Development of a Middle School Philosophy and Program for the Charlotte Junior High School for the School Year 1968-1969

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DEVELOPMENT OF A MIDDLE SCHOOL
PHILOSOPHY AND PROGRAM FOR
THE CHARLOTTE JUNIOR HIGH
SCHOOL FOR THE SCHOOL
YEAR 1968-1969

by

Clarence J. Benson

A Project Report
Submitted to the
Faculty of the Graduate College
in partial fulfillment
of the
Specialist in Education Degree

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Clarence J. Benson
MASTERS THESIS

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CHAPTER I. OVERVIEW OF THE STUDY

A. The Problem

1. Project

This specialist project constitutes an attempt to analyze the events and decisions of a first year in a junior high school principalship in light of principles of administration in order to determine the forces that existed in the school setting and the influence these forces had on curriculum change. The analysis is limited to the school year beginning August, 1968 to June, 1969.

2. Appointment and assignment

The writer was appointed principal of the Charlotte Junior High School for the school year 1968-1969. It was the desire of the Board of Education and the school administration that a middle school philosophy and program be developed for the Junior High School. A definite time limit was not set, but there was a general expectation that the change would take place in the next one to two years.

3. Data source

A diary kept daily constitutes the fundamental store of information during the time limitations of the project. The diary is an accounting of happenings, comments on problems, and opinions about events that occurred.

4. Rationale

A rationale of the middle school was developed with the purpose of informing all those who would be involved in curriculum change. A survey of the literature showed that several middle school philosophies and programs are being developed. Programs vary as to content and philosophy. The rationale considers the thoughts of some leading educators and summarizes their beliefs.
5. **Structure**

The project is structured in the segments of the school year. In each segment tasks are analyzed in relation to their effect upon the progress of the school year, and the analysis shows forces that are operating in the school setting.

The last chapter is an analysis of the forces for change with positive and negative groupings. The purpose of this analysis is to show the internal and external forces that determined the final result.

6. **Philosophy**

The change to a middle school would come about only if those involved felt the need for change and were involved in its planning and development. This is the underlying philosophy behind decisions that were made during the school year.

B. **Background**

1. **The community of Charlotte, Michigan**

Charlotte, Michigan, is a community of about 9,000 people, located fifteen miles southwest of Lansing, Michigan. Because of its close proximity to Lansing, it is a bedroom community with many people commuting daily to the larger city. The majority of the citizens are of the lower middle class and are blue-collar workers. There are no black people in the community.

The school system is one of the two largest governmental units in the community and is a focal point for its concerns and interest. Charlotte, in 1968-1969, supported its school with 17.8 mills of operating tax, nine of which are voted, and six mills of bonded tax for building construction. The valuation per child is $12,000 and each tax mill produces $45,000.

2. **Charlotte Public Schools**

Charlotte Public Schools in Eaton County consist of 3,700 students who live in a consolidated area of about 150 square miles. The elementary school consists of grades kindergarten through five; the junior high school, grades six through eight; and the senior high school,
grades nine through twelve. There are five modern elementary schools. The Junior High School was built in 1964. At the present time, extensive additions are being built and in September, 1970, the entire unit will become the Senior High School. The present Senior High School was first built in 1914 with additions built in 1936 and 1956. This unit will become the Junior High School in the fall of 1970.

3. The Junior High School

The Junior High School was built to house 550 students. Enrollment at the beginning of the school year was 840. It is a typical box-type school with rigid wall classrooms throughout. It does have some specific areas in physical education, shop, homemaking, art, band and special education.

For the last two years, the building has housed grades six, seven and eight. The educational program has been traditional junior high school with a departmental organization. Students were expected to take four academic subjects in mathematics, science, social studies, and English. In addition, they had two exploratory courses and a study period in a seven-period day. The exploratory courses offered were art, homemaking, shop, physical education and band. The courses were crowded; therefore, the students were assigned to classes rather than having the opportunity to select them.

In grades seven and eight, textbooks in science, social studies and mathematics were more than five years old. The English textbooks were two years old. They were of adequate numbers with some showing need of repair and replacement. In grade six, there were no textbooks in science. In social studies, English and mathematics, the books were over five years old.

The audio-visual equipment consisted of two 16 mm. projectors, one opaque projector, four overhead projectors, three record players and three filmstrip projectors. They were in average condition with some in need of repair.

4. Administration

a. Superintendent. - The superintendent was hired in 1966. He
has seventeen years' experience in education, with fourteen years as superintendent. He holds both Master's and Specialist degrees in Administration from Western Michigan University. He wishes to be considered as an educator rather than just a school administrator.

Since the superintendent has come to Charlotte, he has provided leadership for change in the school district. The citizens have approved a bond issue of $4,700,000 for a new high school, a new elementary school, and additions to other schools. An operational millage of nine mills has been passed. Fourteen primary districts have been annexed. A new position of curriculum director has been created and a K-12 director hired. Auxiliary programs have been improved. These include federal programs, summer school, community school programs, and custodial, transportation and food services. These actions on the part of the Superintendent, Board of Education, and the Community have created a rapid tempo of change with many citizens approving and others disapproving. Communication channels to explain the school program to the public have been set up through the newspaper, radio, periodic news letters, and frequent public meetings involving school personnel.

b. Assistant Superintendent. - The Assistant Superintendent of Schools was in charge of the bus program, lunch program, and custodial services. He was the former principal of the High School and a veteran administrator in the school districts.

c. Curriculum Director. - The Curriculum Director was hired in 1967. Before coming to Charlotte, she had extensive background as an elementary teacher and principal. Being the first curriculum director in the school district, she was well aware of the problem of the new position being accepted. Many teachers and citizens felt that there had been a good school program without a curriculum director and wondered if one was now necessary. The position generated strong feelings.

d. Other administrators. - The high school principal was hired in 1967. He has experience as a high school teacher, coach, and principal. He has reorganized and developed the high school curriculum
and the high school has North Central Accreditation.

