arts, social studies, mathematics, science, art, music, physical education, home economics, and industrial arts.

The wide range of abilities found in early adolescents

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[1] Ibid.

[2] Conant, p. 37.

indicates the necessity for continuing emphasis on the academic skills program of the elementary school. Student abilities follow the normal range of distribution. In New York State, students at age fourteen had a range of mental ability from age ten to eighteen.[1] Since the junior high school serves such a wide range of abilities, its instructional program must make allowances for students who need to secure fundamental skills and knowledge generally taught at the elementary school level.

General education is defined by Alberty as "that part of the program which is required of all students at a given level on the ground that it is essential to the development of the common values, attitudes, understandings and skills needed by all for common democratic citizenship."[2] Consequently, the program of the junior high school must be enriched to include much more than academic skills and knowledge. Expanding interest, increased leisure time, and the need for a well informed and enlightened citizenry in a democratic society make it necessary to acquaint the student with broader intellectual, cultural, and social activities. The junior high school must provide opportunities for all students to have a breadth of planned exploratory experiences in art, homemaking, music and manual arts in addition to the traditional

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[1]Ausubel, p. 279.

[2]Harold B. and Elsie J. Alberty, Reorganizing the High-School Curriculum (3d ed.; New York: The Macmillan Company, 1962), 203.

subjects taught in elementary school.

Since the inception of the junior high school, the question has been raised, "Can the junior high school, while devoting less time to the academic fundamentals, accomplish as much in those areas as a conventional school?" This question was subject to a great deal of study shortly after the junior high school movement was first established. Smith, studying the junior high schools in Syracuse, concluded, they

> . . . can do just as efficient work in the formal subjects of the curriculum as the conventional schools and possibly better. . . . At the same time, there seems to be a more significant development as a result of the junior high school training of the great life habits and attitudes of initiative, reliability, cooperation and leadership.[1]

Bancroft Beatley compared paired groups from school systems with and without junior high schools and found that

> . . . neither type of school has demonstrated its superiority over the other in furthering gains in achievement in fundamentals. When the fact of the difference in emphasis on fundamentals is taken into account, it appears that the junior high school is justified in its assumption that by allotting less time than the unreorganized school to the subjects of reading, language, and arithmetic as such, it has not hampered the growth of pupils in their mastery of these fundamentals.[2]

William D. Carlson compared pupil achievement in two types of school programs operating under a six-period day. In one, students had classes each hour and no study hall. In the other, students had two study halls with the belief that the additional study time would enhance "academic learning."

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[1]Smith, p. 280.

[2]Beatley, p. 79.

His conclusion was, "The advantages of the fully scheduled day were obvious both in achievement and in additional courses taken."[1]

A school organized for early adolescents under the leadership of a trained and experienced administrator should provide a program of general education as defined above. A school meets this provision when it provides experiences for all students in the following fields:

a) Art,

b) Home Economics, or Industrial Arts,

c) Language Arts,

d) Mathematics,

e) Music,

f) Physical Education,

g) Science,

h) Social Studies.

Standard IV: A faculty prepared for work with early adolescent students is responsible for implementing the program.

Fundamental to the quality of an educational institution is the quality of the instructional staff. The importance of a staff prepared specifically for work with junior high school students is the subject of a great deal of "arm chair research." Few research studies, however, make possible generalizations about the minimum kind and amount of

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[1]Keller, p. 1253.

education which is necessary to prepare an effective teacher. Certainly individual differences and personal characteristics play a major role in determining the adequacy of the teacher.

Since education is a state function, the certification program established by the state must serve as a realistic minimum for the training of junior high school teachers. The stress on general education and the need to understand the child and the education process indicate the importance of having teachers who have a bachelor's degree and training in professional education courses.

Supporting the contention that teachers should have a college degree is the finding of Cook, who used the Minnesota Teacher Aptitude Inventory with the total school staff in a city of 300,000 people. He found,

> Degree elementary-school teachers scored more than twice as high as teachers with two years of college preparation. A fifth year of study increased the score of both elementary- and high-school teachers.[1]

Goodman's study of education in New York state led to the following conclusion, "Community and pupil factors being equal, pupils in school systems with more highly trained teachers tend to achieve better."[2]

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[1]T. M. Stinnett and Charles M. Clarke, "Teacher Education-Program," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), p. 1469.

[2]Samuel M. Goodman, The Assessment of School Quality: A Digest of a Detailed Report of the Same Title (Albany: The University of the State of New York, The State Education Department, 1959), p. 8.

Securing adequate teachers is one of the major problems facing the junior high school. Roland Faunce asked junior high school administrators what they felt was the chief block to the improvement of the junior high school. As a result of his investigation, he concluded: "Heading the list of blocks was the lack of trained, dedicated teachers."[1] Uncertainty in Michigan regarding the specific training needed for junior high school teachers is seen in the fact that a teacher prepared for either the elementary or the secondary school level is permitted to teach any subject in grades seven or eight. State certification programs and college and university teacher education sequences have not given as much attention to the training of junior high school teachers as they have to the training of elementary and senior high school teachers. Rather than specifying unrealistic minimums, it seems more appropriate to encourage the employment of teachers who have a valid teacher's certificate with a degree and training in professional education courses. This would be a first step away from having the junior high school serve as a "dumping ground" for teachers without specific training for teaching at the junior high school level.

The effectiveness of the school program is largely dependent upon the staff of teachers which has been provided. In order to meet this minimum standard for a junior high school faculty, the following criteria are proposed:

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[1]Faunce, p. 321.

a) Junior high school teachers have (1) a valid teaching certificate, (2) a bachelor's degree, and (3) twenty semester hours of professional education courses.

b) Junior high school teachers meet as a group in staff meetings to consider the program for early adolescents.

Standard V: Guidance services are available for all students under the leadership of a junior high school staff member trained for such work.

Several studies have already been cited which indicate the importance of this period in the total emotional and psychological development of the child. It is the purpose of the guidance program to assist the student in coping with problems which arise. Montgomery found that students completing a group guidance course listed fewer problems on the Mooney Check List than they did at the beginning of the course.[1] Goodman, in his study of New York schools, found "Community and pupil factors being equal, pupils in schools with more special staff tend to achieve better."[2] Included in special staff are guidance counselors, psychologists, librarians, supervisors, audio-visual personnel, and health personnel.

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[1]Robert Arthur Montgomery, "An Evaluation of an Experimental Course in Group Guidance in the Junior High School," The Bulletin of the National Association of Secondary School Principals, XLVI (February, 1962), 327.

[2]Goodman, p. 9.

James B. Conant also recognized the importance of guidance services to junior high school students and recommends one counselor for every 250-300 pupils.[1]

Garner's study indicating that the more desirable features a junior high school has, the fewer student adjustment problems it tends to have, also has bearing on this topic.[2] The provision of guidance personnel is one of the desirable features of a junior high school.

The junior high school must be organized so that the needs of individual students can be considered. In order to meet this minimum standard for guidance services, the following criteria are proposed

a) A counselor who has at least fifteen semester hours of graduate study in counseling and guidance has as a primary assignment working with junior high school students.

b) All students are assigned to a staff member who assumes responsibility for providing appropriate guidance activities.

Standard VI: Library services, provided by a trained librarian, are available to junior high students throughout the school day.

Goodman's statement that students tend to achieve better in schools that have more special staff has implications

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[1]Conant, p. 27.

[2]Garner, p. 361.

for the library.[1] The importance of the school library was documented in a study in New York State by Waples and Carnovsky in 1939, "The school libraries supplied books and magazines of better quality than did either the home or the public libraries."[2] Brooks found ". . . the success of integrated (library) instruction depended upon adequate library staff and upon a cooperative faculty versed in the use of the library and with a knowledge of its resources."[3]

The study made by Byron L. Johnson supports the need for an adequate library staff. In studying 390 outstanding libraries he found that the most frequent cause of difficulties in providing needed services stemmed from inadequate facilities and staff.[4]

Junior high school students must have adequate library services available to them. In order to meet this standard for library service, the following criteria are proposed:

a) A librarian who has at least fifteen semester hours of training in library science, has as a primary assignment working with junior high school students.

b) The library is available to junior high

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[1]Goodman, p. 9.

[2]Richard J. Hurley, "School Libraries," Encyclopedia of Educational Research, ed. Chester W. Harris (1960), p. 1206.

[3]Ibid.

[4]Ibid.

school students throughout the school day.

c) Junior high school teachers are consulted in the purchasing of books for the library.

Standard VII: The school staff participates in a continuous program of evaluation and the results are interpreted to the school's public.

In presenting the advantage of accreditation in Chapters I and II, several studies were cited which showed the importance of evaluation in the accreditation process. In order to have maximum value, evaluation must involve more than merely meeting minimum standards but should call for staff involvement in self-evaluation. Newman cited the benefits of self-evaluation to the schools in Pennsylvania. He found,

> (a) the evaluation had great merit and encouraged long-range program development, (b) self-evaluation by the faculty was one of the greatest factors in continuing improvement, (c) the results of evaluation stimulated increased financial aid, and (d) the results served to stimulate the public to positive thinking concerning the school.[1]

In attempting to secure these same values for a junior high school accreditation program it is appropriate that the final minimum standard concern the continuing process of evaluation. Meeting the minimum standards alone does not imply the attainment of a superior school program. Unless these standards are supplemented by other evaluation instruments they would have little to offer schools which are in the process of developing high quality programs. The results of

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[1]Grizzell, p. 18.

self-evaluation have value not only for the staff, in helping them secure an objective appraisal of the program, but they also may contribute to the total public relations program of the school. Too often the public is not informed about the strengths and weaknesses of the local school program. An effective public relations program functions regularly and is not restricted to periods in which the schools have special needs.

In order to meet this minimum standard, the following criteria are proposed:

a) The staff has been involved in a self-evaluation program using Criteria for Evaluating a School Program for Early Adolescents.

b) The results of the school evaluation have been presented to the school's public.

Recommended criteria for evaluating a school program for early adolescents

The remainder of this chapter presents the self-evaluation instrument for use by schools in satisfying the seventh minimum standard. Obviously, there are many facets of the school program which have not been included in the seven minimum standards. Although the minimum standards serve to establish the foundation and nucleus of a comprehensive program, the self-evaluation instrument leads to an appraisal of the over-all quality of the program. Thus the comprehensive self-evaluation is the part of the accreditation process which can have meaning for all schools--those still concerned with

minimum standards as well as those progressing toward superior school programs.

The author worked with junior high school principals in Michigan in developing the document found in Appendix A. An earlier form of the document found in Appendix A was distributed to the principals of all junior high schools in the state for their suggestions and reactions. Following these comments, revisions were made on the document.

The evaluation instrument which follows constitutes the author's recommendation for an evaluation instrument for use in junior high school accreditation. Each of the four sections of the self-evaluation instrument is introduced by one of the four "Guidelines for Junior High School Education" which pertains to the questions in that section. The document reflects research findings and practices recommended in the literature, as well as commonly accepted practices in effective junior high schools.

Included with the self-evaluation materials are other items developed in this study which are recommended for use in the total accreditation process. This includes a form for reporting general information about the school, a form for reporting the schools' compliance with the seven minimum standards, an introduction to the self-evaluation instrument, and a form for summarizing the results of the self-evaluation. The use of these forms in the proposed junior high school accreditation program is presented in Chapter IV.

Criteria for Evaluating a School Program for Early Adolescents

This section presents the forms and materials for evaluating junior high schools in a junior high school accreditation program. Pages 90 and 91 provide a form for reporting enrollment and general information about the school. Pages 92 to 94 provide a means for reporting the school's compliance with the minimum standards. Directions for using the self-evaluation instrument are on pages 95 and 96. The self-evaluation instrument begins on page 97. Each of the four sections of the self-evaluation instrument is preceded by one of the "Guidelines for Junior High School Education." A summary form for reporting the results of the self-evaluation begins on page 142.

School Year _____ Date _____

Name of school _____

Address _____ City _____

Name of school district _____

Name of principal _____

Enrollment:

Grade 7	_____	
Grade 8	_____	
Grade 9	_____	
Total junior high		_____
Other grades in the building for which the principal is responsible:		
Grade _____	_____	
Grade _____	_____	
Grade _____	_____	
Special students	_____	
Total in other grades		_____
Total school enrollment		_____

Faculty: (serving junior high school students)

Number of full-time faculty members (include teachers, principals, counselors, librarians)	____
Number of part-time faculty members (include teachers, principal, counselors, librarians)	____
Full-time equivalence of part-time personnel	____
Total full-time equivalence of faculty members	____

School organization:

Number of class periods in the school day for individual students, excluding homeroom, activities, and lunch periods. _____

Length of class periods, excluding passing time. _____

Explain any unusual aspects of the schedule (e.g., homeroom, noon, activities, alternate-day classes) indicating the provisions made and time allotted.

REPORT OF MINIMUM STANDARDS FOR A SCHOOL PROGRAM FOR EARLY ADOLESCENTS

Standard I: The program is organized to provide specifically for the needs of early adolescents.

Criteria:

A. The school unit includes at least two grades from the seventh, eighth and ninth grades. Yes___ No___

B. A specific group of staff members is given responsibility for working with students in these grades. Yes___ No___

C. The curriculum and activities for students in these grades are developed for them rather than arranged to suit the convenience of other grade levels. Yes___ No___

Standard II: The administrator of the school provides leadership for early adolescent education.

Criteria:

A. The principal, or administrative head, has as his major assignment the administration of the junior high school program. Yes___ No___

B. The principal has a master's degree and training in administration and junior high school education. Yes___ No___

C. The principal has previous experience (administrative or teaching) in working with junior high school students. Yes___ No___

Standard III: A program of general education is provided all students, including organized instruction in language arts, social studies, mathematics, science, art, music, physical education, home economics, and industrial arts.

Criteria:

Experiences are provided all students in

A. Art	Yes___	No___
B. Home Economics or Industrial Arts	Yes___	No___
C. Language Arts	Yes___	No___
D. Mathematics	Yes___	No___
E. Music	Yes___	No___
F. Physical Education	Yes___	No___
G. Science	Yes___	No___
H. Social Studies	Yes___	No___

Standard IV: A faculty, prepared for work with early adolescent students, is responsible for implementing the program.

Criteria:

A. Junior high school teachers have:

1. a valid teaching certificate	Yes___	No___
2. a bachelor's degree	Yes___	No___
3. twenty semester hours of professional education courses.	Yes___	No___

B. Junior high school teachers meet as a group in staff meetings to consider the program for early adolescents. Yes___ No___

Standard V: Guidance services are available for all students under the leadership of a junior high school staff member trained for such work.

Criteria:

A. A counselor, who has at least fifteen semester hours of graduate study in counseling and guidance, has as a primary assignment working with junior high school students. Yes___ No___

B. All students are assigned to a staff member who assumes responsibility for providing appropriate guidance activities. Yes___ No___

Standard VI: Library services, provided by a trained librarian, are available to junior high school students throughout the school day.

Criteria:

A. A librarian, who has at least fifteen semester hours of training in library science, has as a primary assignment working with junior high school students. Yes___ No___

B. The library is available to junior high school students throughout the school day. Yes___ No___

C. Junior high school teachers are consulted in the purchasing of books for the library. Yes___ No___

Standard VII: The school staff participates in a continuous program of evaluation, and the results are interpreted to the school's public.

Criteria:

A. The staff has been involved in a self-evaluation program using Criteria for Evaluating A School Program for Early Adolescents. Yes___ No___

B. The results of the school evaluation have been presented to the school's public. Yes___ No___

Please supply explanation concerning any criteria which are not met.

