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THE PRESENT STATUS OF THE JUNIOR HIGH SCHOOL

By AUBREY AUGUSTUS DOUGLASS, Clark University

The term "Junior High School" is applied to a unit of the school system composed usually of the last two grammar grades and the first year of the high school. This division is organized with departmental teaching, differentiated curricula, and other features which formerly belonged to the high school. "Intermediate School" is preferred to "Junior High School" in many places, although the terms are practically synonymous. It is the purpose of this article to give the condition with reference to this movement as it exists at present.

To get in touch with the school systems that include junior or intermediate departments, requests were sent to the different state superintendents for information regarding such cities in their respective states. A list was also made of cities referred to in the government bulletins, educational periodicals, and other literature. Syllabi and requests for printed matter were then mailed to the different city superintendents. They were also asked to report any city in their state that had the junior organization. In this way it seems that the names of practically all the cities have been procured.

One hundred and thirty-five places were so reported, and replies were received from one hundred and eight. It was found that some of the one hundred and thirty-five are not organized upon this basis, and that others will be organized as soon as preparations can be made. Direct information has been received that this movement exists in twenty-three states, and five more are reported either as having junior schools, or as preparing to organize them. Returns have been received from sixty-eight cities that have the junior or intermediate school in actual operation. Minnesota, with six systems, Indiana with six, California with eight, Wisconsin and Kansas with nine each, seem to be the states having the largest number of these schools. Besides the exceptional response to the questionnaire, school officials have been most generous in supplying added material in the form of letters, courses of study, and other special literature.

The following cities have the junior or intermediate school. The figures denote the grades included.

Aurora (East), Ill., 8.	Kalamazoo, Mich., 7-8-9.
Austin, Minn., 7-8-9.	LaCrosse, Mich., 7-8.
Berkeley, Cal., 7-8-9.	Lewiston, Idaho, 7-8-9.
Bismarck, N. D., 7-8. 9 later.	Madison, Ind., 6-7-8.
Boston, Mass., 7-8. 9 later.	Madison (Wis. H. S.), 7-8-9.
Bristol, Va., 5-6-7.	Manhattan, Kans., 7-8.
Chanute, Kan., 7-8-9.	Manitowac, Wis., 8-9.
Chico, Cal., 8-9.	Mohnton, Penn., 7-8-9.
Clinton, Ia., 8-9.	Muncie, Ind., 6-7-8.
Cokato, Minn., 7-8-9.	Muskegon, Mich., 7-8-9.
Columbia, Tenn., 7-8.	Muskogee, Ok., 7-8-9.
Columbus, O., 7-8-9.	Neodesha, Kan., 7-8-9.
Concord, N. H., 7-8.	New Kensington, Penn., 7-8-9.
Crawfordsville, Ind., 7-8.	Newton, Kan., 8.
Crookston, Minn., 7-8.	Norwalk, Conn., 7-8-9.
Curwensville, Penn., 7-8-9.	Oakland, Cal., 7-8.
Dayton, O., 9.	Ogden, Utah, 7-8-9.
Decatur, Ill.	Palo Alto, Cal., 7-8-9B.
De Pere, Wis., 7-8.	Quincy, Ill., 7-8-9.
Detroit, Mich., 7-8-9.	Rhineland, Wis., 7-8. 9 later.
Devil's Lake, N. D., 7-8.	Richmond, Ind., 7-8.
Edgerton, Wis.	Rochester, Minn., 7-8-9.
Ephrata, Penn.	Salt Lake City, Utah, 7-8-9.
Evansville, Ind., 8-9. 7 later.	San Antonio, Tex., 8.
Faribault, Minn., 7-8-9.	Santa Anna, Cal., 7-8.
Fort Scott, Kan., 7-8.	Santa Rosa, Cal.
Fresno, Cal., 7-8.	Seymour, Ind., 7-8.
Globe, Ariz.	Solvay, N. Y., 7-8. 9 later.
Grafton, N. D., 7-8.	Topeka, Kan., 7-8. 9 later.
Grand Rapids, Mich., 7-8-9.	Trenton, N. J., 7-8-9-10.
Hackensack, N. J., 7-8.	Webster, N. D., 7-8-9.
Hays, Kan., 7-8-9.	Winfield, Kan., 7-8.
Houston, Tex., 7-8-9.	Worcester, Mass., 7-8.
Hutchinson, Minn., 7-8.	

Santa Rosa, Cal., Globe, Ariz., Ephrata, Penn., and Edgerton, Wis., have the last six years organized into the high school department.

In some of these cities the junior high school is being considered, while others will put it into operation next year.

Atlantic City, N. J.	Minot, N. D.
Bayonne, N. J.	New Bedford, Mass.
Beverly, Mass.	Philadelphia, Penn.
Camden, N. J.	Portland, Ore.
Danville, Va.	River Falls, Wis.
East Orange, N. J.	Roanoke, Va.
Goshen, Ind.	Saginaw (East), Mich.
Jackson, Mich.	Walla Walla, Wash.
Kansas City, Kan.	Wichita, Kan.
Little Rock, Ark.	

San Francisco, Cal., Salina, Kan., and Ely, Minn., are partially organized. The department of education at the University of Wyoming maintains a six-year high school.

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Reported as having the junior high school.