There are two elementary principals. One is the principal of three buildings and the other is principal of two buildings. The school district is aware of the need for additional administrative services at the elementary level and is considering the situation.

The Community School Director was in charge of all adult educational programs and all recreational programs for the community of Charlotte. He has held the position for 20 years. In Central Michigan, Charlotte is quite famous for its community educational program and this was due to the talents of this man.

5. Junior High School teachers

There were twenty-nine regularly certified staff members in the junior high school. Twenty-one teachers had secondary certificates and eight had elementary certificates. Eleven of the teachers were new. Seventeen teachers were men and fourteen were women. On the entire staff, only eleven teachers could be considered experienced. As would be expected on a staff of this size, the background of the teachers varied. Some were definitely subject oriented. They preferred teaching in a departmentalized program; they preferred this kind of program over any other. Some of them took the middle ground. They were not unhappy with the way they were teaching, but they knew that they were often not reaching their students and certainly would consider another approach. The rest of the teachers were either inexperienced or indifferent. Some of them did have ideas on the type of program they would like to have but their inexperience made it difficult for them to define this program.

6. Junior High School students

The students were about evenly divided into the three grades. Because the school system had a policy of retention in the elementary grades, the age level of the students at the beginning of the year ranged from 10 years and 10 months to 18 years and 2 months of age. Of the total students, there were 183 students who had been retained one or more times. In the sixth grade, there were many students who were thirteen and fourteen years of age.
7. The general situation

a. Principals. - The writer was the third principal in three years. The first principal is now the high school guidance director. The second principal was new to the field of administration. He was viewed with suspicion by the teachers and did not succeed in establishing a working rapport with the teaching staff. As the writer entered this principalship after ten years in elementary administration, he had a keen recognition that achieving rapport with the teachers was of primary importance.

b. Strike. - At the time for the opening of school in September, 1968, the school system was in a strike situation. It had been brought about by a deadlock over salaries between the Board of Education and the Charlotte Teachers' Association. The strike lasted one week and was accompanied by bitter feelings on both sides. This was to have a definite influence on the ability of the writer to establish early rapport with the teachers; first, because he was unable to meet with them before the school year started (forbidden by the Charlotte Education Association); and, second, because of the mood of everyone involved.

c. Overcrowding. - Student enrollment was nearly 300 over the capacity of the school. Because of limited classroom space, an understaffing condition existed that resulted in a pupil-teacher ratio of 35 to 1. This situation was a force that was to influence the process of school operation throughout the year. At times, the problems it created would become a dominant force.

C. Summary

This specialist project constitutes an attempt to analyze the events and decisions of a first year in a junior high school principalship to determine the various forces that exist for and against curriculum change. The writer was assigned the task by the Charlotte Board of Education, Charlotte, Michigan, to develop a middle school philosophy and program for the Charlotte Junior High School.
The Junior High School, consisting of grades six, seven and eight, had a traditional departmentalized program with emphasis upon a subject-matter curriculum. The enrollment was 840 students with twenty-nine staff members.

In order to gain a view of the school setting, information concerning the community, the school district, the Junior High School teachers and students and the administrators of the school district has been detailed. Charlotte is a small community with its school system in a rapid state of change with several new administrators, building construction taking place, and new structure and programs. This has caused a division of feelings in the community where the schools are the center of cultural and social activity.

D. Overview Of The Study

The first chapter of the study gives the purpose and scope of this specialist project. Background information concerning the school setting is detailed. The second chapter consists of a rationale for the middle school done with the aid of current literature on the topic. Chapter III is a task analysis of the events and decisions of the school year showing the influence of these tasks upon curriculum changes. The final chapter lists the forces for change, positive and negative, and gives a judgment of the influences these forces had toward the goal of developing a middle school.
CHAPTER II. HISTORICAL AND PHILOSOPHICAL ANALYSIS

A. Introduction

The 1968-1969 developments in the Charlotte Junior High School were strongly influenced by the historical and philosophical analysis which follows. As a new principal of the Charlotte Junior High School, the writer had the responsibility to develop a middle school program and philosophy. This analysis was written early in the fall of 1968 when it was discovered that most of the teachers and administrators and school board members had little knowledge of the historical background of the junior high school or of the philosophical thinking concerning the middle school. After this analysis was written, 50 copies were duplicated and distributed. School board members, teachers, and administrators met in groups to discuss this material and other materials that were brought in.¹

B. The Junior High School

One of the factors leading to the development of the junior high school in the early part of this century was the recognition for the need of a separate school for the early adolescent. Popper ² said that the intermediate school was created to meet the needs of the human condition at the onset of adolescence which calls for a period of schooling that is neither elementary or secondary, but a distinctive place between the two. Over the years there has been continuous grade level reorganization of public schools which have revolved around the junction of elementary and secondary education. Sixty years ago eight-year elementary school and four-year high schools were standard in the United States.


States. Since then there have been several alternatives for housing the intermediate grades but no consensus has been reached as to which best meets the needs of the student.

Howard states that the following grade combinations have been tried: 6-3-3, 6-2-4, 5-3-4, 7-5, 7-2-3, 6-6, and 8-4. Yet "for more years than most educators would like to admit, pupils of junior high school age have been, by and large, second class citizens in the priorities assigned to the various levels of the organizational patterns of our educational system."4

Today we most commonly think of the junior high school as grades seven, eight and nine. It is this situation that has received so much criticism. Instead of having a student-centered curriculum that recognizes and meets the need of the early adolescent, it has become highly structured with the emphasis on subject matter and departmentalization.5 Rather than being an intermediate school as earlier described, it has failed to recognize that the purposes are different from those of the high school.6 In fact, the entire school program so resembles the high school that these schools are truly junior high schools.7

This situation was not intended by those educators who influenced the early growth of the junior high school. There have been several factors that have brought this about. Many school systems wanted a three-grade junior high school. They felt elementary school would be kindergarten through sixth grade. Therefore, the ninth grade was

taken from the high school. However, the ninth grade is controlled by the Carnegie units. The rigid control of these units determined that the ninth grade program be departmentalized into subject matter areas. The seventh and eighth grades followed or, otherwise, there would have been two programs in the school, one for seventh and eighth grades and one for ninth grade.

