# THE JUNIOR HIGH SCHOOL

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649620760

The Junior High School by G. Vernon Bennett

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd. Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

## **G. VERNON BENNETT**

# THE JUNIOR HIGH SCHOOL

Trieste

## THE JUNIOR HIGH SCHOOL

SPANFORD LIERARY

### THE JUNIOR HIGH SCHOOL

By

G. VERNON BENNETT, A.M., J.D. Gry Superintendent of Schoole, Possess, Col. Lecture in Education, University of Southern California.



BALTMORE WARWICK & YORK, Inc. 1919

23

## VRACEL GROAMATE

Copyright, 1919 By WARWICK & YORK, Inc.

262193

C

#### PREFACE

The author is frank to admit that this book is not a complete treatise on the junior high school. To write such a treatise there would have to be available a vast mass of facts, statistics, and experimental data about the subject. The junior high school is too new an institution to have had time and opportunity for the accumulation of such scientific material. There has been an insistent demand for a reorganization of our school system. It did not seem as if those demands could be met under the 8-4 plan of grouping grades. There arose—in response to the demand—a new institution, the junior high school, created to carry out the reorganization.

It was not as if an old institution had been asked to do new work. Not at all. It was pretty well decided beforehand what was needed to be done. The problem was, can the present organizations do the things needed? Some educators said, yes. Others said, no, and proceeded to create a new school to do the work. Since then Professor Johnston's statement that "the junior high school movement is sweeping the country" has become literally true.

There have been some precedents in Europe and in this country for the creation of this school. These fore-runners are briefly described by the author. It is not pretended, however, that these were real junior high schools.

This book is put forth as a guide for the study of the junior high school movement. It is full of suggestions, full of arguments, full of enthusiastic hopes. It is put forth as a pathfinder. The author has necessarily drawn largely on his personal observations in his own schools at Pomona; but

vii

he has also had the pleasure of visiting the junior high schools in Los Angeles, Berkeley, Detroit, Houston, and Salt Lake City.

The author wishes to thank the many superintendents who have responded to his requests for information. He wishes especially to thank Dr. David P. Barrows, formerly Dean of the Faculties of the University of California, now Major, Chief of the Intelligence Department, Philippine Islands, and Prof. E. E. Lewis and Prof. T. H. Briggs, of Teachers' College, Columbia, for valuable suggestions, criticism and inspiration. For faults in the book the author wishes himself solely and alone to be held responsible.

VIII

### TABLE OF CONTENTS

		PAGE
CHAPTER ONE-THE PROBLEMS AN		
	school	
A. Leakage from school.		3
B. Selecting the wrong	vocation	4
C. Delayed entrance into	skilled vocations	
D. Evils growing out of	adolescence	6
3. Preventing leakage by the	junior high school	7
4. Vocation selection through	the junior high school	14
5. Shortening the preparation	for skilled occupations	17
6. Adapting education to the	aceds of adolescence	28
A. Education of boys		28
B. Education of girls		23
CHAPTER TWO-HISTORY OF THE	MOVEMENT	26
1. Foreign systems		26
2. Various plans of grouping	grades	29
3. Supt. Bunker and the Berl	keley plan	36
5. Work of the National Ed	lucation Association	36
6. The junior high school th	roughout the country	38
7. Varying plans in operatio	<b>A</b>	40
CHAFTER THREE-OBJECTIONS TO J	UNION HIGH SCHOOL ANSWERED	43
L The same results obtainab	le under the old plan	43
2. Greater distance of pupils	from school	
	ementary teachers	
4. Difficulty of obtaining coll	ege-trained teachers	50 -
	grade pupils to attend junior	
high school		53
	dings, grounds, and equipment	
7. Conservatism of the publi	ic	56
CHAPTER FOUR-EFFECT OF THE JU		
UPON THE ELEMENTARY GRADES.		
	red in grades I-VI	
2. Kindergarten preparation	required	60
3. School attendance better e	sforced	
4. An all-year session		64
5. Excellent teachers employe	db	66 -
6. Teaching how to study		68

#### THE JUNIOR HIGH SCHOOL

PAGE

7. Specific changes in the elementary courses	70	
8. Non-essentials in particular subjects eliminated		
Summary	74	
CHAPTER FIVE-COURSES OF STUDY		
1. Preliminary considerations	77	
2. Physical education	80	
3. Manual and sense training		
4. English		
5. Foreign languages	90	
6. Mathematics	92	
CHAPTER SIX-COURSES OF STUDY, CONTINUED	96	
1. History and politics	06	
2. The sciences	68	
3. Culture subjects	101	
4. Vocational subjects	108	
CHAPTER SEVEN-PRINCIPAL AND TEACHERS	114	•
1. Manning the junior high school		
2. The principal		
3. The teachers	117	
4. College-trained vs. normal-trained teachers	118	-
5. A teachers college for junior high school teachers	120	-
6. An organization of junior high school teachers	123	_
7. Literature on the junior high school		
8. Heads of departments	128	
CHAPTER EIGHT-TEACHING IN JUNIOR HIGH SCHOOL	131	
1. Aims and purposes	131	
2. The teacher	132	-
3. The class-room		
4. High school textbooks not adapted to junior high school		
5. Certain qualities developed in pupils		
A. Acquisition of habits of industry		
B. Development of sense perception	142	
C. Acquisition of motor skill		
D. Health and development		
E. Acquisition of information		
F. Reasoning, retentiveness, alertness		
G. Skill in expression	145	

x

.

i.