

OSU survey team reports:

Dover and New Phila school districts have mutual weaknesses

(EDITOR'S NOTE: This is the fourth 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.)

Although the Dover and New Philadelphia school districts have some similar strengths, the survey team also found

many mutual weaknesses:

A prime example is that the junior and senior high schools share the same facility.

Just as it did in pointing this out in its report on Dover's secondary program, the survey team, in looking at New Philadelphia, stated:

"The program needs of junior high school students are much different from those of senior

high school students.

"When facilities and faculties are shared by a junior high school and a senior high school, the senior high school program is emphasized at the expense of the junior high school program."

Weaknesses shared by the two districts continue into the areas of instructional methods and student decision making.

The survey team noted in New Philadelphia, just as it did in Dover, that extensive use of teacher lecture-demonstration leaves little time for the student to be more than a passive recipient of facts.

"Emphasis should be placed on the student learning rather than on the teacher teaching," the survey team stressed.

It was further noted that deci-

sion-making by the student is very limited and that students have limited opportunity for deciding how they will use their time during the school day.

In continuing on weaknesses shared by Dover and New Philadelphia, the team stated that some types of learning experiences to not fit optimally within a 45-minute period or a

combination of two or more periods.

The length of time for a school meeting should be determined by the time of activity and by the subject matter.

Less emphasis should be placed on learning subject matter and more emphasis should be placed on the processes of learning how to learn.

"The knowledge explosion

guarantees that teachers cannot teach students all they need to know, thus education must be a continuing process," the team explained.

"Almost 80 per cent of the teachers in response to the teachers' questionnaire agree that subject matter is over emphasized."

It was found that 40 to 50 per

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cent of the teachers feel that the school is doing a below average or poor job of providing opportunities for students to engage in independent thinking.

About 70 per cent of the teachers in New Philadelphia respond that the goals of education and objectives of instruction are seldom or never discussed by the staff.

Additional weaknesses observed by the team were: coordination of teacher effort is needed, both among grade levels and among schools; there are few opportunities for independent study by students; one librarian cannot adequately serve the needs of both junior and senior high schools; resource materials and audio visual equipment is inadequate to meet the needs of students and teachers; over 75 per cent of the teachers in the district feel that the pupil-teacher ratio is too high.

Well-coordinated opportunities

for students in business office education was cited among the strengths.

The survey team reported that vocational opportunities

provided are beyond those provided by many districts throughout the state and that some opportunities for independent student in the sciences has been provided.

"A program in special education is available to students in the junior and senior high schools, including on-the-job training for senior high special students through the work-study plan," the team noted.

Also listed as strengths were: a diversified activities program; remedial reading opportunities for both junior and senior high students and the fact that 90 per cent of their teachers indicated that innovations should be tested in their schools.

(NET: Enrollments and enrollment projections.)