Today the vast majority of junior high schools are sub-high schools. Even the design of their buildings reflect this as often they inherit the former senior high school buildings as new high schools are constructed. Most junior high school teachers are secondary trained and certified and their influence has supported the subject-centered curriculum.

C. The Middle School

In our effort to change this situation and to get back to the original purposes of the junior high school, a new movement for the intermediate grades called the "middle school" has developed over the past several years. Today there are nearly five hundred middle schools in the United States and the number is increasing rapidly.

In trying to describe how the middle school differs from the traditional junior high school, we must be careful to consider only the central elements rather than the many variations that exist in the various school programs. It also must be recognized that all educators do not agree that the middle school is the answer to meeting the needs of the early adolescent. However, the rapid growth of the middle school concept must, in itself, express a growing dissatisfaction with the traditional junior high school program.

How does the middle school differ from the junior high school? First, the grade levels may be different. Most middle schools consist


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of grades six, seven and eight. Some include fifth grade. For those that are adopting the middle school concept, there seems to be proof that the early adolescent developmental patterns are changing. The students' physical and mental growth has accelerated. They are more mature. There are striking social differences. All of this leads to the belief that sixth grade no longer belongs in the elementary school, and that the ninth grade belongs in the high school.

The term "middle school" itself has been adopted for psychological reasons. For many people the term "junior high school," regardless of the individual program that is being used, means the traditional junior high school that has been described. It has come to have such a negative connotation that it is being dropped. The term "middle school" seems to be a better definition for those intermediate years between elementary and high school.

There must be more than a change in grade level and name to have a new educational program. Many school systems have changed the grade level of their junior high school, not to meet the changing needs of the student or to adopt a new program, but only to meet a physical need. Often a new high school is built and the junior high school inherits the old high school building. By including fifth or sixth grade, the building can be filled and room pressure is relieved at the elementary level. This, or similar situations, have happened far too often. Local convenience has taken precedence over educational needs. Obviously, the middle school, to be truly an innovation, must have a different educational program as well as a different name and grade level. Goodlad stated that there are two positions in education


today. "The first position views school as a set body of learnings to be mastered. The second position views education as a means of enriching living for young people during a specific period of their lives." He goes on to say, "In the good school, processes of inquiry are developed organizing instruction around relatively constant threads of elements: concepts, skills, or values."\(^\text{14}\)

Basically, the traditional junior high school reflects the first view and hopefully the middle school reflects the second. It can be argued that a junior high school with the traditional grades could have a curriculum that reflects the second point of view and, indeed, many do. However, most do not.

Perhaps then, without disregarding the many points of views and disagreements that exist concerning the name and grade levels of the intermediate school, the focus of attention should be on the program. This is Conant's\(^\text{15}\) point of view. However, the adopting of the term "middle school" must not be taken lightly. The term "junior high school" to the lay public, as well as educators, immediately brings to mind a particular kind of school. It is this school that the middle school concept was developed to eliminate.

D. The Early Adolescent

"Junior high school seemed like a fine idea when we invented it, but it turned out to be an invention of the devil. We are catching our boys in a net for which they are socially unprepared. We put them in junior high school with girls who are two years ahead of them. There isn't anything they should have to do with them at this age except growl at them."\(^\text{16}\)

\(^{14}\)loc. cit., p. 240.


Mead's statement reflects some of the difficulty created by the growth and developmental patterns of the early adolescent in developing a school curriculum.

Curtis states that girls reach puberty at age twelve years and six months and boys at thirteen years and eight months. There is an obvious growth difference between boys and girls.

In this crucial period, the body develops its adult form and features which may become sources of pride or of inferiority for the remainder of the youngster's life. Today's adolescent is on the average slightly taller and enjoys better nutrition than young people of the past. The evidence indicates that the American children of today are 6% to 8% taller and 12% to 15% heavier than those who were born in 1900. The evidence also indicates that the boys of 9-10 years old are taller and heavier than girls at the same age while the girls of 11-12 are taller and heavier than the boys in the same age. This suggests that today's youngsters are superior in the areas of jump and reach.

There are some indications of an earlier maturation, although youngsters of this group do not mature at the same time because of nature's built-in time clock which controls the changes of puberty in their order and their proper timings for each individual. Personality also takes shape and adult outlines during this stage. The child of nine today, in general, corresponds to the features and traits of the child of ten years thirty years ago.

Today's youngsters know more about the reality of human nature. They are living in an age of greater exposure of human behavior and greater frankness about human motives. They become acquainted with these things much earlier than their parents did. Through the greater frankness of the mass media, they become acquainted with human misery, death and depravity earlier than their counterparts. Being in a more mechanized and technical world makes them more sophisticated and more

---

informed about some complicated scientific products and more wise to
the ways of their world than their parents were.

Their fast intellectual development enables them to see the future
more clearly. But, they are confused, indecisive, insecure, self-con-
scious and in need of guidance. They are fearful of their own feel-
ings and more fearful of satisfying such feelings and needs. They are
more informed, more sophisticated and more intellectual than their
earlier counterparts but, at the same time and to the same degree, are
in more need of safe guidance.

By definition, adolescence refers "to the processes of development
and adjustment during the so-called transitional period between child-
hood and maturity." Adolescence tends to be a time of seeking status
as an individual. It is a time when group relationships become of
major importance. It is a time of physical development and growth
that forms a continuance pattern that is idiosyncratic to the individ-
ual. Adolescence tends to be a time of intellectual expansion and
development, and academic experience. It is a time of physical devel-
opment and evaluation of values.