Anderson, Ind.	Hutchinson, Kan.
Arkansas City, Kan.	Jackson, Tenn.
Aurora (West), Ill.	Langdon, N. D.
Boise, Idaho.	McMinnville, Ore.
Clarksville, Tenn.	Malden, Mo.
Cloquet, Minn.	Marion, Ind.
Coffeyville, Kan.	Pocatello, Idaho.
Fergus Falls, Minn.	Santa Barbara, Cal.
Gothenburg, Neb.	Springfield, Ill.
Horicon, Wis.	

The junior high school has been recommended as a result of the following surveys: Portland, Oregon; New York City; Boise, Idaho; Springfield, Illinois; Vermont; Butte, Montana. The National Association of State Universities has declared in favor of the plan as have the State Teachers' Associations of Washington, Oregon, Idaho, and Montana. There seems to be no question but that a great many schools will be organized upon this basis within the next few years.

Cities from the above lists having the junior college.

Aurora, Ill., 1 yr.	Fresno, Cal., 2 yrs.
Columbia, Tenn., 1 yr.	Grand Rapids, Mich., 2 yrs.
Evansville, Ind., 2 yrs.	Muskogee, Ok., 1 yr.

Contemplating this feature.

Austin, Minn.	Neodesha, Kan.
Crawfordsville, Ind.	Quincy, Ill.
Curwensville, Penn.	Winfield, Kan.
Devil's Lake, N. D.	

It has been advocated at LaCrosse, and will probably be put in operation when the colleges and universities give credit for work done. Detroit would have one if it were not against the law. Bismarck will probably offer the first year next year. Worcester, Mass., Chanute, Kan., Trenton, N. J., Webster, N. D., and Faribault, Minn., reply "not at present," and Concord, N. H., is favorably disposed toward it.

The junior high school is a recent product. Twenty-two of the 68 schools reporting were established in 1914; 14 in 1913; 5 in 1912; 5 in 1911; 3 in 1910; and 2 in 1909. Columbus in 1909, Berkeley and Concord in 1910, and Los Angeles in 1911, are the ones usually referred to as the pioneers in the field. However, the movement was more or less under way prior to this, as Crawfordsville mentions 1907, Ogden 1909, and Madison, Indiana, 1908, as the time the readjustment began. Several cities had departmental teaching in the last grammar grades much earlier than this, and if not desig-

nated as a junior high school or an intermediate school, had many features of the present organization. Kalamazoo has had the seventh and eighth grades departmentalized for twenty-five years, Worcester since 1898, and Fresno, Muncie, and Fort Scott have had essentially their organization for a number of years.

GRADES FOUND IN JUNIOR HIGH SCHOOL

The methods of grouping are due in a large measure to local conditions, but some prefer divisions other than the segregation of the seventh, eighth and ninth grades, although this is favored more than any other division. In some of the larger cities the idea is to arrange for junior high schools in different centers, a plan that obviates distance and allows any grouping that may be desired. In other places, however, the seventh and eighth grades, and possibly the ninth, are in the buildings with the lower classes. Oakland has one distinct junior high school, and another school that has grades six to ten, inclusive. Besides these, there are four large elementary schools in which the work of the seventh and eighth grades is organized on the junior plan. The latter schools have given such satisfaction thus far that the intention now is to gradually reorganize all the larger elementary schools on this plan.

Again, one plant may house the last six grades. An example of this is found in Evansville, Indiana, where the arrangement is not one of necessity, but of preference. The advantages of this arrangement are that it allows one teacher to work in any of the grades; and it reduces the feeling on the part of the pupils that there is any real division between the junior and senior schools. Rochester, Minnesota, is an example of this same grouping, but the superintendent is convinced that the plan would work out more successfully if the two schools could be separated.

Summarizing the actual conditions, there are 23 schools organized with the seventh and eighth grades in the junior high school, and 27 with the seventh, eighth and ninth. Various other groupings are found, but these are more frequently the result of local conditions. The larger cities prefer a separate building, but it is doubtful if this is the case in the smaller places. In a little less than one-third of the cases the junior high school has its own building, but in the majority of the cases it is found in the same building with the last three high school grades. About half the time it has its own principal, whether or not it is housed with the senior school, and in a little less than half the cases one principal

supervises the six grades. In a few places the junior school is in a building with the elementary classes with one principal for all; and in a few instances the junior principals are assistants to a principal of high schools.

ENTRANCE REQUIREMENTS

Probably one of the most fundamental reasons for the junior high school is that pupils may be given school work that they should have. The usual method of advancement in the grades is by promotion, which ordinarily means that a definite amount of work has been done, and a corresponding mark or promotion card given. The question has been raised whether or not past accomplishment, and especially the length of time actually spent in reaching a certain point in school, have any more significance than the physiological or psychological age, if as much. Moreover, it is well known that elimination occurs very frequently when the pupil reaches the age of fourteen, or thereabouts, and is two or more grades behind. It seems reasonable to expect, then, that superintendents would take this into account in admitting pupils to the junior high school.

One of the questions in the syllabus was: "Upon what do you make entrance to the junior high school depend?" The returns are as follows: 19 require "promotion"; 14 require "satisfactory completion" of preceding work; and 17 state definitely that factors other than the two just mentioned are taken into consideration. Superintendent Mackey, of Trenton, New Jersey, gives a reply that is typical of the last group: "Pupils who are regularly passed from the sixth to the seventh grade will be eligible to the junior school, and also all pupils, especially over-aged pupils, who are likely to get greater benefit from the course it offers than from the course open to them in other schools."