Signature of principal

Directions for Using the Self-Evaluation Instrument

This self-evaluation instrument provides a means for evaluating educational programs for early adolescents. It describes the educational program which should be provided for students in the twelve through fourteen year age range. "Guidelines for Junior High School Education" introduce each of the four major sections of the document.

Self-evaluation can be achieved by having administrators and teachers look objectively at the school's program. All school personnel should be encouraged individually and in committees to provide answers for as many of the questions as they feel qualified to consider. Administrators should provide factual answers to those sections requiring statistical information. A summary session should be used by the staff to reach a concensus judgment on the rating of the school. The staff would, therefore, be responsible for one summary document which would reflect the concensus of staff opinion outlining the strengths and weaknesses of the school program.

A few questions can be answered with a simple "yes" or "no" response, but a majority of the questions call for a value judgment on a four-point scale. The following values are applied to the scale:

0 - Outstanding provision made. Provision in this area is excellent. No limitation is present and this area is one of the strengths of the school.

A - Adequate provision made. Provision in this area is good and contributes to the over-all quality of the school.

L - Limited provision made. Some provision is made in this area, but weaknesses exist which detract from the adequacy of the program.

N - No or inadequate provision made. Severe limitations in the total program result because of weaknesses in this area.

Results of the staff analysis can be interpreted to the school's public by using the document as a guide to explain the purpose and function of the junior high school and to interpret the school's rating in light of the criteria. In order to provide easier assessment of results, all marks and notations should be made with a red pencil. Mark an "x" in the appropriate box.

General Organization of the School Program

A unique educational program should be provided for boys and girls in their early adolescent years. These children, who are largely in the twelve through fourteen age group and ordinarily in grades seven, eight and nine, need the transitional program of a junior high school in facing the demands, developments and expectations of the early teen years.

The early adolescent is identified by certain unique traits. A satisfactory program must take these traits into consideration. Included among these traits are the following:

> Early adolescents are different from each other . . . in height, weight, rate of growth, development of internal organs, sexual and social maturity, academic skills, and interests.
>
> Early adolescents are rapidly changing . . . in physical growth, externally and internally, sex characteristics, and interests.
>
> Early adolescents have expanding but changing interests . . . boys in collecting, girls in boys, both sexes in television, movies, music, creative and intellectual activities.
>
> Early adolescents seek to belong and conform to their peer groups and to withdraw from adults . . . they cling to the club or gang, the chum, the hero figure; girls have earlier sex interests; both sexes develop an urge to escape adult domination.
>
> Early adolescents have some special fears and problems . . . about ever growing up, about one's inadequacy, about sex, about acne, about being queer or different, about authority.
>
> Early adolescents are idealists . . . they are concerned about ideals and ethical concepts, they are interested in ritual, they are eager for social service.

I. A unique educational program should be provided to meet the needs of early adolescents.

A. A separate and distinct program should be provided for students age twelve through fourteen. A separate school plant is most desirable in order to provide separation of these students from older and younger children. There should be opportunity to develop activities for junior high school age students during and after school.

1. The facilities make possible a separate and distinct program for junior high school students.

O	A	L	N

If limited or no provision made, what measures have been taken to secure a separate and distinct program to help compensate for the lack of separate facilities?

2. A staff of teachers functions as a team and has as its major responsibility working with early adolescent youth.

O	A	L	N

B. The junior high school program should have permanence and stability in its organization. The grade organization should be based on educational theory and the needs of individual students. Since children age twelve through fourteen are considered as early adolescents, a three year junior high school program housing grades seven through nine is generally preferred.

1. What is the grade organization of this school? _____

If other than 7-9, explain the rationale that led to the establishment of a different grade organization.

How satisfactory is this grade organization?

O	A	L	N

2. Have changes in the grade organization of the school been completed recently?

Yes___ No___

If yes, what prompted such a change?

3. Are changes in the grade organization of the school contemplated in the near future?

Yes___ No___

If yes, what is being considered and for what reasons?

C. Ample and qualified leadership should be provided to co-ordinate instruction throughout the school district and to develop the individual school program. Administrators should have a master's degree. Clerical assistance should be provided to assist professional personnel in performing their duties.

1. System-wide leadership.

a. Who (title) is directly responsible for co-ordinating instruction between the junior high school(s) and other educational units in the school district?

_____

What per cent of this person's time is devoted to instructional leadership?

_____

b. Co-ordinating of curriculum on a system-wide basis is also accomplished through

(1) system-wide co-ordinators O | A | L | N

In what fields are co-ordinators provided?

(2) system-wide curriculum committee O | A | L | N

What committees are functioning this year?

(3) study-guides and courses of study O | A | L | N

In what fields are these provided?

2. Local school leadership.

   a. Who (title) is responsible for supervision and instructional leadership for this junior high school?

   _____

   b. If the school includes more than the junior high school, what per cent of his time is devoted to working with the junior high school program?

   _____

   c. A full-time administrator is assigned to administer the junior high school when enrollment reaches 300.

   Yes___ No___

   d. If more than five hundred students are in the school, there is at least one assistant principal (or the equivalent) for each five hundred students (or major fraction).

   Yes___ No___

   Full time equivalence of assistant principals. _____

   e. Training and experience.

      (1) The junior high school principal has a master's degree.

      Yes___ No___

      (2) The junior high school principal has training in the philosophy, psychology, and curriculum of the junior high school.

      | O | A | L | N |

      (3) The junior high school principal has teaching, or similar previous experience in working with junior high school age children.

      | O | A | L | N |

      (4) The junior high school principal has previous experience and training in working with elementary school age children.

      | O | A | L | N |

      (5) The junior high school principal participates in meetings, conferences, and other in-service training opportunities relating to junior high school education.

      | O | A | L | N |

f. The junior high school principalship has adequate prestige and monetary reward so that it is viewed as a professional responsibility rather than as a "stepping stone" job.

O	A	L	N

g. At least one clerk is provided for every fifteen professional staff members.

Yes___ No___

Full-time equivalency of clerical personnel.

_____

D. A qualified staff of teachers should be provided to work with early adolescents.

1. The teaching staff should have particular interest, training, and ability for working with early adolescents.

a. There is a staff of teachers who devote a major portion of their time to working with junior high school students.

O	A	L	N

b. Teachers are chosen to work at the junior high school level and not merely assigned to this level as a "proving ground" before assignment to the senior high school.

O	A	L	N

c. The junior high school administrator has an active role in the selection and assignment of teachers in the junior high school.

O	A	L	N

d. Junior high school teachers have at least a bachelor's degree.

(1) Number without a degree. . . . . .____
(2) Number with a bachelor's degree . .____ as highest degree.
(3) Number with a master's degree . . .____ as highest degree.
(4) Number with a specialist's degree .____ as highest degree.
(5) Number with a doctor's degree . . .____ as highest degree.

e. Junior high school teachers have at least eighteen semester hours in the subject area in which they teach.

All	Most	Some	Few

Number of teachers instructing classes in which they do not have at least eighteen semester hours of college training.

_____

(Special allowance should be made for block-time classes)

f. Junior high school teachers have had at least 20 semester hours in professional education courses including practice teaching.

All	Most	Some	Few

Number of teachers without such training.

_____

g. Beginning teachers have had practice teaching experience at the junior high school level.

All	Most	Some	Few

2. An active in-service education program should provide continued training for junior high school teachers.

Which of the following techniques are included?

a. Preschool meetings are held for new junior high school teachers to acquaint them with the school program.

O	A	L	N

b. Teachers' meetings are held to evaluate and study instructional practices.

O	A	L	N

c. Teachers are members of professional associations at the state and national level in their field of specialization or special educational interest.

O	A	L	N

Educational groups to which staff members belong include:

d. A research program is carried on by the school and results are presented to the staff.

O | A | L | N

Examples (Titles of projects)

e. A professional materials library is maintained for the staff.

O | A | L | N

f. Teachers are involved in individual and group activities developing curriculum materials and practices.

(1) During the school year O | A | L | N

Fields undergoing special study this school year include:

(2) During the summer O | A | L | N

Fields undergoing special study this past summer include:

3. Provision is made for teachers to work with individual students.

a. Class sizes do not exceed 30 students per section. (See IIA3a)

O | A | L | N

b. Teachers do not have more than 150 students per day.

O | A | L | N

Number of teachers exceeding 150 students per day _____

What subjects do they teach?

c. Teachers have a period for preparing lessons and consulting with individual students.

O | A | L | N

E. Facilities should be provided to accommodate the broad educational program.
Indicate the availability and adequacy of the following facilities.

	1. Availability			2. Adequacy			
	Separate for JHS	Combined with other units	No provision made	O	A	L	N
Art Room							
Auditorium							
Cafeteria							
Classrooms							
Counselling Office							
Gymnasium							
Health Room							
Home Economics							
Industrial Arts							
Library and Instructional Materials Center							
Locker Room, Boys							
Locker Room, Girls							
Outdoor Physical Education site							
Music Room							
Principal's Office							
Science Laboratories							
Swimming Pool							
Teacher's Conference Room							

3. Provision for limited facilities.

a. In what areas is the physical plant inadequate to provide a comprehensive program?

b. What adaptations or plans have been made to compensate for these inadequacies?

F. The junior high school has a transitional function to perform and should gradually introduce the child to the program of the junior and senior high school.

1. Which of the following orientation practices are used to introduce elementary school children to the junior high school?

   a. Elementary students are acquainted with the new facility through a visitation program before enrollment.

   O | A | L | N

   b. Junior high school personnel explain and acquaint elementary students with the junior high school program before they enter.

   O | A | L | N

   c. The junior high school program gradually prepares students for the departmentalized senior high school.

   O | A | L | N

   d. Parents are included in the orientation program.

   O | A | L | N

   e. Junior high school handbook materials provide students and parents with information on the operation of the junior high school.

   O | A | L | N

2. Which of the following practices are followed to introduce junior high school students to the senior high school?

   a. Junior high school students are acquainted with the new facility through a visitation program before actual enrollment.

   O | A | L | N

   b. Senior high school personnel explain and acquaint junior high school students with the senior high school program before they enter.

   O | A | L | N

   c. Parents are included in the orientation program.

   O | A | L | N

   d. Students are provided with individual assistance in selecting courses for their first year in high school.

   O | A | L | N

e. High school handbook materials provide the students and parents with information on the operation of the high school.

O	A	L	N

The Program of General Education

The junior high school should provide a program of general education for all. It should extend and develop the skills and knowledge begun in the elementary school. Certain skills are essential and desirable for all youth whatever their future educational and vocational goals may be.

The acquisition of skill and ability is more than a matter of memorization and drill. It entails the implementation of skill and knowledge in situations that are real and meaningful to the student. A major concern of the junior high school is making the learning of the student more functional.

Early adolescents respond well to new subjects. These new activities demand teachers with specialized preparation and facilities beyond those ordinarily available in an elementary school. The concentration of pupils needs to be sufficiently large to justify the teachers and facilities which are essential for those studies and activities.

The program as a whole emphasizes general education for all students as a basis for effective living.

II. A program of general education should be provided for all students.

A. Organization of the program.

1. Instruction in the junior high school should be co-ordinated with other levels through:

a. Joint planning with the elementary school staff. | O | A | L | N |

b. Joint planning with the high school staff. | O | A | L | N |

c. Written study guides and/or courses of study. | O | A | L | N |

d. Joint selection of text-books with the high school and elementary schools. | O | A | L | N |

e. System-wide co-ordinators in subject matter areas. | O | A | L | N |

f. System-wide faculty committees. | O | A | L | N |

2. The school program should be organized so that ample time is devoted to instruction in general education.

a. The schedule is arranged so that students are not forced to make choices between general education subjects. | O | A | L | N |

b. The school day is at least six hours in length (exclusive of lunch).
Yes___ No___

Number of hours (exclusive of lunch) school is in session. _____

c. The school is in session at least 175 days. Yes___ No___

Number of days school is in session. _____

3. Organization of classes.

a. Classes should be organized so that students can receive individual attention. Unless special provision is made for team teaching, small group instruction, etc., classes should not exceed thirty students per section.

Indicate on the chart below the number of classes in each category.

(1) _____ Number of classes 10 or under
(2) _____ Number of classes 11 - 15
(3) _____ Number of classes 16 - 20
(4) _____ Number of classes 21 - 25
(5) _____ Number of classes 26 - 30
(6) _____ Number of classes 31 - 35
(7) _____ Number of classes 36 - 40
(8) _____ Number of classes 41 - 45
(9) _____ Number of classes over 45.

List course titles of those classes listed in (6), (7), (8), and (9).

Explain any provisions made in the school for team teaching, large and small group instruction, etc.

b. Block-time classes (assigning students to one teacher for more than one period) have a number of benefits in the junior high school program.

(1) The school has a program of block-time instruction.

Describe the instructional program included in the block.

Grade 7 Yes___ No___-

Grade 8 Yes___ No___-

Grade 9 Yes___ No___-

(2) If no provision is made at any grade level, what is done to include the following benefits of a block-time program?

(a) Reduce the number of student contacts a teacher has daily.

(b) Enable teachers to use varied instructional techniques by having students for longer periods of time.

(c) Provide integration of subject matter.

(d) Provide gradual transition from self-contained elementary classrooms to the departmentalized program of the senior high school.

(e) Reduce the number of teacher contacts a student has daily.

(3) Teachers of block-time classes have had

(a) at least 24 semester hours in the subject combination included in the block.

O	A	L	N

(b) training in the use of block-time instruction.

O	A	L	N

(c) continued in-service training in the use of block-time methods.

O	A	L	N

c. Grouping of students for instruction.

Grouping of students should be done as needed to help meet individual needs and to provide for the general education of special students.

(1) A special education program is provided to meet the needs of certain pupils.

(a) Programs are provided for the following:

Mentally handicapped	Yes___	No___
Physcially handicapped	Yes___	No___
Speech correction	Yes___	No___
Partially sighted	Yes___	No___
Hard of hearing	Yes___	No___
Homebound	Yes___	No___
Emotionally disturbed	Yes___	No___

(b) A survey has been conducted to determine the need for such services.

Yes___ No___

(2) Is ability grouping practiced?

Yes___ No___

If ability grouping of students is practiced, which of the following precautions are taken?

(a) Groupings are made on the basis of multiple criteria for placement of students.

O	A	L	N

(b) Ample time is provided for activities in heterogeneous groups.

O	A	L	N

(c) In what areas is heterogeneous grouping practiced?

(d) Provision is made for periodic regrouping of students.

O	A	L	N

(e) Grouping is done for specific subjects and areas rather than "across the board."

O	A	L	N

B. Provision for instruction in general education should be provided.

1. Language arts.

a. Course offerings:

(1) All pupils are required to have instruction in language arts throughout the seventh, eighth and ninth grades.

Yes___ No___

If no, describe program.

(2) Course work includes the broad areas of language arts including listening, speaking, reading and writing activities.

O	A	L	N

Which areas do not receive adequate attention?

b. Teacher education.

(1) Teachers have at least 18 semester hours in language arts beyond freshman composition, including work in literature for adolescents, teaching of reading, teaching of composition, and speech.
Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

(2) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) Individual differences are provided for by flexible grouping, differentiated assignments, and a variety of instructional materials.

O	A	L	N

(2) Diagnostic tests are used to identify pupils' needs.

O	A	L	N

(3) Class sizes are small enough and the number of students assigned to each teacher limited in order to provide opportunity for individual attention.