Havighurst says, "When we look at adolescence from the sociol-
ogical or psychological points of view, we find great differences, both
in the social situation and in the self-concept of the present day
adolescent compared with his parents in their adolescence. From the
base-line of the earlier generation, the adolescent of today is more
precocious and complex."

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18 Nelson L. Bossing and Roscoe V. Cramer, The Junior High School

19 Raymond S. Kuhlen, "Adolescence," Encyclopedia of Educational
Research, 3rd ed. Edited by Chester W. Harris (New York: Macmillan
Co., 1960), p. 27.


21 Robert J. Havighurst, "Lost Innocence; Modern Junior High School
Youth," Bulletin of the National Association of Secondary School
Principals, XXXIV (April, 1965), pp. 2-3.
Knowing the nature of the early adolescent, we must consider present social needs which are:

"1. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.

2. All junior high school youth need to develop and maintain abundant physical and mental health.

3. All junior high school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.

4. All junior high school youth need experiences and understandings, appropriate to their age and development, which are the foundation of successful home and family life.

5. All junior high school youth need to develop a sense of the values of material things and of the rights of ownership.

6. All junior high school youth need to learn about the natural and physical environment and its effects on life, and to have opportunities for using the scientific approach in the solution of problems.

7. All junior high school youth need the enriched living which comes from appreciation of an expression in the arts and from experiencing the beauty and wonder of the world around them.

8. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relations, or to both.

9. All junior high school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and for their rights, and to grow in ethical insights.

10. All junior high school youth need to grow to their ability to observe, listen, read, think, speak, and write with purpose and appreciation."

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E. The Curriculum

Lounsbury and Mariani, through extensive work done with shadow studies of students on a typical day in typical junior high schools, showed how the rigid departmentalization and the teacher-subject centered curriculum affect the student. He is seen as a passive member of the structure who is often neglected and ignored. It appears that if he is quiet and conforms, he is most successful. The boring and tiring routine of passing from class to class, hour after hour, with teachers who are often non-creative and completely subject-matter oriented, has its deadly effect. The demands put on a student by this program contradicts his nature and needs.

If we know the growth and developmental patterns of the early adolescent, both physical and mental, his personal-social needs, his changing needs and developmental patterns, the way he learns, we must create a curriculum based upon what we know. This curriculum must take into consideration those approaches to teaching that have been developed to be learning-centered and to truly consider his individual differences.

When designing a curriculum, social influences must be considered. The community, the neighborhood, the socio-economic level, local history, school finances, the elementary and high school curriculums will all have influence.

Designing a school curriculum for the middle years is complex and challenging. The writer believes that the middle school should be a separate school with at least three-grade levels. It should be designed in terms of the special characteristics and needs of the early adolescent. The building design will include all the modern innovations, including flexible space construction. It should be properly equipped to meet the needs of the program. It need not be as extensive as the high school in areas such as fine arts and practical arts.

This is a time for exploring, not for developing a vocational or technical skill. The learning-resource center should be the focus of the school. Here are the materials and consultants necessary for a comprehensive program.

The junior high school staff should be especially trained to work with the early adolescent. We can no longer tolerate the teacher who is not trained or whose first choice is other than the junior high school level.

Students should participate in a core program that is experience and problem centered. Flexible scheduling and interdisciplinary team-teaching should be used.

Students should increase their language arts abilities through many opportunities to read, write, speak, and listen. They should acquire social understandings and values that are necessary in living in a democracy. Mathematical understandings and competencies should be increased. Basic science understandings and a scientific approach should be learned.

There should be many opportunities in the areas of arts, crafts, homemaking, industrial arts, and music. A comprehensive physical education program is necessary. Any competitive sports should be intramural, as well as interscholastic.

A variety of exploratory courses should be offered. In fact, the whole curriculum should be exploratory in nature with a variety of opportunities and choices. It should not be a repetition of elementary programs or watered-down high school courses. Of course, the entire school curriculum should be developed K-12 to achieve articulation.

It is absolutely necessary that each student still has a teacher to whom he can relate and who can provide guidance as well as meaningful learning experiences. To assume he is a completely independent and mature individual violates what we know. In addition, a comprehensive guidance program should be provided. Trained guidance personnel should be available to help the student with his personal problems as well as developing his school program. A complete testing
program should be part of this service.

Extracurricular activities are an integral part of a planned program of learning experiences. They should be appropriate to the early adolescent age and provide educational, social, and service opportunities for all students. Care must be taken to encourage participation by many students and that the activities not be dominated by a few.

The evaluation of the student should be appropriate to his needs, abilities, and problems. It should include the student, parent, teacher, and other staff members related to the situation.
CHAPTER III. TASKS

This chapter discusses the tasks that had to be done during the school year 1968-1969. It is divided into three periods; initiatory, middle and concluding. It is the purpose of this chapter to show the many and varied tasks that had to be considered by the writer in his position as the new principal of the Charlotte Junior High School.

A. Initiatory Period

1. Organizing for the school year

The long-range project was to develop a middle school philosophy and program in a school with a typical junior high school or sub-high school curriculum that was teacher-oriented and subject-centered, certainly not student-centered except in certain minor areas. Before this could be done, it was first necessary to get the school year started, to become established as the principal, and become acquainted with all phases of the school life that were new--the school, the students, the teachers, the administration, the Board of Education, and the community.

a. Scheduling. - Because the writer was not hired until almost August and a limited amount of time was available to begin the school year, it was decided to use the preliminary scheduling done by the previous principal. However, there were some problems with this. First, the study hall was set up in such a way that the librarian would have to supervise it. She would be handicapped in her position as librarian and coordinator for all the visual-aids programs that could be developed in the school. There was no provision in the school budget for supervising the study hall and there were a large number of students, up to 100 per period, scheduled into the program. A room had to be found and was found that could handle this many students. It was decided to hire a lay person to supervise as the previous year a lay person had done the job quite well.
Many of the students had not been scheduled and final scheduling was completed. It was discovered that many classes would have to be large, up to 40 students per class. Some classrooms lacked adequate seating. There was a shortage of desks and chairs. Much of the seating that did exist was old and in poor condition. There were schools in the system not being used because of annexation and desks were taken from these schools. Even though they were not adequate for junior high school level, they were used.

