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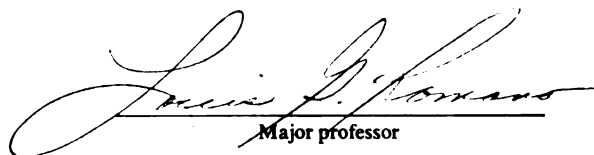
A Study to Determine the Current Level of Implemen-
tation of Eighteen Basic Middle School Characteristics
as Reported by Teachers, Principals and Superintendents
in Selected Illinois Middle Schools.

presented by

Henry E. Minster

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education


Major professor

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A STUDY TO DETERMINE THE CURRENT LEVEL OF IMPLEMENTATION OF
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REPORTED BY TEACHERS, PRINCIPALS AND
SUPERINTENDENTS IN SELECTED
ILLINOIS MIDDLE
SCHOOLS

By

Henry E. Minster

A DISSERTATION

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ABSTRACT

A STUDY TO DETERMINE THE CURRENT LEVEL OF IMPLEMENTATION OF EIGHTEEN BASIC MIDDLE SCHOOL CHARACTERISTICS AS REPORTED BY TEACHERS, PRINCIPALS AND SUPERINTENDENTS IN SELECTED ILLINOIS MIDDLE SCHOOLS

By

Henry E. Minster

The middle school concept was developed in the early 1950s in response to criticisms of the effectiveness of junior high schools in addressing the needs of children ages 11 through 14. It was observed that children in this age group mature more rapidly than they did generations ago. They experience rapid and diverse physical, emotional, and psychological changes unique to the period between childhood and adolescence. These children were called transescents and new programs were developed to deal with their special problems. The middle school concept has gained in popularity and there are now more than 4,000 middle schools in the United States.

Using research by Jack Riegler (1971), which identified eighteen basic middle school characteristics, this study was designed to determine the current level of their implementation in selected middle schools in Illinois. A survey questionnaire was mailed to a random sample of superintendents, principals and teachers in Illinois middle schools which were comprised either of grades five through eight or grades six through eight. Seventy-seven

percent of the superintendents, eighty-two percent of the principals and seventy percent of the teachers returned the completed survey forms. Superintendents reported a higher degree of implementation than principals did, and principals reported greater implementation than teachers did.

Two schools were visited, the one which had the highest score for implementation of the eighteen basic characteristics and the one which had the lowest score. Observations were compared with responses from the surveys. They reinforced the responses from staff at the school with the lowest score but were not as positive as the responses from the school with the highest score.

The findings of this study indicate that neither the middle schools grades six through eight nor those grades five through eight were found to have high implementation of the eighteen characteristics, with the former having an average total score of 53.1 and the latter a score of 51.5.

This study indicates a need for exploring the reasons middle school goals have not been implemented to a great degree in Illinois middle schools.

ACKNOWLEDGEMENTS

I would like to thank the many people who in some way provided assistance in the completion of this study. Certainly there are too many of them to thank individually. However, a few very special people need to be recognized.

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Finally, my deepest gratitude is extended to my family, Todd, Kelly, Amy and Edie. My wife, Edie, especially deserves the credit for all of the many days of hard work in typing and proofreading the thesis. Also, the many sacrifices by my family necessary to make this a reality is deeply appreciated.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. THE PROBLEM	1
Introduction	1
Statement of the Problem	3
Need	3
Definition of Terms	5
Assumptions of the Study	6
Limitations of the Study	6
Objectives of the Study	6
Procedures for Analysis of Data	8
Overview of the Study	9
II. REVIEW OF THE RELATED LITERATURE	11
A Historical Review of the Middle School in the United States	11
The Middle School Student	15
The Middle School Program	16
Review of Related Studies	19
Eighteen Characteristics of the Middle School	21
Economic Influences on Programs	34
Summary	36
III. DESIGN OF THE STUDY	39
Introduction	39
Source of the Data	39
Instrument Employed	40
Procedures	41
Objectives to be Measured	45
Summary	47
IV. ANALYSIS OF THE DATA	48
Objective I	48
Responses of Superintendents	48
Responses of Principals	49
Responses of Teachers	52
Responses of Superintendents, Principals and Teachers	52

Chapter	Page
Objective II	57
Responses of Superintendents	57
Responses of Principals	59
Responses of Teachers	59
Responses of Superintendents, Principals and Teachers	61
Objective III	65
Objective IV	67
Objective V	69
Objective VI	71
Objective VII	73
Objective VIII	77
School Visitations	80
Summary	83
V. CONCLUSIONS	88
Summary	88
Purpose of the Study	88
Design of the Study	89
Findings	89
Objective I	89
Objective II	90
Objective III	90
Objective IV	91
Objective V	91
Objective VI	92
Objective VII	92
Objective VIII	92
School Visitations	93
Conclusions	93
Implications of the Findings	96
Recommendations for Further Study	99
Reflections	100
BIBLIOGRAPHY	102
APPENDIX	120

LIST OF TABLES

Table		Page
3.1	The characteristics within the survey instrument and the numbers of questions included to collect data on each characteristic	42
3.2	The number of participants contacted, the number of responses by each group, and the percentage of the responses	43
4.1	The mean and percent of implementation scores of superintendents for selected Illinois middle schools, grades 6 - 8	50
4.2	The mean and percent of implementation scores of principals for selected Illinois middle schools, grades 6 - 8	51
4.3	The mean and percent of implementation scores of teachers for selected Illinois middle schools, grades 6 - 8	53
4.4	The ranking of the characteristics by using the level of implementation scores in descending order of the superintendents, principals and teachers in selected Illinois middle schools, grades 6 - 8	56
4.5	The mean and percent of implementation scores of superintendents for selected Illinois middle schools, grades 5 - 8	58
4.6	The mean and percent of implementation scores of principals for selected Illinois middle schools, grades 5 - 8	60
4.7	The mean and percent of implementation scores of teachers for selected Illinois middle schools, grades 5 - 8	62
4.8	The ranking of the characteristics by using the level of implementation scores in descending order of the superintendents, principals and teachers in selected Illinois middle schools, grades 5 - 8	64
4.9	The mean and percent of implementation scores for selected Illinois middle schools, grades 6 - 8, computed by using the average of the scores of superintendents, principals and teachers	66

Table		Page
4.10	The mean and percent of implementation scores for selected Illinois middle schools, grades 5 - 8, computed by using the average of the scores of superintendents, principals and teachers	68
4.11	A comparison of the average level of implementation scores of selected middle schools in Illinois housing grades 6 - 8 and grades 5 - 8	72
4.12	A comparison of the average levels of implementation scores of the teachers and principals in the Illinois middle schools	74
4.13	A comparison of the average levels of implementation scores of the teachers and superintendents in the Illinois middle schools	76
4.14	A comparison of the level of implementation scores of the principals and superintendents in the Illinois middle schools	79
4.15	A comparison of the raw scores on the survey instrument of the superintendent, principal, teacher, and observer regarding the visitation of two schools . .	83

CHAPTER I

THE PROBLEM

Introduction

The current concept of the middle school began developing in the late 1950s. The common organizational patterns as we know them today came into existence by 1963 according to Kindred, Wolotkiewicz, Mickelson and Coplein.¹ A study by Zdanowicz in 1965 showed that, of the intermediate school units in his sample, 3.8 percent were organized to include a unit consisting of grades five through eight or six through eight.² His population consisted of a random sample of 414 middle and junior high schools located in the northeastern United States.

Another researcher defined a middle school as a school that included grades seven and eight in its organization and that did not extend below grade four or above grade eight.³ In 29 states, he found 446 school

¹L.W. Kindred, R.J. Wolotkiewicz, J.M. Mickelson, L.E. Coplein, and E. Dyson, The Middle School Curriculum: A Practitioner's Handbook (Boston: Allyn and Bacon, 1976), p. 2.

²Paul Zdanowicz, "A Study of the Changes That Have Taken Place in the Junior High Schools of the North Eastern United States During the Last Decade and the Reasons for Some of the Changes," Doctoral Dissertation, Temple University, 1965.

³William A. Cuff, "Middle Schools on the March," Bulletin of the National Association of Secondary School Principals, Volume 51, pp. 82-86, February, 1967.

districts operating 499 middle schools fitting this description. A survey by Alexander of the number of middle schools in the United States in 1967-68 indicated that there were about 1,100.⁴ In 47 states and the District of Columbia 960 middle schools were located by Gross.⁵ Nearly two-thirds of the schools were located in the states of Texas, California, Illinois, Michigan, New Jersey and Ohio.

In a more recent study, Raymer found 1,906 middle schools in the United States during the 1973-74 school year.⁶ A project in 1977 identified 4,060 middle schools serving at least three grades and no more than five grades, and including at least grades six and seven. The number of middle schools had quadrupled since 1967.⁷

Three years prior to the Raymer study, Riegler conducted a study designed to identify basic middle school characteristics.⁸ The eighteen characteristics in Riegler's study were extracted from the literature and sent for validation to five noted authorities in the area of middle school education.

⁴William Alexander, et. al., The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 8-10.

⁵Bernard Melvin Gross, "An Analysis of the Present and Perceived Purposes, Functions, and Characteristics of the Middle School," Ed.D. Dissertation, Temple University, 1972.

⁶Joe T. Raymer, "A Study to Identify Middle Schools and to Determine the Current Level of Implementation of Eighteen Basic Middle School Characteristics in Selected United States and Michigan Schools," Doctoral Dissertation, Michigan State University, 1974.

⁷Kenneth Brooks, "The Middle School - A National Survey," Middle School Journal, Volume 9, p. 6, February, 1978.

⁸Jack D. Riegler, "A Study of Middle School Programs to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles," Doctoral Dissertation, Michigan State University, 1971.

An extension of the Riegle study was completed in 1972 by Hawkins.⁹ His purpose was to determine whether, in the judgment of principals and teachers in selected Michigan middle schools and four nationally prominent middle schools, these eighteen middle school characteristics were being implemented in their schools.

Studies have been completed in the states of Texas, California, New Jersey and Ohio. Another state having a large number of middle schools is Illinois. Before now, the degree of implementation of the eighteen basic middle school characteristics in the Illinois schools had not been determined.

Statement of the Problem

The problem examined in this thesis is to determine the implementation of the eighteen basic middle school characteristics as reported by teachers, principals and superintendents in selected Illinois middle schools.

Need

Many educators have criticized the junior high school movement. A writer, in a 1970 study, stated that, "the junior high school by almost unanimous agreement is the wasteland. . . one is tempted to say the cesspool of American Education."¹⁰ A study was completed by the Association for

⁹James Hawkins, "A Study to Ascertain Actual Middle School Practices As Compared to Reported Middle School Practices in Selected Michigan Schools and Nationally Prominent Schools as Perceived by Teachers and Principals," Doctoral Dissertation, Michigan State University, 1972.

¹⁰Charles E. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), p. 4.

Supervision and Curriculum Development of what is actually occurring in eighth grade classrooms throughout the country.¹¹ The researchers found that the teaching-learning situation was dominated by the teacher, who was in full direction of the learning program and frequently was lecturing. The single textbook approach was by far the most common teaching strategy.

In the Michigan Middle School Journal in 1981, Romano stated that his observation of middle schools within the state and throughout the country have been merely a case of name changing.¹² He further stated that far too many practices in the middle school are typical of the former junior high school, which in turn was little more than a carbon copy of the senior high school.

Research concerning the application of the eighteen basic middle school characteristics in Illinois schools would provide important information concerning current progress in the field and hopefully would be used to improve present programs. Documenting the degree of implementation of middle school characteristics would provide data for the Illinois State Department of Education, educators in Illinois and schools of education in the United States. The research would also help determine the consistency of reports among teachers, principals and superintendents as to how well these characteristics are being implemented. Finally, this study would provide an indication of how the Illinois schools are progressing in regard to the middle school movement.

¹¹Lounsbury, John H. and Marani, Jean Victoria, The Junior High We Saw: One Day in the Eighth Grade, Association for Supervision and Curriculum Development, Washington, D.C., 1964, p. 5.

¹²Louis Romano, "The Middle School - An "Emerging" Cesspool?" Michigan Middle School Journal, Volume 7, No. 1, p. 2, Winter, 1981.

Definition of Terms

The presentation of the following definition of terms is made to aid in the interpretation and understanding of this study and to assist in clarifying terms for possible replications of this study.

1. Middle School: A school unit which includes grades five through eight or grades six through eight for purposes of planning and conducting a unique set of academic, social, emotional and physical experiences for early adolescent students.¹³

2. Transescent Youth: That period in an individual's development beginning prior to the onset of puberty and continuing through early adolescence. It is characterized by changes in physical development, social interaction and intellectual functions.¹⁴

3. Planned Gradualism: An organizational plan to provide experiences designed to assist early adolescents in making the transition from childhood dependence to adult independence.

4. Continuous Progress Program: A nongraded program which permits students to progress at their own educational pace regardless of their chronological age.

5. Enrichment Experience: A variety of elective courses designed to meet the individual interests of students.¹⁵

¹³Nicholas P. Georgiady and Louis G. Romano, "The Middle School - Is it A Threat to the Elementary School?" Impact, New York Association for Supervision and Curriculum Development, Winter, 1967-68, p. 1.

¹⁴Donald Eichhorn, The Middle School (New York: The Center for Applied Research in Education, Inc., 1966), p. 31.

¹⁵Raymer, op. cit., p. 5.

Assumptions of the Study

The study assumes that the questions prepared, organized, and checked for validity in the Riegle study are appropriate for measuring middle school practices. It further assumes that the Riegle study instrument was presented in a manner that permitted middle school teachers, principals and superintendents in Illinois to reply accurately with regard to programs currently functioning within their schools.

Limitations of the Study

The schools surveyed in this thesis were limited to those officially defined as "middle schools". A further limitation was that these Illinois "middle schools" housed children in grades five through eight or six through eight. Even though the terms in this study were carefully defined, the variety of experiences and backgrounds of the respondents may have resulted in a lack of consistent responses. The responses were based on the knowledge and insight of the respondents.

The survey instrument used in the Riegle study was used in this thesis. The questionnaire was reviewed and checked for wording by Dr. Louis Romano and by staff consultants in the Department of Research Services, Michigan State University, in 1971. The instrument is limited solely to measurement of the application of the eighteen basic middle school characteristics.

Objectives of the Study

Objective I: To measure the degree of implementation, as reported by superintendents, principals and teachers, of the eighteen basic middle

school characteristics practiced by selected middle schools, grades six through eight, in Illinois.

Objective II: To measure the degree of implementation, as reported by superintendents, principals and teachers, of the eighteen basic middle school characteristics practiced by selected middle schools, grades five through eight, in Illinois.

Objective III: To compare the average level of implementation scores of selected Illinois middle schools, grades six through eight, with the scores that the measurement instrument would yield if all eighteen middle school characteristics were fully implemented.

Objective IV: To compare the average level of implementation scores of selected Illinois middle schools, grades five through eight, with the scores that the measurement instrument would yield if all eighteen middle school characteristics were fully implemented.

Objective V: To compare the average level of implementation of the eighteen basic middle school characteristics reported by selected middle schools in Illinois, grades six through eight, with the average level reported by selected middle schools in Illinois, grades five through eight.

Objective VI: To compare the average level of implementation scores reported by teachers with that reported by principals in the Illinois middle schools.

Objective VII: To compare the average level of implementation scores reported by teachers with that reported by superintendents in the Illinois middle schools.

Objective VIII: To compare the average level of implementation scores reported by principals with that reported by superintendents in the Illinois middle schools.

Procedures for Analysis of Data

The instrument used was a replication of the sixty-two item questionnaire developed and used in the 1971 Riegle study, the 1972 Hawkins study, and the 1974 Raymer study. Riegle used a panel of middle school authorities to validate the eighteen basic middle school characteristics and the instrument.

This study investigated the degree of implementation of the eighteen basic middle school characteristics as reported by teachers, principals and superintendents in selected middle schools in Illinois. Prior to mailing the questionnaire, a directory of middle schools was obtained from the Illinois State Board of Education. This directory included schools officially named middle schools and containing either grades five through eight or six through eight.

The Illinois State Board of Education divided the state into five regions. Statewide programs are administered through the directors of the five regions. A random sample of schools was determined by taking twenty schools from each region, using a random table of numbers. Only those schools officially named middle schools and housing either grades five through eight or six through eight were included in the sample. A packet containing the survey instrument, a cover letter, and a stamped, return-addressed envelope was sent to the teachers, principals, and superintendents. Two weeks later a follow-up letter was mailed to each person who did not initially reply.

When the survey instruments were returned, they were separated into groups containing schools housing either grades six through eight or five

through eight. Seventy-seven percent of the superintendents, eighty-two percent of the principals, and seventy percent of the teachers returned the completed survey forms. Mean scores and level of implementation percentages of the maximum possible score yielded by the survey instrument were calculated on each characteristic for each group of schools and each group of respondents. Level of implementation scores were then used to make comparisons between the groups. Also, a comparison was made between the responses of teachers and principals, principals and superintendents, and teachers and superintendents.

Two schools from the sample were selected for a visitation. One of the schools selected was the school that scored highest on the implementation of the eighteen basic middle school characteristics, using the total of the scores of superintendents, principals and teachers. The other school selected was the school that scored lowest on the implementation of the eighteen basic middle school characteristics. The purpose of the visitation was to observe the accuracy of the responses of the individuals surveyed.

Overview of the Study

The first chapter contains a statement of the problem and the reasons for the need for the study. Special terms are defined for clarification purposes. The methods used in the research, the limitations of the study, and a listing of the objectives are presented. The procedures for analyzing the data are also explained.

Chapter II presents a historical review of the middle school movement in the United States. The middle school student is described and the middle

school program is defined. A number of related studies are included along with a listing and an explanation of the eighteen characteristics of the middle school.

The design of the study is presented in Chapter III. The source of the data is given along with a description of the survey instrument. The procedures for collecting the data and the methods used to determine the school visitations are also presented.

In Chapter IV each of the objectives is listed. Included with each objective are the descriptive statistics needed for the analysis procedures.