O	A	L	N

Average size of classes in this field.

_____

(4) Provision is made for remedial instruction by teachers trained in remedial techniques.

O	A	L	N

d. Materials for instruction.

(1) Reading materials provide for a wide range of interests and abilities.

O	A	L	N

(2) Audio-visual materials are provided.

O	A	L	N

(3) Community resources are used.

O	A	L	N

(4) The library has an appropriate book collection in this field.

O	A	L	N

(5) Textbooks are of recent adoption, appropriate to the subject and in good condition.

O	A	L	N

Date of copyright. _____

e. Facilities.

(1) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(2) Classroom furniture is appropriate for students and the subject.

O	A	L	N

2. Social studies.

a. Course offerings.

(1) Social studies instruction is required in the seventh, eighth and ninth grades.

Yes___ No___

If no, describe program.

(2) Emphasis is placed on an understanding of geography.

O	A	L	N

(3) Emphasis is placed on knowledge and acceptance of peoples of other cultures, races and creeds.

O	A	L	N

(4) Activities are designed to develop understanding of the organization and administration of local, state and national governments.

O	A	L	N

(5) Activities are provided to give experience in and understanding of the responsibility of individuals in the democratic processes.

O	A	L	N

b. Teacher education.

(1) Teachers have had a minimum of 18 semester hours of training in the social studies. Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

(2) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) Materials at different reading levels, including supplementary texts, are used to meet the needs and interests of students.

O	A	L	N

(2) Class sizes are small enough so that teachers can work with individual pupils.

O	A	L	N

Average size of classes in this field.

_____

d. Materials for instruction.

(1) Community resources are used to enrich the program.

O	A	L	N

(2) Maps, charts, films and other multi-sensory aids are available.

O	A	L	N

(3) The library has an appropriate book collection in this field.

O	A	L	N

(4) Textbooks are of recent adoption, appropriate to the subject and in good condition.

O	A	L	N

Date of copyright. _____

e. Facilities.

(1) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(2) Classroom furniture is appropriate for students and the subject.

O	A	L	N

3. Mathematics.

a. Course offerings.

(1) Mathematics is required of all pupils in each year of the junior high school.

Yes___ No___

If no, describe program.

(2) Instruction in algebra is provided as students demonstrate readiness.

O	A	L	N

(3) The general mathematics course taken by some students in place of algebra is a meaningful experience in strengthening mathematics skills and developing an understanding of numbers.

O	A	L	N

(4) The pupils are led to feel a need for the mastery of computational skills, accuracy, and completing work in a neat and orderly fashion.

O	A	L	N

(5) Emphasis is placed on the understanding of mathematical concepts and ideas.

O	A	L	N

b. Teacher education.

(1) Teachers have at least 18 semester hours of training in mathematics.

Yes___ No___

Number of teachers who do not have 18 semester hours in this field.

_____

(2) Teachers have had training in modern mathematics concepts.

O	A	L	N

(3) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) The mathematics program is so planned that each pupil begins at his own level of development.

O	A	L	N

(2) Pupils are assisted through testing and counseling in determining the proper time for beginning algebra.

O	A	L	N

(3) Provision for individual differences is made through differentiated assignments.

O	A	L	N

(4) Class sizes are small enough so that teachers can work with individual pupils.

O	A	L	N

Average size of classes in this field. _____

d. Materials for instruction.

(1) Multi-sensory aids and supplementary materials are used to enrich learning experiences.

O	A	L	N

(2) The library has an appropriate book collection in this field.

O	A	L	N

(3) Textbooks are of recent adoption, appropriate to the subject and in good condition.

O	A	L	N

Date of copyright. _____

e. Facilities.

(1) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(2) Classroom furniture is appropriate for students and the subject.

O	A	L	N

4. Science.

a. Course offerings.

(1) At least two full years of general science instruction are required of all students.

Yes___ No___

If no, describe program.

(2) Science instruction is available at all grade levels. Yes___ No___

(3) Students are introduced to the various fields of science.

O	A	L	N

b. Teacher education.

(1) Teachers have at least 18 semester hours of college training in science.

Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

(2) Teachers have had training in the broad fields of science.

O	A	L	N

(3) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) Adjustments are made in the course offerings and sequences to provide for varying interests and abilities of students.

O | A | L | N

(2) Opportunity is provided for students to work on individual and group projects.

O | A | L | N

(3) Class sizes are small enough so that teachers can work with individual pupils.

O | A | L | N

Average size of classes in this field. _____

d. Materials for instruction.

(1) Equipment and material for demonstration and experimentation are readily available.

O | A | L | N

(2) Scientific resources in the community are used for classroom instruction.

O | A | L | N

(3) The library has an appropriate book collection in this field.

O | A | L | N

(4) Textbooks are of recent adoption, appropriate to the subjects and in good condition.

O | A | L | N

Date of copyright. _____

(5) Audio-visual materials are provided.

O | A | L | N

e. Facilities.

(1) Science laboratories are large enough to allow freedom of movement and activities.

O	A	L	N

(2) Workspace for demonstration and experimentation by individual students is available.

O	A	L	N

(3) A natural outdoor laboratory is available for science activities.

O	A	L	N

(4) Storage space is provided for proper housing of material and equipment.

O	A	L	N

(5) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(6) Classroom furniture is appropriate for students and the subject.

O	A	L	N

5. Art.

a. Course offerings.

(1) Art education is required of all students for at least one full semester.

Yes___ No___

If no, describe program.

(2) Art instruction is provided for those desiring additional work beyond the general course. Yes___ No___

(3) Art education is recognized as an integrating force in the total school program with carry-over activities from other courses.

O	A	L	N

(4) Appreciation of the art values is incorporated in each child's art experience.

O	A	L	N

(5) Broad, exploratory art experiences in many media (both two and three dimensional) are offered pupils.

O	A	L	N

b. Teacher education.

(1) Teachers have had at least 18 semester hours of college training in art.

Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

(2) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) Special activities are available to pupils with special interests and talent.

O	A	L	N

(2) The program is planned so that students may work in various media at the same time.

O	A	L	N

(3) Class sizes are small enough so that teachers can work with individual pupils.

O	A	L	N

Average size of classes in this field.

_____

d. Materials for instruction.

(1) A variety of art supplies and materials is provided.

O | A | L | N

(2) Community resources are used.

O | A | L | N

(3) The library has an appropriate book collection in this field.

O | A | L | N

e. Facilities.

(1) Space is provided to allow freedom of movement and activities.

O | A | L | N

(2) Storage space is provided for proper housing of equipment and supplies.

O | A | L | N

(3) Classroom facilities are appropriate for students and the subject.

O | A | L | N

(4) Classroom furniture is appropriate for students and the subject.

O | A | L | N

6. Music.

a. Course offerings.

(1) Music instruction is required of all students for at least one full semester.

Yes___ No___

If no, describe program.

(2) Music instruction is provided in both vocal and instrumental areas for those desiring additional work beyond the general education course. Yes___ No___

(3) Music education is recognized as an integrating force in the total school program.

O	A	L	N

(4) Appreciation of music is incorporated in each pupil's experience.

O	A	L	N

b. Teacher education.

(1) Teachers have had at least 18 semester hours of college training in music.

Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

(2) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) Activities are scheduled for pupils with special interests and talents.

O	A	L	N

(2) Opportunity for individual or sectional lessons is provided.

O	A	L	N

d. Materials for instruction.

(1) A variety of books and equipment is available for music instruction.

(2) The library has an appropriate book collection in this field.

O	A	L	N

e. Facilities.

(1) Space is provided to allow freedom of movement and activities.

O	A	L	N

(2) Storage space is provided for proper housing of equipment and supplies.

O	A	L	N

(3) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(4) Classroom furniture is appropriate for students and the subject.

O	A	L	N

7. Physical education and health.

a. Course offerings.

(1) Physical education instruction on a regularly scheduled basis is required of all students each year. Yes___ No___

If no, describe program.

(2) Emphasis in the class period is placed on physical development of the individual students.

O	A	L	N

(3) Emphasis is placed on the foundation skills of sports with balance between individual and team activities.

O	A	L	N

(4) An intramural program is developed which involves all or a major part of the student body.

O	A	L	N

(5) All students have had an opportunity to learn to swim by the end of the junior high school program.

O	A	L	N

(6) Health instruction is provided and presented in a meaningful program.

O	A	L	N

b. Teacher education.

(1) Teachers have had at least 18 semester hours of college training in physical education and health. Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

(2) At least one staff member is a member of the state and national professional group(s) in this field. Yes___ No___

c. Meeting individual differences.

(1) Class sizes are small enough to permit attention to the needs of individual students.

O	A	L	N

Average size of classes in this field.

_____

(2) Objective tests of physical achievement are used to determine pupil status, measure progress and motivate students.

d. Materials for instruction.

(1) A variety of instructional material aids is available for the teaching of physical education.

O	A	L	N

(2) The library has an appropriate book collection in this field.

O	A	L	N

e. Facilities.

(1) Adequate physical education facilities are available to boys and girls including:

Gymnasium	O A L N
Health classroom	O A L N
Locker & Shower facilities	O A L N
Outdoor play area	O A L N
Swimming pool	O A L N

8. Practical arts.

a. Homemaking.

(1) Course offerings.

(a) Homemaking is required of all junior high school girls for at least one full semester. Yes___ No___

If no, describe program.

(b) The instructional program develops skill and understanding in the areas of child care, money management, foods and nutrition, clothing, grooming, and home furnishings and care.

O	A	L	N

List any areas which are not included.

(c) Home repair and simple maintenance skills are included in the instructional program.

O	A	L	N

(2) Teacher education.

(a) Teachers have at least 18 semester hours in home economics.

Yes___ No___

Number of teachers who do not have at least 18 hours in this field.

_____

(b) At least one staff member is a member of the state and national professional group(s) in this field.

Yes___ No___

(3) Meeting individual differences.

(a) A variety of textbooks, magazines, pamphlets and leaflets are available.

O	A	L	N

(b) Special activities are available to pupils with special interests and talent.

O	A	L	N

(c) Class sizes are appropriate to the space and provide opportunity for individual attention.

O	A	L	N

Average size of classes in this field. _____

(4) Materials for instruction.

(a) Community resources are used to enrich the program.

O	A	L	N

(b) Maps, charts, films and other multi-sensory aids are available.

O	A	L	N

(c) The library has an appropriate book collection in this field.

O	A	L	N

(d) Textbooks are of recent adoption, appropriate to the subject and in good condition.

O	A	L	N

Date of copyright. _____

(5) Facilities.

(a) Space is provided to allow freedom of movement and activity.

O	A	L	N

(b) Storage space is provided for proper housing of equipment and supplies.

O	A	L	N

(c) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(d) Classroom furniture is appropriate for students and the subject.

O	A	L	N

b. Industrial arts.

(1) Course offerings.

(a) Industrial arts instruction is required of all junior high school boys for at least one full semester.

Yes___ No___

If no, describe program.

(b) The general instructional program develops interest and skill in working with wood, metal, plastic, leather and electricity.

O	A	L	N

List any areas which are not included.

(c) Home repair and simple household skills are included in the instructional program.

O	A	L	N

(2) Teacher education.

(a) Teachers have at least 18 semester hours in industrial arts.

Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field. _____

(b) At least one staff member is a member of the state and national professional group(s) in this field.

Yes___ No___

(3) Meeting individual differences.

(a) A variety of textbooks, magazines, pamphlets and leaflets are available.

O | A | L | N

(b) Special activities are available to pupils with special interests and talent.

O | A | L | N

(c) Class sizes are appropriate to the space and provide opportunity for individual attention. O | A | L | N

Average size of classes in this field. _____

(4) Materials for instruction.

(a) Community resources are used to enrich the program.

O | A | L | N

(b) Maps, charts, films and other multi-sensory aids are available.

O | A | L | N

(c) The library has an appropriate book collection in this field.

O | A | L | N

(d) Textbooks are of recent adoption, appropriate to the subject and in good condition.

O | A | L | N

Date of copyright. _____

(5) Facilities.

(a) Space is provided to allow freedom of movement and activity.

O | A | L | N

(b) Storage space is provided for proper housing of equipment and supplies.

O | A | L | N

(c) Classroom facilities are appropriate for students and the subject.

O	A	L	N

(d) Classroom equipment is appropriate for students and the subject.

O	A	L	N

Enriching the Program

The junior high school should give special attention to the exploration of the present interests and abilities of early adolescents, encourage the development of new interests and reveal unique talents of individual children.

Concern with general education does not mean that the instructional program is uniform for all students. Because of the wide range of ability and interests there should be sufficient differentiation, exploration, and enrichment in the instructional program through a wide variety of teaching methods and materials.

Exploration of pupil interests and abilities is, of course, the responsibility of the school at all grade levels, both elementary and secondary. In the junior high school years, however, the exploration of pupil interests and abilities becomes increasingly important. It is during these years that teachers and parents should concern themselves with helping children find themselves--in intellectual pursuits, in social affairs, and in cultural and recreational activities. Early adolescents need to prepare themselves for decisions concerning education beyond the junior high school. Exploration is equally important for all children--those who are college-bound and those who are not. Those children who plan to terminate formal education during or at the end of the senior high school should explore their interests and talents in activities that may lead to vocational plans and decisions. Exploration is concerned with all areas of human interests and endeavor.

In addition to regular classroom exploration and enrichment, there should be opportunity for differentiation in the program to meet the special needs, interests and abilities of all pupils. Clubs, elective courses and other special activities should provide some opportunity for specialization, although specialization, as compared with the senior high school, is limited.

III. Differentiation, enrichment and exploration should be provided in the program.

A. Opportunities for exploration and enrichment should be provided for junior high school students.

1. The library.

a. Program and facilities.

(1) Library facilities are provided for junior high school students.
Yes___ No___

(2) The library has a minimum of 2,000 volumes and at least seven books per student (until the collection reaches a total of 6,000 volumes).
Yes___ No___

Number of volumes in book collection.
_____

(3) A budgeted sum for the purchase of books for the library is provided each year and a record of expenditures is maintained. Yes___ No___

What amount was spent on books, magazines and other printed material this past year?
_____

(4) The book collection is classified according to an acceptable classification system. Yes___ No___

(5) Students are given instruction in proper library usage.
O | A | L | N

(6) The library serves as an institutional materials center providing a variety of materials for teachers, students and classrooms.
O | A | L | N

(7) The library collection is evaluated annually in terms of recency and balance.
Yes___ No___

b. Personnel.

(1) A trained librarian with a college degree (15 semester hours in library science) works directly with junior high school students and teachers.
Yes___ No___

(2) Schools with over 500 students should have a full time librarian and schools under this enrollment should have a half-time librarian.

Does the school meet this minimum?
Yes___ No___

Full time equivalence of librarian.

_____

2. Club and special interest groups provide opportunities for students to expand their interests and skills through the following activities.

a. Student council activities [O|A|L|N]

b. Service activities [O|A|L|N]

Cite examples in current program:

c. Subject matter area clubs [O|A|L|N]

Name the groups active this year:

d. Hobby and interest groups [O|A|L|N]

Name the groups active this year:

e. School publications and literary activities. [O|A|L|N]

f. Vocal group activities [O|A|L|N]

g. Instrumental music group activities [O|A|L|N]

h. Speech and dramatic activities [O|A|L|N]

i. Physical development activities [O|A|L|N]

B. As students progress through the junior high school, special elective courses or opportunities for talented and interested students should be provided. Opportunities are provided in the following areas:

1. Business education.

a The general education program includes some of the principles of business education for all students.