b. Noonhour. - In the Master Agreement, the teachers had negotiated a one hour, duty-free lunch period. This created serious noonhour problems. In the previous year, all students were allowed to eat their lunch at the same time. The school is located at the edge of town and there is no place for the students to go. As the program was set up, the students needed little time for eating and had much time on their hands with nothing to do. Disruption and destruction took place. Students were often malicious and out of control and serious discipline problems existed. Complaints were received from churches, schools, and private homes in the area. Some supervision was provided but the basic problem was too much free time for the students without a planned program for them.

It was proposed that students have a split lunch hour, shortening the lunch period by half. This was a difficult problem because it would have to be negotiated through the negotiations which were taking place at that time and were not going well. A plan was developed and presented to the negotiating team. Because the teachers and the administrators were completely aware of the previous problem, this was accepted with the compromise that the teachers would have thirty-five minutes for lunch. This was still too long but was a workable solution. Another part of the problem was the limited eating facility for the students. By dividing them in half and having them eat at two separate times, the facilities became adequate. It was also decided to hire lay people to supervise the lunch room.

In this situation, a critical administrative problem had to be solved to improve the educational climate of the school. It was
hypothesized that a controlled noonhour could set a tone for the school that could be part of the entire day.

c. Personnel. - Several teachers were still to be hired. Most difficult to obtain were the teachers to work in the proposed team-teaching program of the sixth grade. To find teachers with any experience in this area was impossible. The Superintendent had not provided in his budget for a librarian or guidance person. Because of increased salary demands by the teachers, he thought there was not enough money for this. Considerable time was spent in persuading him of the need for these people. He finally gave consent and two people were hired, an experienced librarian and a beginning guidance person. The final teachers were not hired until the day the teachers arrived for pre-school conferences.

The determination to persuade the Superintendent to hire a librarian and guidance person was given high priority. A school needs a competent librarian who can direct a media program as part of a meaningful curriculum. The need for a comprehensive guidance program in a junior high school has been well established. One guidance person was not enough but was critically needed to aid those students with emotional and social problems.

d. Administrative rapport. - Developing rapport with the other administrators was difficult. Because many new administrators had been hired, a solid team approach had not yet been established. The group was divided between conservative and liberal attitudes. The atmosphere was tense because of the problems of teacher negotiations. There were strong personalities and many problems existed. A real attempt was made on the part of the writer to know and understand these people and to try to get them to understand him. This was so necessary if a comprehensive K-12 program was to be developed.

e. Teacher rapport. - The school year started with a strike. The teachers were instructed not to go anywhere near the school or the administrators. As a result, it was impossible for the writer to become acquainted with them. This was a severe handicap. To come into
a school district not knowing anybody or any situation, and to try to develop programs and establish priorities without even meeting the teachers, to understand their needs, consider their problems and desires, made the situation almost impossible. It was so important to have a good beginning with the teachers and yet decisions were being made that affected them without consulting them or even having a chance to know them, to know their personalities, to know them as people. It seemed almost impossible.

f. Equipment. - The lack of equipment was frustrating. This included textbooks, desks, audio-visual equipment, and supplementary teaching materials. Previous inventories had been poor. Allowances had not been made for additional teachers and additional students. Old equipment was considered satisfactory. The new librarian found the library in chaos. Immediately, textbooks were ordered and teachers' guides were either located or ordered. It was agreed with the librarian that the library would not be opened until it was organized. An inventory of audio-visual equipment was taken and some audio-visual equipment ordered. This was as much as could be done on a short-term basis.

g. Meeting teachers. - After several weeks of concentrated organizing for the opening of school, the teachers' strike finally ended and the day came to meet the teachers. In preparing for this meeting, it was decided that even though it had been impossible to consult with or even talk to the teachers or meet them, they would be presented with the organization that would be in existence at the start of the school year. They would be told that it was realized that the decisions made should have been made with them and certainly were subject to change and discussion. However, the students would be arriving the next day and plans had to be made.

During the first meeting, tension existed. There was no doubt that the writer was not going to be accepted at face value. The teachers were angry as a result of the strike. Plans were presented and discussed. Areas where changes could be made that would be better for meeting the needs of the school were made. Suggestions were accepted. The teachers
accepted the decisions made. Several of the teachers commented that this was the most well-organized first day meeting they had ever attended, and were satisfied and ready to begin the next day. The importance of this meeting cannot be overemphasized. How one begins will set the tone for the future. To receive acceptance was critical for rapport and function.

h. Student arrival. - The students arrived the next day. It seemed like an overwhelming number when the school had been built for only a little more than 500 students and nearly 850 arrived. The classrooms were crowded but the preliminary schedule was good. Only a few changes had to be made. Many of the students were concerned about meeting a new principal and many new teachers. The new sixth grade students were apprehensive. Seventh and eighth grade students who had been used to certain things began the same way. It was not hard to spot the problems and there were going to have to be some changes in rules and controls if everyone was to exist within the structure and no one was to be abused. The teachers were cooperative and within a day or two, the students had settled down. All the planning of the previous weeks seemed to have the necessary effect.

i. Supervisory problems. - Immediate supervisory problems became apparent. They were in the area of the study hall and in the lunch room. Lay people had been hired to supervise these areas and it developed that they were neither qualified nor had the inclination to learn. A large study hall with nearly 100 students, seven periods a day, was too much for any one person unless he had skill and training. The lunch room had 400 to 500 students and required someone with real knowledge of large group control. At times chaos existed, discipline problems were severe, and, generally, things were quite disorganized. After spending many days on the problem and trying different methods to make the situation better, it was decided that the only way the situation could be improved was to hire trained teachers for supervision. For the study hall, after several interviews, a young man was hired who seemed capable of handling the situation. In the lunch room,
existing teachers were hired. Within a few days, the situation settled down but continued to be a constant problem throughout the entire school year as overwhelming numbers and the boredom of the students took their toll.