Chapter V presents the findings, conclusions and recommendations for further study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The middle school concept was established specifically to meet the unique physical and intellectual needs of preadolescents and early adolescents. The ability of this type of school to accomplish that goal is the basic subject of this study. Many specialists in the field agree that the most important influence on a student's education is the quality of the program. Concepts and beliefs of these specialists regarding this unique age group are reviewed. A review of other studies that have a relationship to this project is also presented.

The number of middle schools rapidly increased from the mid-1960s through the 1970s. The special needs and characteristics of the students of these schools are discussed.

Chapter II also includes a historical review of the middle schools in the United States, a description and definition of the middle school student, a description of the middle school program and the economic influences on the program.

A Historical Review of the Middle School in the United States

In 1888, Harvard President Charles Eliot spoke at a meeting of Department of Superintendence of the National Education Association in Washington, D.C. He proposed that the eight-four school organization

wasted students' time and that college preparatory subjects be introduced into the school at an earlier grade level.¹ These proposals inaugurated a chain of events that resulted in the reform of the entire system of education in the United States.

During the next thirty years a series of committees, the first chaired by Eliot himself, continued the evaluation of education in the United States. The Department of Secondary Education of the National Education Association (NEA) organized the Committee on College Entrance Requirements in 1895. This committee reported its recommendations four years later, suggesting that the appropriate grade pattern should be six-six.²

In 1918, the Commission on the Reorganization of Secondary Education of NEA issued a series of general guidelines for education and strongly urged the establishment of a six-six system, with the last six years further subdivided into a three-three pattern.³ The prevailing eight-four school structure was revised to make the six-six system and the introduction of the junior high school further refined this to a six-three-three pattern.⁴

¹R.P. Brimm, "Middle School or Junior High? Background and Rationale," Bulletin of the National Association of Secondary School Principals, Volume 55, pp. 1-7, March, 1969.

²Samuel H. Popper, The American Middle School: An Organizational Analysis (Waltham, Massachusetts: Blaisdell Publishing Company, 1967), pp. 130-131.

³Commission on the Reorganization of Secondary Education, "Cardinal Principles of Secondary Education," Bulletin, Washington, D.C., Department of the Interior, Bureau of Education, Volume 35, pp. 12-13, 1918.

⁴William Van Til, Gordon F. Vars, and John H. Lounsbury, Modern Education for the Junior High School Years (Indianapolis, Indiana: Bobbs-Merrill, 1967), pp. 124-127.

The first junior high school opened in Richmond, Indiana in 1895. In 1910 Berkeley, California and Columbus, Ohio organized six-three-three systems.⁵ The number of junior high schools then increased rapidly. In 1915 the Bureau of Education found that twenty-six cities had organized their school systems along a six-three-three plan.⁶

The North Central Association surveyed its members in 1918 to determine the number of junior high schools. Of the 1,165 secondary schools polled, 293 reported either that they had reorganized their systems to include junior high schools or that they intended to effect such a reorganization in the near future.⁷ From 1920 to 1970, the number of junior high schools grew in numbers from 385 to almost 6,000.⁸

The National Education Association, in 1923, reported that the junior high school was characterized by the following features:

1. A building of its own, housing grades seven, eight, and nine or, at the least, two of these grades.
2. A separate staff of teachers.
3. Recognition of individual differences among the students.
4. Reform of the program of studies traditionally offered in these grades.
5. Elective courses to be chosen by the students under guidance.

⁵Conrad F. Toepfer, Jr., "Evolving Curricular Patterns in Junior High Schools - An Historical Study," Ed.D. Dissertation, The University of Buffalo, p. 53, 1962.

⁶Alexander Inglis, Principles of Secondary Education (New York: Houghton Mifflin Co., 1918), p. 292.

⁷Calvin O. Davis, Junior High School Education (Yonkers-on-Hudson, New York: World Book Company, 1924), p. 2.

⁸William M. Alexander, "Middle School Status in Ten States," National Elementary Principal, Volume 51, p. 76, 1971.

6. Promotion by subject.

7. Student activities designed for the needs of early adolescents.⁹

Although the junior high school originally attempted to bridge the gap between elementary school and high school it tended to emulate the high school. The junior high school emphasized a subject-oriented approach to education. Many educators perceived this as a failure of the junior high school and felt the program should focus on the student.

Middle school advocates put forth four major criticisms of the junior high school.

1. Junior high schools never achieved their original purposes.
2. Junior high schools evolved into a "cheap imitation" of the high schools.
3. The 9th grade continued to emphasize college preparation despite being housed with the 7th and 8th grade.
4. Junior high schools tended to encourage racial segregation by delaying the departure from neighborhood schools until the 7th grade.¹⁰

These criticisms encouraged educators to develop a new school concept. The middle school movement responded to the perceived shortcomings of the junior high school by developing programs more consistent with the needs of the preadolescent. Specifically, less sophisticated social experiences, less departmentalization, more concern for the individual differences, and others.

⁹National Education Association Research Bulletin, "Creating a Curriculum for Adolescent Youth," Volume 6, p. 5, February 10, 1923.

¹⁰Theodore C. Moss, Middle School (Boston, Massachusetts: Houghton Mifflin, 1969), pp. 18-19.

The first middle school opened in Bay City, Michigan in 1950. Four hundred and ninety-nine middle schools in 446 school districts across the 29 states were identified by Cuff during the 1965-1966 school year.¹¹ Between 1965 and 1971, the number of middle schools quadrupled. Approximately 2,000 were in operation by the end of the period.¹² During the next half dozen years, this number doubled. Four thousand and sixty schools in the United States were identified by Brooks in 1977.¹³

The Middle School Student

Middle school advocates believed that today's children mature faster than children did years ago. Children in 1910 entered puberty sometime between the ages of twelve and fourteen. Children of today reach puberty at approximately age eleven.¹⁴ There is substantial evidence to support the theory that today's youth arrive at puberty earlier and are heavier and taller than the youth of previous generations.¹⁵ The onset of puberty occurs four months earlier every decade according to Blos.¹⁶ In 1978,

¹¹Cuff, op. cit., p. 83.

¹²Mary F. Compton, "The Middle School: A Status Report," Middle School Journal, Volume 7, p. 4, June, 1976.

¹³Brooks, loc. cit.

¹⁴Moss, op. cit., pp. 4-5, 31.

¹⁵Joseph Spagnoli, "Today's Early Adolescent and the Needs of Youth as Identified through the Junior High School," Ed.D. Dissertation, Southern Illinois University, p. 52, 1967.

¹⁶Peter Blos, "The Child Analyst Looks at the Young Adolescent," Daedalus, Volume 100, p. 969, Fall, 1967.

the Smarts suggested that puberty began as much as two and a half to three years earlier than in 1900.¹⁷ With the evidence Johnson found, he concluded that in many communities children reach pubescence before seventh grade.¹⁸

Relying on data developed by Tanner, Eichhorn also claimed that today's youth mature physically much earlier than the youth of the 1900's. He stated that this was coupled with marked cultural changes that have taken place over the past sixty years.¹⁹ Eichhorn coined the term transescence, which he defined as the stage of development which begins prior to the onset of puberty and extends through the early stages of adolescence.²⁰ He noted that these transescents undergo many physical, emotional and psychological changes. Therefore, new programs needed to be instituted to help the transescents deal with the problems and confusion they experience.

The Middle School Program

The goals of the middle school reflected the belief that the middle school could cure many of the ills facing education in the decade of the 1960's. Five major goals for the middle school were set by Alexander and others. They were:

¹⁷Mollie S. Smart and Russell C. Smart, Adolescents (New York: McMillan Co., 1978), p. 4.

¹⁸Mauritz Johnson, Jr., "The Dynamic Junior High School," Bulletin of The National Association of Secondary School Principals, Volume 48, p. 51, March, 1964.

¹⁹Eichhorn, op. cit., p. 2.

²⁰Ibid., p. 3.

1. To bridge the gap between the elementary and the high school.
2. To offer individualized instruction and curriculum to a student population varied in its physical and mental abilities.
3. To design a curriculum that included a planned sequence of new concepts, an effort to develop skills for continued learning, an opportunity for exploration of new experiences, and an emphasis on the development of values.
4. To foster continuous progress through the entire educational program, including adequate articulation from one school to the next.
5. To improve the student's schooling through the optimum use of personnel and facilities.²¹

Advocates such as Brown, Moss, Howard and Stoumbis, Frieson, Georgiady and Romano, and Teagarden identified similar goals. For example, Brown developed a list of key ingredients for a successful middle school.

Twenty of the key ingredients are:

1. Grade Organization - Middle schools should include at least three grades. Most middle schools are organized as either grades five through eight or six through eight.
2. Team Teaching - The team teaching approach should emphasize the strengths of individual teachers, assist in grouping students, and allow teachers to plan together.
3. Instructional Planning - Middle schools should allow team planning by the faculty, instructional leaders and administration.
4. Student Groupings - Middle schools should allow for a variety of student groupings, such as one-to-one, small groups, and large groups, depending on the particular learning activities.
5. Flexible Scheduling - The diverse nature of the middle school student population would require flexibility in scheduling to allow teachers and students to design programs that meet the needs of the students.

²¹Alexander, et. al., op. cit., p. 19.

6. Continuous Progress - Middle school programs should promote continuous progress, with an emphasis on individual needs, rate of learning, and abilities.
7. Individualized Instruction - Middle schools should recognize the diverse nature of the students by planning the program to meet each of the student's needs.
8. Independent Study - Independent study should allow students to develop their own individual interests.
9. Instructional Materials - The instructional materials used in the schools should be varied enough to meet the diverse interests of all the students.
10. Basic Skills - Middle schools should offer remedial programs in reading, math, and other basic subjects to reinforce what the students have learned in earlier grades.
11. Exploration - Students should be given the opportunity to explore all types of subjects through a strong elective program.
12. Creative Experiences - Student activities, such as school newspapers, dramatic productions, music and art, and literary magazines should be encouraged as an outlet for student expression.
13. Social Development - Middle schools should provide programs and guidance to help the students develop social skills.
14. Intramural Sports - An intramural sports program should offer an outlet for students to develop physically and help supplement the physical education program.
15. Focus on Development - Middle school students should be helped in understanding the changes their bodies undergo.
16. Individualized Guidance - Guidance should be individualized to meet the particular needs of each student. The classroom teacher can assist in this counseling.
17. Home Base Program - Home rooms should allow the teacher to offer personal guidance to the students on a daily basis.
18. Values Clarification - Middle schools should help the students identify appropriate values and clarify conflicting values.
19. Student Evaluation - Evaluation in the middle schools should be positive and nonthreatening and should treat the student's work on an individual and personal basis.

20. Transition from Elementary to High School - Middle schools should provide a gradual transition from the self-contained classrooms of the elementary school to the departmentalized programs of the high school.²²

The above lists and the views of other middle school advocates allowed a description of a middle school according to these attributes.

1. A grade pattern that begins with either the fifth or the sixth grade and ends with the eighth grade.
2. An educational philosophy that emphasizes the needs and interests of the students.
3. A willing attitude on the part of the staff toward instructional experimentation, open classrooms, team teaching, utilization of multimedia teaching techniques, and student grouping by talent and interest, rather than age alone.
4. An emphasis on individual instruction and guidance for each pupil.
5. A focus on educating the whole child, not just the intellect.
6. A program to help ease the transition between childhood and adolescence.²³

These qualities provide the opportunity to fulfill the goal of humanizing the education of early adolescents.

Review of Related Studies

In 1971, Riegle surveyed 136 Michigan middle schools. He used a questionnaire based on eighteen middle school characteristics that he identified from the literature and from a panel of experts. The eighteen basic characteristics were: (1) continuous progress, (2) multi-media approach, (3) flexible schedules, (4) social experiences, (5) physical experiences,

²²William T. Brown, "The Makings of the Middle School: 21 Key Ingredients," Principal, Volume 60, pp. 18-19, January, 1981.

²³Organization of the Middle Grades: A Summary of Research (Arlington, Virginia: Educational Research Services, 1983), p. 88.

(6) intramural activities, (7) creative experiences, (8) security, (9) evaluation, (10) team teaching, (11) planned gradualism, (12) exploratory experiences, (13) guidance programs, (14) independent study, (15) basic skill extension and adjustment, (16) community relations, (17) student services, and (18) auxiliary staffs. For comparative purposes he also selected four schools from across the nation that he believed best exemplified the ideal middle school. He wanted to compare Michigan middle school practices to the middle school characteristics.

The rapid increase in the number of schools labeled as middle schools has not been accompanied by a high degree of application to these principles, according to Riegle. He also concluded that Michigan middle schools were not based on an understanding of the eighteen basic middle school concepts.²⁴

Three years later Raymer conducted a similar study of Michigan middle schools. He also wanted to compare Michigan middle school practices to the middle school characteristics. To accomplish this he surveyed one hundred sixth through eighth grade schools and one hundred fifth through eighth grade schools. He also surveyed four nationally prominent middle schools.

The original listing of the eighteen basic middle school characteristics developed by Riegle were refined by Georgiady, Heald, and Romano.²⁵ The characteristics used in the Raymer study are listed with an explanation of each characteristic.

²⁴Riegle, op. cit., pp. 67-68.

²⁵Louis G. Romano, Nicholas P. Georgiady, and James E. Heald, The Middle School: Selected Readings on an Emerging School Program (Chicago, Illinois: Nelson-Hall Co., 1973), pp. 75-84.

Eighteen Characteristics of the Middle School

Characteristics

What and Why

1. Continuous Progress

The middle school program should feature a non-graded organization that allows students to progress at their own individual rate regardless of chronological age. Individual differences are at the most pronounced stage during the transecent years of human development. Chronological groups tend to ignore the span of individual differences.

Explanation

The curriculum built on continuous progress is typically composed of sequenced achievement levels or units of work. As a student completes a unit of work in a subject he moves on to the next unit. This plan utilizes programmed and semi-programmed instructional materials, along with teacher-made units.

2. Multi-material Approach

What and Why

The middle school program should offer to students a wide range of easy accessible instructional materials, a number of explanations and a choice of approaches to a topic. Classroom activities should be planned around a multi-material approach rather than a basic textbook organization.

Explanation

Maturity levels, interest areas, and student backgrounds vary greatly at this age and these variables need to be considered when materials are selected. The middle school age youngster has a range biologically and physiologically anywhere from seven years old to nineteen years old. Their cognitive development, according to Piaget, progresses through different levels, too. (Limiting factors include environment, physical development, experiences, and emotions). The middle school youngster is one of two stages: preparation for and organization of concrete operations and the period of formal operations. These students have short attention spans. Variation in approach and variable materials should

CharacteristicsExplanation

Be available in the school program to meet the various needs and abilities of the youngsters and to help the teachers retain the interest of the youngsters.

3. Flexible Schedules

What and Why

The middle school should provide a schedule that encourages the investment of time based on educational needs rather than standardized time periods. The schedule should be employed as a teaching aid rather than a control device. The rigid block schedule provides little opportunity to develop a program to a special situation or to a particular student.

Explanation

Movement should be permissive and free rather than dominated by the teacher. Variation of classes and the length of class time as well as variety of group size will help a student become capable of assuming responsibility for his own learning.

4. Social Experiences

What and Why

The program should provide experiences appropriate for the transescent youth and should not emulate the social experiences of the senior high school. Social activities that emulate high school programs are inappropriate for middle school students. The stages of their social development are diverse and the question of immaturity is pertinent in the planning of activities for this age level.

Explanation

The preadolescent and early adolescent undergo changes which affect the self-concept. The youngster is in an in-between world, separate from the family and the rest of the adult world. This is a time of sensitivity and acute perception, a crucial time in preparation for adulthood. This is the age of sex-role identification. The youngsters model themselves after a

CharacteristicsExplanation

same-sex adult and seek support from the same-sex peer group. The youngster needs to be accepted by the peer group. The attitudes of the group affect the judgment of the individual child. There is the necessity for developing many social skills - especially those regarding the opposite sex. There are dramatic changes in activity: dancing, slang, kidding, practical joke give and take, etc. Common areas should be provided in the building for social interaction among small groups.

5. and 6. Physical
Experience and
Intramural
Activities

What and Why

The middle school curricular and co-curricular programs should provide physical activities based solely on the needs of the students. Involvement in the program as a participant rather than as a spectator is critical for students. A broad range of intramural experiences that provide physical activity for all students should be provided to supplement the physical education classes, which should center their activity upon helping students understand and use their bodies. The middle school should feature intramural activities rather than interscholastic activities.

Explanation

Activities that emulate the high school program are inappropriate for the middle school. The stages of their physical development are diverse and the question of immaturity is pertinent in planning activities for this age level. The wide range of physical, emotional, social development found in youngsters of middle school age strongly suggests a diverse program. The child's body is rapidly developing. The relationship of attitude and physical skill must be considered in planning physical activities consistent with the concern for growth toward independence in learning. The emphasis should be upon the development of fundamental skills as well as using these skills in a variety of activities. Intramural activity involves maximum participation, whereas interscholastic activity provides minimum involvement. There is no sound educational reason for interscholastic athletics. Too often they serve

CharacteristicsExplanation

merely as public entertainment and encourage an overemphasis on specialization at the expense of the majority of the student body.

7. Team Teaching

What and Why

The middle school program should be organized in part around team teaching patterns that allow students to interact with a variety of teachers in a wide range of subject areas. Team teaching is intended to bring to students a variety of resource persons.

Explanation

Team teaching provides an opportunity for teacher talents to reach greater numbers of students and for teacher weaknesses to be minimized. This organizational pattern requires teacher planning time and an individualized student program if it is to function most effectively.

8. Planned Gradualism

What and Why

The middle school should provide experiences that assist early adolescents in making the transition from childhood dependence to adult independence, thereby helping them to bridge the gap between elementary school and high school.