O	A	L	N

b. Elective courses are available to all students and not only students planning to major in business education.

O	A	L	N

Courses provided in this school:

c. Teachers have at least 18 semester hours of college training in business education.

Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field.

_____

d. Special activities for talented and interested students are provided.

O	A	L	N

e. There is a variety of material available for instructional purposes.

O	A	L	N

f. Adequate facilities are provided.

O	A	L	N

g. Provision is made for co-ordination of instruction with the senior high school program.

O	A	L	N

2. Foreign languages.

a. Regular foreign language instruction as an elective is provided at least by the ninth grade level. Yes___ No___

Courses provided in this school:

b. Special emphasis is placed on conversation in the foreign language in the classroom.

O	A	L	N

c. Teachers endeavor to cultivate proper appreciation and better understanding of the people whose language is studied.

O	A	L	N

d. Teachers have had a minimum of 18 semester hours of college work in the language taught. Yes___ No___

Number of teachers who do not have at least 18 semester hours in this field. _____

e. Special activities for talented and interested students are provided.

O	A	L	N

f. Tapes, records and other audio-visual materials are available.

O	A	L	N

g. Adequate facilities are provided.

O	A	L	N

h. Provision is made for co-ordinating instruction with foreign language instruction at the elementary and senior high school level.

O	A	L	N

i. When language instruction is begun in the elementary school there is opportunity for students to begin or continue instruction in the junior high school program.
Yes___ No___

3. Elective opportunities at the ninth grade level are provided to students indicating special interest and/or ability.

a. Art Yes___ No___
b. Mathematics and algebra Yes___ No___
c. Home economics Yes___ No___
d. Industrial arts Yes___ No___
e. Instrumental music Yes___ No___
f. Science Yes___ No___
g. Speech Yes___ No___
h. Vocal music Yes___ No___

Concern for Individual Growth and Development

The junior high school is concerned with all aspects of child growth and development. In addition to being concerned with intellectual development, the junior high school is concerned with social, physical, emotional, citizenship, character, personal and cultural growth.

In early adolescence the child gradually assumes more responsibility as a citizen in the community. He needs to be prepared for the responsibility of his own conduct since he is becoming increasingly independent of his parents. He should develop skill in leadership and in ability to work effectively with others. Attitudes, ideals and values with respect to human conduct and community institutions are undergoing change. Attention should be paid to the development of poise, self-confidence and ease in the presence of peers of both sexes.

Guidance and counselling opportunities must be provided to aid students in understanding their growth as individuals, plans for future education and vocational choice, and their role as citizens. The school should be organized to make guidance and counseling readily available to them. The program should be organized so that each child has a person to whom he can turn for guidance and counseling. Teachers should have an active role in the guidance program, but specialized persons are also needed to give leadership and co-ordination to staff guidance efforts.

IV. The school program should be concerned with the intellectual, physical, emotional and social growth and development of individual students.

A. Guidance servicesshould be available for all students.

1. The guidance program.

a. The school is so organized that each student has someone specifically designated to whom he can turn for guidance.

O	A	L	N

b. Group guidance activities are provided as a means for having students face problem situations in a peer group setting.

O	A	L	N

c. Students are presented opportunities to study topics related to the world of work.

O	A	L	N

In what specific classes or areas is this done?

2. Guidance personnel.

a. Classroom teachers have an integral role in the guidance program with time available to work with students individually or in small groups.

O	A	L	N

b. Guidance specialists on a ratio of one to three hundred students are available for working with students and teachers.

Yes___ No___

Ratio of guidance personnel to students. _____

c. Guidance personnel have at least 15 semester hours in this field and have a college degree.

Yes___ No___

3. Student information.

a. Cumulative records are received from elementary schools. Yes___ No___

b. Cumulative records compiled in the junior high school contain the following information.

(1) Testing information.

(a) I.Q.	O A L N
(b) Achievement	O A L N
(c) Personality	O A L N
(d) Interest	O A L N
(e) Aptitude tests	O A L N
(2) Anecdotal records	O A L N
(3) Family information	O A L N
(4) Health information	O A L N
(5) Participation in activities	O A L N
(6) Scholastic record	O A L N

c. Cumulative records are sent on to the senior high school. Yes___ No___

d. Procedures have been developed to enourage teachers to study cumulative records on individual students.

O A L N

B. The pupil activity program should include activities which are educative, enjoyable and appropriate to the age group.

1. Organization and operation.

a. The activity program is a part of the curriculum under the sponsorship and control of the school.

O A L N

b. Activities are offered on the basis of pupil interest.

O A L N

c. A faculty-student committee co-ordinates the student activity program.

O | A | L | N

d. A definite time is provided for the pupil activities program which avoids conflict with other aspects of the school program.

O | A | L | N

e. Opportunity is provided for all students to participate in the activity program.

O | A | L | N

f. The activity program provides meaningful social situations through which pupils may develop social skills.

O | A | L | N

g. Social activities are appropriate to the maturity level of the children.

O | A | L | N

h. Interscholastic, competitive activities are kept in balance with the total school program.

O | A | L | N

i. Student performing groups participate in activities for their own growth and development rather than emphasizing the competitive or showy nature of their performance.

O | A | L | N

j. Programs and ceremonies held for students progressing to the senior high school stress the continuation of education rather than its termination.

O | A | L | N

k. A homeroom period or its equivalent is provided for administration, developing close pupil-teacher relationships and peer group discussions.

O | A | L | N

l. Provisions are made for participation by students in assembly programs.

O | A | L | N

m. Opportunity is provided for all students to be of service to the school, community, nation and world through meaningful student projects.

O | A | L | N

n. Students particpate in planning and evaluating student activities.

O | A | L | N

o. The school participates only in contests and activities approved by the Contest and Activities Committees of the National Association of Secondary School Principals and the state association of secondary school principals. Yes___ No___

2. The student council.

a. The student council has a constitution to guide its organization and work.

O | A | L | N

b. The student council functions as a representative body speaking for the students.

O | A | L | N

c. The student council gives experience in democratic procedures for all members of the student body.

O | A | L | N

C. School evaluation and promotion policies should be consonant with the child growth and development philosophy.

1. Opportunity is provided for regularly scheduled parent-teacher conferences.

O | A | L | N

2. Students are retained at a grade level only after all educational, social, personal and emotional factors are considered.

O | A | L | N

3. Students are not generally retained two years beyond their grade level.

O | A | L | N

4. Reports to parents reflect the pupils' progress in relationship to both their own ability and reasonable standards of skill development.

O	A	L	N

5. School reports provide a means for indicating social and emotional development of students.

O	A	L	N

6. Opportunity is given for all students to experience success in school activities.

O	A	L	N

7. A scheduled standardized testing program is used to measure individual growth in subject matter areas.

O	A	L	N

8. Standardized tests are used in research projects as one means of evaluating the program and planning the curriculum.

O	A	L	N

SUMMARY SHEET FOR SELF-EVALUATION INSTRUMENT

This chart provides an outline of the entire self-evaluation instrument. After the evaluation has been completed each subsection should be considered and a subjective appraisal made of the adequacy of the program in that area.

	Outstanding Provision Made	Adequate Provision Made	Limited Provision Made	No or Inadequate Provision Made
I. A Unique School Program				
A. Separate and distinct program.....				
B. Permanence and stability.....				
C. Leadership				
1. System-wide leadership.....				
2. Local school leadership.....				
D. Teaching Staff				
1. Interest, training and ability.....				
2. In-service education				
3. Time for working with individual students.....				
E. Adequacy of facilities				
1. Availability.....				
2. Adequacy.....				
F. Transitional Function				
1. Orientation to junior high school..				
2. Orientation to senior high school..				
II. General Education				
A. Organization				
1. Co-ordination of instruction.....				
2. Time available for general education...				
3. Class organization				
a. Class sizes.....				
b. Block-time classes				
c. Grouping procedures.....				

	Outstanding Provision Made	Adequate Provision Made	Limited Provision Made	No or Inadequate Provision Made
B. Instructional areas				
1. Language arts				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				
2. Social studies				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				
3. Mathematics				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				
4. Science				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				
5. Art				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				
6. Music				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				

	Outstanding Provision Made	Adequate Provision Made	Limited Provision Made	No or Inadequate Provision Made
7. Physical education				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences..				
d. Materials for instruction.....				
e. Facilities.....				
8. Practical arts				
a. Homemaking				
(1) Course offerings.....				
(2) Teacher education.....				
(3) Meeting individual differences...				
(4) Materials for instruction...				
(5) Facilities....				
b. Industrial arts				
(1) Course offerings.....				
(2) Teacher education.....				
(3) Meeting individual differences...				
(4) Materials for instruction...				
(5) Facilities....				
III. Enriching the program				
A. General provisions				
1. The library				
a. Program and facilities.....				
b. Personnel.....				
2. Clubs and special interest groups.....				
B. Special courses				
1. Business education.				
2. Foreign language....				
3. Elective opportunities.				
a. Art.....				
b. Mathematics.....				
c. Home economics...				

	Outstanding Provision Made	Adequate Provision Made	Limited Provision Made	No or Inadequate Provision Made
d. Industrial arts...				
e. Instrumental music				
f. Science.....				
g. Speech.....				
h. Vocal music.....				
IV. Concern for individual growth and development				
A. Guidance services				
1. The guidance program.....				
2. Guidance personnel...				
3. Student information..				
B. Pupil activity program				
1. Organization and operation.....				
2. The student council..				
C. Promotion policies.....				

CHAPTER IV

IMPLEMENTING THE CRITERIA AND PRINCIPLES IN A MODEL ACCREDITATION PROGRAM

Specifications for an accreditation program were presented in the previous chapter in the form of principles and criteria. In order to apply these principles and criteria, it is necessary to have a process appropriate to them. This chapter develops a model accreditation program which can be implemented in the state of Michigan.

Introducing a New Accreditation Program

Chapter II discussed the weaknesses and misinterpretations of present accreditation programs. As accreditation is extended to the junior high school, every effort should be exerted to avoid these weaknesses. This study proposes that this can be achieved by adhering to the "Principles for Evaluation and Accreditation" presented in Chapter III.

Accreditation contributes to the strengthening of school programs by focusing on self-evaluation and by providing responsible leadership. This role of accreditation was emphasized by Everett V. Samuelson, writing as chairman of the Junior High School Accreditation Committee of the North Central Association.

> Accreditation of junior high schools by the NCA might be defined as the process whereby any junior high school, within the NCA geographical region voluntarily applies for membership in the Association, is evaluated on adopted procedure and criteria, and is approved by membership in the Association on the basis of having met the policies and criteria as stated. NCA accreditation for junior high schools could have a two-fold purpose:
>
> 1. To foster critical self-evaluation of the program and goals within a school in terms of the students it serves, provided that such goals are consistent with the goals of community and the nation;
> 2. To provide leadership in helping achieve such goals in a junior high school.[1]

This is the view of accreditation which is supported in this study--an emphasis on self-evaluation and leadership.

Experience has shown that the term "accreditation" means different things to different people. Interpretations of accreditation range from a belief that an accredited school is one whose students will be accepted automatically by the next higher educational unit, to the belief that the accredited school is one which has an educational program of superior quality. As a result of the confusion over the actual meaning of accreditation, many people have unrealistic expectations of accreditation, as well as unsubstantiated fears of the process.

The concept of accreditation introduced in this study presents accreditation in a new perspective. Schools which meet the minimum standards presented in the previous chapter would not be considered accredited in the traditional sense of the term. The attainment of the minimum standards would

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[1]Samuelson, p. 234.

merely verify that the school has taken those initial steps which can enable it to work toward a high quality educational program. To apply the term "accredited school" to all schools achieving these minimum standards would result in the wrong connotation to many people. It seems imperative to apply to the process a different term which would describe the new procedure and reduce the danger of misinterpretation.

The new term should not imply the attainment of a high quality educational program, as does the present term, "accreditation." It should imply only that a basic educational framework, as described in the minimum standards, is present. The determination of the quality of the educational program of each school is ascertained in this procedure by means of the self-evaluation instrument.

A similar process is already being used by other educational groups within the state of Michigan. The Michigan Association of Schools and Colleges (formerly known as the Michigan Secondary School-College Agreement) accepts as members in the Association all senior high schools in the state which agree to develop certain aspects of their program, namely, guidance, curriculum development, follow-up studies, testing, and cumulative records. Thus, member schools agree to a process which calls for program development and improvement rather than having already achieved a certain level of quality or competence.

The specifications for a new accreditation program for junior high schools would demand that it go beyond the

"agreement" type program described above. In addition to a process, it imposes certain minimum provisions which must be met as a condition of membership in the Association. The situation would be somewhat analagous to the selection of registered officials for an athletic contest. When a school secures a "registered" official for a football game, there is no guarantee that the official will perform in a superior, or even effective manner. The school is merely assured that the official has met minimal requirements. A parallel process is employed in the state certification of teachers. The attainment of a bachelor's degree with training in professional education courses is no guarantee that an individual will be an effective teacher. The imposition of this minimum requirement increases the likelihood that the school has employed someone who will give satisfactory performance.

In both of the preceding situations further evaluation is needed in order to judge the quality of performance. The performance of the athletic official is reviewed, and the school decides whether or not he should be employed for another game. Similarly, the teacher's competence is reviewed by administrators. In both cases, however, there is compliance with certain minimum standards which increases the likelihood of adequate performance.

As in the previous examples, the process of junior high school evaluation developed in this study is based on minimum standards accompanied by continued analysis and evaluation of the school's program. As such it differs from

the popular concepts of accreditation. This again points up the need for a new term. Since the term "certified" is already used extensively in education and has legal implications in the employment of teachers, the term "registered" is more appropriate for the proposed program.

The "registration" of junior high schools would follow basically the same voluntary, extra-legal procedures which accreditation has followed. "Registration" would be accomplished when a school has complied with the criteria listed under the seven minimum standards. Compliance with the minimum standards would be only the first step in the process. It would assure each "registered" school, as well as its public, that it not only has the basic program requirements for a junior high school, but that it is also working toward achieving higher educational standards. The degree of quality would be subject to the analysis of the program in terms of the self-evaluation instrument.

The "registration" procedure, which includes a commitment to self-evaluation, fosters both leadership and qualitative judgment in keeping with the two-fold purpose of accreditation.

Implementing the New Accreditation Program

Since the "registration" procedure attempts to add new dimensions to accreditation, it is essential to see how it would operate in practical application. Basic to any accreditation procedure are the criteria used to evaluate

school programs. The following section considers the principles presented in Chapter III which relate to the criteria.

Applying the principles relating to the criteria to the model accreditation program

Principles X - XIV state that the criteria used in evaluating and accrediting junior high schools should:

establish minimum standards using objective measurement,

provide qualitative standards using both objective and subjective measurement,

be comprehensive in nature, evaluating all aspects of the school program,

involve a process of self-evaluation for determining the qualitative measurement,

reflect the degree to which a school meets the qualitative standards.

The seven minimum standards presented in Chapter III are standards which all schools educating early adolescents should meet. They are defensible minimum standards, and the attainment of them can be measured objectively. The minimum standards can be achieved in schools having all types of administrative organization, whether they conduct a separate junior high school program or not. Since six-year secondary schools often do not provide adequate programs for early adolescents, it is especially important that they be

encouraged to participate in this process to bring as many improvements to their programs as possible. Six-year secondary schools which are already accredited in the traditional sense of the word should become a part of the registration procedure in order to determine the adequacy of their program for early adolescents.