The Wisconsin High School makes practically no requirements as to previous work. An applicant is admitted if he possesses ability to read, write, and speak simple English with reasonable ease and accuracy; has good health; and is twelve years of age. Applicants under twelve receive special attention, and if they show a mental age of twelve years or above, they are admitted. Solvay, New York, has essentially the same requirements.

The following extract from the report of the survey of the Portland schools outlines a broad policy with regard to the placing of pupils:

"The most fundamental principle in this connection, is that instruction, both in content and in method, must be adapted to pupils' needs, to individual needs; not the instruction that a pupil has had,

but the instruction that he needs; not what a pupil has learned, but what he needs most to learn, must determine the placing of that pupil. Carried into actual practice, this means that when a pupil has reached in maturity and need the intermediate period, he is to be advanced to instruction appropriate to that period, whether he has completed the normal work of the elementary period or not; . . . Instruction must always fit the stage of development, even to the individual needs in that stage of development; elementary instruction is not suitable for children of the intermediate stage, nor is intermediate instruction suitable for youth of the secondary stage" (15, 164).

ENROLMENT FIGURES

School men have argued that with a different course of study, different requirements as to entrance, and a familiarity on the part of the pupils as to departmental teaching and other high school methods, a greater number would be held in school through the ninth grade and possibly through the entire course. Retardation and lack of interest as causes for elimination would in a large measure thus be met. Comparative figures as to failures under the old and the new plan could be obtained only in a very few instances, but these tend to show that there is less repetition under the new plan. Superintendents are practically unanimous in saying that there have been decided gains along this line. The increase in population, with many other factors contributing to increase the enrolment, makes it difficult to arrive at a fair conclusion as to what extent the junior high school has been operative in increasing attendance. The schools that have been reorganized within the last year have not had sufficient time to see what the results will be. Some superintendents, who have had the plan in operation a longer period, are not willing to attribute gains in enrolment to the reorganization, but in a majority of cases the junior high school is credited with being a powerful factor both in reducing the number of repeaters and in keeping pupils in school.

An attempt was made to secure enrolment figures for the seventh, eighth and ninth grades, and the total enrolment of the senior high school, under the new plan and under the old. The following summary shows comparisons made from data actually received:

Thirty-one schools show a loss of 17% from the seventh grade to the eighth grade. Ayres (2, 13) shows that the usual loss is 28.6%; Thorndike (17, 17), 32.5%.

Twenty-three schools show a loss of 20% from the eighth grade to the ninth; Ayres gives 28% as usual; Thorndike, 32.5%.

Twenty school systems show that the combined enrolment for the tenth, eleventh, and twelfth grades is 206% of the enrolment of the ninth grade. (These systems have the sev-

enth, eighth and ninth grades in the junior high school.) For each 1000 in the first grade, Ayres estimates that there are 189 in the ninth, 123 in the tenth, 81 in the eleventh, and 56 in the twelfth. For these figures, the combined enrolment of the tenth, eleventh and twelfth grades is 137% of the ninth.

The combined enrolment in 18 systems of the tenth, eleventh and twelfth grades is 63.3% of the enrolment of the seventh, eighth and ninth grades combined. (Seventh, eighth and ninth grades comprise the junior high school.) Ayres, 31.7%.

Thirteen school systems show that the total enrolment for the ninth, tenth, eleventh and twelfth grades is 251% of the eighth grade. (Seventh and eighth grades comprise junior high school.) Ayres, 171%.

Ten school systems show that the number of boys in the junior high school is 42% greater than it was under the old plan; and that the number of girls has increased 27%. The total increase in enrolment is 34%.

Fourteen school systems show an increase in the senior high school enrolment (both boys and girls) of 18%.

Thirty-nine cities enroll in the senior high school, a total of 18,514 students, of whom 45.6% are boys. Ayres gives 43% as the average percentage of boys.

Twelve cities show that the proportion of boys enrolled under the new plan is 1¼% more than under the old.

Los Angeles (not included in any of above figures).

Table showing the distribution in per cents of total enrolment:

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1910-11....	7.8	6.2	5.9	2.7	1.6	.8
1913-14....	7.7	7.7	4.9	3.0	2.1	1.5
	Grades 7-8-9		Grades 10-11-12			
1910-11.....	19.9		5.1			
1913-14.....	20.3		6.6			

COURSES OF STUDY

Table showing junior high school courses. The subjects marked R are required; those marked E are elective; those marked O are found in the course, but may or may not be required. The notes on page 262 are explanatory of the table.

		Grades in Jr. H. S.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Courses of Study—Continued