Explanation

The transition period is marked by new physical phenomena in boys and girls which bring about the need for learning to manage their bodies and erotic sensations without embarrassment. Awareness of new concepts of self and new problems of social behavior and the need for developing many social skills is relevant. There is a responsibility to help the rapidly developing person assert his right to make many more decisions about his own behavior, his social life, management of money, choice of friends, in general, to make adult, independent decisions. The transition involves a movement away from a dependence upon what can be perceived in the

CharacteristicsExplanation

immediate environment to a level of hypothesizing and dealing with abstractions. There is an establishment of a level of adult-like thought and a desire to test ideas in school as well as in social situations.

9. Exploratory and
Enrichment Studies

What and Why

The program should be broad enough to meet the individual interest of the students for which it was designed. It should widen the range of educational training a student experiences rather than specialize his training. There is a need for variety in the curriculum. Elective courses should be a part of the program of every student during his years in the middle school.

Explanation

Levels of retention are increased when students learn by "doing" and understanding is more complete when viewed from a wide range of experiences. Time should be spent enriching the student's concept of himself and the world around him, rather than learning subject matter in the traditional form. A student should be allowed to investigate his interests on school time, and to progress on his own as he is ready.

10. Guidance Services

What and Why

The middle school program should include both group and individual guidance services for all students. Highly individualized help of a personal nature is needed.

Explanation

The middle school child needs and should receive counseling on many matters. Each teacher should "counsel" the child regarding his learning opportunities and progress in respective areas. Each child should perhaps be a member of a home-base group led by a teacher-counselor, someone who watches out for his welfare. Puberty and its many problems require expert guidance for the youngsters, so a professional counselor should be available to the individual youngster.

Characteristics

11. Independent Study

What and Why

The program should provide an opportunity for students to spend time studying individual interests or needs that do not appear in the organized curricular offerings.

Explanation

A child's own intellectual curiosity motivates him to carry on independently of the group, with the teacher serving as a resource person. Independent study may be used in connection with organized knowledge, or with some special interest or hobby. The student pursues his work, after it has been defined, and uses his teachers, various materials available in and out of school, and perhaps even other students, as his sources. He grows in self-direction through various activities and use of materials.

12. Basic Skill Repair and Extension

What and Why

The middle school program should provide opportunities for students to receive clinical help in learning basic skills. The basic education program fostered in the elementary school should be extended in the middle school.

Explanation

Because of individual differences, some youngsters have not entirely mastered the basic skills. These students should be provided organized opportunities to improve their skills. Learning must be made attractive and many opportunities to practice reading, listening, asking questions, etc., must be planned in every classroom. Formal specialized instruction in the basic skills may be necessary and should be available.

13. Creative Experiences

What and Why

The middle school program should include opportunities for students to express themselves in creative ways. Student newspapers, dramatic creations, musical programs, and other student-centered, student-directed, student-developed activities should be encouraged.

CharacteristicsExplanation

Students should be free to do some divergent thinking and explore various avenues to possible answers. There should be time allowed for thinking without pressure, and a place for unusual ideas and unusual questions to be considered with respect. Media for expressing the inner feelings should be provided. Art, music, and drama provide opportunities for expression of personal feelings.

14. Security Factor

What and Why

The program should provide every student with a security group: a teacher who knows him well and to whom he relates in a positive manner; a peer group that meets regularly and represents more than administrative convenience in its use of time.

Explanation

Teachers need time to give the individual student the attention he needs, to help in counseling and curriculum situations. The student needs someone in school that he can be comfortable with.

15. Evaluation

What and Why

The middle school program should provide an evaluation of a student's work that is personal, positive in nature, nonthreatening, and strictly individualized. The student should be allowed to assess his own progress and plan for future progress.

Explanation

A student needs more information than a letter grade provides and he needs more security than the traditional evaluation system offers. Traditional systems seem to be punitive. The middle school youngster needs a supportive atmosphere that helps to generate confidence and a willingness to explore new areas of learning. Student-teacher planning helps to encourage the students to seek new areas. Student-teacher evaluation sessions can help to create a mutual understanding of problems and also to provide a more meaningful report for parents. Parent-teacher-student

CharacteristicsExplanation

conferences on a scheduled and unscheduled basis should be the basic reporting method. Competitive letter grade evaluation should be replaced with open pupil-teacher-parent communications.

16. Community Relations

What and Why

The middle school should develop and maintain a varied program of community relations. Programs to inform, to entertain, to educate, and to understand the community, as well as other activities, should be a part of the basic operation of the school.

Explanation

The middle school houses students at a time when they are eager to be involved in activities with their parents. The school should encourage this natural attitude. The middle school has facilities that can be used to good advantage by community groups.

17. Student Services

What and Why

The middle school should provide a broad spectrum of specialized services for students. Community, county, and state agencies should be utilized to expand the range of specialists to its broadest possible extent.

Explanation

Health services, counseling services, testing opportunities for individual development (curricular and co-curricular) meeting the interests and needs of each child should be provided.

18. Auxiliary Staffing

What and Why

The middle school should utilize highly diversified personnel such as volunteer parents, teacher aides, clerical aides, student volunteers, and other similar types of support staffing that help to facilitate the teaching staff.

Explanation

Auxiliary staffing is needed to provide the individual help students require. A variety of teacher aides or paraprofessionals may be used to extend the talent of the professional staff.

Raymer found that the sixth through eighth grade schools implemented middle school characteristics to a higher degree than fifth through eighth grade schools. He also found that neither grade organization did particularly well in implementing all eighteen basic characteristics.

In a study conducted by Butera in 1972, 229 middle schools were surveyed. The purpose of the study was to determine how well New Jersey middle schools were implementing the middle school characteristics. He found that most middle schools in the state did not implement an impressively high number of middle school goals.²⁷

Four years later Kopko tried to evaluate the degree to which the New Jersey middle schools accepted the recommendations of the New Jersey Task Force on Intermediate Education. The Task Force strongly urged the introduction of middle schools. A survey was completed of 114 middle schools from which Kopko identified high implementing schools, moderate implementing schools, and low implementing schools. He administered a questionnaire to ten students and ten teachers from schools in each category.

²⁶Raymer, op. cit., pp. 78-79.

²⁷Thomas S. Butera, "A Study of Middle Schools in the State of New Jersey," Ed.D. Dissertation, Columbia University, 1972, pp. 58-63, 168, 170.

The data showed that New Jersey middle schools were implementing the Task Force's recommendations to a moderate extent. It also showed that there was a definite lack of organizational innovations such as team teaching or nongradedness among the schools. The conclusion was that the implementation of the Task Force's recommendations was questionable.²⁸

In 1972 Good submitted a questionnaire to 44 middle schools in Pennsylvania. He studied grade organizations, programs, administrative practices and building and classroom facilities of middle schools. He found that most respondents established middle schools primarily for reasons of expediency rather than educational philosophy. Few of the schools worked to implement middle school programs. The conclusion was that the organizational structures found in the middle schools in this study were, for the most part, inconsistent with the purposes and objectives of these schools.²⁹

The purpose of Hughes' study in 1974 was to elicit perceptions of principals in the Pittsburgh area toward middle school programs. He surveyed fifteen principals with a questionnaire of thirteen open-ended questions. From the results he concluded that principals believed a middle school was a graded school with grades six, seven, and eight,

²⁸Jon Raymond Kopko, "A Comprehensive Study of Selected Middle Schools in the State of New Jersey," Ed.D. Dissertation, Rutgers University, 1976, pp. 16, 55-65, 135-136, 146.

²⁹Charles W. Good, "A Study of Middle School Practices in Pennsylvania," Ed.D. Dissertation, Temple University, 1972, pp. 7, 77, 382.

departmentalized and typified by team teaching within a grade. The aim of the school was to take care of the physical, psychosocial, and intellectual needs of early adolescents.³⁰

In West Chester County, Pennsylvania, in 1962, Brantley surveyed parents, students, teachers and administrators with an instrument based on Riegle's criteria. The purpose of the study was to compare Pennsylvania middle schools with middle school goals. He found great consistency among the four respondent groups. The groups expressed favorable ratings on the ability of the middle schools:

1. to offer a range of instructional materials;
2. to provide social experiences;
3. to organize team teaching;
4. to assist in transition from childhood to adulthood;
5. to widen the range of educational training;
6. to provide elective courses;
7. to include opportunities for creative expression;
8. to maintain community relations; and
9. to use varied groups of personnel.

Individual progress, varied length of class period, and pursuit of individual interest received the least approval.³¹

Flynn compared practicing California middle schools with middle school goals in 1971. He distributed a questionnaire to middle school principals

³⁰Sean Hughes, "Organizational Pattern of Western Pennsylvania Middle Schools, Role and Role Conflict as Perceived by Their Principals,"

³¹William E. Brantley, "West Chester Area School District Middle School Survey," Unpublished Report, 1982, pp. 11-15, 17.

and found that there was a need for a middle school identity oriented toward neither the elementary nor the secondary level. He also concluded that administrators worked under much confusion and indecision regarding the most effective practices in their schools. This was due to a significant gap between accepting established criteria and implementing them.³²

In 1974, James Kramer sent questionnaires to 102 California middle schools. He wanted to determine the degree to which the middle schools instituted the recommended programs of the middle school movement. The results showed that the middle schools of California have not implemented the basic middle school characteristics to a great degree.³³

A questionnaire for middle school principals was developed by Billings in 1973. He surveyed 115 middle school principals in the state of Texas to find out how well Texas middle school practices measured up to the middle school ideals. The conclusions were that middle schools in Texas did not evidence implementation of middle school ideals. Also, the name middle school did not imply adoption of the middle school characteristics.³⁴

In 1973 Daniel evaluated middle schools in Arkansas. He surveyed forty middle school principals and conducted personal interviews with twelve. He found that middle schools in Arkansas were more similar to traditional

³²John H. Flynn, "Practices of the Middle School in California," Ph.D. Dissertation, University of Southern California, 1971, pp. 2, 84-86, 194-196.

³³James W. Kramer, "A Study of Middle School Programs in California," Ph.D. Dissertation, University of Southern California, 1974, pp. 2, 33-34, 41, 63, 65.

³⁴Ronald L. Billings, "A Computer Based Analysis of the Implementation of Selected Criteria in Texas Middle Schools," Ph.D. Dissertation, University of Houston, 1973, pp. 73-76.

junior high schools than to true middle schools. The schools failed notably in bridging the gap between elementary and high schools.³⁵

An evaluation of the performance of Virginia middle schools in implementing middle school ideals was done by Franklin in 1973. He interviewed each principal of the 31 middle schools in the state. The findings showed a mixed success at implementing the desired practices. Principals attributed the failure to the desired practices on the lack of specially trained teachers, the lack of staff time, and the lack of money.³⁶

In 1978, Brown sent questionnaires to 121 middle schools in South Carolina in order to determine the extent to which South Carolina middle schools implemented recommended practices. He found that the majority of the schools were instituting many middle school practices. However, several practices considered basic to the middle school concept were not being adequately implemented.³⁷

Years ago the experts found a discrepancy between the ideals and the operation of junior high schools. Likewise, all of the studies reviewed in this chapter found a significant gap between the ideal described by experts and the actual practices of the middle schools.

³⁵Jerry C. Daniel, "A Study of Arkansas Middle Schools to Determine the Current Level of Implementation of Nine Basic Middle School Principles," Ph.D. Dissertation, University of Arkansas, 1973, pp. 3, 34-35, 111.

³⁶Charles B. Franklin, "A Study of Middle School Practices in Virginia," Ph.D. Dissertation, University of Virginia, 1973, pp. 7, 9-10, 75-6.

³⁷William T. Brown, "A Comparative Study of Middle School Practices Recommended in Current Literature and Practices of Middle Schools in South Carolina," Ed.D. Dissertation, University of South Carolina, 1978, pp. 8, 73-77, 119-120.

Economic Influences on Programs

Several major demographic studies concerning the effects of decline in finances and enrollment, K-12, have been conducted nationally regarding staff composition characteristics such as age, pupil-teacher ratios and salaries. It was found by Dembowski, in 1979, that the median age of staff increased with decline.³⁸ Pupil-teacher ratios were lowest in districts declining most rapidly, according to Odden and Vincent.³⁹ They also found that in declining districts there was no difference in the average salaries of teachers from state averages. This indicated an aging and more expensive teaching staff and an increase in per pupil expenditures. The Illinois State Board of Education reported in 1977 that teaching effectiveness decreased with length of service.

Neill reported in 1981 that program decline had become significant at the secondary level, which includes most middle schools. Electives had been eliminated, some classes had been offered in alternate years and activity programs had been curtailed. This trend had restricted programs to the basics and hindered districts from being innovative.

In the 1978-79 school year, the Comptroller General of the United States found that there were 2,943 vacant schools in 19 states. In June, 1981, he estimated there were probably 6,000 schools closed in at least

³⁸Frederick L. Dembowski, "The Effects of Declining Enrollments on the Instructional Programs of Public Elementary and Secondary Schools," Paper presented at the Annual Meeting of the American Education Research Association, Boston, Massachusetts, April 7-11, 1980.

³⁹A. Odden and P.B. Vincent, "The Fiscal Impacts of Declining Enrollments: A Study of Declining Enrollments in Four States - Michigan, Missouri, South Dakota and Washington," In Declining Enrollments: Challenge of the Coming Decade, pp. 209-56. Edited by S. Abramowitz and S. Rosenfeld. Washington, D.C.: U.S. Department of Health, Education and Welfare, National Institute of Education, 1978.

40 states, according to Neill's report.⁴⁰ Due to the attractiveness of the cost savings, school closings were looked upon as a popular alternative for dealing with financial and enrollment declines.

School district reorganization, then, has often been a result of school closings. In Maryland, moving ninth graders to the high schools and sixth graders to the junior highs saved money, according to Riew.⁴¹ The development of a sixth through eighth grade middle school program thus came about mainly for economic reasons. But, according to Brodinsky, two-thirds of the nation's school districts cannot use school closings as a solution to decline since they are one high school districts.⁴²

Along with school closings came a reduction in force. Most studies have indicated that teaching staffs have been cut proportionately more than administrative staffs. The result of the cuts have caused reassignment of teachers. One of the problems middle schools have faced is in teacher certification. In most states elementary certified and secondary certified teachers may teach any subject in grades seven and eight. Most reductions in force have been dealt with through seniority. Therefore, elementary and senior high school teachers may be reassigned to the middle school though they prefer not to be. Programs at the middle school level may suffer if reassigned teachers do not want to teach at this level or

⁴⁰Shirley Box Neill, ed., Declining Enrollment - Closing Schools, American Association of School Administrators Critical Issues Series #9, Sacramento: AASA, 1981.

⁴¹John Riew, Enrollment Decline and School Reorganization - A Cost Efficiency Analysis," Economics of Education Review, 1 (Winter, 1981), pp. 53-73.

⁴²Ben Brodinsky, "Education Issues to be Watched," Michigan School Board Journal, 28 (February, 1982), pp. 22-24.

do not have the training to effectively teach this age group.

The literature tends to show that there is a positive relationship between the amount of decline in finances and enrollment and the number of changes in the schools. The same two factors have negatively impacted public school programs.

Summary

The President of Harvard University, Charles Eliot, was instrumental in the reform of the educational system in the United States beginning in 1888. Recommendations were made to change the grade pattern from the eight-four plan to a six-six plan. With the introduction of the junior high school the six-six system was then revised to a six-three-three pattern.

The number of junior high schools grew from 385 in 1920 to almost 6,000 in 1970. One of the original intentions of the junior high schools was to bridge the gap between elementary school and high school. But many educators criticized the progress of the junior high school movement and were encouraged to develop a new school concept to correct these perceived shortcomings. Thus, the middle school movement was begun.

In 1950 the first middle school opened in Bay City, Michigan. By 1977, Brooks identified 4,060 middle schools in the United States.

This movement was developed on the theory that the children of today mature more rapidly than the children of generations ago. These children, between the ages of eleven and fourteen, undergo many physical, emotional and psychological changes. Eichhorn called these children transescents and new programs were developed to deal with the special problems of this group of students.

According to Brown the key ingredients for a successful middle school program are: (1) grade organization, (2) team teaching, (3) instructional planning, (4) student groupings, (5) flexible scheduling, (6) continuous progress, (7) individualized instruction, (8) independent study, (9) instructional materials, (10) basic skills, (11) exploration, (12) creative experiences, (13) social development, (14) intramural sports, (15) focus on development, (16) individualized guidance, (17) home base program, (18) values clarification, (19) student evaluation, (20) transition from elementary to high school.

Eighteen basic middle school characteristics were developed by Riegler and later refined by Georgiady, Heald and Romano. The characteristics are: (1) continuous progress, (2) multi-material approach, (3) flexible schedules, (4) social experiences, (5)&(6) physical experiences and intramural activities, (7) team teaching, (8) planned gradualism, (9) exploratory and enrichment studies, (10) guidance services, (11) independent study, (12) basic skill repair and extension, (13) creative experiences, (14) security factor, (15) evaluation, (16) community relations, (17) student services, and (18) auxiliary staffing. This list of characteristics served as a model for several research projects.

A number of studies on the implementation of middle school goals and practices concentrated on middle schools in particular cities or states. These studies found a significant gap between the ideal described by experts and the actual practices of the middle school.

Other studies indicated that decline in finances and enrollment have negatively affected programs in the public schools and that the relationship

between such decline and the amount of effect on schools is positive.

Middle school programs have been especially impacted due to the reassignment of staff from both elementary and senior high school.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The basic objective of this study was to determine the level of implementation of the eighteen basic middle school characteristics as reported by superintendents, principals and teachers. The original eighteen characteristics were developed by Jack Riegler.¹ He extracted them from the literature and had them validated by middle school authorities in the field.

This chapter looks at the composition of the samples, the selection of the appropriate statistical programs, the methods used to collect the data, and the procedures used for analysis of the data.

Source of the Data

A directory of all Illinois schools was obtained from the Illinois State Board of Education. The directory included the names of middle schools, the mailing address of each school, the name of the superintendent of each school district, and the name of the principal of each middle school.