A school would be registered when it meets the seven minimum standards. An integral part of the standards is the specification that there be self-evaluation by the staff, providing a means for rating the quality of the school program. This process would do much to comply with the challenge of Leonard,

> A responsibility that educators have not always assumed is that of furnishing the public with a continuous evaluation of the effect of education upon the lives of boys and girls. Such a program, if adequate, must be founded on the objectives of education and must use instruments and procedures in harmony with the best concepts of psychological development.[1]

The Criteria for Evaluating a School Program for Early Adolescents enables the staff to view the quality of the program using both objective and subjective measurements. The "Directions for Using the Self-Evaluation Instrument" included with the self-evaluation instrument (see page 95) provides instructions for staff use. These instructions suggest a means for achieving the maximum benefit from the

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[1] J. Paul Leonard and Alvin C. Eurich, An Evaluation of Modern Education (New York: D. Appleton-Century Company, Inc., 1942), p. v.

instrument through study by the entire school faculty, use of faculty committees, and summary of the report by the staff. Newman's study (page 27) indicated the benefits which may be gained from an extensive self-evaluation. Many school administrators and staffs are desirous of achieving these results for their schools but find it difficult to organize a meaningful evaluation program. The criteria presented in this study provide an organization and vehicle for conducting such an evaluation.

All aspects of the school program are considered in the evaluative instrument. The summary sheets included with the self-evaluation instrument (see pages 142-145) enable the school to identify its strengths and weaknesses in outline form. This provides the faculty with an opportunity to measure the quality of the school program and report its findings to the public.

It may be seen, therefore, that the two types of evaluation instruments developed in this study comply with Principles X - XIV in that they establish minimum standards, they are both subjective and objective, they evaluate all aspects of the school program, they involve self-evaluation and, rather than classifying all schools as accredited or not accredited, they report the degree to which a school meets qualitative standards. Above all, they reflect the degree to which a school provides for the needs of early adolescents.

Applying the principles relating to process to the model accreditation program

In addition to the principles dealing with the criteria used in an accreditation program, there are nine principles which deal with the processes followed in accrediting. This section restates each of these principles and discusses their application in the model registration procedure.

> Principle I--The program for evaluating and accrediting junior high schools should affirm the unique role of the junior high school in secondary education.

This entire study is based upon the proposition that the junior high school should be considered a unique school providing the educational experiences necessary for students in their early adolescent years. For this reason a new process for evaluation and accreditation has been proposed which is preferable to applying the traditional accreditation program now available for senior high schools. "Guidelines for Junior High School Education"were developed to define what this unique role is. The criteria and processes for evaluation and accreditation have been developed consonant with these guidelines. Since not all early adolescent youth are educated in separate junior high schools the criteria are applicable in all schools serving these youth.

> Principle II--The program for evaluating and accrediting junior high schools should recognize

the necessity for flexibility and adaptability in individual school programs.

Junior high schools have developed a wide variety of practices to meet the need of early adolescents for general education. Many effective programs have been developed by junior high school educators which do not conform to the more traditional patterns of secondary school education in such items as length of period, number of class sessions held per week, use of the Carnegie unit, departmentalization, etc. Although the registration of junior high schools utilizes specific standards, it places a minimum amount of restraint on the local school program. Items for which there is little research support are not included among the minimum standards. The limited number of minimum standards required for registration in contrast with traditional accreditation programs makes it possible to maintain the flexibility and diversity in organization now found in junior high school programs.

The minimum standards are only a point of departure beyond which a school is encouraged to develop a program which meets the needs of the local community. The self-evaluation process promotes change by encouraging the school to look critically at its present practices. Changes and adaptations should be justified by the improvements they bring to the school program.

Principle III--The program for evaluating and accrediting junior high schools should recognize the responsibility of control vested in the

local community, board of education, principal and faculty.

Since accreditation is a voluntary, extra-legal activity, the legal control of junior high school education is not involved in this principle. The issue is that of regulating and providing direction for local school practices.

The registration procedure places greater responsibility for the development of the local school program on the local leadership than in traditional accreditation programs. The self-evaluation instrument provides local groups with a summary of practices which are recommended for effective junior high school programs. The rating of the school in relation to these criteria may then be determined. In this way local groups secure a graphic appraisal of their school program. Deviation from the subjective criteria would still be the prerogative of local leadership. Only to the degree that basic minimum standards are specified is there external regulation.

Principle IV--The program for evaluating and accrediting junior high schools should enhance the stature and status of junior high school education.

Accrediting associations have become leadership groups for secondary school education. The regional accrediting associations have encouraged local schools to strengthen their programs through the establishment of criteria for accreditation. They fostered the development of the Evaluative

Criteria[1] and have encouraged schools to use them in evaluating their programs. They have brought together leaders from secondary schools and institutions of higher learning to consider mutual problems. Research studies and experimental projects have also resulted from the work of regional accrediting associations. The recognition of junior high schools in an accreditation program would in itself add stature, status and prestige to junior high schools. The association of principals whose schools are registered would enable principals within the state to work together on the issues facing junior high school education.

Chapter II described the uncertain and changing concept of junior high school education. The Criteria for Evaluating a School Program for Early Adolescents focuses on the unique role of the junior high school and may be used by educators to clarify the program of the junior high school to the public.

> Principle V--The program for evaluating and accrediting junior high schools should encourage long-range planning rather than transitory and expedient practices.

Junior high school programs should be planned in keeping with educational objectives rather than upon the chance availability of a teaching staff and facilities. Too often junior high school programs have come into existence primarily

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[1]National Study of Secondary School Evaluation, Evaluative Criteria.

because of the availability of the old high school building. The registration procedure focuses upon the educational needs of adolescents. It discourages transitory and expedient practices by stating minimum provisions which must be met in order for the school to achieve and maintain registration status. It also provides an opportunity to evaluate changes in light of the self-evaluation instrument. The registration procedure does not resist change but emphasizes that proposed changes should be evaluated to discover their effect upon the total school program.

> Principle VI--The program for evaluating and accrediting junior high schools should stimulate research and innovation in the field of junior high school education.

The completion of the self-evaluation instrument by a large number of junior high schools within a state in itself would make possible comparative studies of educational practices. Summary information about the organization of junior high schools within a state or region is extremely difficult to obtain at present. It is difficult even to discover the actual number of junior high schools within the state of Michigan. The Directory Issue of the Michigan High School Athletic Bulletin lists 312 junior high schools.[1] Although this is viewed as a rather complete listing, the

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[1]Michigan High School Athletic Association Bulletin, Directory Issue, 1962-63 School Year, XXXIV, No. 4-5 (November, 1962), 205-244.

office of the Michigan Association of Secondary School Principals lists over 400 junior high schools. The completion of reports by junior high schools pursuing the registration procedure would enable the profession to compile data on junior high schools throughout the state. The criteria have been developed in such a way that they can be tabulated and descriptive information can be compiled. A summary sheet which identifies the schools and provides enrollment information is included as a part of the self-evaluation instrument (see page 90).

Because few external restraints have been placed on junior high school operation, administrators and staffs have been free to experiment with various ways of organizing their programs. The registration procedure would not detract from research and innovation. It would, in fact, enhance them in several ways. By demanding evaluation of local programs, registration would encourage schools which follow new techniques and approaches to evaluate the effect of these changes. The registration procedure would also be a means for schools to report their new programs to other educators.

> Principle VII--The program for evaluating and accrediting junior high schools should provide means for interpreting the results of the evaluation to the school's public.

One of the major problems encountered in traditional accreditation programs is that of interpreting the meaning of accreditation to the public. As was pointed out earlier,

there is confusion concerning accreditation's impact on college admissions as well as the implications regarding the quality of the school's educational program. To some, accreditation is the pinnacle of accomplishment and results in a "halo effect"--a feeling that the school has no shortcomings or inadequacies. The report of the National Commission of Accrediting alludes to this point by citing the following issue:

> Accrediting agencies should be invited to consider the possibilities of establishing or publishing, or citing, degrees or gradations of institutional excellence within appropriate categories of institutions.[1]

The logic behind the statement of the National Commission is to provide the public with a more adequate description of the quality of the institution's program. Rather than placing all schools in two categories--those accredited and those not--this statement recommends that they be rated on a scale which would depict gradations of quality. By using self-evaluation, the registration procedure provides a thorough description of the quality of the school program. The summary sheet accompanying the self-evaluation instrument would be used to give the public an appraisal of their school.

As a part of the registration procedure, educators from other school systems would be invited to visit the school

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[1]National Commission on Accrediting, Accrediting of Colleges and Universities in the Corning Decade, p. 30.

and review the self-evaluation in order to add objectivity to the local study. Therefore, registration of junior high schools goes beyond classifying all schools in the same category by focusing attention on the summary of the self-evaluation. As a result of this self-evaluation, the public may observe the rating of its school in relation to professionally accepted criteria.

> Principle VIII--The program for evaluating and accrediting junior high schools should be viewed as a professional task, conducted by persons knowledgeable of junior high school education and school evaluation.

It is perhaps obvious that the leadership for strengthening junior high school programs should come from the professional educators. However, it is important that consideration be given to the method of organizing junior high school registration as a formal procedure.

As stated earlier, registration would function in the same voluntary, extra-legal way as accreditation and would depend upon junior high school leaders for its support and development. One of the major contributions of accreditation programs for senior high schools has been the voluntary co-operation of secondary schools in providing direction for strengthening senior high school programs. The involvement of administrators in evaluating other schools increases their knowledge of secondary education and their ability to cope with local problems. This same co-operative

approach would be valuable for providing direction for strengthening junior high schools.

In initiating registration as a unique junior high school activity in Michigan, it is recommended that the following procedures be used:

a. Junior high school administrators should assume responsibility for the total program through the Junior High School Commission of the Michigan Association of Secondary School Principals.

b. The Commission should be responsible for the implementation of the program.

   1. Basic policy development should be considered at the annual meeting of the Commission.
   2. Details of the registration procedure should be conducted by an executive board of the Commission.
   3. Members of the executive board should be selected from the six regional junior high school associations which exist in the state.

c. Schools would accomplish registration by:

   1. Certifying to the executive board that the minimum standards are met.
   2. Completing the self-evaluation and having it reviewed by a visiting group from other institutions.

d. The six regional junior high school associations should be used to implement the visitation program.

They should be assisted by colleges and universities of the state.

e. Although the self-evaluation of the school would be repeated annually, visits to schools should be conducted at five year intervals for the purpose of verifying the self-evaluation.

f. The cost of the program would be kept to a minimum since the emphasis is on local activity. The cost of correspondence and administrative organization would be borne by fees paid by the schools participating in the state principals' association.

Since evaluation is a rather new concept at the junior high school level, it is important that junior high school administrators become trained in this skill. A variety of in-service educational activities should be pursued to help junior high school personnel become adept at evaluating schools.

Principle IX--The program for evaluating and accrediting junior high schools should provide a means for changing and adapting the processes and criteria.

The criteria for evaluating a school program should not remain constant. As new educational and evaluative techniques are refined they should be incorporated into the criteria. The Junior High School Commission of the Michigan Association of Secondary School Principals should provide a

vehicle for changing and refining the criteria. A separate group to assess evaluation procedures should be appointed so that this activity is not slighted. As experience is gained with the self-evaluation instrument it may be possible to incorporate more sections of that document into the minimum standards. From time to time the Commission may also find it appropriate to supplement the self-evaluation instrument with other studies.

The major purpose of this chapter has been to encourage self-evaluation of and leadership for junior high school programs through an accreditation process. Rather than debating the merits and demerits of "accreditation" per se, it suggests a new term for the process. By so doing it attempts to avoid pedantic objections to the semantics of accreditation by incorporating into the registration procedure those aspects of accreditation which can contribute to the development of effective school programs for early adolescents.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

This study was initiated to gain an appraisal of evaluation and accreditation and to determine the contribution they might make to the strengthening of educational programs for early adolescents. Although the junior high school has grown rapidly in numbers since its inception in the early part of the twentieth century, there are many factors which have detracted from its gaining full recognition and acceptance as a vital part of the American educational ladder. It is perhaps the most vulnerable to criticism and misunderstanding of the three levels of local public education.

Many junior high school educators have viewed the accreditation process as a possible means for gaining stature and status for the junior high school. Although accreditation has been a force in education for over fifty years, it has had little direct influence on the junior high school. The Southern Association of Colleges and Secondary Schools and the Western Association of Schools and Colleges recently have followed senior high school accreditation procedures in introducing accreditation to the junior high schools in their geographic areas.

The extension of this college and high school process

to the junior high school has caused concern among other junior high school leaders. Some have felt that the imposition of the accreditation process would cause loss of flexibility and experimentation in the junior high school and result in external control of junior high school programs.

Before introducing a new program of accreditation which would serve the junior high school effectively, this study develops the rationale for maintaining junior high school programs today. Some of the early functions of the junior high school have been de-emphasized. The junior high school today is seen as a school that is designed to meet the needs of early adolescents. The following "Guidelines" describe the functions of the modern junior high school.

I. A unique educational program should be provided for boys and girls in their early adolescent years. These children, who are largely in the twelve through fourteen age group and ordinarily in grades seven, eight and nine, need the transitional program of a junior high school in facing the demands, developments and expectations of the early teen years.

The early adolescent is identified by certain unique traits. A satisfactory program must take these traits into consideration. Included among these traits are the following:

> Early adolescents are different from each other . . . in height, weight, rate of growth, development of internal organs, sexual and social maturity, academic skills, and interests.

> Early adolescents are rapidly changing . . . in physical growth, externally and internally, sex characteristics, and interests.
> Early adolescents have expanding but changing interests . . . boys in collecting, girls in boys, both sexes in television, movies, music, creative and intellectual activities.
> Early adolescents seek to belong and conform to their peer groups and to withdraw from adults . . . they cling to the club or gang, the chum, the hero figure; girls have earlier sex interests; both sexes seek to escape adult domination.
> Early adolescents have some special fears and problems . . . about ever growing up, about one's inadequacy, about sex, about acne, about being queer or different, about authority.
> Early adolescents are idealists . . . they are concerned about ideals and ethical concepts, they are interested in ritual, they are eager for social service.

II. The junior high school should provide a program of general education for all. It should extend and develop the skills and knowledge begun in the elementary school. Certain skills are essential and desirable for all youth whatever their future educational and vocational goals may be.

The acquisition of skill and ability is more than a matter of memorization and drill. It entails the

implementation of skill and knowledge in situations that are real and meaningful to the student. A major concern of the junior high school is making the learning of the student more functional.

Early adolescents respond well to new subjects. These new activities demand teachers with specialized preparation and facilities beyond those ordinarily available in an elementary school. The concentration of pupils needs to be sufficiently large to justify the teachers and facilities which are essential for those studies and activities.

The program as a whole emphasizes general education for all students as a basis for effective living.

III. The junior high school should give special attention to the exploration of the present interests and abilities of early adolescents, encourage the development of new interests and reveal unique talents of individual children.

Concern with general education does not mean that the instructional program is uniform for all students. Because of the wide range of ability and interests there should be sufficient differentiation, exploration, and enrichment in the instructional program through a wide variety of teaching methods and materials.

Exploration of pupil interests and abilities is, of course, the responsibility of the school at all grade levels, both elementary and secondary. In the junior high school years, however, the exploration of pupil interests and

abilities becomes increasingly important. It is during these years that teachers and parents should concern themselves with helping children find themselves--in intellectual pursuits, in social affairs, and in cultural and recreational activities. Early adolescents need to prepare themselves for decisions concerning education beyond the junior high school. Exploration is equally important for all children--those who are college-bound and those who are not. Those children who plan to terminate formal education during or at the end of the senior high school should explore their interests and talents in activities that may lead to vocational plans and decisions. Exploration is concerned with all areas of human interests and endeavor.