j. Guidance. - The development of the guidance program was another area of concern. Because of the decision of the Superintendent not to hire guidance personnel until almost the beginning of the school year, it was impossible to find a trained guidance person. Therefore, analysis was made of the staff with the purpose of finding a person on the staff keenly interested in the students, with a good background in the community, a desire to work in the area of guidance, and to learn. Fortunately, a young man who had been on the staff only one year but was mature and experienced beyond his years was located and hired. He realized the difficulty of his job and his inexperience. His strongest asset, however, was his real ability to relate to students and to understand their needs. His responsibility was to provide guidance for students and to develop a testing program within the school. In developing the testing program, he would have the assistance of the senior high school guidance director who was in charge of all testing programs K through 12. In the guidance area, he would have the assistance of the principal, the teachers and the senior high school guidance director. Early priorities were set in the area of determining those students that created emotional upset and those students, especially in sixth grade, who were having a difficult time adjusting to the school. In addition, an awareness was made of those students with severe emotional and discipline problems and these students would also be given priorities. The testing program would not begin until an overall appraisal was made as to what tests would be given, the purpose of the tests, how these tests had been used in the past and what was the future of the program. This would be done in conjunction with the entire teaching staff.

2. Developing a team-teaching program at the sixth grade level

a. Background. - During the previous school year, sixth grade
students were on the same departmentalized program as the seventh and eighth grades. They attended six classes a day and these classes were subject-matter oriented. There were a few exploratory classes but the main emphasis was academic. Little or no consideration was given to the needs of the students, their initial needs in adjusting to the school, their emotional needs, and their social needs. Little effort was made to establish rapport between teacher and student. As a result, it was a poor year for the sixth graders. Many had discipline problems. Many had emotional problems. The sixth grade teachers often had difficulty controlling them. The teachers and students alike were unhappy with the program. Apparently, when the sixth grade was placed in the junior high school, it was just naturally assumed that they should have the same kind of program as everyone else. They were not ready for this kind of a program, they were not mature enough for it. There were problems and the program was not meeting their needs.

b. Decision. - As a result, a decision was made by the teachers, the previous principal and the curriculum director that a team-teaching program would be developed for the sixth grade. The curricular approach would be student-centered and not subject-matter centered. It would try to recognize the human growth and developmental patterns of the students and consider their social and emotional needs. Because the principal was leaving, primary responsibility for developing the program was given to the curriculum director.

c. Planning. - When the writer was informed that there would be a team-teaching program at the sixth grade level, several conferences were held with the Curriculum Director. The first problem would be that six of the eight teachers used in the program would be new to the school system and several of those would be inexperienced. None of the eight teachers had any background for team-teaching or had ever done team-teaching. Also, pupil-teacher ratio would be thirty-four to one. To individualize the program and to work with the individual students to meet their needs would be difficult with these numbers.

It was necessary to keep in mind that a good program must come
from the teachers and students and could not be imposed upon them. Therefore, an outline for a beginning plan was made, realizing then that it would be the teams' responsibility with assistance from others in developing the program. Students were assigned to two teams of four teachers each.

The teaching environment would not be conducive for team-teaching; in fact, it was realized that one of the areas to be considered was whether it was necessary to have special facilities to do team-teaching. Many school systems do have special facilities and these certainly lend themselves to the success of the program. However, in our very crowded school, we were going to need to use spaces that actually were not even meant to be used for teaching. One team would be in a large room together. The room was originally built for storage. It was actually a room that filled the space created by the classrooms that surrounded it. This room was noisy, poorly ventilated and had no equipment except some desks. Some dividers and book cases had been ordered but they were not to arrive until several weeks after school started, because of shipping problems. The other team would be in separate classrooms that were in close proximity to each other but were individual classrooms.

The teachers would have a conference period at the same time each day in each team. During this period, the students would have either activity time or a study period with lay supervisory help. This period would allow the teachers to do their planning together and to discuss student problems and needs. The teachers would have assigned to them in a home room a specific number of students for whom they would have primary responsibility. This would include social and emotional problems, record keeping, and communication. Academically, the teachers would be assigned to the areas where they were best trained.

To start with, the students would be divided into basic subject areas; however, it was hoped that flexible planning would take place with small and large group instruction and both heterogeneous and homogeneous groupings where needed. It would be the responsibility of the teachers and students to plan for and carry out all needs and
activities. There would be no other teachers, and no other programs or space available to them. If the students were to have an enriching exploratory experience, the teachers and students would have to plan it. They would have to find space wherever they could for it and work around the other schedules of the school. Basically then, a team of four teachers and approximately one hundred forty students would be working together for their entire school program.