Only those schools officially named middle school were considered for the study. A further requirement was that these middle schools

¹Riegler, op. cit.

housed children in grades five through eight or six through eight. One hundred and five schools housing grades six through eight were identified and 82 schools housing grades five through eight were identified. Therefore, a total of 187 middle schools were identified in the State of Illinois.

A packet containing the survey instrument, a cover letter, and a stamped, return-addressed envelope was forwarded to a random sample of 56 superintendents, principals and teachers of schools housing grades six through eight. Likewise, a packet of materials was sent to a random sample of 44 superintendents, principals and teachers of schools housing grades five through eight. Therefore, 100 of the 187 schools were contacted.

Instrument Employed

In a 1971 study, Riegle compiled eighteen basic middle school characteristics by reviewing the literature related to the middle school. He then reviewed the list with acknowledged authorities on the middle school. Based upon their critique, the list was refined and subsequently validated by those authorities. Riegle developed a questionnaire to use as a survey instrument for measuring the degree of application of these eighteen basic middle school characteristics.

For the purposes of this study, Riegle's survey instrument was reviewed and revised with the guidance of Dr. Louis G. Romano and research consultants from the Department of Research Services at Michigan State University. This revised survey instrument was used in this study of Illinois schools to measure the current level of implementation of the eighteen basic middle

school characteristics as perceived by Illinois superintendents, principals and teachers.

The questionnaire contains 62 questions and is divided into two sections. The first section contains multiple choice questions with responses that seek a single answer per question. In the second section, questions seeking multiple responses are presented. A title page including the directions for completing the questionnaire and a page devoted to obtaining general information from the respondents were used as cover pages for the questionnaire.

A cover letter was prepared and mailed with the questionnaire and a stamped, return envelope on January 5, 1983. It was mailed to 100 superintendents, 100 principals and 100 teachers of Illinois middle schools.

Responses to each item on the questionnaire were assigned numerical values. These assigned values were weighted to provide a positive correlation between large scores and a high degree of application of the characteristic being measured.

A listing of the characteristics included in the survey instrument and the corresponding numbers of questions used to collect data on each characteristic are presented in Table 3.1 on page 42. The questionnaire is included in the appendix.

Procedures

By January 14, 1983, a total of 110 questionnaires had been returned. Superintendents returned 36 questionnaires for a rate of 36 percent, principals returned 50 questionnaires for a rate of 50 percent, and teachers returned 24 questionnaires for a rate of 24 percent. On January 17, 1983,

TABLE 3.1.-- The characteristics within the survey instrument and the numbers of questions included to collect data on each characteristic.

Characteristic*	Survey Question Numbers
1. Continuous progress	1, 2
2. Multi-material	3, 4, 5, 6, 46
3. Flexible schedule	7, 8, 38
4. Social experiences	9, 10, 47, 48, 60
5. Physical experiences	11, 41, 42, 61
6. Intramural activity	12, 13, 49, 62
7. Team teaching	14, 15, 16, 17
8. Planned gradualism	18
9. Exploratory and enrichment programs	19, 20, 21, 50, 51
10. Guidance services	22, 23, 24, 43
11. Independent study	39, 44, 52
12. Basic learning experiences	25, 26, 45, 53
13. Creative experiences	27, 28, 29, 30, 31, 54
14. Student security factor	32, 33, 34
15. Evaluation practices	35, 40
16. Community relations	36, 37, 55, 56
17. Student services	57
18. Auxiliary staffing	58, 59

*Characteristics are designated by numbers. A complete questionnaire may be found in the appendix materials.

a letter was sent to all superintendents, principals, and teachers from whom there was no response. The final number of questionnaires by January 28, 1983, was 229. Ninety-four responses were for grades five through eight and 135 responses were for grades six through eight. For the five through eight schools, 34 superintendents, 35 principals and 25 teachers responded. For the six through eight schools, 43 superintendents, 47 principals and 45 teachers responded. See Table 3.2 below.

TABLE 3.2.-- The number of participants contacted, the number of responses by each group, and the percentage of the responses.

Grade	Number of Superintendents Responses	Number of Principals Responses	Number of Teachers Responses
6 - 8	43	47	45
5 - 8	34	35	25
Total Number of Responses	77	82	70
Total Number Contacted	100	100	100
Percentage of Responses	77%	82%	70%

Two schools were visited in May, 1983. One of the schools came closest to meeting the criteria and the other school was farthest from meeting the criteria. The schools were determined by using the sum of the raw scores of the superintendent, principal and teacher of each school. The schools were then ranked from the highest total raw score to the lowest raw score. The school with the highest total raw score

was selected for a visitation along with the school with the lowest total raw score. Principals of both schools were contacted and asked for a two day visitation. Both requests were granted.

The school with the highest total score is located in central Illinois and houses grades six through eight with an enrollment of approximately 410 students. There are 26 teachers, a counselor and a principal on the professional staff. The school with the lowest score is located in northern Illinois, also houses grades six through eight, has an enrollment of approximately 445 students, a staff of 25 teachers, an assistant principal and a principal.

The arrangement for the two day visitation at each school was one day in conferencing and interviewing and the second day in observation. During the visitations, the observer used the Riegle survey instrument to determine a total raw score so that a comparison could be made between observation and questionnaire responses.

Materials such as parent-student handbooks, master schedules, student evaluation reports, parent materials and an overview of the school district were requested and received prior to the visitation. Items on the survey instrument pertaining to these areas were then completed by the observer. The remaining items were completed after on-site interviews with counselors, academic teachers, physical education teachers and coaches, special services teachers and students.

At the school in northern Illinois, interviews were held with the assistant principal, media center director, two teachers at each grade level, the secretary and groups of six students at each grade level. At the school in central Illinois, interviews were held with the principal,

the counselor, two teachers at each grade level, the media center director, two coaches, the secretary and groups of six students at each grade level. Those items on the instrument that pertained to the area of the interviewee were discussed in depth during the interview. The coaches, for example, discussed items 11, 41, 42 and 61 of the survey instrument, which specifically relate to the characteristic physical experiences, and items 12, 13, 49 and 62, which relate directly to intramural activities. Upon completion of all interviews and observations, results were compiled and used to complete the observer's survey instrument. The interview guide is presented in the appendix.

The data for this research project were programmed for computer analysis. The raw scores from the questionnaires were keypunched at the Michigan State University Computer Center. Each set of keypunched questionnaire cards was coded for individual questionnaire number, grade, group and questions. The data were then processed by the computer at The Traverse Bay Area Computer Center in Traverse City, Michigan. The Statistical Package for the Social Sciences (SPSS) program was used to generate descriptive statistics.

Objectives to be Measured

The first objective of this study was designed to provide a measurement of the degree of implementation of the eighteen basic middle school characteristics practiced by schools, grades six through eight, as reported by superintendents, principals and teachers on the Riegle survey instrument.

The second objective of the study was designed to provide a measurement relative to the degree of implementation of the eighteen basic middle school characteristics practiced by schools, grades five through eight, as reported by superintendents, principals and teachers on the Riegle survey instrument.

The third and fourth objectives of the study were designed to compare the average of the scores of the superintendents, principals and teachers for the six through eight schools and the five through eight schools in Illinois with the scores that the instrument would yield if all eighteen middle school characteristics were fully implemented. The results were reported on the Riegle survey instrument by superintendents, principals and teachers from the respective schools.

Objective five was devoted to making a comparison study of the degree of implementation of the eighteen basic middle school characteristics in schools with grades six through eight with the results of schools with grades five through eight. Again, the results of the superintendents, principals and teachers were used from the Riegle survey instrument.

The conditions of objective six were met by comparing the levels of implementation scores reported by teachers and principals in the Illinois middle schools.

The purpose of objective seven was to compare the levels of implementation scores reported by teachers and superintendents in the Illinois middle schools.

Objective eight of the study was designed to compare the levels of implementation scores reported by principals and superintendents in the Illinois middle schools.

The Riegler survey instrument was used to measure the degree of implementation for the comparisons called for in these stated objectives. Also, the survey instrument was used by this researcher during the visitation of the two schools.

Summary

In a 1972 study, Riegler developed eighteen basic middle school characteristics. He then developed a survey instrument using these characteristics. The instrument was validated by a panel of middle school experts. The instrument was again reviewed and revised by research consultants for Raymer's 1974 study.

The 62 item questionnaire was replicated for use in this study and sent to the superintendents, principals and teachers in middle schools in Illinois. Out of 300 mailings there were 229 responses. A description of the instrument and the data gained from this survey is summarized in this study.

Two schools were selected for a visitation. One of the schools selected scored highest on the survey. The other school scored lowest in the implementation of the eighteen basic middle school characteristics.

The Traverse Bay Area Computer Center and the Michigan State University Computer Center were used to generate the descriptive statistics by employing the SPSS program.

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CHAPTER IV

ANALYSIS OF THE DATA

This chapter is an analysis of the data and the findings. Each objective is stated separately with a presentation of the statistical findings.

The data presented in this chapter were collected from the results of 229 survey questionnaires returned by superintendents, principals and teachers in middle schools in Illinois. The Traverse Bay Area Computer Center and the Michigan State University Computer Center were used to generate the descriptive statistics by employing the SPSS program.

Objective I

To measure the degree of implementation, as reported by superintendents, principals and teachers, of the eighteen basic middle school characteristics practiced by selected middle schools, grades 6 - 8, in Illinois.

Responses of Superintendents

The responses of the superintendents indicated that eleven of the middle school characteristics were over the 50 percent level of implementation while seven of the middle school characteristics were below the 50 percent level of implementation.

The middle school characteristics that were above the 50 percent level included the following: creative experiences (50.8%), social

experiences (51.5%), community relations (52.6%), planned gradualism (58.7%), independent study (61.9%), basic learning experiences (63.2%), student security factor (65.7%), multi-material (67.8%), guidance services (70.1%), student services (71.3%), and physical experiences (79.5%). Those middle school characteristics below the 50 percent level of implementation included: team teaching (36.4%), continuous progress (39.3%), intramural activity (39.6%), evaluation practices (39.8%), auxiliary staffing (41.6%), exploratory and enrichment programs (44.1%) and flexible schedule (49.1%). The results are presented in Table 4.1 on page 50.

Responses of Principals

The results of the principals' responses indicated that nine characteristics were over the 50 percent level of implementation and nine were below the 50 percent level of implementation.

The characteristics that were above the 50 percent level of implementation included the following: community relations (50.1%), planned gradualism (53.0%), independent study (59.3%), student security factor (63.0%), guidance services (63.1%), student services (65.4%), basic learning experiences (69.9%), multi-material (70.3%) and physical experiences (76.8%). Those characteristics below the 50 percent level of implementation included: auxiliary staffing (38.3%), intramural activity (38.9%), team teaching (39.6%), evaluation practices (41.1%), flexible schedule (44.8%), exploratory and enrichment programs (44.9%), continuous progress (47.4%), creative experiences (48.3%) and social experiences (49.3%). The results are presented in Table 4.2 on page 51.

TABLE 4.1.-- The mean and percent of implementation scores of superintendents for selected Illinois middle schools, grades 6-8.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Team teaching	22	8.00	36.4
2. Continuous progress	10	3.93	39.3
3. Intramural activity	18	7.12	39.6
4. Evaluation practices	9	3.58	39.8
5. Auxiliary staffing	8	3.33	41.6
6. Exploratory and enrichment programs	27	11.91	44.1
7. Flexible schedule	15	7.36	49.1
8. Creative experiences	18	9.15	50.8
9. Social experiences	24	12.36	51.5
10. Community relations	14	7.36	52.6
11. Planned gradualism	3	1.76	58.7
12. Independent study	7	4.33	61.9
13. Basic learning experiences	13	8.21	63.2
14. Student security factor	9	5.91	65.7
15. Multi-material	37	25.09	67.8
16. Guidance services	15	10.52	70.1
17. Student services	9	6.42	71.3
18. Physical experiences	13	10.33	79.5
Total Scores	271	146.67	54.6

TABLE 4.2.-- The mean and percent of implementation scores of principals for selected Illinois middle schools, grades 6-8.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Auxiliary staffing	8	3.06	38.3
2. Intramural activity	18	7.00	38.9
3. Team teaching	22	8.72	39.6
4. Evaluation practices	9	3.70	41.1
5. Flexible schedule	15	6.72	44.8
6. Exploratory and enrichment programs	27	12.11	44.9
7. Continuous progress	10	4.74	47.4
8. Creative experiences	18	8.70	48.3
9. Social experiences	24	11.82	49.3
10. Community relations	14	7.02	50.1
11. Planned gradualism	3	1.59	53.0
12. Independent study	7	4.15	59.3
13. Student security factor	9	5.67	63.0
14. Guidance services	15	9.46	63.1
15. Student services	9	5.89	65.4
16. Basic learning experiences	13	9.09	69.9
17. Multi-material	37	26.00	70.3
18. Physical experiences	13	9.98	76.8
Total Scores	271	145.42	53.5

Responses of Teachers

The responses of the teachers indicated that eight of the characteristics were above the 50 percent level of implementation and ten of the characteristics were below the 50 percent level of implementation.

The eight characteristics above the 50 percent level of implementation included the following: independent study (55.9%), planned gradualism (56.3%), student security factor (58.4%), student services (60.3%), guidance services (62.1%), basic learning experiences (66.6%), multi-material (66.8%) and physical experiences (74.3%). Those characteristics below the 50 percent level of implementation included: auxiliary staffing (31.1%), evaluation practices (38.4%), team teaching (40.4%), continuous progress (41.4%), intramural activity (41.6%), creative experiences (44.3%), exploratory and enrichment programs (45.3%), community relations (45.3%), flexible schedule (47.4%) and social experiences (47.6%). These results are presented in Table 4.3 on page 53.

Responses of Superintendents, Principals and Teachers

A comparison of the levels of implementation reported by superintendents, principals and teachers showed that there was considerable agreement in ranking of all but three middle school characteristics, namely, community relations, social experiences and creative experiences. Those middle school characteristics which were above the 50 percent level of implementation for all three groups, superintendents, principals and teachers were as follows:

TABLE 4.3.-- The mean and percent of implementation scores of teachers for selected Illinois middle schools, grades 6-8.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Auxiliary staffing	8	2.49	31.1
2. Evaluation practices	9	3.46	38.4
3. Team teaching	22	8.89	40.4
4. Continuous progress	10	4.14	41.4
5. Intramural activity	18	7.49	41.6
6. Creative experiences	18	7.97	44.3
7. Exploratory and enrichment programs	27	12.23	45.3
8. Community relations	14	6.34	45.3
9. Flexible schedule	15	7.11	47.4
10. Social experiences	24	11.42	47.6
11. Independent study	7	3.91	55.9
12. Planned gradualism	3	1.69	56.3
13. Student security factor	9	5.26	58.4
14. Student services	9	5.43	60.3
15. Guidance services	15	9.31	62.1
16. Basic learning experiences	13	8.66	66.6
17. Multi-material	37	24.71	66.8
18. Physical experiences	13	9.66	74.3
Total Scores	171	140.17	51.3

	<u>Superintendents</u>	<u>Principals</u>	<u>Teachers</u>
Physical experiences	79.5%	76.8%	74.3%
Student services	71.3%	65.5%	60.3%
Guidance services	70.1%	63.1%	62.1%
Multi-material	67.8%	70.3%	66.8%
Student security factor	65.7%	63.0%	58.4%
Basic learning experiences	63.2%	69.9%	66.6%
Independent study	61.9%	59.3%	55.9%
Planned gradualism	58.7%	53.0%	56.3%

Those middle school characteristics which all three groups listed as being implemented below the 50 percent level were as follows:

	<u>Superintendents</u>	<u>Principals</u>	<u>Teachers</u>
Team teaching	36.4%	39.6%	40.4%
Continuous progress	39.3%	47.4%	41.4%
Intramural activity	39.6%	38.9%	41.6%
Evaluation practices	39.8%	41.1%	38.4%
Auxiliary staffing	41.6%	38.3%	31.1%
Exploratory and enrichment programs	44.1%	44.9%	45.3%
Flexible schedule	49.1%	44.8%	47.4%

In the following middle school characteristics there were discrepancies as to whether they were above or below the 50 percent levels of implementation. The discrepancies were as follows:

	<u>Superintendents</u>	<u>Principals</u>	<u>Teachers</u>
Creative experiences	50.8%	48.3%	44.3%
Social experiences	51.5%	49.3%	47.6%
Community relations	52.6%	50.1%	45.3%

The results are presented in Table 4.4 on page 56.

In satisfying Objective I, it was found that all three groups, superintendents, principals and teachers stated that seven of the middle school characteristics were below the 50 percent level of implementation while eight of the middle school characteristics were over the 50 percent level of implementation. The discrepancies were in the following middle school characteristics: creative experiences, social experiences and community relations.

Superintendents placed eleven of the eighteen basic characteristics at or above the 50 percent level of implementation. Principals rated nine of the characteristics at or above the 50 percent level, while teachers' score was eight. Movement down the hierarchy indicates lower scores.

Among the eight characteristics that all three groups rated at or above the 50 percent level of implementation, superintendents scored highest with the principals next and teachers lowest on five of these characteristics. On the remaining three characteristics teachers never attained the highest score.

There was only one characteristic that showed the relationship of superintendents with the highest score and teachers with the lowest score among the seven characteristics below the 50 percent level of implementation. Teachers attained the highest score on three of the characteristics.

TABLE 4.4.-- The ranking of the characteristics by using the level of implementation scores in descending order of the superintendents, principals and teachers in selected Illinois middle schools, grades 6-8.