In addition to regular classroom exploration and enrichment, there should be opportunity for differentiation in the program to meet the special needs, interests and abilities of all pupils. Clubs, elective courses and other special activities should provide some opportunity for specialization, although specialization, as compared with the senior high school, is limited.

IV. The junior high school is concerned with all aspects of child growth and development. In addition to being concerned with intellectual development, the junior high school is concerned with social, physical, emotional, citizenship, character, personal, and cultural growth.

In early adolescence the child gradually assumes more responsibility as a citizen in the community. He needs to be

prepared for the responsibility of his own conduct since he is becoming increasingly independent of his parents. He should develop skill in leadership and in ability to work effectively with others. Attitudes, ideals and values with respect to human conduct and community institutions are undergoing change. Attention should be paid to the development of poise, self-confidence and ease in the presence of his peers of both sexes.

Guidance and counseling opportunities must be provided to aid students in understanding their growth as individuals, plans for future education and vocational choice, and their role as citizens. The school should be organized to make guidance and counseling readily available to them. The program should be organized so that each child has a person to whom he can turn for guidance and counseling. Teachers should have an active role in the guidance program, but specialized persons are also needed to give leadership and co-ordination to staff guidance efforts.

The study then reviews the strengths and weaknesses of accreditation programs at the college and senior high school level. This analysis of other accreditation programs and conclusions drawn from a study of the role of the junior high school today suggest principles to be followed in developing an accreditation program which will serve the unique needs of the junior high school. The following principles serve as specifications for the evaluation and accreditation program presented in this study.

Principle I: The program for evaluating and accrediting junior high schools should affirm the unique role of the junior high school in secondary education.

Principle II: The program for evaluating and accrediting junior high schools should recognize the necessity for flexibility and adaptability in individual school programs.

Principle III: The program for evaluating and accrediting junior high schools should recognize the control vested in the local community, board of education, principal and faculty.

Principle IV: The program for evaluating and accrediting junior high schools should enhance the stature and status of junior high school education.

Principle V: The program for evaluating and accrediting junior high schools should encourage long-range planning rather than transitory and expedient practices.

Principle VI: The program for evaluating and accrediting junior high schools should stimulate research and innovation in the field of junior high school education.

Principle VII: The program for evaluating and accrediting junior high schools should provide means for interpreting the results of the evaluation to the school's public.

Principle VIII: The program for evaluating and accrediting junior high schools should be viewed as a professional task, conducted by persons knowledgeable of junior high school education and school evaluation.

Principle IX: The program for evaluating and accrediting junior high schools should provide a means for changing and adapting the processes and criteria.

Principle X: The criteria used in evaluating and accrediting junior high schools should establish minimum standards using objective measurement.

Principle XI: The criteria used in evaluating and accrediting junior high schools should provide qualitative standards using both objective and subjective measurement.

Principle XII: The criteria used in evaluating and accrediting junior high schools should be comprehensive in nature evaluating all aspects of the school program.

Principle XIII: The criteria used in evaluating and accrediting junior high schools should involve a process of self-evaluation for determining the qualitative measurement.

Principle XIV: The criteria used in evaluating and accrediting junior high schools should reflect the degree to which a school meets the qualitative standards.

The establishment of adequate criteria for measuring school programs is a major source of concern in other accreditation programs. Therefore, the study places major emphasis on developing criteria for evaluating junior high school programs. These criteria are of two types: those which measure minimum provisions, and those which measure the quality of the junior high school program through self-evaluation. The minimum standards which must be met by the

school in the junior high school accreditation program are:

Standard I: The program is organized to provide specifically for the needs of early adolescents.

Standard II: The administrator of the school provides leadership for early adolescent education.

Standard III: A program of general education is provided for all students, including organized instruction in language arts, social studies, mathematics, science, art, music, physical education, home economics, and industrial arts.

Standard IV: A faculty, prepared for work with early adolescent students, is responsible for implementing the program.

Standard V: Guidance services are available for all students under the leadership of a junior high school staff member qualified for such work.

Standard VI: Library services, provided by a trained librarian, are available to junior high school students throughout the school day.

Standard VII: The school staff participates in a continuous program of evaluation and the results are interpreted to the school's public.

Criteria for Evaluating a School Program for Early Adolescents is found on pages 89 to 145. This self-evaluation instrument is an integral part of the accreditation process presented in this study.

The principles for accrediting are then used in developing a junior high school accrediting program. The concept proposed in this study calls for the "registration" of junior high schools. Schools which are registered (indicating that they have met the minimum provisions for a

junior high school program) must also undertake a program of self-evaluation to assess the quality of their programs. A form is presented through which the school can report the results of this evaluation to its public.

The concept of accreditation which has been applied to colleges and senior high schools is assumed to be inappropriate for the junior high school. The proposed registration procedure enables junior high school administrators to verify the presence of the basic minimum provisions for a junior high school program and then concentrate on evaluating and developing those aspects which can lead to a high quality program. This registration procedure applies the criteria and principles in such a way that the quality of junior high school programs can be improved within a state or region.

Recommendations

The tide toward junior high school accreditation has become extremely strong. It may, in fact, be just one further step toward the inclusion of the total school system in some type of accreditation program.

Education for early adolescent children will be strengthened if there is experimentation with and study of the accreditation process before it is adopted carte blanche at this level. As an accreditation and evaluation system uniquely appropriate to the junior high school, this study presents a model which should be studied and evaluated. The two types of criteria should be used in local junior high schools to assess the potential of the instruments for

evaluating school programs and for reporting the results to the public. The criteria and processes should be studied by groups considering extending accreditation programs beyond the senior high school to assist them in developing a program which will serve the junior high school. Experimentation with the procedure at the state level should provide valuable experience for extending accreditation to the regional or national level.

APPENDIX

A SCHOOL PROGRAM FOR EARLY ADOLESCENTS

AN INSTRUMENT FOR EVALUATING JUNIOR HIGH SCHOOLS

DEVELOPED BY THE

JUNIOR HIGH SCHOOL COMMISSION

OF THE

MICHIGAN ASSOCIATION

OF

SECONDARY SCHOOL PRINCIPALS

1962

A CONCEPT OF EVALUATION

Any efforts to establish criteria by which junior high schools may be evaluated must first recognize their inherent imaginative and experimental role in secondary education. Such evaluative criteria must not impinge upon:

1. The independent responsibility of local control vested in principals, faculties, parents and boards of education;

2. The flexibility and adaptability of the junior high school.

SPECIFICATIONS FOR THE EVALUATION PROCESS

1. It should primarily provide subjective measurement of attitudes, degrees of adaptability, and evidence of a realistic approach to the needs of each school community.

2. It should establish objective measurements to encourage the physical and professional growth of junior high schools.

3. It should provide both professional authority for the principal and dynamic direction to the schools in their continuing efforts to improve junior high school curricula and facilities.

4. It should encourage at least minimum standards of excellence and discourage transitory or expedient practices which are counter to the junior high school philosophy.

5. It should provide impetus to further research and innovation in the field of junior high school educational philosophy and policy.

6. It should give stature and status in secondary education to the junior high school and its faculty, and give recognition to the faculties.

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INTRODUCTION

The Junior High School Commission of the Michigan Association of Secondary School Principals has developed this instrument for the evaluation of educational programs for early adolescents. It describes the basic educational provisions which should be provided for children in the twelve through fourteen age range and provides a means for evaluating the adequacy of individual school programs.

The body of the document is divided into four major sections.

Part I deals with the general organization of the school program.
Part II is concerned with the program of general education in the school.
Part III deals with provisions for special interests, needs and abilities.
Part IV is concerned with the broad aspect of individual growth and development.

The document can be used by schools to evaluate the completeness and adequacy of their school program. Teachers, administrators and lay citizens may use the instrument to look objectively at their school and measure its effectiveness against professionally developed standards. A few questions can be answered with a simple "yes" or "no" response, but the majority of the questions call for a rating on a four point scale. The following values are assigned to the scale.

O - outstanding provision made
A - adequate provision made
L - limited provision made
N - no provision made

At the end of the booklet a summary sheet is provided to give a profile and analysis of the total school program. All marks and notations on the document should be made with a red pencil or pen for convenience in reviewing complete reports.

The document was developed after two years of study by the Junior High School Commission and was presented to the entire membership of the Association in November, 1962.

A report of the committee's activities may be found in the Fall issue of the Michigan Journal of Secondary Education. Major responsibility for the development of the document was taken by the Committee for the Study of Junior High School Evaluation. Members of the Committee were Nelson Budde, chairman, Ray Budde, Leslie Carter, John Deifenbaker, Roland Faunce, John Jasper, Lawrence J. Kozal, Roland J. Lehker, Gene Maybee, Delmar Pardonnet, Herbert Stoeri, Theodore Tapping, and Karl Walker.

Information About The School

School Year _____ Date _____

Name of school _____

Address _____ City _____

Name of school district _____

Name of principal _____

Enrollment

7 _____

8 _____

9 _____

Junior High School (total) _____

Other grades (specify grade)

_____ _____

_____ _____

_____ _____

Special students _____

School enrollment (total above) _____

Number of full time teachers _____

Number of teachers devoting part-time to this school

_____

Full Time equivalency of above _____

Total number of teachers _____

Number of class periods in school day excluding home-room, activities and lunch period _____

Length of class periods _____

Explain any unusual aspect of schedule (Eg. homeroom, noon, activities, showing provision made and time allotment)

A SCHOOL PROGRAM FOR EARLY ADOLESCENTS

A unique experience should be provided for boys and girls in their early adolescent years. These children who are largely in the twelve to fifteen age group and ordinarily in grades seven, eight and nine, need the transitional program of a junior high school.

The early adolescent is identified by certain unique traits. A satisfactory junior high school program must take these traits into consideration.

> Early adolescents are different from each other . . . in height, weight, rate of growth, development of internal organs, sexual and social maturity, academic skills, and interests.
>
> Early adolescents are rapidly changing . . . in physical growth, externally and internally, sex characteristics, and interests.
>
> Early adolescents have expanding but changing interests . . . boys in collecting, girls in boys, both sexes in television, movies, music, creative and intellectual activities.
>
> Early adolescents seek to belong and conform to their peer groups and to withdraw from adults . . . they cling to the club or gang, the chum, the hero figure; girls have earlier sex interests; both sexes develop an urge to escape adult supervision.
>
> Early adolescents have some special fears and problems . . . about ever growing up, about one's inadequacy, about sex, about acne, about being queer or different, about authority.
>
> Early adolescents are idealists . . . they are concerned about ideals and ethical concepts, they feel an urge for ritual, they are eager for social service.

I. A unique program should be provided to meet the needs of children this age.

A. A separate and distinct program should be provided for students age twelve to fifteen. A separate school plant is most desirable in order to provide separation of these students from older and younger children. There should be opportunity to develop activities for junior high school age students during and after school.

1. Separate and distinct facilities are provided for junior high school students. |O|A|L|N|

If limited or no provision made, what measures have been taken to secure a separate and distinct program to help compensate for the lack of a separate building?

2. A staff of teachers is provided that functions as a team and has as its major responsibility working with early adolescent youth. |O|A|L|N|

B. The junior high school program should have permanence and stability in its organization. The grade organization should be based on educational theory and the needs of individual students. Since children age twelve to fifteen are considered as early adolescents, a three year junior high school program housing grades seven through nine is generally preferred.

1. What is the grade organization of this school? _____

If other than 7-9, explain the rationale that led to the establishment of a different grade organization.

2. Have changes in the grade organization of the school been completed recently?

Yes ___ No ___

If yes, what prompted such a change?

3. Are changes in the grade organization of the school contemplated in the near future?

Yes ____ No ____

If yes, what is being considered and for what reasons?

C. Ample and qualified leadership should be provided to coordinate instruction throughout the school district and to develop the individual school program. Administrators should have a Master's Degree. Clerical assistance should be provided to assist professional personnel in performing their duties.

1. System-wide leadership.

a. Who (title) is directly responsible for coordinating instruction between the junior high school(s) and other educational units in the school district?

_____

What percent of this person's time is devoted directly to instructional leadership?

_____

b. Coordinating of curriculum on a system-wide basis is also accomplished through

(1) system-wide coordinators — O A L N
(2) system-wide curriculum committee — O A L N
(3) study guides and courses of study — O A L N

2. Local school leadership.

a. Who (title) is responsible for supervision and instructional leadership for this junior high school?

_____

b. What percent of his time is devoted to working with the junior high school program?

_____

c. A full time administrator is assigned to work with junior high school students when junior high school enrollment reaches 300.

Yes ____ No ____

d. If more than five hundred students are in the school, there is at least one assistant principal (or the equivalent) for each five hundred students (or major fraction).

Yes ____ No ____

e. Training and experience.

(1) The junior high school principal has a Master's Degree.

Yes ____ No ____

(2) The junior high school principal has had training in the philosophy, psychology, and methods of the junior high school.

|O|A|L|N|

(3) The junior high school principal has had previous experience in working with junior high school age children. |O|A|L|N|

(4) The junior high school principal participates in meetings, conferences, and other in-service training opportunities relating to junior high school education.

|O|A|L|N|

f. The position has adequate prestige and monetary reward so that it is viewed as a professional responsibility rather than as a "stepping stone" job.

|O|A|L|N|

g. Sufficient clerical persons are provided to assist professional personnel. (At least one clerk for every fifteen professional staff members)

|O|A|L|N|

How many full-time clerical persons are available? _____

D. The junior high school has a transitional function to perform and should gradually introduce the child to the program of the junior and senior high school.

1. Which of the following orientation practices are used to introduce elementary school children to the junior high school?

a. Elementary students are acquainted with the new facility before enrollment.

|O|A|L|N|

b. Junior high school persons explain and acquaint elementary students with the junior high school program before they enter. |O|A|L|N|

c. The junior high school program gradually prepares students for the departmentalized senior high school.

|O|A|L|N|

d. Parents are included in the orientation program. |O|A|L|N|

2. Which of the following practices are followed to introduce junior high school students to the senior high school?

a. Junior high school students are acquainted with the new facility before actual enrollment.

|O|A|L|N|

b. Senior high school persons explain and acquaint junior high school students with the senior high school program before they enter.

|O|A|L|N|

c. Parents are included in the orientation program. |O|A|L|N|

d. Selection of subjects in senior high school is made for individual students with competent advisory help. O | A | L | N

e. High school handbook materials provide the students with information on the operation of the high school. O | A | L | N

E. Facilities should be provided to accommodate the broader educational program.

1. Indicate the availability and adequacy of the following facilities.

	(a) availability			(b) adequacy			
	Separate for JHS	Combined with other units	No provision made	O	A	L	N
Art Room							
Auditorium							
Cafeteria							
Classrooms							
Counselling Office							
Gymnasium							
Health Room							
Home Economics							
Industrial Arts							
Library & Instructional Materials Center							
Locker Rooms, Boys							
Locker Rooms, Girls							
Outdoor Physical Education site							
Music Room							
Principal's Office							
Science Laboratories							
Swimming Pool							
Teachers' Conference Room							

2. Accommodations for limited facilities.

a. In what areas is the physical plant inadequate to provide a comprehensive program?

b. What provisions have been made to compensate for these inadequacies?