These were the plans when the teachers arrived. Again, as in the case of the entire school, it was impossible to consult with the teachers because of the teachers' strike and the refusal of the Charlotte Education Association to allow the teachers to have any contact with the school administration. The problem was faced of planning a program for teachers and for students and not planning with them. It was easy to recognize that very few teachers would participate in a program that they had not helped create and did not like. Yet plans had to be made because students would be arriving the day after the teachers.

d. Meeting teachers. - In the first meeting with the teachers, the plans had been laid out carefully in writing and were given to them. Considerable discussion took place concerning philosophy and previous problems, remembering that only two of the eight teachers had been in the school system the previous year. An expression of concern about the amount of planning that had to be done without involving the teachers was expressed. Of course, they were concerned and anxious. It would be their responsibility with their students to plan a program that was meaningful. They were told that they would be given full authority and backing in creating such a program. They did not know whether this would be true, but by the end of the meeting, they thought they were ready to begin and it was encouraging to see the attitude they took as they began to prepare for the students to arrive the next day. It was decided that because they did not know the students, because they did not know each other, and because they did not know the principal or curriculum director, they would divide up the students to begin with and they would keep these divisions only until such time
as they had a feeling for the people they were working with and their needs. Later, they would start meaningful groupings of students into various types of programs.

e. Classrooms. - When the four teachers that were going to use the larger room inspected it, it was a discouraging situation. The desks, some of which were more than twenty years old, were in poor condition. Most of them did not even fit the students. No other equipment existed. The room was dingy and poorly lighted. It was a warm day and poor ventilation made the room almost impossible--and this was without students. In the other team, the situation was better. Even though they were in individual classrooms, these rooms were better equipped because they had been used the previous year. They still did not have adequate teaching materials but the desks were decent and the rooms were equipped properly.

f. Materials. - Apparently, no one had considered the sixth grade as needing various types of teaching materials because only in a few areas did they exist. Many of the materials were left over from the days when the sixth grade was in the elementary school. The mathematics program, the English program, the social studies programs were continuations of the elementary program and had no relationship to the seventh and eighth grades. In science, there was no program and there were no materials.

g. Analysis. - To start a new program any time is always difficult. Considering the forces that were inhibiting this program, it was difficult to know if it would ever get started. Some of these forces were a new principal, six teachers out of eight new, an entirely new type program, poor to average teaching facilities, poor equipment or no equipment at all, and 280 students who had no idea of the type of program in which they would be participating. They had never participated in this type of program before and neither they nor their parents had any idea concerning the program. Nothing had been done by the previous principal or by the fifth grade teachers to acquaint the students with the kind of program they would be entering the following
year. All of this was going to have to be done immediately with in-experienced people.

h. Team "A". - Team "A" was located in the large classroom. They decided first to divide their students so that all teachers would be teaching English and Social Studies. There would be specialization in the areas of reading, mathematics, and science. Homogeneous classes were set up in reading and mathematics so that the students could receive individual help. Because the room was easily adaptable to setting up large and small group instruction as well as using corners and small areas for the individualized instruction, this was planned in the program.

Time would be given toward exploratory experiences which would be planned together with the students. These programs would come under the heading of Teacher Directed Student Choice, the title used in the planning sessions. The teachers and students together would suggest areas in which they would like to explore. Teachers would then determine on a regular basis of three to four week periods those areas in which they would like to work with the students and then the students would get a choice of a specific area. It was also considered bringing in outside people so if the students had a choice in which a teacher did not feel proficient in teaching, other people could help out.

From the beginning, the students did not like this room and the teachers were unhappy, too. The weather was warm and the room was hot and stuffy. Fans were purchased and placed in the doorways and these were helpful. The acoustics were poor and the noise, at first, bothered everyone. The students were not used to other classes taking place where they could hear them. The teachers were not used to this either. However, within the first two weeks, everyone seemed to be adjusting to it.

i. Team "B". - Team "B" organized much the same to begin with; however, because they were in separate classrooms, they were having a difficult time feeling like a unified group. They could not be as
flexible as the other team or, at least, they felt they could not. Their instructional program was about the same except the individualized type of instruction and the small group instruction was not planned in their program because, if one room had a small group in it, another room could not hold the excessive numbers. The rooms were not that large. There were no extra nooks or crannies or small rooms in which they could meet. These simply did not exist because of the crowded school. The students did not face the acoustical or ventilation problems of the other students. Therefore, they seemed to settle down sooner.

j. Team leader. - In each team, a team leader was appointed. It was the responsibility of the team leader to call team meetings, to be responsible to see that all phases of the program were developing, and to be available for the many small problems that were taking place each day. He would work with the principal as well as the teachers in coordination of the program.

k. Team meetings. - The teams met daily during their conference period. They were overwhelmed at first in trying to get acquainted with the students, in trying to develop the academic and exploratory programs, in finding enough materials to work with and adjusting to the physical facilities. Primary importance was given to the adjustment of the student. The older students were not helpful. Often the sixth graders were "initiated" by the older students. Many of them were afraid. Many of them had come from one-room country schools as part of the annexation program and were overwhelmed by the hundreds of students around them. The setting up of home rooms where each teacher would be responsible for an individual number of students was a wise move. Extensive time with the students in helping them through these early days of adjustment was spent. At the end of the first two weeks, it was stated by one of the teachers, who had taught sixth grade previous years, that this was the best adjustment that the students had ever made in the school and was one of the most encouraging signs that he had seen. At that point, the time and effort expended by everyone seemed a little more worthwhile.

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1. Science. - Problems were developing. In the area of science, there actually was nothing to work with. Therefore, it was decided to go to a multiple text program as well as to work with the seventh and eighth grade science teachers in providing materials and programs. There were no stated curriculum objectives; there was no course of study and there was no time, at that time, to develop one. Four different texts were ordered. It was planned to use this material with flexibility. Students would not have individual text books but rather, the materials would be used from the text for various themes and programs. Contact was made with the elementary school and through working with the lower grades and the upper grades, a program was developed.

m. Exploratory program. - One area of encouragement was in the exploratory program. Many excellent activities were developed with the students. Some were in physical education, some were in crafts, homemaking, art and music. There were creative areas, such as sewing, drawing, poetry, and the game of chess was introduced. The high school has a swimming pool, and a swimming program was started. In all of these areas, the teachers were searching frantically for programs which interested the students or for a place to have an activity and for people who could competently teach. Some lay people did volunteer and they were most welcome.

n. Teacher relationships. - In order for any team-teaching program to be a success, there must be a close working relationship among the teachers in the team. Regardless of the variety of personalities, they must learn to "give and take," to give up a little bit of their own individuality, consider the needs of others, and to cooperate and compromise. Because none of the teachers knew each other, because the writer did not know the teachers, it was anticipated that there would be problems in this area and there were.