SUPERINTENDENTS			PRINCIPALS		TEACHERS	
Characteristic	Level	Characteristic	Level	Characteristic	Level	
1. Physical experiences	79.5	Physical experiences	76.8	Physical experiences	74.3	
2. Student services	71.3	Multi-material	70.3	Multi-material	66.8	
3. Guidance services	70.1	Basic learning experiences	69.9	Basic learning experiences	66.6	
4. Multi-material	67.8	Student services	65.4	Guidance services	62.1	
5. Student security factor	65.7	Guidance services	63.1	Student services	60.3	
6. Basic learning ex- periences	63.2	Student security factor	63.0	Student security factor	58.4	
7. Independent study	61.9	Independent study	59.3	Planned gradualism	56.3	
8. Planned gradualism	58.7	Planned gradualism	53.0	Independent study	55.9	
9. Community relations	52.6	Community relations	50.1	Social experiences	47.6	
10. Social experiences	51.5	Social experiences	49.3	Flexible schedule	47.4	
11. Creative experiences	50.8	Creative experiences	48.3	Community relations	45.3	
12. Flexible schedule	49.1	Continuous progress	47.4	Exploratory & enrichment programs	45.3	
13. Exploratory & enrichment programs	44.1	Exploratory & enrichment programs	44.9	Creative experiences	44.3	
14. Auxiliary staffing	41.6	Flexible schedule	44.8	Intramural activity	41.6	
15. Evaluation practices	39.8	Evaluation practices	41.1	Continuous progress	41.4	
16. Intramural activity	39.6	Team teaching	39.6	Team teaching	40.4	
17. Continuous progress	39.3	Intramural activity	38.9	Evaluation practices	38.4	
18. Team teaching	36.4	Auxiliary staffing	38.3	Auxiliary staffing	31.1	

The relationship of the superintendents with the highest scores and teachers with the lowest scores occurred in nine of the eighteen characteristics. Principals scored highest on four of the eighteen characteristics.

Objective II

To measure the degree of implementation, as reported by superintendents, principals and teachers, of the eighteen basic middle school characteristics practiced by selected middle schools, grades 5 - 8, in Illinois.

Responses of Superintendents

The responses of the superintendents of the middle schools housing grades five through eight indicated that eleven of the characteristics were over the 50 percent level of implementation while seven of the middle school characteristics were below the 50 percent level of implementation.

The middle school characteristics that were above the 50 percent level included the following: creative experiences (50.2%), community relations (53.0%), independent study (54.1%), social experiences (56.3%), guidance services (59.7%), student services (63.4%), planned gradualism (65.3%), basic learning experiences (65.7%), multi-material (67.6%), student security factor (72.2%) and physical experiences (82.4%). Those middle school characteristics below the 50 percent level of implementation included: team teaching (30.1%), auxiliary staffing (31.3%), exploratory and enrichment programs (40.3%), flexible schedule (40.9%), intramural activity (41.4%), evaluation practices (41.7%) and continuous progress (45.0%). The results are presented in Table 4.5 on page 58.

TABLE 4.5.-- The mean and percent of implementation scores of superintendents for selected Illinois middle schools, grades 5-8.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Team teaching	10	4.50	30.1
2. Auxiliary staffing	8	2.50	31.3
3. Exploratory and enrichment programs	27	10.88	40.3
4. Flexible schedule	15	6.13	40.9
5. Intramural activity	18	7.46	41.4
6. Evaluation practices	9	3.75	41.7
7. Continuous progress	10	4.50	45.0
8. Creative experiences	18	9.04	50.2
9. Community relations	14	7.42	53.0
10. Independent study	7	3.79	54.1
11. Social experiences	24	13.50	56.3
12. Guidance services	15	8.96	59.7
13. Student services	9	5.71	63.4
14. Planned gradualism	3	1.96	65.3
15. Basic learning experiences	13	8.54	65.7
16. Multi-material	37	25.00	67.6
17. Student security factor	9	6.50	72.2
18. Physical experiences	13	10.71	82.4
Total Scores	271	142.98	53.4

Responses of Principals

The responses of the principals indicated that nine characteristics were over the 50 percent level of implementation and nine were below the 50 percent level of implementation.

The characteristics that were above the 50 percent level of implementation included the following: social experience (55.7%), independent study (58.9%), guidance services (61.3%), student security factor (61.8%), basic learning experiences (62.5%), student services (63.6%), multi-material (66.0%), planned gradualism (72.0%) and physical experiences (81.5%). Those characteristics below the 50 percent level of implementation included: auxiliary staffing (32.5%), team teaching (32.6%), intramural activity (36.7%), evaluation practices (39.1%), exploratory and enrichment programs (40.6%), continuous progress (44.0%), creative experiences (45.6%), flexible schedule (47.2%) and community relations (48.6%). The results are presented in Table 4.6 on page 60.

Responses of Teachers

The responses of the teachers indicated that nine of the characteristics were above the 50 percent level of implementation and nine of the characteristics were below the 50 percent level of implementation.

The nine characteristics above the 50 percent level of implementation included the following: student services (50.3%), social experiences (50.5%), guidance services (51.1%), planned gradualism (53.3%), independent study (55.3%), student security factor (55.6%), multi-material (66.1%), basic learning experiences (68.2%) and physical experiences (77.5%). Those characteristics below the 50 percent level of implementation included:

TABLE 4.6.-- The mean and percent of implementation scores of principals for selected Illinois middle schools, grades 5-8.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Auxiliary staffing	8	2.60	32.5
2. Team teaching	22	7.16	32.6
3. Intramural activity	18	6.60	36.7
4. Evaluation practices	9	3.52	39.1
5. Exploratory and enrichment programs	27	10.96	40.6
6. Continuous progress	10	4.40	44.0
7. Creative experiences	18	8.20	45.6
8. Flexible schedule	15	7.08	47.2
9. Community relations	14	6.80	48.6
10. Social experiences	24	13.36	55.7
11. Independent study	7	4.12	58.9
12. Guidance services	15	9.20	61.3
13. Student security factor	9	5.56	61.8
14. Basic learning experiences	13	8.12	62.5
15. Student services	9	5.72	63.6
16. Multi-material	37	24.40	66.0
17. Planned gradualism	3	2.16	72.0
18. Physical experiences	13	10.60	81.5
Total Scores	271	140.56	52.8

team teaching (24.9%), auxiliary staffing (28.4%), intramural activity (34.4%), evaluation practices (38.6%), exploratory and enrichment programs (39.5%), flexible schedule (41.3%), creative experiences (41.5%) and continuous progress (48.0%). The results are presented in Table 4.7 on page 62.

Responses of Superintendents, Principals and Teachers

An examination of the levels of implementation reported by superintendents, principals and teachers showed that all but two middle school characteristics, namely, creative experiences and community relations, were ranked by all three groups either at or above the 50 percent level or below the 50 percent level of implementation. Those middle school characteristics which were above the 50 percent level of implementation for all three groups were as follows:

	<u>Superintendents</u>	<u>Principals</u>	<u>Teachers</u>
Physical experiences	82.4%	81.5%	77.5%
Student security factor	72.2%	61.8%	55.6%
Multi-material	67.6%	66.0%	66.1%
Basic learning experiences	65.7%	62.5%	68.2%
Planned gradualism	65.3%	72.0%	53.3%
Student Services	63.4%	63.6%	50.3%
Guidance services	59.7%	61.3%	51.1%
Social experiences	56.3%	55.7%	50.5%
Independent study	54.1%	58.9%	55.3%

TABLE 4.7.-- The mean and percent of implementation scores of teachers for selected Illinois middle schools, grades 5-8.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Team teaching	22	5.47	24.9
2. Auxiliary staffing	8	2.27	28.4
3. Intramural activity	18	6.20	34.4
4. Evaluation practices	9	3.47	38.6
5. Exploratory and enrichment programs	27	10.67	39.5
6. Flexible schedule	15	6.20	41.3
7. Creative experiences	18	7.47	41.5
8. Community relations	14	6.47	46.2
9. Continuous progress	10	4.80	48.0
10. Student services	9	4.53	50.3
11. Social experiences	24	12.13	50.5
12. Guidance services	15	7.67	51.1
13. Planned gradualism	3	1.60	53.3
14. Independent study	7	3.87	55.3
15. Student security factor	9	5.00	55.6
16. Multi-material	37	24.47	66.1
17. Basic learning experiences	13	8.87	68.2
18. Physical experiences	13	10.07	77.5
Total Scores	271	131.23	48.7

Those middle school characteristics which all three groups listed as being implemented below the 50 percent level were as follows:

	<u>Superintendents</u>	<u>Principals</u>	<u>Teachers</u>
Team teaching	30.1%	32.6%	24.9%
Auxiliary staffing	31.3%	32.5%	28.4%
Exploratory and enrichment programs	40.3%	40.6%	39.5%
Flexible schedule	40.9%	47.2%	41.3%
Intramural activity	41.4%	36.7%	34.4%
Evaluation practices	41.7%	39.1%	38.6%
Continuous progress	45.0%	44.0%	48.0%

In the following middle school characteristics there were discrepancies as to whether they were above or below the 50 percent levels of implementation. The discrepancies were as follows:

	<u>Superintendents</u>	<u>Principals</u>	<u>Teachers</u>
Creative experiences	50.2%	45.6%	41.5%
Community relations	53.0%	48.6%	46.2%

The results are presented in Table 4.8 on page 64.

In satisfying Objective II, it was found that all three groups, superintendents, principals and teachers, stated that seven of the middle school characteristics were below the 50 percent level of implementation while nine of the middle school characteristics were over the 50 percent level of implementation. The discrepancies were in the following middle school characteristics: creative experiences and community relations.

The teachers had the lowest scores on thirteen of the eighteen basic characteristics and the highest score on two of the characteristics.

TABLE 4.8.-- The ranking of the characteristics by using the level of implementation scores in descending order of the superintendents, principals and teachers in selected Illinois middle schools, grades 5 - 8.

SUPERINTENDENTS			PRINCIPALS			TEACHERS		
Characteristic	Level	Characteristic	Level	Characteristic	Level	Characteristic	Level	Level
1. Physical experiences	82.4	Physical experiences	81.5	Physical experiences	81.5	Physical experiences	77.5	
2. Student security factor	72.2	Planned gradualism	72.0	Basic learning experiences	72.0	Basic learning experiences	68.2	
3. Multi-material	67.6	Multi-material	66.0	Student services	66.0	Multi-material	66.1	
4. Basic learning experiences	65.7	Student services	63.6	Student security factor	63.6	Student security factor	55.6	
5. Planned gradualism	65.3	Basic learning experiences	62.5	Independent study	62.5	Independent study	55.3	
6. Student services	63.4	Student security factor	61.8	Planned gradualism	61.8	Planned gradualism	53.3	
7. Guidance services	59.7	Guidance services	61.3	Guidance services	61.3	Guidance services	51.1	
8. Social experiences	56.3	Independent study	58.9	Social experiences	58.9	Social experiences	50.5	
9. Independent study	54.1	Social experiences	55.7	Student services	55.7	Student services	50.3	
10. Community relations	53.0	Community relations	48.6	Continuous progress	48.6	Continuous progress	48.0	
11. Creative experiences	50.2	Flexible schedule	47.2	Community relations	47.2	Community relations	46.2	
12. Continuous progress	45.0	Creative experiences	45.6	Creative experiences	45.6	Creative experiences	41.5	
13. Evaluation practices	41.7	Continuous progress	44.0	Flexible schedule	44.0	Flexible schedule	41.3	
14. Intramural activity	41.4	Exploratory & enrichment programs	40.6	Exploratory & enrichment programs	40.6	Exploratory & enrichment programs	39.5	
15. Flexible schedule	40.9	Evaluation practices	39.1	Evaluation practices	39.1	Evaluation practices	38.6	
16. Exploratory & enrichment programs	40.3	Intramural activity	36.7	Intramural activity	36.7	Intramural activity	34.4	
17. Auxiliary staffing	31.3	Team teaching	32.6	Team teaching	32.6	Auxiliary staffing	28.4	
18. Team teaching	30.1	Auxiliary staffing	32.5	Auxiliary staffing	32.5	Team teaching	24.9	

Superintendents had the highest score on eight of the characteristics. Principals scored highest on eight characteristics and lowest on three characteristics. The incidence of descending scores in going down the positions in the hierarchy of school organization was true in seven of the eighteen characteristics. The scores never increased as the position in the hierarchy increased.

Objective III

To compare the average level of implementation scores of selected Illinois middle schools, grades 6 - 8, with the scores that the measurement instrument would yield if all eighteen middle school characteristics were fully implemented.

To satisfy the requirements of this objective, the level of implementation scores for the schools with grades 6 - 8 was determined by computing the average of the level of implementation scores of the superintendents, principals and teachers of the schools with grades 6 - 8. Table 4.9 on page 66 represents the average mean scores and the average of the level of implementation for this group.

The average scores of the level of implementation as perceived by all three groups, superintendents, principals and teachers of middle schools grades 6 - 8, indicated that eight of the characteristics were over the 50 percent level of implementation while ten of the characteristics were below the 50 percent level of implementation.

The middle school characteristics that were above the 50 percent level included the following: planned gradualism (56.0%), independent study (59.0%), student security factor (62.3%), guidance services (65.1%), student services (65.7%), basic learning experiences (66.5%), multi-material (68.3%) and physical experiences (76.8%). Those middle school

TABLE 4.9.-- The mean and percent of implementation scores for selected Illinois middle schools, grades 6-8, computed by using the average of the scores of superintendents, principals and teachers.

Characteristic	Maximum Possible Score	Mean	Percent of Implementation
1. Auxiliary staffing	8	2.96	37.0
2. Team teaching	22	8.54	38.8
3. Evaluation practices	9	3.58	39.8
4. Intramural activity	18	7.20	40.0
5. Continuous progress	10	4.27	42.7
6. Exploratory and enrichment programs	27	12.08	44.7
7. Flexible schedule	15	7.06	47.1
8. Creative experiences	18	8.61	47.8
9. Community relations	14	6.91	49.4
10. Social experiences	24	11.87	49.5
11. Planned gradualism	3	1.68	56.0
12. Independent study	7	4.13	59.0
13. Student security factor	9	5.61	62.3
14. Guidance services	15	9.76	65.1
15. Student services	9	5.91	65.7
16. Basic learning experiences	13	8.65	66.5
17. Multi-material	37	25.27	68.3
18. Physical experiences	13	9.99	76.8
Total Scores	271	144.08	53.1

characteristics below the 50 percent level of implementation included: auxiliary staffing (37.0%), team teaching (38.8%), evaluation practices (39.8%), intramural activity (40.0%), continuous progress (42.7%), exploratory and enrichment programs (44.7%), flexible schedule (47.1%), creative experiences (47.8%), community relations (49.4%) and social experiences (49.5%).

Objective IV

To compare the average level of implementation scores of selected Illinois middle schools, grades 5 - 8, with the scores that the measurement instrument would yield if all eighteen middle school characteristics were fully implemented.

The average level of implementation scores for the schools, grades 5 - 8, was determined by computing the average of the level of implementation scores of the superintendents, principals and teacher of schools with grades 5 - 8. Table 4.10 on page 68 represents the average level of implementation scores for this group.

In satisfying Objective IV, the perception of all three groups indicated that nine middle school characteristics were above the 50 percent level and nine characteristics were below the 50 percent level of implementation.

The middle school characteristics that were above the 50 percent level of implementation included the following: social experiences (54.2%), independent study (56.1%), guidance services (57.4%), student services (59.1%), student security factor (63.2%), planned gradualism (63.7%), basic learning experiences (65.5%), multi-material (66.5%) and physical experiences (80.5%). Those middle school characteristics below

TABLE 4.10.-- The mean and percent of implementation scores for selected Illinois middle schools, grades 5-8, computed by using the average of the scores of superintendents, principals and teachers.

Characteristic	Maximum Possible Score	Mean	Percent of Implementa- tion
1. Team teaching	22	6.42	29.2
2. Auxiliary staffing	8	2.46	30.8
3. Intramural activity	18	6.75	37.5
4. Evaluation practices	9	3.58	39.8
5. Exploratory and enrichment programs	27	10.84	40.1
6. Flexible schedule	15	6.47	43.1
7. Continuous progress	10	4.57	45.7
8. Creative experiences	18	8.24	45.8
9. Community relations	14	6.90	49.3
10. Social experiences	24	13.00	54.2
11. Independent study	7	3.93	56.1
12. Guidance services	15	8.61	57.4
13. Student services	9	5.32	59.1
14. Student security factor	9	5.69	63.2
15. Planned gradualism	3	1.91	63.7
16. Basic learning experiences	13	8.51	65.5
17. Multi-material	37	24.62	66.5
18. Physical experiences	13	10.46	80.5
Total Scores	271	138.28	51.5

the 50 percent level of implementation included: team teaching (29.2%), auxiliary staffing (30.8%), intramural activity (37.5%), evaluation practices (39.8%), exploratory and enrichment programs (40.1%), flexible schedule (43.1%), continuous progress (45.7%), creative experiences (45.8%) and community relations (49.3%).

Objective V

To compare the average level of implementation of the eighteen basic middle school characteristics reported by selected middle schools in Illinois, grades 6 - 8, with the average level reported by selected middle schools in Illinois, grades 5 - 8.

In satisfying Objective V, the average perception of all three groups, superintendents, principals and teachers, for schools grades 6-8 and schools grades 5-8 indicated that there was only one discrepancy between the two groups. The discrepancy was that the middle school characteristic social experiences was perceived at the 49.5 percent level of implementation for the 6-8 schools and at the 54.2 percent level of implementation for the 5-8 schools.

The eight middle school characteristics that both groups, schools 6-8 and schools 5-8, listed as being implemented above the 50 percent level of implementation were as follows:

	<u>6-8 Schools</u>	<u>5-8 Schools</u>
Planned gradualism	56.0%	63.7%
Independent study	59.0%	56.1%
Student security factor	62.3%	63.2%
Guidance services	65.1%	57.4%
Student services	65.7%	59.1%

	<u>6-8 Schools</u>	<u>5-8 Schools</u>
Basic learning experiences	66.5%	65.5%
Multi-material	68.3%	66.5%
Physical experiences	76.8%	80.5%

The eight middle school characteristics that both groups listed as being below the 50 percent level of implementation were:

	<u>6-8 Schools</u>	<u>5-8 Schools</u>
Auxiliary staffing	37.0%	30.8%
Team teaching	38.8%	29.2%
Evaulation practices	39.8%	39.8%
Intramural activity	40.0%	37.5%
Continuous progress	42.7%	45.7%
Exploratory and enrichment programs	44.7%	40.1%
Flexible schedule	47.1%	43.1%
Creative experiences	47.8%	45.8%
Community relations	49.4%	49.3%

The six through eight middle schools in Illinois showed an average 53.1 percent level of implementation of the eighteen characteristics while the five through eight middle schools had an average level of 51.5 percent. Raymer had also found that the six through eight middle schools in Michigan had a higher average level of implementation than the five through eight middle schools.