	Grades in Jr. H. S.		English	History	U. S. History	Arithmetic	Algebra	Mathematics	Civics	Geography	Commercial Geog.	Industrial Arts	Manual Training	Domestic Science	Mechanical Draw.	Commercial Arith.	Shorthand	Typewriting	Bookkeeping	Grammar	Penmanship	Spelling	Spanish	Latin	French	German	Art	Music	Drawing	General Science	Physiography	Phys. or Hygiene	Gymnasium					
Hays, Kan. See Note 3	7	O	O	O	O	O	O		O				E	E						O		O	E	E	E	E	E	R	R	O		R	R					
	8	O	O																				E	E	E	E	R	R	R			R	R					
	9	O	O																				E	E	E	E	R	R	R									
Kalamazoo, Mich. See Note 1	7	R			R	R				R			R		E						R	R	R	E		E	E	R	R				R	R				
	8	R			R	R							E	E	E						R	R		E		E	E	R	R				R	R				
	9																																					
Los Angeles, Cal. See Note 4	7	O								O			O	O	O						O	O	O	O	O	O	O	O	O	O		O		O	O			
	8	O											O	O	O						O	O	O	O	O	O	O	O	O	O				O	O			
	9	O	O										O	O	O						O	O	O	O	O	O	O	O	O	O				O	O			
Lewiston, Idaho See Notes 1, 3, 5	7	R			R	R				R		E	E	E							R		E	E	E	E	E	R						R	R			
	8	R			R	R						E	E	E	E								E	E	E	E	E	R						R	R			
	9											E	E	E	E								E	E	E	E	E	R							R	R		
Wisconsin High School, (Madison) See Notes 1, 3, 13	7	R								R		E	E	E	E								E	E	E	E	E	R							R	R		
	8	R		E						R		E	E	E	E								E	E	E	E	E	R							R	R		
	9	R	E									E	E	E	E								E	E	E	E	E	R								R	R	
Muskogee, Okla.	7	R			R	R				R			R	R																						R	R	
	8	R			R	R							R	R																						R	R	
	9	R					R																														R	R
Neodesha, Kan.	7	R																																				
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	9	R																																				

NOTES TO COURSES OF STUDY

1. Geography given with history.
2. Physical geography and general science run one-half year each.
3. Spelling; grammar; or spelling and writing with English.
4. Los Angeles offers: (1) A Literary-Scientific course, which leads to high school courses preparatory to colleges of letters and science; (2) Engineering preparatory, preparatory to high school courses in engineering; (3) Mechanic Arts, for boys mechanically inclined, who may or may not continue in school; (4) Home Economics, for girls who expect to become home makers, who may or may not continue in school; (5) Commercial, intended to prepare for the commercial course in high school, or to enter commercial work if they cannot continue in school. Different subjects are offered within the different courses, and electives are offered within the courses to a certain extent. Oral English is offered in the eighth and ninth in all the courses.

5. Lewiston, Idaho. "Beginning with the third junior year, all the work is elective except English. All work, however, must be elected by majors and minors. Five years' work is offered in Spanish, German and Latin and six years' work in shop work, which includes forging and actual construction work. Six years' high school work is offered in home economics. The senior high school industrial work for both boys and girls is made strongly vocational. Agriculture was introduced this year and two years' work is offered."

6. Oakland also offers Italian and nature study. Modern language is offered in the fifth and sixth grades in the University School.

7. Rochester, Minn., offers in addition to the subjects shown in the table: garment making in the seventh and dressmaking in the ninth; bench work in the seventh, furniture making and mechanical drawing in the eighth; mechanical drawing, carpentry and cabinet making in the eighth and ninth; and industrial history, harmony, and general agriculture, poultry and gardening in the ninth. These lines are carried through the tenth, eleventh, and twelfth grades in a very complete way.

8. Salt Lake City requires current events in all three years. Reading, writing, language, grammar and composition are given in the English courses.

9. Solvay, N. Y. "The work as we give it is divided into six separate courses. While often the same subjects may be required in every course, there may be considerable difference between the subject as given in one course and the same subject as given in another course. English, very similar to the elementary syllabus requirement, except that we teach less technical grammar, is given in the academic course in both the seventh and eighth grades, with still less technical grammar. English is required in the household and practical arts courses, and in the two vocational courses; but we give in these courses no technical grammar whatever. History in the academic course and commercial course follows the elementary syllabus requirements. History in the vocational courses, household and practical arts courses is much less complex, and gives more emphasis to inventions and commercial history. The study of commerce and industry (commercial geography) is rather similar throughout and is required in both seventh and eighth grades except in the vocational course, where it alternates with history. A wide divergence is found in arithmetic. The academic course takes commercial applications of percentage, but soon gets to treating it as algebra. They treat their mensuration as geometry. The commercial course spend all their time on commercial applications and arithmetic, particularly insisting on a high standard of accuracy and rapidity in computations. Drawing, too, differs between

the courses as does also the science work. The academic pupils all take German five times a week for two years. Commercial pupils take typewriting for two years, bookkeeping for one year. Household Arts pupils take two double periods of cooking and two double periods of sewing each week for two years. Practical arts pupils take four double periods a week of shop work and one double period of shop drawing for two years. The vocational pupils spend one-half of their time in practical work. The boys of the commercial and academic courses get one double period a week of shop work. The girls of these courses get one double period of cooking and one of sewing."

10. Course of study recommended for California schools, by Will C. Wood, Commissioner of Secondary Schools.

11. Outline of a general, a commercial, and a vocational course, recommended in the report of the commission that made a survey of the schools of Portland, Oregon. Subjects not shown in the table are freehand drawing, offered in the eighth and ninth grades of the general course; freehand drawing in the eighth and ninth years of the vocational course for girls. General science in the vocational course includes hygiene. In the ninth year in the vocational course elementary physics is the elementary science offered to boys and elementary chemistry for girls. Oral English is offered in the eighth and ninth years of all the courses.

12. Crookston, Minn., has academic, industrial and commercial courses in the junior high school. Subjects are differentiated as to courses.

