

OSU survey team reports

Definition between junior and senior high programs lacking in Dover

(EDITOR'S NOTE: This is the second in a series of articles detailing the findings of an Ohio State University survey team which led it to the conclusion that the Dover and New Philadelphia school districts should merge.)

The non-graded English program and a lack of definition between the junior and senior high program:

These were among the strengths — and weaknesses — reported by the survey team at the secondary level in Dover schools.

Members noted the non-graded English program is an attempt to recognize and respect individual differences. They said the wide range of English courses offered respects differences in student interest and ability.

The team pointed out that English courses are available on three levels of difficulty. This permits some English classes to be of much greater depth while other English classes may be devoted to remedial work.

They observed that the physical education program is open to all students in both junior and senior high.

Saluted for conducting a com-

prehensive testing program was the guidance department. Test results are compiled by the department and made available to the faculty through numerous reports and informational booklets. Research is conducted on students who have left Dover High and this information is made available to teachers through bulletins and reports.

Opportunities for remedial reading instruction are provided

for both junior and senior high students. Summer school is available for both remedial and advanced work, and a diversified activities program provides many experiences for students, particularly in the senior high.

"Both the junior and senior high school are relatively well equipped with audio-visual equipment and teaching-learning materials," the surveyors reported.

They explained that as the multi-media approach develops, less emphasis will be necessary on the printed word as a means of transmitting information.

The audio-visual equipment and materials now available could be used as a base for increasingly more use of educational technology.

Also cited as a strength were special education classes which are available for junior high

students and senior high students through age 20. A work-study program is available for senior high students in special education and tutorial programs are provided for pupils whose learning patterns do not fit into a group setting.

It also was noted that 90 percent of the teachers in the school system felt that in-

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novations should be tried in the educational program. schools.

In turning to weaknesses, the report team stated the "program needs of junior high students are much different from those of senior high students . . . and sharing of facilities and faculties results in an emphasis of the senior high program at the expense of the junior high program."

Instructional methods used in both junior and senior high are primarily teacher centered with the use of teacher lecture-demonstration creating a passive learning environment. Emphasis should be placed on the student learning rather than the teacher teaching.

Decision-making by the student is practically non-existent. Students have limited opportunity for deciding how they will use their time during the day and courses elected by students are limited by factors such as previous achievement test scores in the English program and the amount of time required for vocational training.

"Some types of learning experiences do not fit optimally within a 45-period or a combination of two or more periods," the team noted. "The length of time for an educational activity should be determined by the type of activity and by the subject matter."

Members suggest more emphasis be placed on the process of learning how to learn rather than learning subject matter. Analysis of the teacher questionnaire reveals that almost 80 per cent of the teachers agree that subject matter is over emphasized.

According to the teacher questionnaire, between 40 and 50 per cent of the teachers feel that the school is doing a below average or poor job of providing opportunities for the student to engage in independent thinking.

About 40 per cent of Dover's teachers respond that goals of education or objectives of instruction are seldom or never discussed by the staff.

Coordination of teacher effort is needed, both among grade levels and among schools, there are few opportunities for independent study by students, and there is a minimal number of vocational opportunities for senior high students offered at Dover.

The evaluators said that the activities should not be allowed to infringe on other parts of the

"The policy which allows students and teachers to leave the school early to go to practice for inter-scholastic athletics is an example of an activity infringing on other elements of the educational program," the survey team reported.

They added that meaningful curriculum change is a difficult task which takes time, resources and dedicated leadership. The time and energy of the secondary school administrators are directed more at maintaining the existing program and operating than a curriculum development.

(NEXT: Strengths and weaknesses of New Philadelphia's elementary education program.)