The average level of implementation of the eighteen characteristics in middle schools in Illinois was just above 50 percent. It had been reported in previous research studies that middle schools in Michigan, New Jersey,

Pennsylvania, California, Texas, Arkansas, Virginia and South Carolina did not score much above the 50 percent level either. All studies, including this one, have indicated that there is a lack of adequate implementation of the eighteen characteristics. The results are presented in Table 4.11 on page 72.

Objective VI

To compare the average level of implementation scores reported by teachers with that reported by principals in the Illinois middle schools.

To satisfy the requirements of objectives VI, VII and VIII the level of implementation scores for the superintendents, principals and teachers for all schools in Illinois were determined by computing the average score of each group.

The teachers and principals listed eight middle school characteristics above the 50 percent level of implementation. They were:

	<u>Teachers</u>	<u>Principals</u>
Planned gradualism	55.0%	62.7%
Student services	55.3%	64.6%
Independent study	55.6%	59.1%
Guidance services	56.6%	62.2%
Student security factor	57.0%	62.4%
Multi-material	66.5%	68.1%
Basic learning experiences	67.5%	66.2%
Physical experiences	75.9%	79.2%

The eight characteristics perceived by both groups, teachers and principals, to be below the 50 percent level of implementation were the following:

TABLE 4.11.-- A comparison of the average level of implementation scores of selected middle schools in Illinois housing grades 6 - 8 and grades 5 - 8.

Characteristic	6-8 Level of Implementation	5-8 Level of Implementation
1. Auxiliary staffing	37.0	30.8
2. Team teaching	38.8	29.2
3. Evaluation practices	39.8	39.8
4. Intramural activity	40.0	37.5
5. Continuous progress	42.7	45.7
6. Exploratory and enrichment programs	44.7	40.1
7. Flexible schedule	47.1	43.1
8. Creative experiences	47.8	45.8
9. Community relations	49.4	49.3
10. Social experiences	49.5	54.2
11. Planned gradualism	56.0	63.7
12. Independent study	59.0	56.1
13. Student security factor	62.3	63.2
14. Guidance services	65.1	57.4
15. Student services	65.7	59.1
16. Basic learning experiences	66.5	65.5
17. Multi-material	68.3	66.5
18. Physical experiences	76.8	80.5
	53.1%	51.5%

	<u>Teachers</u>	<u>Principals</u>
Auxiliary staffing	29.8%	35.4%
Team teaching	32.6%	36.1%
Intramural activity	38.1%	37.8%
Evaluation practices	38.6%	40.1%
Exploratory and enrichment programs	42.4%	42.7%
Creative experiences	42.9%	46.9%
Flexible schedule	44.4%	46.0%
Continuous progress	44.7%	45.7%
Community relations	45.8%	49.4%

There was a discrepancy regarding the middle school characteristic social experiences. The teachers' average score of the level of implementation was 49.1 percent while the principals' average score of the level of implementation was 52.5 percent.

The principals reported higher scores than the teachers on sixteen of the eighteen characteristics. The results are presented in Table 4.12 on page 74.

Objective VII

To compare the average level of implementation scores reported by teachers with that reported by superintendents in the Illinois middle schools.

The teachers and superintendents listed eight middle school characteristics above the 50 percent level of implementation. They were the following:

TABLE 4.12.-- A comparison of the average levels of implementation scores of the teachers and principals in the Illinois middle schools.

Characteristic	Teachers' Average Level of Implemen- tation Score	Principals' Average Level of Implemen- tation Score
1. Auxiliary staffing	29.8	35.4
2. Team teaching	32.6	36.1
3. Intramural activity	38.1	37.8
4. Evaluation practices	38.6	40.1
5. Exploratory and enrichment programs	42.4	42.7
6. Creative experiences	42.9	46.9
7. Flexible schedule	44.4	46.0
8. Continuous progress	44.7	45.7
9. Community relations	45.8	49.4
10. Social experiences	49.1	52.5
11. Planned gradualism	55.0	62.7
12. Student services	55.3	64.6
13. Independent study	55.6	59.1
14. Guidance services	56.6	62.2
15. Student security factor	57.0	62.4
16. Multi-material	66.5	68.1
17. Basic learning experiences	67.5	66.2
18. Physical experiences	75.9	79.2
	50.1%	52.8%

	<u>Teachers</u>	<u>Superintendents</u>
Planned gradualism	55.0%	62.0%
Student services	55.3%	67.4%
Independent study	55.6%	58.0%
Guidance services	56.6%	62.9%
Student security factor	57.0%	69.0%
Multi-material	66.5%	67.7%
Basic learning experiences	67.5%	64.5%
Physical experiences	75.9%	81.1%

The middle school characteristics below the 50 percent level of implementation were the following:

	<u>Teachers</u>	<u>Superintendents</u>
Auxiliary staffing	29.8%	36.4%
Team teaching	32.6%	33.3%
Intramural activity	38.1%	40.5%
Evaluation practices	38.6%	40.8%
Exploratory and enrichment programs	42.4%	42.2%
Flexible schedule	44.4%	45.0%
Continuous progress	44.7%	42.2%

In the following middle school characteristics there were discrepancies as to whether they were above or below the 50 percent levels of implementation. The discrepancies were as follows:

	<u>Teachers</u>	<u>Superintendents</u>
Creative experiences	42.9%	50.6%
Community relations	45.8%	52.8%
Social experiences	49.1%	53.9%

A summary of the results are presented in Table 4.13 on page 76.

TABLE 4.13.-- A comparison of the average levels of implementation scores of the teachers and superintendents in the Illinois middle schools.

Characteristic	Teachers' Average Level of Implementation Score	Superintendents' Average Level of Implementation Score
1. Auxiliary staffing	29.8	36.4
2. Team teaching	32.6	33.3
3. Intramural activity	38.1	40.5
4. Evaluation practices	38.6	40.8
5. Exploratory and enrichment programs	42.4	42.2
6. Creative experiences	42.9	50.6
7. Flexible schedule	44.4	45.0
8. Continuous progress	44.7	42.2
9. Community relations	45.8	52.8
10. Social experiences	49.1	53.9
11. Planned gradualism	55.0	62.0
12. Student services	55.3	67.4
13. Independent study	55.6	58.0
14. Guidance services	56.6	62.9
15. Student security factor	57.0	69.0
16. Multi-material	66.5	67.7
17. Basic learning experiences	67.5	64.5
18. Physical experiences	75.9	81.1
	50.1%	53.5%

In satisfying Objective VII, it was found that the two groups, teachers and superintendents, stated that eight of the middle school characteristics were above the 50 percent level of implementation while seven of the middle school characteristics were below the 50 percent level of implementation. The discrepancies were in the following middle school characteristics: creative experiences, community relations and social experiences. The superintendents reported the highest score on fifteen of the eighteen characteristics.

Objective VIII

To compare the level of implementation scores reported by the principals with that reported by superintendents in the Illinois middle schools.

The middle school characteristics reported by the two groups, principals and superintendents, as being above the 50 percent level of implementation were the following:

	<u>Principals</u>	<u>Superintendents</u>
Social experiences	52.5%	53.9%
Independent study	59.1%	58.0%
Guidance services	62.2%	62.9%
Student security factor	62.4%	69.0%
Planned gradualism	62.7%	62.0%
Student services	64.6%	67.4%
Basic learning experiences	66.2%	64.5%
Multi-material	68.1%	67.7%
Physical experiences	79.2%	81.1%

The middle school characteristics reported by both groups to be below the 50 percent level of implementation were the following:

	<u>Principals</u>	<u>Superintendents</u>
Auxiliary staffing	35.4%	36.4%
Team teaching	36.1%	33.3%
Intramural activity	37.8%	40.5%
Evaluation practices	40.1%	40.8%
Exploratory and enrichment programs	42.7%	42.2%
Continuous progress	45.7%	42.2%
Flexible schedule	46.0%	45.0%

The discrepancies between the two groups were the following:

	<u>Principals</u>	<u>Superintendents</u>
Creative experiences	46.9%	50.6%
Community relations	49.4%	52.8%

The total results are presented in Table 4.14 on page 79.

In satisfying Objective VIII it was found that nine of the middle school characteristics were reported to be above the 50 percent level of implementation while seven of the characteristics were reported to be below the 50 percent level of implementation. The discrepancies were in the following characteristics: creative experiences and community relations.

The superintendents reported higher scores on ten of the eighteen characteristics. This group generally scored higher than the principals and the principals scored higher than the teachers.

TABLE 4.14.-- A comparison of the level of implementation scores of the principals and superintendents in the Illinois middle schools.

Characteristic	Principals' Level of Implementation Score	Superintendents' Level of Implemen- tation Score
1. Auxiliary staffing	35.4	36.4
2. Team teaching	36.1	33.3
3. Intramural activity	37.8	40.5
4. Evaluation practices	40.1	40.8
5. Exploratory and enrichment programs	42.7	42.2
6. Continuous progress	45.7	42.2
7. Flexible schedule	46.0	45.0
8. Creative experiences	46.9	50.6
9. Community relations	49.4	52.8
10. Social experiences	52.5	53.9
11. Independent study	59.1	58.0
12. Guidance services	62.2	62.9
13. Student security factor	62.4	69.0
14. Planned gradualism	62.7	62.0
15. Student services	64.6	67.4
16. Basic learning experiences	66.2	64.5
17. Multi-material	68.1	67.7
18. Physical experiences	79.2	81.1
	52.8%	53.5%

School Visitations

Two schools were identified from a compilation of the sum of the raw scores of the superintendent, principal and teacher of each school. The total raw scores ranged from a low score of 254 to a high score of 514 out of a possible total score of 813.

After the two schools were identified, the principal of each school was contacted and a visitation time was established in May. One of the schools was located in central Illinois and the other was located in northern Illinois.

The school in northern Illinois had grades six through eight with an enrollment of approximately 445 students and a staff of 25 teachers. The school in central Illinois also included grades six through eight with an enrollment of approximately 410 students, a staff of 26 teachers and a counselor.

Materials such as parent-student handbooks, master schedules, student evaluation forms, parent materials and an overview of the school district were received prior to the visitations. The observer used the same survey instrument for a comparison with scores reported by the superintendent, principal and teacher of each school. Some of the items were completed prior to the visitation using the materials that were sent in the mail. During the visitation the observer interviewed many staff members and students.

At the school in northern Illinois, interviews were held with the assistant principal, media center director, two teachers at each grade level, the secretary and numerous students. Classrooms and the media center were visited. Then the remainder of the survey was completed by the observer.

In central Illinois, interviews were held with the principal, the counselor, two teachers at each grade level, the media center director, two coaches, the secretary and students. The media center and classrooms were visited. After the interviews and the facility observation, the remainder of the survey was completed by the observer.

There were three discrepancies between the observation made by the researcher and the survey results from the superintendent, principal and teacher in the school in northern Illinois. Although the observer noted that special classes were available to critically handicapped learners, the respondents claimed no services were available at all. In the operational design of the school the advisor-advisee role of the teacher was identified by the principal. In actuality, all respondents perceived that the role of the teacher as a guidance person was left strictly to the individual teacher's personal motivation. The final discrepancy was that the observation indicated 75 percent or less of the physical education class time was devoted to competitive type activities. The respondents perceived the time to be 50 percent or less. The results of the observation and the average of the scores of the respondents were exactly the same as shown in Table 4.15 on page 83.

In the observation of the school in central Illinois there were eleven discrepancies between the observer and the results from the respondents. The respondents reported that continuous progress programs were used with special groups while the observer noted that continuous progress programs were not used at this time. The respondents also stated that continuous progress programs were planned for a student over a calendar

year for more than three years while the observation indicated these programs were not used at all.

The multi-textbook approach to learning was reportedly used in nearly all courses while the observation indicated this approach was not used. The respondents reported the schedule to be flexible to the degree that changes occurred within defined general time limits while the observation noted that the program was traditional. A modified departmentalized (block-time, core, etc.) program was reported by the respondents. The observation indicated that the program was completely self contained and/or completely departmentalized.

The observer noted that the school did not have an official newspaper. The response indicated there was an official newspaper and it was published four or fewer times per year. This was not a newspaper but a newsletter. A newspaper would be produced by students. The newsletter was generated by the staff in the principal's office.

The role of the teacher as a guidance person was reported to be emphasized. The observer noted that the role was left strictly to the individual teacher's personal motivation. The general policy that provisions are made for the teacher to provide guidance services for all students was indicated by respondents. During the observation it was evident that no provisions were made for the teacher to provide guidance services for any students.

Planning with other teachers on a weekly basis to change the master class time schedule was reported by the respondents to be a possibility. The observer found, through interviews with the counselor and principal, that the only time the master schedule could be changed was upon request for a change for the next school year.

Independent study opportunities were reported to be provided for all students. In actuality, according to students interviewed, only some were provided independent study opportunities.

The intramural program included primarily team games as observed in the visitation and noted in the interviews with the coaches and physical education teachers. Conversely, the respondents reported that the intramural program included a variety of activities.

The reports of the respondents and the observations of the visitation showed many discrepancies. Thus the score of the observer was much lower than the average score of the respondents. A summary of the scores is provided in Table 4.15 below.

TABLE 4.15.-- A comparison of the raw scores on the survey instrument of the superintendent, principal, teacher and observer regarding the visitation of two schools.

	Superin- tendent	Principal	Teacher	Average	Observer
Lowest School	129	117	111	119	118
Highest School	169	168	166	168	139

Summary

The superintendents of the six through eight middle schools in the State of Illinois achieved a total mean score of 146.67, or 54.6 percent of a total 271 points possible. Eleven of the middle school characteristics were reported by this group to be above the 50 percent level of implementation. These characteristics were: (1) creative experiences, (2) social

experiences, (3) community relations, (4) planned gradualism, (5) independent study, (6) basic learning experiences, (7) student security factor, (8) multi-material, (9) guidance services, (10) student services and (11) physical experiences.

Nine characteristics were reported to be over the 50 percent level of implementation by principals in the six through eight schools. The characteristics were: (1) community relations, (2) planned gradualism, (3) independent study, (4) student security factor, (5) guidance services, (6) student services, (7) basic learning experiences, (8) multi-material and (9) physical experiences. The principals attained a total score of 145.42 for 53.5 percent of the maximum score.

The teachers in the six through eight schools achieved a total score of 140.17, or 51.3 percent of the maximum score. (1) Independent study, (2) planned gradualism, (3) student security factor, (4) student services, (5) guidance services, (6) basic learning experiences, (7) multi-material and (8) physical experiences were the eight characteristics reported to be above the 50 percent level of implementation.

For all three groups the eight characteristics reported to be over the 50 percent level of implementation were: (1) physical experiences, (2) student services, (3) guidance services, (4) multi-material, (5) student security factor, (6) basic learning experiences, (7) independent study and (8) planned gradualism.

In the five through eight middle schools the total score of the superintendents was 142.98 for a 53.4 percent level of implementation. The characteristics reported to be above the 50 percent level of implementation were:

(1) creative experiences, (2) community relations, (3) independent study, (4) social experiences, (5) guidance services, (6) student services, (7) planned gradualism, (8) basic learning experiences, (9) multi-material, (10) student security factor and (11) physical experiences.

The principals had a score of 140.56, or a 52.8 percent level of implementation of the eighteen characteristics. Those characteristics reported to be above the 50 percent level of implementation were:

(1) student services, (2) social experiences, (3) guidance services, (4) planned gradualism, (5) independent study, (6) student security factor, (7) multi-material, (8) basic learning experiences and (9) physical experiences.

The total score of 131.23 achieved by the teachers in grades five through eight represented a 48.7 percent level of implementation. The characteristics reported in the 50 percent and above level of implementation were: (1) student services, (2) social experiences, (3) guidance services, (4) planned gradualism, (5) independent study, (6) student security factor, (7) multi-material, (8) basic learning experiences and (9) physical experiences.

The middle school characteristics for all three groups that were reported to be above the 50 percent level of implementation were: (1) physical experiences, (2) student security factor, (3) multi-material, (4) basic learning experiences, (5) planned gradualism, (6) student services, (7) guidance services, (8) social experiences and (9) independent study.

The composite score for the grades six through eight middle schools was 144.08, or a 53.1 percent rate of implementation. The rate of implementation for the five through eight schools was 51.5 percent with a total

score of 138.28. Therefore, the six through eight schools had only a slightly higher rate of implementation of the characteristics than the five through eight schools.

The five through eight schools had one more characteristic than the six through eight schools in the 50 percent and above level of implementation. Both groups of schools included the following characteristics in the 50 percent and above level of implementation: (1) planned gradualism, (2) independent study, (3) student security factor, (4) guidance services, (5) student services, (6) basic learning experiences, (7) multi-material and (8) physical experiences.

The superintendents achieved a 53.5 percent level of implementation, while the principals achieved a 52.8 percent level of implementation, with the teachers scoring somewhat lower at 50.1 percent.

The average score, 119, for the school scoring lowest on the rate of implementation and the observer's score of 118 obtained during the visitation were very similar. But the average score of the school scoring the highest and the observer's score indicated a ten and seven tenths percent difference. There were many discrepancies between the reports of the respondents and the observations provided by the visitations.

The discrepancies may be a result of the fact that the respondents used the questionnaire only, while the observer used many sources. The observer discussed with those interviewed their understanding of the terms used, such as continuous progress, team teaching, planned gradualism and the other basic characteristics. Materials made available by the school were studied by the observer prior to the visitation, giving the observer insights on particular characteristics. For example, activities schedules

were examined to determine whether there was an intramural program available to all students. Also, some questions from the questionnaire were asked only of specific persons involved in a particular area of the school program. Therefore, the findings of the observer were the results of responses from many sources.