13. The Wisconsin High School offers agriculture and biology in the ninth year. "As a further guide in the selection of studies, it should be clear at the outset that each pupil, beginning with the Fourth Class (the ninth grade), will be required to complete for graduation, in addition to the required English, at least three units of elective work in one of the following groups, and also at least one unit of elective work in at least two of the remaining groups: (A) History, (B) Mathematics, (C) Science, (D) Foreign Language. In deciding upon courses of study, pupils and parents are requested to keep in mind the general plan of the school. The six-year organization may, for guidance in arranging studies, be divided roughly into three two-year periods. At the beginning of each two-year period each pupil is permitted to make a new selection of studies in so far as changes desired are in agreement with the general requirements stated above. Within each two-year period the pupil's courses are relatively unchangeable. The aim is to map out at opportune times two-year courses in accordance with the best knowledge then available as to the pupil's capability and purpose. By this method the courses selected are intended to provide continued trial of a pupil's qualities, with a view to finding his best."

Courses of Study in Cities Not Included in the Table

Clinton, Ia., offers "(1) a High School Preparatory Course, for those who expect to continue their studies in high school after completing the ninth grade. For these pupils, three courses are offered—English, Latin, and German. But a pupil must be superior in his seventh grade work to have the option of entering upon a high school language study before the ninth grade. (2) A Vocational Course, for pupils who do not expect to continue in school longer than the ninth grade. For these pupils a full course in manual training for boys and a full course in home economics is offered for girls, two years in length. In the place of algebra, they are given industrial arithmetic and bookkeeping."

Norwalk, Conn. provides for "the differentiation of the work in the seventh, eighth and ninth years of the Junior School into well defined courses which continue throughout the Senior School. These courses are as follows: (1) Academic course, 6 years. (2) Commercial course, 2 years. (3) Commercial course, 6 years. (4) Manual Arts course, 6 years. (5) Manual Arts course, 2 years. Provision is made for continuation schools for those who cannot continue the regular work of the Junior School."

Trenton, N. J. "The plans for courses of study are not yet completed. We expect to have three courses of study that may be loosely classified as academic, commercial, and industrial or domestic. Some subjects in all these courses will be identical, and the electives will be mainly in the line of foreign language work for those who are to pursue the academic courses, commercial arithmetic, typewriting, bookkeeping, etc., for those electing the commercial course, and additional hours in shop and kitchen for boys or girls electing the industrial course. The fact that we have in this city a school of Industrial Art, supported by the city, has diverted to it from the public school pupils in most prevocational courses. Our Board is inclined to refer pupils to that school rather than amplify courses for them in the public schools."

Boston, Mass. "We have introduced into the seventh and eighth grades in all these districts the study of French or German. This work is optional with the pupils. The methods of teaching these subjects are distinctively oral or conversational type. It is confidently expected that most pupils who pursue either French or German for two years in the elementary grades will anticipate a full year of high school work, and receive credit therefor. We are studying how to correlate the work in English in the elementary grades with that of the high school. We find it more difficult here to anticipate high school work, but we are hopeful of completing arithmetic as such in six years; and that in the seventh and eighth grades we may teach mathematics. This mathematics includes arithmetic, very simple work in algebra and constructional geometry. Following this course, the first year mathematics in the high school should not be algebra, but should be mathematics, built upon the work in the grades. We are beginning to differentiate our work, and to segregate our pupils at the end of the sixth grade instead of at the end of the eighth. We hope eventually to have several courses beginning with the seventh grade which shall be offered to pupils—one for those who are to take cultural courses in the high schools, and another for those who are to take commercial work, and another for that heretofore neglected group of boys and girls who are compelled to enter the industrial or artisan world before, or at, the completion of the elementary school course. In our attempt at correlation we have had committees of high school teachers appointed to observe the work in modern languages and in English in the grades, to give suggestions relative to subject matter and methods, and finally to designate those districts where pupils do such work as to entitle them to advanced credits on entrance to the high schools. We call these classes at present Intermediate Classes, but we look forward to the time when we shall add to our seventh and eighth grades the ninth, or first year high school grade, and segregate these pupils in a building distinct from all the others. This is our interpretation of the junior high school which we eventually hope to establish."

The following is an extract from the report of the Com-

mittee on the Reorganization of the Public School system in Wisconsin.

"There seems to be quite general agreement that the common core of constants for the seventh and eighth grades in the new secondary school shall be: A. (1) English (with larger emphases upon literature suitable for adolescent development), Elementary Mathematics (including the simpler elements of observational Geometry and the algebraic treatment of the equation), and General Science—these three fields interlocked with History and Geography and so administered as to lead to more advanced courses in later years. (2) Some form of construction work for all pupils such as Manual Training, Domestic Science, Drawing or Agriculture, the latter so taught as 'to start with actual life for knowing and to come back to it for doing.' (3) Certain exercise in the form of music and physical education and other expressive activities required of all pupils.

"B. The zone of variables for the seventh and eighth grades depends upon the size of the school—the number of sections of pupils of the same grade. If two or more sections are found the choice of either a foreign language or commercial subjects may be given. Under some conditions the optional study may be given in extra assignment in constructive work. For the second cycle, the ninth and tenth grades: English and Mathematics are suggested for the prescribed studies. The optional field varies depending upon the size of the school. For the third cycle, the eleventh and twelfth grades: English, for at least three periods a week may constitute the only prescribed study.

"Bearing in mind the insistence of the committee that courses of study be selected with a view of pursuing them for a period of two years, it will be seen that a pupil's time and energy may be wisely distributed throughout the six-year system in the representative major fields of secondary education, English, Mathematics, History and Civics, Science, Language, and Constructive Activities, including Agriculture and Commercial Branches."