F. A satisfactory junior high school program should be concerned with the intellectual, physical, emotional and social development of individual students.

1. Information about individual students should be organized, available to teachers and used by them.

a. Cumulative records are received from elementary schools.
Yes ____ No ____

b. Cumulative records compiled in the junior high school contain the following information.

(1) Testing information.

(a) I.Q. |O|A|L|N|

(b) Achievement |O|A|L|N|

(c) Personality |O|A|L|N|

(d) Interest |O|A|L|N|

(e) Aptitude tests |O|A|L|N|

(2) Anecdotal records |O|A|L|N|

(3) Family information |O|A|L|N|

(4) Health information |O|A|L|N|

(5) Participation in activities |O|A|L|N|

(6) Scholastic record |O|A|L|N|

c. Cumulative records are sent on to the senior high school.
Yes ____ No ____

d. Procedures have been developed to encourage teachers to study cumulative records on individual students. |O|A|L|N|

2. A teaching staff should be provided which has particular interest and ability for working with early adolescents.

a. There is a staff of teachers who devote a major portion of their time to working with junior high school students. |O|A|L|N|

b. Teachers are chosen to work at the junior high school level and not merely assigned to this level as a "proving ground" before assignment to the senior high school. |O|A|L|N|

c. The junior high school administration has an active role in the selection of junior high school teachers. |O|A|L|N|

d. Junior high school teachers have at least a Bachelor's Degree.

(1) Number without a degree . . . . . _____
(2) Number with a Bachelor's Degree . . . _____ as highest degree.
(3) Number with a Master's Degree . . . . _____ as highest degree.
(4) Number with a Specialist's Degree . . _____ as highest degree.
(5) Number with a Doctor's Degree . . . . _____ as highest degree.

e. Junior high school teachers have at least a college minor in the area in which they teach.

All	Most	Some	Few

Number of classes being taught by teachers outside their major or minor fields. _____

f. Junior high school teachers have had at least 20 semester hours in professional education courses including practice teaching.

All	Most	Some	Few

Number of teachers without such training. _____

g. Current first year teachers who have had their practice teaching experience at the junior high school level.

All	Most	Some	Few

3. An active in-service education program should provide continued training for junior high school teachers.

Which of the following techniques are included?

a. Preschool meetings are held for new junior high school teachers to acquaint them with the school program. |O|A|L|N|

b. Teachers meetings are held to evaluate and study instructional practices. |O|A|L|N|

c. Teachers are members of professional associations at the state and/or national level in their field of specialization. |O|A|L|N|

d. A research program is carried on by the school and school district and results presented to the staff. |O|A|L|N|

e. A professional materials library is maintained for the staff. |O|A|L|N|

f. Teachers are involved in individual and group activities developing curriculum materials and practices.

(1) During the school year |O|A|L|N|
(2) During the summer |O|A|L|N|

The junior high school should provide a program of general education for all. It should extend and develop the skills and knowledge begun in the elementary school.

Certain skills are essential and desirable for all youth whatever their future educational and vocational goals may be. Because of the wide range of ability and interests, there should be sufficient differentiation in the instructional program through a variety of teaching methods.

The acquisition of skill and ability is more than a matter of memorization and drill. It entails the implementation of skill and knowledge in situations that are real and meaningful to the student. A major concern of the junior high school is making the learning of the student more functional.

The junior high school should give special attention to the exploration of the present interests and abilities of early adolescents, encourage the development of new interests and reveal unique talents of individual children.

Exploration of pupil interests and abilities is, of course, the responsibility of the school at all grade levels, both elementary and secondary. In the junior high school years, however, the exploration of pupil interests and abilities becomes increasingly important. It is during these years that teachers and parents should seriously concern themselves with helping children find themselves - in intellectual pursuits, in social affairs, and in cultural and recreational activities. Early adolescents need to prepare themselves for decisions concerning education beyond the junior high school. Exploration is equally important for all children - those who are collegebound and those who are not. Those children who plan to terminate formal education during or at the end of the senior high school should explore their interests and talents in activities that may lead to vocational plans and decisions. Exploration is concerned with all areas of human interests and endeavor.

Early adolescents respond well to new subjects. These new activities demand teachers with specialized preparation and facilities beyond those ordinarily available in an elementary school. The concentration of pupils needs to be sufficiently large to justify the teachers and facilities which are essential for those studies and activities.

The program as a whole emphasizes general education for all students as a basis for effective living.

II. A program of general education should be provided for all students.

A. Organization of the program.

1. Instruction in the junior high schools is coordinated with other levels through:

a. Joint planning with the elementary school staff. | O | A | L | N |

b. Joint planning with the high school staff. | O | A | L | N |

c. Written study guides and/or courses of study. | O | A | L | N |

d. Joint selection of textbooks. | O | A | L | N |

e. System-wide coordinators in subject matter areas. | O | A | L | N |

f. System-wide faculty committees. | O | A | L | N |

2. The school program should be organized so that ample time is devoted to instruction in general education.

a. The schedule is arranged so that students are not forced to make choices between general education subjects. Yes ____ No ____

b. The school day is at least six hours in length (exclusive of lunch). Yes ____ No ____

Number of hours (exclusive of lunch) school is in session. _____

3. Organization of classes.

a. Classes should be organized so that students can receive a large amount of individual attention. Unless special provision is made for team teaching, small group instruction, etc., classes should not exceed 30 per section.

Indicate on the chart below the number of classes in each category.

(1) _____ Number of classes 10 or under
(2) _____ Number of classes 11 - 15
(3) _____ Number of classes 16 - 20
(4) _____ Number of classes 21 - 25
(5) _____ Number of classes 26 - 30
(6) _____ Number of classes 31 - 35
(7) _____ Number of classes 36 - 40
(8) _____ Number of classes 41 - 45
(9) _____ Number of classes over 45

List course titles of those classes listed in (6), (7), (8) and (9).

b. Block-time classes (assigning students one teacher for more than one period) have a number of benefits in the junior high school program.

(1) The school has a program of block-time instruction.

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

(2) If no, what provision is made to include the following benefits of block time program?

(a) Reduce number of student contacts a teacher has daily.

(b) Enable teachers to use varied instructional techniques by having students for longer periods of time.

(c) Provide integration of subject matter.

(d) Provide gradual transition from self-contained elementary classrooms to the departmentalized program of the senior high school.

(e) Reduce the number of teacher contacts a student has daily.

(3) Teachers of block-time classes have had

(a) at least 18 semester hours in the subjects included in the block. |O|A|L|N|

(b) training in the use of block-time instruction. |O|A|L|N|

(c) continued in-service training in the use of block-time methods. |O|A|L|N|

c. Grouping of students for instruction.

Grouping of students should be done where necessary to help meet individual needs and to provide for the general education of special students.

(1) A special education program is provided to meet the needs of certain pupils.

(a) Programs are provided for the following:

Mentally handicapped	Yes ____	No ____
Physically handicapped	Yes ____	No ____
Speech	Yes ____	No ____
Partially sighted	Yes ____	No ____
Hard of hearing	Yes ____	No ____
Homebound	Yes ____	No ____
Emotionally disturbed	Yes ____	No ____

(b) A survey has been conducted to determine the need for such services. Yes ____ No ____

(2) If ability grouping of students is practiced, which of the following precautions are taken?

(a) Groupings are made on the basis of a number of criteria for placement of students. |O|A|L|N|

(b) Ample time is provided for activities in heterogeneous groups. |O|A|L|N|

(c) Provision is made for reassigning students. |O|A|L|N|

(d) Grouping is done for specific subjects and areas rather than "across the board". |O|A|L|N|

B. Provision for instruction in general education should be provided.

1. Language arts.

a. Course offerings:

(1) All pupils are required to have instruction in language arts throughout the seventh, eighth and ninth grades.
Yes ____ No ____

(2) Course work includes the broad areas of language arts including listening, speaking, reading and writing activities. |O|A|L|N|

b. Teacher education.

(1) Teachers have at least 18 semester hours in this field beyond freshman composition, including work in literature for adolescents, teaching of reading, teaching of composition, and speech.
Yes ____ No ____

Number teaching in this field who do not have at least 18 hours.
_____

(2) At least one staff member is a member of the state and/or national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) Individual differences are provided for by flexible grouping, differential assignments,and/or a variety of instructional materials. |O|A|L|N|

(2) Diagnostic tests are used to discover pupils' needs. |O|A|L|N|

(3) Class sizes are small enough and the number of students assigned to each teacher limited in order to provide opportunity for individual attention. |O|A|L|N|

(4) Provision is made for remedial instruction by teachers trained in remedial techniques. |O|A|L|N|

d. Materials for instruction.

(1) Reading materials provide for a wide range of interests and abilities. |O|A|L|N|

(2) Audio-visual materials are provided. |O|A|L|N|

(3) Community resources are used. |O|A|L|N|

(4) The library has an appropriate book collection in this field. |O|A|L|N|

(5) Textbooks are of current adoption, appropriate to the subject and in good condition. (Copyright date within ten years) |O|A|L|N|

e. Facilities.

(1) Classroom facilities are appropriate for students and the subject. |O|A|L|N|

(2) Classroom furniture is appropriate for students and the subject. |O|A|L|N|

2. Social studies.

a. Course offerings.

(1) Social studies instruction is provided in the seventh, eighth and ninth grades. Yes ____ No ____

(2) Emphasis is placed on an understanding of geography. |O|A|L|N|

(3) Emphasis is placed on knowledge and acceptance of peoples of other cultures, races and creeds. |O|A|L|N|

(4) Activities are designed to develop understanding of the organization and administration of local, state and national governments. |O|A|L|N|

(5) Activities are provided to give experience in and understanding of the responsibility of individuals in the democratic processes. |O|A|L|N|

b. Teacher education.

(1) Teachers have had a minimum of 18 semester hours of training in this area. Yes ____ No ____

Number teaching in this field who do not have at least 18 hours. _____

(2) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) Materials at different reading levels, including supplementary texts, are used to meet the needs and interests of students. |O|A|L|N|

(2) Class sizes are small enough so that teachers can work with individual pupils. |O|A|L|N|

d. Materials for instruction.

(1) Community resources are used to enrich the program. |O|A|L|N|

(2) Maps, charts, films and other multisensory aids are available. |O|A|L|N|

(3) The library has an appropriate book collection in this field. |O|A|L|N|

(4) Textbooks are of current adoption, appropriate to the subject and in good condition. (Copyright date within ten years) |O|A|L|N|

e. Facilities.

(1) Classroom facilities are appropriate for students and the subject. |O|A|L|N|

(2) Classroom furniture is appropriate for students and the subject. |O|A|L|N|

3. Mathematics.

a. Course offerings.

(1) Mathematics is required of all pupils in each year of the junior high school. Yes ____ No ____

(2) Instruction in algebra is provided as students demonstrate readiness. Yes ____ No ____

(3) The general mathematics course taken by some students in place of algebra is a meaningful experience in strengthening mathematics skills. |O|A|L|N|

(4) The pupils are led to feel a need for the mastery of computational skills, accuracy and completing work in a neat and orderly fashion. |O|A|L|N|

(5) Emphasis is placed on the understanding of mathematical concepts and ideas. |O|A|L|N|

b. Teacher education.

(1) Teachers have at least 18 semester hours of training in this field. Yes ____ No ____

Number teaching in this field who do not have 18 hours. _____

(2) Teachers have had training in modern mathematics concepts. |O|A|L|N|

(3) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) The mathematics program is so planned that each pupil begins at his own level of development. |O|A|L|N|

(2) Pupils are assisted through testing and counseling in determining the proper time for beginning algebra. |O|A|L|N|

(3) Provision for individual differences is made through differentiated assignments. |O|A|L|N|

(4) Class sizes are small enough so that teachers can work with individual pupils. O A L N

d. Materials for instruction.

(1) Multisensory aids and supplementary materials are used to enrich learning experiences. O A L N

(2) The library has an appropriate book collection in this field. O A L N

(3) Textbooks are of current adoption, appropriate to the subject and in good condition. (Copyright date within ten years) O A L N

e. Facilities.

(1) Classroom facilities are appropriate for students and the subject. O A L N

(2) Classroom furniture is appropriate for students and the subject. O A L N

4. Science.

a. Course offerings.

(1) At least two full years of general science instruction are required of all students. Yes ____ No ____

(2) Science instruction is available at all grade levels. Yes ____ No ____

(3) Students are introduced to the various fields of science. O A L N

b. Teacher education.

(1) Teachers have at least 18 semester hours of college training in science. Yes ____ No ____

Number teaching in this field who do not have at least 18 hours. _____

(2) Teachers have had training in the broad fields of science. O A L N

(3) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) Adjustments are made in the course offerings and sequences to provide for the varying interests and abilities of students. O A L N

(2) Opportunity is provided for students to work on individual and group projects. |O|A|L|N|

(3) Class sizes are small enough so that teachers can work with individual pupils. |O|A|L|N|

d. Materials for instruction.

(1) Equipment and material for demonstration and experimentation is readily available. |O|A|L|N|

(2) Scientific resources in the community are used for classroom instruction. |O|A|L|N|

(3) The library has an appropriate book collection in this field. |O|A|L|N|

(4) Textbooks are of current adoption, appropriate to the subjects and in good condition. (Copyright date within ten years) |O|A|L|N|

(5) Audio-visual materials are provided. |O|A|L|N|

e. Facilities.

(1) Science laboratories are large enough to allow freedom of movement and activities. |O|A|L|N|

(2) Workspace for demonstration and experimentation by individual students is available. |O|A|L|N|

(3) A natural outdoor laboratory is available for science activities. |O|A|L|N|

(4) Storage space is provided for proper housing of material and equipment. |O|A|L|N|

5. Art.

a. Course offerings.

(1) All students are required to participate in art courses the equivalent of one full semester in grades seven through nine. Yes ____ No ____

(2) Art instruction is provided for those desiring additional work beyond the general education course. Yes ____ No ____

(3) Art education is recognized as an integrating force in the total school program with carryover activities from other courses. |O|A|L|N|

(4) Appreciation of the art values is incorporated in each child's art experience. |O|A|L|N|

(5) Broad, exploratory art experiences in many media both two and three dimensional, are offered pupils. |O|A|L|N|

b. Teacher education.

(1) Teachers have had at least 18 semester hours of college training in this field. Yes ____ No ____

Number of teachers in this field who do not have at least 18 hours.

_____

(2) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) Special activities are available to pupils with special interests and talent. |O|A|L|N|

(2) The program is planned so that students may work in various media at the same time. |O|A|L|N|

(3) Class sizes are small enough so that teachers can work with individual pupils. |O|A|L|N|

d. Materials for instruction.

(1) A variety of art supplies and materials is provided. |O|A|L|N|

(2) Community resources are used. |O|A|L|N|

(3) The library has an appropriate book collection in this field. |O|A|L|N|

e. Facilities.

(1) Space is provided to allow freedom of movement and activities. |O|A|L|N|

(2) Storage space is provided for proper housing of equipment and supplies. |O|A|L|N|

6. Music.

a. Course offerings.

(1) Music instruction is offered to all students and required the equivalent of one full semester in grades seven through nine.

Yes ____ No ____

(2) Music instruction is provided in both vocal and instrumental areas for those desiring additional work beyond the general education course.

Yes ____ No ____

(3) Music education is recognized as an integrating force in the total school program. |O|A|L|N|

(4) Appreciation of music is incorporated in each pupil's experience. |O|A|L|N|

b. Teacher education.