These findings indicate that Illinois middle schools selected for this study are employing the eighteen basic middle school characteristics at just over a 50 percent rate of implementation.

CHAPTER V

CONCLUSIONS

Summary

Criticisms of the progress of the junior high school movement created a new school concept. This new concept was the middle school philosophy which began in the early 1950s. During the past thirty years this movement grew in popularity to the point that there are now more than 4,000 middle schools in the United States.

This movement was developed on the theory that children of today mature more rapidly than the children of generations ago. The age group from eleven to fourteen was especially identified as the group that experiences many physical, emotional and psychological changes. This group of children was called transescents and new programs were developed to deal with their special problems.

Purpose of the Study

This study was designed to determine the current level of implementation of eighteen basic middle school characteristics as reported by teachers, principals and superintendents in selected middle schools in the State of Illinois. The eighteen basic characteristics are continuous progress, multi-materials, flexible schedule, social experiences, physical experiences, intramural activities, team teaching, planned gradualism, exploratory and enrichment programs, guidance services, independent study, basic

learning experiences, creative experiences, a student security factor, evaluation practices, community relations, student services, and auxiliary staffing.

Design of the Study

A survey questionnaire, used to determine the degree of implementation of these characteristics, was mailed to a random sample of superintendents, principals and teachers in Illinois middle schools, grades five through eight and six through eight. Seventy-seven percent of the superintendents, 91 percent of the principals and 70 percent of the teachers returned the completed survey forms.

The Illinois State Department of Education provided the names and addresses of the schools and school districts. Two schools were selected for visitations. The school which came closest to meeting the criteria and another school which was farthest from meeting the criteria were visited.

The Traverse Bay Area Computer Center and the Michigan State University Computer Center were used to program and process the results of the survey and the visitations. The Statistical Program for the Social Sciences was used to generate the descriptive statistics. The level of implementation scores of each group of respondents was compared as well as the level of implementation scores of the two grade combinations.

Findings

Objective I

To measure the degree of implementation, as reported by superintendents, principals and teachers, of the eighteen basic middle school characteristics practiced by selected middle schools, grades 6 - 8, in Illinois.

The superintendents of the grades six through eight middle schools reported the highest mean percentage with the principals second and the teachers last. The difference between the superintendents' percentage and the teachers' was 3.3. This indicates that the three groups, superintendents, principals and teachers of the grades six through eight middle schools, have very similar perceptions of the level of implementation of the eighteen basic middle school characteristics.

Objective II

To measure the degree of implementation, as reported by superintendents, principals and teachers, of the eighteen basic middle school characteristics practiced by selected middle schools, grades 5 - 8, in Illinois.

The total mean percentage scores for the superintendents, principals and teachers of the five through eight middle schools differed by 4.7 percent. The superintendents recorded the highest mean score while the teachers recorded the lowest mean score. Again the three groups have similar scores, differing only by 4.7 percent, on the level of implementation of the eighteen middle school characteristics.

Objective III

To compare the average level of implementation scores of selected Illinois middle schools, grades 6 - 8, with the scores that the measurement instrument would yield if all eighteen middle school characteristics were fully implemented.

The mean score for the grades six through eight middle schools for the level of implementation of the eighteen basic characteristics is 53.1 percent. This indicates that the characteristics are implemented, on the average, just above the 50 percent level of implementation.

Some of the characteristics that need to be applied at a higher level of implementation are auxiliary staffing, team teaching, evaluation practices, intramural activities, continuous progress and exploratory and enrichment programs.

Objective IV

To compare the average level of implementation scores of selected Illinois middle schools, grades 5 - 8, with the scores that the measurement instrument would yield if all eighteen middle school characteristics were fully implemented.

The five through eight middle schools achieved an average mean score of 51.5 percent. This indicates just above the 50 percent level of implementation.

The characteristics that need to be addressed in the five through eight middle schools in Illinois are auxiliary staffing, team teaching, evaluation practices, intramural activity, continuous progress, exploratory and enrichment programs and flexible schedule.

Objective V

To compare the average level of implementation of the eighteen basic middle school characteristics reported by selected middle schools in Illinois, grades 6 - 8, with the average level reported by selected middle schools in Illinois, grades 5 - 8.

The level of implementation of the six through eight and five through eight schools differed by 1.6 percent. This indicates that there is very little difference between the two units.

Both the six through eight and five through eight schools need to apply the following characteristics to a greater degree: auxiliary

staffing, team teaching, evaluation practices, intramural activity and exploratory and enrichment programs.

Objective VI

To compare the average level of implementation scores reported by teachers with that reported by principals in the Illinois middle schools.

The level of implementation of the teachers and principals for all middle schools in Illinois differed by 2.7 percent. The principals reported the higher of the two scores.

Even though there was a difference in scores of only 2.7 percent, the principals reported a higher level of implementation for sixteen of the eighteen characteristics.

Objective VII

To compare the average level of implementation scores reported by teachers with that reported by superintendents in the Illinois middle schools.

The level of implementation score for teachers for all middle school in Illinois differed from the superintendents' score by 3.4 percent. The superintendents reported the higher of the two scores. Again the difference in the two scores was not significant.

The superintendents reported higher percentages on fifteen of the eighteen characteristics. Administrators reported the implementation of the characteristics at a higher level than teachers.

Objective VIII

To compare the average level of implementation scores reported by principals with that reported by superintendents in the Illinois middle schools.

The difference between the scores of the principals and the superintendents was 0.7 percent. The superintendents achieved the higher score. Again there is not a significant difference between these two groups.

School Visitations

The raw score of the observer in the lowest scoring school was the same as the average of the raw scores of the superintendent, principal and teacher. In the highest scoring school there was a difference of 10.3 percent between the score of the observer and the average score of the superintendent, principal and teacher.

The difference between the two scores in the highest scoring school indicates that the reported level of implementation of the superintendent, principal and teacher was consistently higher compared with that of the observer. This implies that the level of implementation in this school may not be as high as reported but still appears to be higher than most of the schools surveyed.

Compensation for the difference among the respondents and the observer resulted from the fact that the observer used materials such as handbooks and schedules to make decisions regarding the level of implementation of some of the characteristics. Also, during the interviewing process the observer defined some of the terms for the interviewee. Examples of some of the terms defined were planned gradualism, continuous progress, flexible schedule and intramural activities. This resulted in a better understanding of the meaning of the eighteen basic characteristics.

Conclusions

1. The grades six through eight and five through eight middle schools

in Illinois have not implemented the eighteen basic characteristics to a very high degree. The total composite score of 52.3 percent, which represents the average implementation for all grades six through eight and five through eight middle schools supports this conclusion.

2. Three middle school characteristics, basic learning experiences, multi-material and physical experiences, had a composite percentage of implementation scores in the 65 to 80 percent range.

3. Four middle school characteristics, auxiliary staffing, team teaching, evaluation practices and intramural activities, had a composite percentage of implementation scores of 40 percent or less.

4. The remaining middle school characteristics, continuous progress, exploratory and enrichment programs, flexible schedule, creative experiences, community relations, social experiences, planned gradualism, independent study, student security factor, guidance services and student services, had composite percentage scores between 40 and 65 percent.

5. The grade six through eight middle schools in Illinois implement the following characteristics to a high degree: student security factor, guidance services, student services, basic learning experiences, multi-material and physical experiences.

6. Grades five through eight middle schools in Illinois implement the following characteristics to a high degree: student security factor, planned gradualism, basic learning experiences, multi-material and physical experiences.

7. Whether a middle school houses three grades or four grades is not significantly related to the level of implementation of the eighteen basic

middle school characteristics as indicated by grades six through eight and five through eight schools in Illinois. Although the percentage of implementation of 53.1 percent for the grades six through eight schools was slightly higher than the percentage of implementation of 51.5 percent for the grades five through eight schools, both scored just over half of the maximum possible score.

8. A comparison of the level of implementation of grades six through eight schools with the five through eight schools showed only small differences in fifteen of the eighteen basic middle school characteristics. The noticeable differences occurred in the implementation of the characteristics of team teaching, planned gradualism and guidance services. The six through eight schools indicated a higher level of implementation of team teaching and guidance services while the five through eight schools indicated a higher level of implementation of planned gradualism.

In the past, opinions and speculations were the only means of determining how well middle schools in Illinois were implementing the eighteen basic middle school characteristics. Through this study, empirical information has been obtained and presented as to how well the eighteen characteristics are implemented in the schools surveyed. The levels of implementation reported in this study will retain value over a period of time as reference points for other studies and information for educators in the State of Illinois. The challenge facing educators in Illinois and throughout the country is implementation of the eighteen basic characteristics more extensively in the middle schools.

Implications of the Findings

The findings of the study show that superintendents, principals and teachers were not in agreement on the level of implementation of some of the characteristics, such as creative experiences. Could these discrepancies result because superintendents do not get involved in curriculum planning within the school district? What about the lack of consistency between principals and teachers? These two groups should be able to communicate together on planning programs for the pre-adolescent. If a school is going to become a middle school then it seems imperative that there be far more dialogue between administrators and teachers toward a common understanding of what is to be included in the curriculum. Also, if there is a difference of opinion, opportunities should be provided for teachers and administrators to interact. The interviews indicate that there was a lack of common understanding of curriculum, scheduling procedures, and definitions of some of the eighteen basic characteristics.

In the eighteen basic characteristics this problem of lack of communication among the people surveyed was true not only in the area of academic experiences, but also in community relations and social experiences. Again, it is imperative that opportunities be provided to assess what teachers are doing and to determine if the program is proceeding as agreed upon by the entire staff.

Either a five through eight or six through eight middle school structure seemed to be appropriate. Of greater concern is the need for a concentrated effort to achieve a much higher level of implementation of the eighteen basic characteristics.

One of the ways to increase the level of implementation, not only in Illinois but throughout the United States, is through staff development. If middle schools are to establish programs that are appropriately responsive to the needs of adolescents, an ongoing staff development program is a necessary ingredient of the total effort of these schools. Middle schools, because of the changing nature of their clientele, must be on an ever moving cycle of self-renewal.

Some characteristics, such as team teaching, intramural activity, exploratory and enrichment programs, creative experiences, community relations, auxiliary staffing, flexible scheduling, evaluation practices and continuous progress, were not implemented within the middle schools at a high level. First, it is imperative that principals and teachers have a common understanding of these characteristics, and then they need to determine what procedures and materials are needed to implement them. After implementation comes evaluation. Time must be provided to determine if programs to implement these practices have been successful. This procedure requires a commitment for staff in-service with released time for planning and evaluation.

Of the two schools visited, the school that scored highest on the survey was in a community with a university. During the interviews it was very evident that the university had a definite impact on the middle school program in that community. Those teachers who volunteered to be supervising teachers were not paid but could enroll in university courses in exchange for their services and many of the teachers took advantage of this opportunity. Workshops and in-service programs were conducted by university staff on a periodic basis.

The school that scored lowest on the survey did not have a campus within the immediate area. In-service programs were not common and the only workshops were of the drive-in variety. Universities need to take their programs to the students rather than waiting for the students to enroll at the universities.

The results of the study indicate that there could be more of a commitment to middle level education in Illinois. One of the ways to attain this commitment would be to have the Department of Education employ a professional staff member designated by title and responsibility for leadership in middle level education. The leadership responsibilities should include dissemination of materials to boards of education, administrators and staff. Suggested curriculum, research regarding middle level students, schedules and in-service programs should be a part of these materials. Also, another responsibility should include the supervision of the progress of a middle level certification program for teachers, administrators and other staff members.

School boards and superintendents need to base reorganization decisions on the importance of meeting the needs of early adolescent youth. The actual reasons in the past have almost always been based on demography, economical use of existing buildings, desegregation or other administration-oriented factors as witnessed in the visitations. Boards of education and superintendents need to take the responsibility of budgeting for middle level education.

Specific and meaningful teacher and administrator certification for the middle level is another area that needs to be addressed. Both teacher training institutions and local school districts need to work together in

a well-coordinated program of pre-service education and in-service activities for staff members.

The principal has been identified as the key to the success of a middle school. This person has to obtain the educational background and understand the eighteen basic middle school characteristics as an organizational structure and be able to develop this structural pattern in the school system. This important component could be a contributing factor in increasing the level of implementation of the eighteen basic middle school characteristics.

Recommendations for Further Study

The middle schools in Illinois did not score much over the 50 percent level of implementation. Research projects to determine why this is so could explore several possibilities:

1. Discovering whether middle schools in Illinois were established according to the goals of the middle school movement or because of non-educational factors such as overcrowding or economics. Such a study could reveal the role a school district's commitment to middle school goals plays in their successful implementation.
2. Determining the educational background, philosophy and goals of the staffs of middle schools in Illinois. Did the age of the staff have any impact on lack of implementation? Were middle school teachers and other staff given a sufficient amount of pre-service training in the goals of a middle school? Were many high school staff members included who were reluctant to adapt to middle school methods?
3. Determining why superintendents scored higher than principals, who in turn scored higher than teachers in considering the implementation of

middle school goals to be successful. Was this because of differences in background? communication problems? a lack of understanding of the total program?

4. Analysis of the areas receiving the lowest scores, such as auxiliary staffing and team teaching. Which of the eighteen middle school characteristics are most likely to be implemented and why?

Reflections

As present, information is sparse concerning the level of implementation of the middle school concept. Available evidence seems to indicate that there is a significant gap between the ideal middle school as outlined in the literature and accepted by theorists and practitioners and actual programs now in operation. This study supported that the gap exists in middle schools in Illinois.

Also, in the past ten years education for all grades has experienced serious stresses. Declining enrollments and shrinking financial resources have forced many school districts to close schools. Compounding the problem, the declines have forced school systems to release middle school teachers and to transfer teachers trained for elementary or senior high teaching to teaching assignments in the middle grades. Therefore, there are teachers working in the middle grades who do not understand the needs or characteristics of these students. They were not trained to teach at this level and do not prefer to teach at this level.

With the number of secondary trained teachers at the middle level the curriculum structure remains primarily a departmentalized organization. The content and the methods and techniques used to educate adolescents have

virtually remained the same. The subject-centered approach with learning experiences directed almost entirely by the teacher is a common practice.

Even without considering the problem of reassignment of teachers, or teachers teaching out of their field, there exists a need for educational institutions to provide specialized teacher preparation programs for teachers of middle level students.

Perhaps another cause in the wide discrepancy in the organization and practices of middle schools in Illinois as well as across the country is the failure of state departments of education to address the problem. A small percentage of state departments have recommended middle schools to the districts in their states.

In summary, then, there has been little leadership evident in developing or supporting changes of the middle school concept. Until recently a lack of knowledge has existed regarding the early adolescent developmental age level. Declining enrollments and shrinking finances have affected the staffing and methods of teaching the middle level students. Institutions of higher education have not offered appropriate course work for middle level teacher candidates.

However, there has been continued growth in the number of middle schools. There also has been increased attention to middle level education by the established professional educational organizations. Even though some progress has been made, it is not enough. The setbacks have been identified and must be dealt with. In order to make further progress, supporters of the middle school concept must be even more active and committed than ever before. There needs to be a concerted effort again to organize changes in programs and teaching approaches so that middle grade students can learn more effectively.

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APPENDIX

THE QUESTIONNAIRE AND INTERVIEW GUIDE

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

January 5, 1983

Dear Fellow Administrator,

Attached to this letter is a questionnaire regarding middle schools from a person seeking his doctorate. I need your help and knowledge to obtain some very important information. I am asking superintendents, principals and teachers from selected middle schools in the state of Illinois to complete the enclosed questionnaire.

I would appreciate it if the SUPERINTENDENT would fill out the questionnaire for the middle school listed on the front page of the form. Please return the questionnaire in the self-addressed stamped envelope.

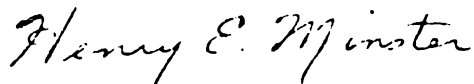
For PRINCIPALS, two questionnaires are enclosed. Again, I would appreciate it if the principal would complete one of the questionnaires and return it in the self-addressed stamped envelope. The second questionnaire should be completed by a TEACHER selected at random by the principal. Those results should be placed in the second enclosed envelope and mailed by the teacher.

PLEASE RETURN ALL QUESTIONNAIRES WITHIN THE NEXT WEEK.

If you would like to receive a summary of the results please indicate by filling in the space provided on the cover page of the questionnaire.

I would like to thank you in advance for your interest and cooperation.

Sincerely yours,



Henry E. Minster
Michigan State University
Erickson Hall, Room 406
East Lansing, Michigan 48823

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

January 17, 1983

Dear Fellow Administrator,

Once again I seek your help. During the week of January 5th I sent you a questionnaire regarding middle schools. Since I did not receive a response from your school I am enclosing additional questionnaires. Please complete the questionnaire and return it immediately.

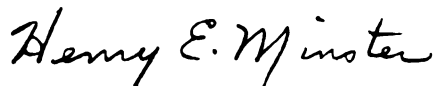
One questionnaire is mailed separately to the SUPERINTENDENT of the school district. Please complete the questionnaire and return it in the self-addressed stamped envelope.

Two questionnaires are mailed directly to the PRINCIPAL. Please complete one of the questionnaires. The second questionnaire should be completed by a TEACHER selected at random by the principal. Please return both questionnaires in the self-addressed stamped envelope.

PLEASE RETURN ALL QUESTIONNAIRES WITHIN THE NEXT WEEK.

Again, I would like to thank you for your interest and cooperation.