In the recent survey of education in Vermont it is advocated that the smaller high schools, that are with great difficulty and expense maintaining a four-year high school course, give up the last two years, and that they consolidate the seventh and eighth grades and the first two years of the high school "into a compact, closely articulated school unit, to be known possibly, as a junior or intermediate high school." A central school could then be organized in a sufficiently large district, open to and designed for the needs of the entire district. Its curriculum up through the junior school would be adapted to the needs of its immediate locality. The same would be true of the other schools in the district. Furthermore, this "course (in the junior high school) should represent acquirement and training of recognized value to such pupils as may receive no further education. Moreover, this value must be such as can be appreciated by the average parent, and to no slight degree, by the pupil himself. Second, the curriculum should be based predominately upon the environment and find its points of departure and return in community activities and needs. Third, the course must fit

in with the central school, through which the avenue to higher education must be kept open " (12, 100).

FEATURES OF OTHER SCHOOL SYSTEMS

Some schools that do not have a regular junior high school organization are arranged in such a way as to include a part, if not all, of its advantages. Springfield, Mass., offers in the eighth and ninth grades, German and French to especially capable pupils and in the ninth grade all pupils take either commercial arithmetic or algebra, according to which high school they expect later to attend. Plans are now being made to introduce first year high school science into the ninth grades. All these subjects receive high school credit. Providence, R. I., has a separate school organized on the same principle. Pupils are selected on the basis of scholarship and prospects, for the special purpose of enabling those who are to continue in school and college to commence Latin and French earlier than the regular grades. Lincoln, Neb., has a preparatory school of much the same type. Pupils are selected for this school from all the sixth A and seventh B classes in the city, those being chosen whose records are the highest and who are physically as well as mentally capable. In this school they complete the seventh, eighth and ninth grades in two years, after which period of time they enter the second year of the regular high school.

Saginaw, Mich., has the departmental plan in the last two grammar grades, which are in separate schools. Charleston, S. C., has one high school of the eighth to twelfth grades, inclusive, while at Fort Worth, Texas, there is a separate school for the last half of the last grammar grade. The function of both these is to familiarize the student with high school methods and certain high school subjects before the regular high school is reached. It is thought that the latter organization would be improved if it were possible to take all the pupils in these schools through the entire seventh year.

LOS ANGELES HIGH SCHOOL COURSES

Los Angeles High School. City High School District

Courses 1 to 6 inclusive are college preparatory, and prepare for the University of California, Stanford, and Eastern Colleges. Course 7 prepares for Mark Hopkins, Pratt Institute, and Chicago Institute of Art. Courses 8 and 9 prepare for Stanford.

1. College of Letters (Classical).
2. College of Social Science.
 - a. Latin four years and Modern Language three years.
 - b. Latin four years and Modern Language two years or English four years.

3. College of Natural Science and Agriculture.
4. College of Commerce.
5. College of Engineering and Chemistry.
6. Architecture.
7. Fine and Applied Arts.
8. Music.
9. General.
10. Elective Course.
11. Normal Courses for Playground Instructors.

Los Angeles Polytechnic High School

1. Commerce.
2. Home Economics.
3. Electrical Engineering.
4. Mineralogy.
5. Surveying.
6. Art.
7. Mechanical Draughting.
8. Architecture.
9. Music.
10. Industrial.
11. Dressmaking and Millinery.
12. Chemistry.
13. Mechanical Engineering.
14. General Elective.
15. College Preparatory.

Gardena Intermediate School and Gardena Agricultural High School

For seventh and eighth grades:

1. General Course.
2. Commercial Course.

For grades nine to twelve:

1. Agricultural Course.
2. Home Economic Course.
3. Literary Course.
4. Science and Mathematics Course.
5. Normal Preparatory.
6. Two-year Agricultural Course.
7. Two-year Commercial Course.

VOCATIONAL ASPECTS

The vocational aspect is receiving much attention, but there seems to be a great divergence of opinion as to what should be the general aim of industrial and domestic arts, and the like, with a corresponding difference in the courses offered. Out of 47 replies, manual and domestic arts are required in 19 cases, elective in 23 cases, and are required for one or two years in 5 cases. Thirteen reply that this course is planned for educative value only, 14 have the vocational guidance motive; and 20 have both these ideas more or less definitely in mind. Two cities—Salt Lake City and Norwalk—mention that they have made provision for vocational guidance under special directors. Lewiston gives credit for outside work, and at the Wisconsin High School one-half credit a year may be earned in "leisure hour pursuits."

Any of the junior courses that have been examined could possibly be grouped under one of the following headings:

- (1) A course consisting largely of the traditional subjects.
- (2) A course consisting of the traditional subjects, and some electives in addition. The electives are language (German and Latin most frequent), manual training or domestic science, and commercial subjects. This is the arrangement in many of the smaller places, and when language is elected forms the course in the larger cities for those pupils intending to enter the college preparatory course in the senior high school. Some require election by the group method, but no statement is made as to direction of choice in a majority.
- (3) A prevocational course, where there is more or less effort to prepare for a trade, but more frequently an attempt to guide the pupil in selecting his life's work, or to prepare for a vocational course in the senior school.
- (4) A vocational course, designed to fit for a trade or to prepare for home making. Here subjects are taught with direct reference to the particular vocation.