(1) Teachers have had at least 18 semester hours of college training in this field. Yes ____ No ____

Number of teachers in this field who do not have at least 18 hours. _____

(2) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) Activities are scheduled for pupils with special interests and talents. |O|A|L|N|

(2) Opportunity for individual or sectional lessons is provided. |O|A|L|N|

d. Materials for instruction.

(1) A variety of books and equipment is available for music instruction. |O|A|L|N|

e. Facilities.

(1) Space is provided to allow freedom of movement and activities. |O|A|L|N|

(2) Storage space is provided for proper housing of equipment and supplies. |O|A|L|N|

7. Physical education and health.

a. Course offerings.

(1) Physical education instruction on a regularly scheduled basis is required of all students each year. Yes ____ No ____

(2) Emphasis in the class period is placed on physical development of the individual students. [O|A|L|N]

(3) Emphasis is placed on the foundation skills of sports with balance between individual and team activities. [O|A|L|N]

(4) An intramural program is developed which involves all or a major part of the student body. [O|A|L|N]

(5) All students have had an opportunity to learn to swim by the end of the junior high school program. [O|A|L|N]

(6) Health instruction is provided and presented in a meaningful program. [O|A|L|N]

b. Teacher education.

(1) Teachers have had at least 18 semester hours of college training in this field. Yes ____ No ____

Number of teachers in this field who do not have at least 18 hours. _____

(2) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

c. Meeting individual differences.

(1) Class sizes are small enough to permit attention to the needs of individual students. [O|A|L|N]

(2) Objective tests of physical achievement are used to determine pupil status, measure progress and motivate students. [O|A|L|N]

d. Materials for instruction.

(1) A variety of instructional material and aids is available for the teaching of physical education. [O|A|L|N]

e. Facilities.

(1) Adequate physical education facilities are available to boys and girls including:

Gymnasium	O A L N
Health classroom	O A L N
Locker & shower facilities	O A L N
Outdoor play area	O A L N
Swimming pool	O A L N

8. Practical arts.

a. Homemaking.

(1) Course offerings.

(a) Homemaking is required of all junior high school girls for at least one full semester. Yes ____ No ____

or

Homemaking is required of all boys and girls as part of an exploratory program. Yes ____ No ____

(b) The instructional program develops skill and understanding in the areas of child care, money management, foods and nutrition, clothing, grooming, and home furnishings and care. O A L N

(c) Handwork, home repair and simple maintenance skills are included. O A L N

(2) Teacher education.

(a) Teachers have at least 18 semester hours in this field. Yes ____ No ____

Number of teachers in this field who do not have at least 18 hours. _____

(b) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

(3) Meeting individual differences.

(a) A variety of textbooks, magazines, pamphlets and leaflets are available. O A L N

(b) Special activities are available to pupils with special interests and talent. O A L N

(c) Class sizes are appropriate to the space and provide opportunity for individual attention. O A L N

(4) Materials for instruction.

(a) Community resources are used to enrich the program. |O|A|L|N|

(b) Maps, charts, films and other multisensory aids are available. |O|A|L|N|

(c) The library has an appropriate book collection in this field. |O|A|L|N|

(d) Textbooks are of current adoption, appropriate to the subject and in good condition. (Copyright date within ten years) |O|A|L|N|

(5) Facilities.

(a) Space is provided to allow freedom of movement and activity. |O|A|L|N|

(b) Storage space is provided for proper housing of equipment and supplies. |O|A|L|N|

(c) The homemaking room is equipped and designed to provide appropriate activities. |O|A|L|N|

b. Industrial arts.

(1) Course offerings.

(a) Industrial arts is required of all junior high school boys for at least one full semester. Yes ____ No ____

or

Industrial arts is required of all boys and girls as part of an exploratory program. Yes ____ No ____

(b) The general instructional program develops interest and skill in working with wood, metal, plastic, leather and electricity. |O|A|L|N|

(c) Home repair and simple household skills are included in the instructional program. |O|A|L|N|

(2) Teacher education.

(a) Teachers have at least 18 semester hours in this field. Yes ____ No ____

Number of teachers who do not have at least 18 hours. _____

(b) At least one staff member is a member of the state and national professional group active in this field. Yes ____ No ____

(3) Meeting individual differences.

(a) A variety of textbooks, magazines, pamphlets and leaflets are available. O|A|L|N

(b) Special activities are available to pupils with special interests and talent. O|A|L|N

(c) Class sizes are appropriate to the space and provide opportunity for individual attention. O|A|L|N

(4) Materials for instruction.

(a) Community resources are used to enrich the program. O|A|L|N

(b) Maps, charts, films and other multisensory aids are available. O|A|L|N

(c) The library has an appropriate book collection in this field. O|A|L|N

(d) Textbooks are of current adoption, appropriate to the subject and in good condition. (Copyright date within ten years) O|A|L|N

(5) Facilities.

(a) Space is provided to allow freedom of movement and activity. O|A|L|N

(b) Storage space is provided for proper housing of equipment and supplies. O|A|L|N

(c) The industrial arts room is equipped and designed to provide appropriate activities. O|A|L|N

C. Opportunities for exploration and enrichment should be provided specifically for junior high school students.

1. Club and special interest groups provide opportunities for students to expand their interests and skills through the following activities.

a. Student council activities O|A|L|N
b. Service activities O|A|L|N
c. Subject matter area clubs O|A|L|N
d. Hobby and interest groups O|A|L|N
e. School publications and literary activities O|A|L|N
f. Vocal group activities O|A|L|N
g. Instrumental music group activities O|A|L|N
h. Speech and dramatic activities O|A|L|N
i. Physical development activities O|A|L|N

2. The library.

a. Library facilities are provided for junior high school students.
Yes ____ No ____

b. A trained librarian with a college degree works directly with junior high school students and teachers. Yes ____ No ____

c. Schools with over 500 students should have a full time librarian and schools under this enrollment should have a half time librarian.

Does the school meet this minimum? Yes ____ No ____

d. The library has a minimum of 2,000 volumes and at least ten books per student (until the collection reaches a total of 6,000 volumes).
Yes ____ No ____

Number of volumes in book collection. _____

e. A budgeted sum for the purchase of books for the library is provided each year and a record of expenditures is maintained.
Yes ____ No ____

f. The book collection is classified according to an acceptable classification system. Yes ____ No ____

g. Students are given instruction in proper library usage. | O | A | L | N |

h. The library serves as an institutional materials center providing a variety of materials for teachers and students and for classrooms.
| O | A | L | N |

i. The school library program is evaluated annually in terms of recency, balance, and adequacy of the collection. Yes ____ No ____

Concern with general education does not mean that the instructional program is uniform for all students. There should be opportunity for differentiation in the program through electives to meet the special needs, abilities and interests of all pupils.

Differentiation should emphasize present interests, needs and abilities. It may be accomplished through varied teaching approaches in classrooms, courses for exceptional and especially interested students, clubs and elective courses and activities. Specialization, as compared with the senior high school, is limited.

III. Differentiation should be provided in the program.

A. As students progress through the junior high school, specialized courses for talented and/or interested students should be provided. Opportunities are provided in the following areas:

1. Business education.

a. Elective courses are available to all students and not provided only for students majoring in business education. |O|A|L|N|

b. Teachers have at least 18 semester hours of college training in this field. Yes ____ No ____

Number of teachers who do not have at least 18 hours. _____

c. Activities for talented and interested students are provided. |O|A|L|N|

d. There is a variety of material available for instructional purposes. |O|A|L|N|

e. Adequate facilities are provided. |O|A|L|N|

f. Provision is made for coordination of instruction with the senior high school program. |O|A|L|N|

2. Foreign languages.

a. Regular foreign language instruction as an elective is provided by at least the ninth grade level. Yes ____ No ____

b. Special emphasis is placed on conversation in the foreign language in the classroom. |O|A|L|N|

c. Teachers endeavor to cultivate proper appreciation and better understanding of the people whose language is studied. |O|A|L|N|

d. Teachers have had a minimum of 18 semester hours of college work in the language taught. Yes ____ No ____

Number of teachers who do not have at least 18 hours. _____

e. Special activities for talented and interested students are provided. O A L N

f. Tapes, records and other audio-visual materials are available. O A L N

g. Adequate facilities are provided. O A L N

h. Provision is made for coordinating instruction with foreign language instruction at the elementary and senior high school level. O A L N

i. When language instruction is begun in the elementary school there is still opportunity for students to begin or continue instruction in the junior high school program. Yes ____ No ____

3. Elective opportunities in general education fields at the ninth grade level are provided to students indicating special interest and/or ability.

a. Art	Yes ____	No ____
b. Algebra	Yes ____	No ____
c. Home economics	Yes ____	No ____
d. Industrial arts	Yes ____	No ____
e. Instrumental music	Yes ____	No ____
f. Specialized science	Yes ____	No ____
g. Speech	Yes ____	No ____
h. Vocal music	Yes ____	No ____

B. An organized guidance and testing program helps discover special abilities, interests and skills. O A L N

The junior high school is concerned with all aspects of child growth and development and must help every individual make an effective adjustment.

In addition to being concerned with intellectual development, the junior high school is concerned with social, physical, emotional, citizenship, character, personal and cultural growth.

In early adolescence the child becomes, in a real sense, a citizen of the community. He needs to be prepared for the responsibility of his own conduct since he is becoming increasingly independent of his parents. He should develop skill in leadership and in ability to work effectively with others. Attitudes, ideals and values with respect to human conduct and community institutions are undergoing change. Attention should be paid to the development of poise, self-confidence and ease in the presence of his peers of both sexes.

Guidance and counseling opportunities must be provided to aid students in understanding their growth as individuals, plans for future education and their role as citizens. The school should be organized to make guidance and counseling readily available to them. The program should be organized so that each child has a person to whom he can turn for guidance and counseling. Teachers should have an active role in the guidance program, but specialized persons are also needed to give leadership and coordination to staff guidance efforts.

IV. The program should be concerned with the growth and development of individual students.

A. The guidance program should be concerned with the welfare of individual students.

1. The school is so organized that each student has someone specifically designated to whom he can turn for guidance. |O|A|L|N|

2. Classroom teachers have an integral role in the guidance program with time available to work with students individually or in small groups. |O|A|L|N|

3. Guidance specialists on a ratio of one to three hundred students are available for working with students and teachers. Yes ____ No ____

Full time equivalence of guidance personnel _____

4. Group guidance activities are provided as a means for having students face problem situations in a peer group setting. |O|A|L|N|

B. The pupil activity program should include activities which are educative, enjoyable and appropriate to the age group.

1. The activity program is a part of the curriculum under the sponsorship and control of the school. |O|A|L|N|

2. Activities are offered on the basis of pupil interest. |O|A|L|N|

3. A faculty-student committee coordinates the student activity program. |O|A|L|N|

4. A definite time is provided for the pupil activities program which avoids conflicts with the other aspects of the school program. |O|A|L|N|

5. The activity program develops a healthy school spirit. |O|A|L|N|

6. The activity program provides meaningful social situations through which pupils may develop social skills. |O|A|L|N|

7. Social activities are appropriate to the maturity level of the children. |O|A|L|N|

8. Interscholastic, competitive activities should be kept in balance with the total school program. |O|A|L|N|

9. Graduation activities which emphasize the terminal aspect of the school are not held. |O|A|L|N|

10. Student-performing groups participate in activities for their own growth and development rather than emphasizing the competitive or showy nature of their performance. |O|A|L|N|

11. The student council has a constitution to guide its organization and work. |O|A|L|N|

12. The student council functions as a representative body speaking for the students. |O|A|L|N|

13. The student council gives experience in formal, democratic procedures for all members of the student body. |O|A|L|N|

14. A homeroom period or its equivalent is provided for administration, close pupil-teacher relationships and peer group discussions. |O|A|L|N|

15. Provisions are made for participation by students in assembly programs. |O|A|L|N|

16. Opportunity is provided for all students to be of service to the school, community, nation and world through meaningful student projects. |O|A|L|N|

17. Students participate in planning, carrying out and evaluating student activities. |O|A|L|N|

18. The school participates only in contests and activities approved by the Contest and Activities Committees of the National Association of Secondary School Principals and the Michigan Association of Secondary School Principals.
Yes ____ No ____

C. School evaluation and promotional policies should be consonant with the child growth and developmental philosophy.

1. Opportunity is provided for regular parent-teacher conferences. |O|A|L|N|

2. Students are retained at a grade level only after all educational, social, personal and emotional factors are considered. |O|A|L|N|

3. Students are not generally retained two years beyond their grade level. |O|A|L|N|

4. Reports to parents reflect the pupils' progress in relationship to both their own ability and reasonable standards of skill development. |O|A|L|N|

5. School reports provide a means for indicating social and emotional development of students. |O|A|L|N|

6. Opportunity is given for all students to experience success in school activities. |O|A|L|N|

7. A scheduled standardized testing program is used to measure individual growth in subject matter areas. |O|A|L|N|

8. Standardized tests are used in research projects as one means of evaluating the program and planning the curriculum. |O|A|L|N|

SUMMARY SHEET

	Outstanding Provision Made	Adequate Provision Made	Limited Provision Made	No Provision Made
I. A unique School Experience				
A. Separate and distinct program . . .				
B. Permanence and stability to junior high school program				
C. Leadership				
1. System-wide leadership				
2. Local school leadership				
D. Transitional Function				
1. Orientation to junior high school				
2. Orientation to senior high school				
E. Adequacy of facilities				
1. Availability				
2. Adequacy				
F. Concern for development of individual students				
1. Cumulative records				
2. Teaching staff				
3. In-service training				
II. General Education				
A. Organization				
1. Coordination of instruction . .				
2. Time available for general education				
3. Class organization				
a. Class sizes				
b. Block time				
c. Grouping procedures				
B. Instructional areas				
1. Language arts				
a. Course offerings				
b. Teacher education				
c. Meeting individual differences				
d. Materials for instruction .				
e. Facilities				
2. Social studies				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences				
d. Materials for instruction .				
e. Facilities				

	Outstanding Provision	Adequate Provision	Limited Provision	No Provision
3. Mathematics				
a. Course offerings				
b. Teacher education				
c. Meeting individual differences				
d. Materials for instruction . .				
e. Facilities				
4. Science				
a. Course offerings				
b. Teacher education				
c. Meeting individual differences				
d. Materials for instruction . .				
e. Facilities				
5. Art				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences				
d. Materials for instruction . .				
e. Facilities.				
6. Music				
a. Course offerings.				
b. Teacher education				
c. Meeting individual differences				
d. Materials for instruction . .				
e. Facilities.				
7. Physical education				
a. Course offerings				
b. Teacher education , ...				
c. Meeting individual differences				
d. Materials for instruction . .				
e. Facilities				
8. Practical arts				
a. Homemaking				
1. Course offerings.				
2. Teacher education				
3. Meeting individual differences . .				
4. Materials for instruction				
5. Facilities				
b. Industrial arts				
1. Course offerings				
2. Teacher education				
3. Meeting individual differences . .				
4. Materials for instruction				
5. Facilities				

	Outstanding Provision	Adequate Provision	Limited Provision	No Provision
C. Exploration and enrichment				
1. Club and activities				
2. The library				
III. Differentiation				
A. Specialization opportunities are provided.				
1. Business education				
2. Foreign language				
3. Elective opportunities				
a. Algebra				
b. Instrumental music				
c. Industrial arts				
d. Home economics				
e. Science				
f. Vocal music				
B. Discovery of special abilities . . .				
IV. Concern for individual growth and development.				
A. Guidance program				
B. Student activity program				
C. Promotional policies				

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