Sincerely yours,



Henry E. Minster
Michigan State University
Erickson Hall, Room 406
East Lansing, Michigan 48823

HEM/em

A STUDY TO DETERMINE THE CURRENT LEVEL OF IMPLEMENTATION OF EIGHTEEN
BASIC MIDDLE SCHOOL CHARACTERISTICS AS PERCEIVED BY TEACHERS,
PRINCIPALS AND SUPERINTENDENTS IN SELECTED ILLINOIS
MIDDLE SCHOOLS

A QUESTIONNAIRE FOR TEACHERS, PRINCIPALS AND SUPERINTENDENTS OF
SELECTED MIDDLE SCHOOLS

PLEASE RETURN IN THE ENVELOPE PROVIDED TO:

HENRY E. MINSTER
MICHIGAN STATE UNIVERSITY
ERICKSON HALL, 406
EAST LANSING, MICHIGAN 48823

Your response to all questions will be greatly appreciated.
All respondents can be assured of COMPLETE ANONYMITY.
Please feel free to make additional comments when believed necessary.

General Information: (confidential)

Name of Respondent _____
(optional)

Title of Respondent _____

Address _____

City _____

Please place a check mark before the grades served by your school:

_____ 4

_____ 5

_____ 6

_____ 7

_____ 8

_____ 9

_____ Please send me a copy of the results of this survey.

PART I: Place a check mark before the SINGLE BEST answer that explains your current program as it relates to the question.

1-A. Continuous progress programs are:

- _____ (1) not used at this time
- _____ (2) used with special groups
- _____ (3) used for the first two years.
- _____ (4) used by selected students.
- _____ (5) used by all students.

2-A. Continuous progress programs are planned for a student over a CALENDAR year span of:

- _____ (1) not used.
- _____ (2) one year.
- _____ (3) two years.
- _____ (4) three years.
- _____ (5) more than three years.

3-B. The multi-textbook approach to learning is currently:

- _____ (1) not used.
- _____ (2) used in a FEW courses.
- _____ (3) used in MOST courses.
- _____ (4) used in NEARLY ALL courses.

4-B. The instructional materials center in this building houses.

- _____ (1) 1000 books or less.
- _____ (2) 3000 books or less.
- _____ (3) 4000 books or less.
- _____ (4) 5000 books or less.
- _____ (5) 5001 books or more

5-B. The materials center has a paid certified librarian:

- _____ (1) no.
- _____ (2) part-time only.
- _____ (3) one full-time.
- _____ (4) more than one full-time.

6-B. For classroom instruction, AUDIO VISUAL MATERIALS other than motion pictures are:

- _____ (1) not used.
- _____ (2) rarely used.
- _____ (3) occasionally used.
- _____ (4) frequently used.
- _____ (5) very frequently used.

7-C. The basic time module used to build the schedule is:

- _____ (1) 60 minutes.
- _____ (2) 45 to 59 minutes.
- _____ (3) 30 to 44 minutes.
- _____ (4) 10 to 29 minutes.
- _____ (5) a combination of time so diversified that no basic module is defined.

PART I, Page 2

8-C. Which of the below best describes your schedule at present:

- _____ (1) traditional.
- _____ (2) traditional, modified by "block-time," "revolving period," or other such regularly occurring modifications.
- _____ (3) flexible to the degree that all periods are scheduled but are not identical in length.
- _____ (4) flexible to the degree that changes occur within defined general time limits.
- _____ (5) flexible to the degree that students and teachers control the daily time usage and changes occur regularly.
- _____ other _____
- _____

9-D. How are sponsorships for club activities handled?

- _____ (1) staff members DO NOT work with club activities.
- _____ (2) staff members are ASSIGNED WITHOUT PAY.
- _____ (3) staff members are ASSIGNED WITH PAY.
- _____ (4) staff members VOLUNTEER WITHOUT PAY.
- _____ (5) staff members VOLUNTEER AND ARE PAID.

10-D. What percent of your student body regularly participates in at least one club activity?

- _____ (1) we have no club program.
- _____ (2) 25% or less.
- _____ (3) 50% or less.
- _____ (4) 75% or less.
- _____ (5) 100% or less.

11-E. How is the physical education program individualized?

- _____ (1) not at all.
- _____ (2) slightly.
- _____ (3) moderately.
- _____ (4) highly.

12-F. Inter-scholastic competition is:

- _____ (1) offered in two or more sports.
- _____ (2) offered in one sport only.
- _____ (3) not offered.

13-F. Intramural activities often use the same facilities as interscholastic activities. When this causes a time conflict, how do you schedule?

- _____ (1) we have no INTRAMURAL program.
- _____ (1) interscholastic activities take first priority and others must schedule around their needs.
- _____ (4) we have no INTERSCHOLASTIC program.
- _____ (4) intramural activities take first priority and others schedule around their needs.

PART I, Page 3

14-G. How many students participate in team teaching programs?

- _____ (1) none.
 _____ (2) 25% or less.
 _____ (3) 50% or less.
 _____ (4) 75% or less.
 _____ (5) 100% or less.

15-G. What percentage of your teaching staff is involved in team teaching programs?

- _____ (1) none.
 _____ (2) 25% or less.
 _____ (3) 50% or less.
 _____ (4) 75% or less.
 _____ (5) 100% or less.

16-G. How many minutes per day does a student in grades FIVE or SIX average in a team teaching program?

- _____ (1) none.
 _____ (2) 40 minutes or less.
 _____ (3) 80 minutes or less.
 _____ (4) 120 minutes or less.
 _____ (5) 160 minutes or less.
 _____ (6) 161 minutes or MORE.

17-G. How many minutes per day does a student in grades SEVEN or EIGHT average in a team teaching program?

- _____ (1) none.
 _____ (2) 40 minutes or less.
 _____ (3) 80 minutes or less.
 _____ (4) 120 minutes or less.
 _____ (5) 160 minutes or less.
 _____ (6) 161 minutes or MORE.

18-H. Which of the following best describes your school program as it evolves from enrollment to completion of the last grade? (i.e., grades FIVE thru EIGHT).

- _____ (1) completely self contained and/or completely departmentalized.
 _____ (2) modified departmentalized (block-time, core, etc.)
 _____ (3) program moves from largely self contained to partially departmentalized.

other _____

19-I. How many years is ART instruction required for all students?

- _____ (1) none.
 _____ (2) one year.
 _____ (3) two or more years.

21

22

23

24

25

PART I, Page 4

20-I. How many years is MUSIC instruction required for all students?

- _____ (1) none.
 _____ (2) one year.
 _____ (3) two or more years.

21-I. The amount of student schedule time set aside for elective courses.

- _____ (1) decreases with each successive grade or, is the same for all grades or, does not exist at any grade level.
 _____ (2) varies by grade level but not in any systematic manner.

22-J. For what percent of students are guidance services normally available.

- _____ (1) not available.
 _____ (2) 25% or less.
 _____ (3) 50% or less.
 _____ (4) 75% or less.
 _____ (5) 100% or less.

23-J. Guidance staff members:

- _____ (1) never work with teachers.
 _____ (2) SELDOM work with teachers.
 _____ (3) OFTEN work with teachers.
 _____ (4) ALWAYS work with teachers.

24-J. Guidance counselors are:

- _____ (1) not expected to help teachers build their guidance skills.
 _____ (2) EXPECTED to help teachers build their guidance skills.
 _____ (3) EXPECTED and REGULARLY encouraged to help teachers build their guidance skills.

25-L. Clinics or special classes to treat the problems of students with poor basic learning skills are:

- _____ (1) not available.
 _____ (2) available only to the most critically handicapped learners.
 _____ (3) available to all students needing such help.

26-L. The amount of time provided in the classroom for instruction in basic learning skills:

- _____ (1) remains constant or increases with each successive grade.
 _____ (2) decreases with each successive grade.
 _____ (3) varies greatly due to individualization of program by teachers.

27-M. Does your school have an official newspaper?

- _____ (1) no.
 _____ (2) yes, and publishes four or less issues per year.
 _____ (3) yes, and publishes five or more issues per year.

PART I, Page 5

28-II. Do students get experiences in creative dramatics?

_____ (1) no.

_____ (2) yes.

_____ (2) mentioned to the teacher BUT NOT emphasized.

_____ (3) emphasized.

_____ (4) strongly emphasized.

29-M. Dramatic productions at this school are produced from:

_____ (1) does not apply.

_____ (2) purchased scripts only.

_____ (3) materials written by students only.

_____ (4) materials written by students and purchased scripts.

33-N. As a general policy, provisions are made for the teacher to provide guidance services:

_____ (1) no.

_____ (2) yes, to a limited number

_____ (3) yes, to all their students.

30-M. This school has oratorical activities such as debate, public address, etc.:

_____ (1) no.

_____ (2) yes, as a part of its enrichment program.

_____ (3) yes, as a part of its planned program of instruction.

34-N. How many times per year is a student's academic progress formally reported to parents?

_____ (1) two times, or less.

_____ (2) four times, or less.

_____ (2) six times or less.

_____ other _____

31-M. Talent shows are:

_____ (1) not a part of our program.

_____ (2) produced on an all school basis.

_____ (3) produced at each grade level.

_____ (4) produced at each grade level with some of the acts entering an all school talent show.

35-O. How many times per year are parent-teacher or parent-teacher-student conferences held on a school wide basis?

_____ (1) not at all.

_____ (2) once.

_____ (3) two times.

_____ (4) three times.

_____ (5) four or more times.

32-N. In the operational design of this school the role of the teacher as a guidance person is:

_____ (1) left strictly to the individual teacher's personal motivation.

PART I, Page 6

36-P. Community service projects by students in this school are:

- _____ (1) not a part of our program.
- _____ (2) carried out occasionally for a special purpose.
- _____ (3) an important part of the planned experiences for all students.

37-P. What is the status of the parents' organization in your school?

- _____ (1) none.
- _____ (2) relatively inactive.
- _____ (3) active.
- _____ (4) very active.

38-C. The master class time schedule can be changed by teachers when need arises by:

- _____ (1) requesting a change for next year.
- _____ (2) requesting a change for next semester.
- _____ (3) requesting administrative approval.
- _____ (4) planning with other teachers on a WEEKLY BASIS.
- _____ (5) planning with other teachers on a DAILY BASIS.

39-K. Students working in independent study situations work on topics that are:

- _____ (1) we have no independent study program.
- _____ (2) assigned to them by the teacher.
- _____ (3) of personal interest and approved by the teacher.

40-O. Formal evaluation of student work is reported by use of:

- _____ (1) letter or number grades.
- _____ (2) teacher comments written on a reporting form.
- _____ (3) parent-teacher conferences.
- _____ (4) parent-teacher-student conferences.
- _____ other _____

41-E. What percentage of physical education class time is devoted toward COMPETITIVE TYPE ACTIVITIES:

- _____ (4) 25% or less.
- _____ (3) 50% or less.
- _____ (2) 75% or less.
- _____ (1) 100% or less.

42-E. What percentage of physical education class time is devoted toward DEVELOPMENTAL TYPE ACTIVITIES:

- _____ (1) 25% or less.
- _____ (2) 50% or less.
- _____ (3) 75% or less.
- _____ (4) 100% or less.

43-J. Do your guidance counselors offer regular group guidance sessions?

- _____ (2) yes.
- _____ (1) no.

PART I, Page 7

44-K. Independent study opportunities are provided for:

- _____ (1) some students.
 _____ (2) all students.
 _____ not provided.

45-L. Daily instruction in a developmental reading program is provided for:

- _____ (1) poor readers only.
 _____ (2) all students.
 _____ not provided.

PART II: For each question in this section check ALL THE ANSWERS that apply to your school.

46-B. Which of the following types of materials are housed in your instructional materials center?

- _____ (1) general library books.
 _____ (1) current newspapers.
 _____ (1) below grade level reading materials.
 _____ (1) current magazines.
 _____ (1) files of past issues of newspapers.
 _____ (1) above grade level reading materials.
 _____ (1) card catalogue of materials housed.
 _____ (1) student publications.
 _____ (1) files of past issues of magazines.
 _____ (1) filmstrips.
 _____ (1) collections (coins, insects, art, etc.)
 _____ (1) motion pictures (include if you are a member of a central service).
 _____ (1) micro-films.

- _____ (1) overhead transparencies.
 _____ (1) phonograph records.
 _____ (1) ditto and/or mimeo machines.
 _____ (1) photo or thermal copy machines.
 _____ (1) maps, globes and charts.
 _____ (1) display cases or areas.

47-D. School dances ARE NOT held for:

- _____ (1) grade five.
 _____ (1) grade six.
 _____ (1) grade seven.
 _____ (1) grade eight.

48-D. A club program for students is offered in:

- _____ (1) grade five.
 _____ (1) grade six.
 _____ (1) grade seven.
 _____ (1) grade eight.

PART II, Page 8

49-F. The intramural program includes:

- _____ (1) team games.
 _____ (1) individual sports.
 _____ (1) various activities.

50-I. Students are allowed to elect course of interest from a range of elective offerings:

- _____ (0) no.
 _____ (1) in grade five.
 _____ (1) in grade six.
 _____ (1) in grade seven.
 _____ (1) in grade eight.

51-I. Electives offered in this building are:

- _____ (1) art.
 _____ (1) band.
 _____ (1) vocal music.
 _____ (1) drawing.
 _____ (1) drama.
 _____ (1) journalism.
 _____ (1) foreign language.
 _____ (1) family living.
 _____ (1) unified arts.
 _____ (1) orchestra.
 _____ (1) wood shop.
 _____ (1) speech.

_____ (1) typing.

_____ (1) natural resources.

_____ (1) creative writing.

52-K. How much time would you estimate the average student spends in independent study?

- _____ (1) 20 minutes or MORE per day in grades five or six.
 _____ (1) 30 minutes or MORE per day in grades seven or eight.
 _____ (0) less than the above.

53-L. Students with poor basic skills can receive special help on an individual basis from a special staff member trained to treat such situations in the following areas:

- _____ (1) reading.
 _____ (1) spelling.
 _____ (1) physical education.
 _____ (1) mathematics.
 _____ (1) grammar.
 _____ other _____

54-M. Dramatic presentations by students are:

- _____ (0) not a part of the school program.
 _____ (1) a part of the activities program.
 _____ (1) a part of certain class activities planned by the teachers.
 _____ other _____

PART II, Page 9

55-P. In regard to community relations this school:

- _____ (0) does not send out a parent newsletter.
- _____ (1) sends out a parent newsletter.
- _____ (1) uses the commercial newspaper.
- _____ (1) uses a district wide newsletter to send out information related to this school.

_____ other _____

56-P. The staff presents informational programs related to the school's functions.

- _____ (1) when requested by parents.
- _____ (1) once or twice a year at regular parent meetings.
- _____ (1) at open house programs.
- _____ (1) at regularly scheduled "seminar type" meetings planned for interested parents.

_____ other _____

57-Q. From the specialized areas listed below, check each service which is AVAILABLE to students in your building.

- _____ (1) guidance counselors.
- _____ (1) school nurse.
- _____ (1) school psychologist.
- _____ (1) diagnostician.

- _____ (1) speech therapist.
- _____ (1) visiting teacher.
- _____ (1) clinic services for the emotionally disturbed.
- _____ (1) special education programs for the mentally handicapped.
- _____ (1) special reading teacher.
- _____ other _____

58-R. Teaching teams are organized to include:

- _____ (1) fully certified teachers.
- _____ (1) para-professionals.
- _____ (1) clerical helpers.
- _____ (1) student teachers.
- _____ others _____

59-R. Teaching teams are organized to include:

- _____ (1) paid para-professionals.
- _____ (1) volunteer helpers from the community.
- _____ (1) student teachers and interns.
- _____ (1) high school "future teachers" students.
- _____ other _____

PART II, Page 10

60-D. School social functions are held
at this school:

<u>During the afternoon</u>	<u>During the evening</u>
____(1) Grade 5	____(0) Grade 5
____(1) Grade 6	____(0) Grade 6
____(1) Grade 7	____(1) Grade 7
____(1) Grade 8	____(1) Grade 8

61-E. The physical education program
serves all students in:

____ (1) Grade 5.
____ (1) Grade 6.
____ (1) Grade 7.
____ (1) Grade 8.

62-F. Intramural activities are
scheduled for:

<u>BOYS ONLY</u>	<u>GIRLS ONLY</u>
____(1) Grade 5	____(1) Grade 5
____(1) Grade 6	____(1) Grade 6
____(1) Grade 7	____(1) Grade 7
____(1) Grade 8	____(1) Grade 8
____ not scheduled	

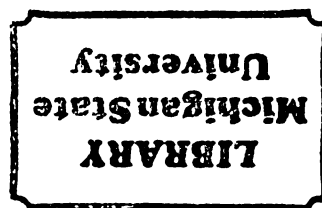
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INTERVIEW GUIDE

<u>RESPONDENT</u>	<u>CHARACTERISTIC</u>	<u>SURVEY QUESTION NUMBERS</u>
Teachers	Continuous progress	1, 2
	Multi-material	3
	Team teaching	14, 15, 16, 17
	Planned gradualism	18
	Guidance services	23, 24
	Basic learning experiences	25, 26, 45, 53
	Student security factor	32, 33, 34
	Independent study	39, 44, 52
Principal and/or Assistant Principal	Social experiences	9, 10, 47, 48, 60
	Team teaching	14, 15, 16, 17
	Planned gradualism	18
	Creative experiences	28, 29, 30, 31, 54
	Evaluation practices	35, 40
	Community relations	36, 37, 55, 56
	Flexible schedule	38
	Auxiliary staffing	58, 59
Coaches and/or P.E. Teachers	Physical experiences	11, 41, 42, 61
	Intramural activity	12, 13, 49, 62
Media Center Director	Multi-material	4, 5, 6, 46
Counselor	Guidance services	22, 23, 24, 43
Mailed Materials	Flexible schedule	7, 8
	Exploratory and enrichment programs	19, 20, 21, 50, 51
	Student services	57
Secretary	Multi-material	4, 5
	Social experiences	10
	Student security factor	34
	Evaluation practices	49
	Community relations	36, 37, 55
	Guidance services	43
	Auxiliary staffing	59
Students	Multi-material	3
	Guidance services	22, 43
	Creative experiences	27, 28, 29, 30, 31, 54
	Evaluation practices	35, 40
	Community relations	36
	Independent study	39, 44
	Physical experiences	41, 42
	Basic learning experiences	45
	Social experiences	47, 48, 60
	Intramural activity	49



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