FEATURES OF ORGANIZATION

The length of the school day and the length of the class period are other features wherein great variation is shown. The reaction towards the former, however, seems to be in favor of a longer day for both the junior and the senior schools. The length of the recitation period in the junior school varies from twenty-five to forty-two minutes, with quite a percentage having thirty-five or forty minute periods. All but about fifteen per cent report more or less supervised study, exclusive of the general study hall. Seventeen schools have periods of approximately one hour, with a part of the time devoted to the recitation, and the remaining time devoted to study under the direction of the teacher to whom the pupil has just recited. This helps to individualize the work by allowing the teacher to become more acquainted with the pupil's needs, and to learn the pupil better.

On the other hand, a forty-minute period has been found by some to be too long for pupils of this age. Commissioner Wood, of California, states that in his judgment "the course of study in the intermediate school should make adequate provision for study, and especially for periods when the pupil can be taught how to study. The program should be arranged so that the pupil may study a part of the time in the classroom under the direction of the teacher of the subject. Viewed from an educational standpoint, I think it is a mistake to expect too much home study from pupils of the

seventh and eighth grades. Again, I seriously question whether the forty-minute period is not too long for sustained attention in the case of seventh and eighth year pupils. In view of these facts, I suggest the division of the school day into eight 35-minute periods and one 25-minute period." The school day suggested by Mr. Wood runs from nine to half-past three, with a ten-minute recess at the end of the third period, and an hour noon recess.

Classes are of necessity segregated in industrial subjects, but separation other than this or in physiology and gymnasium classes exists only in a very few of these schools. Fresno and Santa Rosa, California, Detroit, and Chanute, Kansas, have classes segregated as to sex; and Richmond, Indiana, has the sexes separated in the study hall. In Clinton, Iowa, the boys and girls in the junior high school are organized into separate classes, and they also assemble in separate assembly rooms. "The purpose of this primarily is for convenience in making the program for the vocational work. There is another purpose in this separation of boys from girls, and that is to give the girls in the eighth grade arithmetic a different class of work which will be better suited to their needs in life; likewise, to the boys, more work along the line of commercial and industrial arithmetic. Besides, so far as we are able to, we expect to give them a different class of reading along the line of extensive reading, which will be selected with reference to their pursuits in life."

Manitowac, Wisconsin, has some classes grouped according to ability shown in a subject, and Evansville, Indiana, has classes grouped as to physiological age. Hackensack, New Jersey, has special classes for girls in physics and chemistry, and as far as possible, pupils who are now preparing for college are grouped in separate classes.

That there are certain advantages in segregation as to sex, especially during early adolescence, will hardly be denied. On the other hand, there are certain disadvantages, of which the chief one is possibly that it has not been feasible to provide two sets of buildings and equipment. With the concentration of larger numbers of pupils in one building and departmental instruction, it would seem that more experiments could be tried in segregation. If advantages are found similar to those already reported from experiments in this field, many of the benefits of segregation could be gained, and the old difficulty of providing additional facilities could be escaped (1, 733).

Reference has already been made to classification as to grade through methods other than promotion. In one or two cases the physiological or psychological age, as indicated

roughly by chronological age, seemed to be the criterion. More experiments are needed in order that the benefits from such a classification may be definitely determined, but it is probably true that too much attention is given to age as measured by years. Crampton (6, 237), in studying the anatomical age together with the chronological age as factors in determining a pupil's general reaction to the curriculum, reached the conclusions that children in the grades who have reached the adolescent age should be given work that will directly prepare them for immediately taking part in active life; that adolescents and pre-adolescents should be kept in separate classes; and that all observations, records and investigations of children should be based fundamentally upon physiological age. Foster (7, 88) found that when boys were grouped in classes according to physiological age they were more efficient. He is of the opinion that the increased efficiency is due to pleasanter associations in mingling with students of the same mental characteristics.

PATRONS, STUDENTS, AND TEACHERS

Superintendents are practically unanimous in asserting that there is added interest on the part of patrons. They are unanimous in saying that teachers and students favor the new plan over the old. Superintendent Johnson, of Rochester, Minnesota, found that out of 205 students 202 gave various reasons for preferring the reorganized school. Superintendent Study, of Neodesha, Kansas, found through the questionnaire method that both students and patrons were strongly in favor of the change.

ACTION OF COLLEGES AND UNIVERSITIES

A question of the syllabus was intended to find whether or not in the opinion of superintendents the institutions of higher learning favored the junior organization. Twenty-eight replies were received, leaving 40 that did not answer. One anticipates some opposition on the part of the colleges; 3 state that the professors of education favor it; 4 reply that as far as they have learned these institutions are favorable; 10 give a direct affirmative; and 10 give answers to the effect that no opinion has been expressed. Furthermore, nearly all of these affirmatives come from four states. From these figures it might be fair to assume that for the most part the colleges and universities, while not opposing the movement, are not coöperating very extensively.

Leland Stanford and the University of California favor the movement, and are recognizing the work done in the junior

colleges in that state. Oklahoma University makes a like provision for work done in the Muskogee school system, which is the only one in that state from which returns were received. The departments of education at Wisconsin and Wyoming Universities maintain a six-year high school. The school officers of the states of California and New Jersey are active in promoting the movement, while the indications are that a number of state departments of public education are preparing to lend encouragement.

The work in the secondary education field of the department of education at the University of Illinois is well known. Moreover, this institution has recently given official recognition to work done in junior colleges. Certain specifications are made with reference to students admitted to the junior college, qualifications of instructors and their teaching schedule, organization of courses, and equipment. In places where these qualifications are "approximately met, substantially hour for hour credit will be given at the time of the student's admission to the University, provided the maximum credit allowed shall not exceed 18 hours per semester." Partial credit will be given if the requirements are partially met. At present three high schools in Illinois, the Crane Technical High School of Chicago, the Lane Technical High School of Chicago, and the Township High School at Joliet, have the first two college years. The principals of these high schools and Superintendent Young have expressed their acceptance and approval of the proposed standards and regulations.

The University of Michigan has officially encouraged the proposition to reorganize the public school course on the six-three-three basis. A committee of the faculty presented a set of resolutions that were adopted by the university and later by the board of regents. The resolutions are as follows:

"1. That school authorities be encouraged to incorporate the seventh and eighth grades of the elementary school as an integral part of the high school system, forming a six-year system.

"2. That school authorities be recommended to organize the six-year high school system into a Junior High School of three years and a Senior High School of three years as soon as local conditions will admit.

"3. That graduates of the six-year high school course be required to gain during the last three years, at least eight of the fifteen units required for admission, two of which units shall be obtained during the senior year.

"4. That graduates of the six-year high school courses be permitted to apply for university credit on examination.

"Resolved, that students entering the University from a junior college, organized as a part of a city school system, may apply for admission on advanced standing, provided the course of study and the faculty meet the approval of the University."

WEAK POINTS

Sufficient time has not elapsed to discover many of the weak points, for some will be found when the system is thoroughly tried out. As it is, features that appear a source of danger to some, are looked upon by others as desirable. The question has been raised as to whether or not the psychological basis underlying departmental work is so thoroughly proved as is sometimes claimed. The difficulties of the elective system have begun to be evident, and there is danger that pupils will begin to specialize at an age when they are not capable of making an intelligent selection. Bagley (2a, 4) thinks it probable that, with the differentiation of curricula beginning with the seventh grade, large numbers of pupils will escape training that ought to be common to all. He is of the opinion that this may lead to social stratification. Judd (10b, 28), on the other hand, does not share this view. Again, all are not convinced that the traditional subjects are not needed, and there is a feeling that a shorter time in the elementary school will mean still less scholarship on the part of high school graduates, which is thought to be of an inferior quality at present (13, 112).

Providing adequate buildings is a hindrance to some, although this feature seems to be of lesser importance and is often worked for an advantage. In more populous centers the establishment of a separate school often means a greater distance for children to go. Parents have sometimes sent their children to the elementary school rather than to a junior school, which was more distant. This tendency may prove a disadvantage in case different types of junior schools are established, for even regular high school students are prone to attend the school that is most convenient.

The six-three-three division has the most points in its favor, but a division ending with the tenth school year presents an advantage not found in a junior or intermediate school embodying grades seven, eight and nine. The course of study for the tenth grade as the beginning of the senior high school would very likely differ from that of the tenth grade as marking the end of a more or less definite cycle of school work, even in those schools where it is hoped that the line of demarcation between the junior and senior schools will be little noticed. On the other hand, a large number of cities are preparing vocational courses that are to end with the ninth school year, and for that large body of students who withdraw from school at the age of sixteen, a course ending with the tenth grade would better meet the needs (14, 133).

Perhaps the problem of greatest importance lies in securing

the right sort of teachers. Higher qualifications will be necessary, with corresponding increases in salary, for it is conceded that the ablest teachers should be placed in this division of the school. A greater percentage of men teachers is desired, and men for the vocational branches are demanded. Teachers qualified to conduct recitations in foreign language through the conversational method are hard to procure. It is undoubtedly true that the quality of instruction now sought is the same that should always have been provided, but added expense on the part of the schools frequently brings more or less objection.

The development of the junior college will also bring the teacher problem, as well as others of its own, the chief of which seems to be that there will be a tendency to offer an additional two years of work similar to the academic course of the high schools. While this will be of value to a certain class, there are the other classes of students that need work that is more vocational in nature which will be more difficult to provide. The indications are that the junior college will be established in places of lesser resources and school population where an inferior quality of work will be done. This, however, the entrance requirements of the colleges and universities will tend to correct.

SUMMARY

1. The junior or intermediate school is in actual operation in 68 school systems. Reports consulted indicate that it is in operation in 19 other school systems; and it has been considered in 18 additional school systems.

2. A large percentage of the cities that have the junior high school have adopted the plan within the last two years.

3. Twenty-three systems are organized with the seventh and eighth grades forming the junior high school, and 27 with the seventh, eighth and ninth. The latter grouping seems to be preferred.

4. Two-thirds of the superintendents require promotion or satisfactory completion of the preceding grade as the entrance requirement to the junior high school. This indicates that little attention is being given to physiological age as a basis for classification of pupils.

5. A comparison of enrolment figures seems to indicate that the junior high school is a factor in increasing attendance. Superintendents are of the opinion that it also reduces the number of repeaters, or failures.

6. Courses that may be loosely termed vocational, pre-vocational, classical, and general, are being prepared for junior or intermediate pupils.

7. There is need for experiments along the line of segregation as to sex and classification as to physiological age. These features, if valuable, could probably be adopted to a large extent in the high schools.

8. Comparatively few of the colleges and universities and state school officials are coöperating in the establishment of junior high schools.

9. At present the weak points of the junior high school seem to be: Narrow specialization on the part of immature students; and lack of the right sort of teachers.

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