Interestingly enough, Team "A", which was working in the most difficult physical area and seemed to have many more problems of this type than Team "B", also was the quickest in establishing rapport among themselves. Perhaps because their problems were so great, they knew
immediately that they would have to work closely together if they were to survive. Regardless of the reason, they quickly adjusted to each other, learned of each other's strengths and weaknesses, used their strengths, and within a short period of time had developed a comprehensive and meaningful program.

Team "B", however, had problems. There were definitely personality clashes in the team. There were two men and two women on the team. The team leader was an experienced person and a strong personality. This seemed to diminish the others, who were inexperienced. During one of the team meetings with the writer, some of the resentments and ill-feeling were presented. It was apparent that it was a critical situation, and it was decided because they were mature people that we would get the situation out in the open to see the problem that existed. After discussion, it was agreed by the team leader that he was exerting too much control. All agreed that they would attempt to work together. After this meeting and over a period of time, a definite change took place until after a few weeks, this team had improved its relationships.

o. Problems. - It did not take the teachers long in either team to diagnose where their problems were, both academic and behavioral. Several adjustments were made in the early weeks. Conferences were set up with the parents for those students who were having immediate discipline and behavior problems. Also, the Guidance Director made himself available. The teachers were working in the area of guidance themselves with their students who really needed the help. Many adjustments were made in the academic program. The basic structure was the same but students were adjusted to various groupings to meet their individual needs. The study period with the lay supervisors seemed to be working out quite well. There were a few days of confusion as to where various locations were in the school, how to find classes, who the teachers were and what was expected.

p. Discussion and review. - At the end of about four weeks, a comprehensive discussion took place involving all the team teachers.
the principal, the curriculum director and the guidance director. It was a satisfying meeting for all and many of the initial problems had been overcome and genuine progress was being made toward the development of the program. The students related well to the program and to the school. The teachers, the administration and the periphery people were working well together. Equipment and materials were arriving. Definite plans were being made, both academically and otherwise. In this meeting, preliminary plans were made for student evaluation. It was determined that evaluation, formal evaluation, would be in two parts--parent-teacher conferences in the fall and spring and report cards at the end of each semester. Individual conferences would take place wherever necessary. Consideration would be given to the materials needed and the type of conferences held. These materials would be developed by the students and the teachers.

q. Parents' night. - Because it was so important that the parents be informed about the program, a date was set for a Parents' Night program and preliminary plans were made. The program would include the philosophy of team-teaching, an explanation of the team-teaching program being used, and a chance for parents to meet, listen to, and talk with each of the teachers in their child's team. In addition, there would be related presentations by the Curriculum and Guidance Directors. Ways were discussed to facilitate good attendance because of the importance of the program.

3. Developing middle school philosophy--administrators

When the writer was introduced to the administrative staff, they were told of the long range objectives toward a middle school philosophy and program for the Junior High School. In that and subsequent meetings, a curiosity was expressed about this philosophy and how it differed from the present philosophy of the school. As a result of this interest, the writer conducted a meeting and presented the middle school philosophy to the administrators.
4. Developing middle school philosophy—teachers

In trying to develop a new philosophy, the writer realized that what he was basically working with was a variety of backgrounds, desires and needs. For many, change is a threat. For others, change is desired, but not the change you are trying to influence.

From the beginning the school had so many problems that had to be dealt with immediately in order just to get school started in some systematic manner, that little time, at least formal time, could be spent with the teachers in considering curriculum changes for the future. Much time had to be spent with the sixth grade teachers in order to get the team-teaching program under way. Little time could be spent with the seventh and eighth grade teachers in their curricular areas and it was decided at least for the present time to continue with the program that was in existence. There just was not time to consider anything else.

What could be done, however, was to try to convince the teachers through day-to-day operation that the writer was competent to be the principal of the school and had the ability, knowledge and background to cope with the variety of problems that presented themselves. He could also start to establish some personal relationships with the teachers that would be meaningful in working with the problems that were ahead. Another approach was to raise questions when areas of difficulties presented themselves, to question why problems were happening, had they happened in the past, were they due to the students themselves, or the type of program which had been imposed upon them? Did it have to do with the physical difficulties of the school or did it have to do with the problem of not meeting needs as they presented themselves? These are questions that could be and were raised. It was also important to determine the leadership among the teaching staff and the ability of the individuals.

5. Discipline

From the day the students arrived, discipline problems presented themselves daily and extensively. Some of them were of general nature
that seemed to be caused by the overcrowded condition of the school, especially in the hallways, bathrooms, and in the general school area. Students had apparently been allowed to be on their own in these areas and also had been allowed to do about what they pleased. There were many signs of destruction that had been there from the previous year. Some students freely abused others and seemed to feel no inhibition in doing so. The problems at first were not too apparent in the classrooms and the teachers seemed to have things under control.

The causes of discipline problems were many. The basic, overall rules and atmosphere needed for hundreds of students to live together had been lacking or disorganized. In grades seven and eight, the students had no one teacher to which to relate or to be responsible. Because of the curriculum in existence, many students seemed bored. For others who had learning problems, there was no way to meet their individual needs with the rigid subject-oriented, departmentalized set-up. Students often felt set adrift. For many school was an unhappy place. In checking school records, we learned many of these students had a long history of problems that had not been dealt with. The students had problems resulting from home and school situations. Many lacked respect for themselves, their parents and the schools. The severe retention rate had created social and personal problems that had increased as the years had gone by. Their home problems were severe and of many types. Eaton County has an unusually high rate of broken homes and divorced families. There was an acute need to find a way to work with the severe discipline problems. The school’s resources had been so limited to work with this type of problem that the situation seemed almost hopeless.

The teachers themselves and their attitudes toward discipline certainly were contributing factors. In the classroom, of course, controls varied as much as the teachers themselves. Some teachers had excellent rapport and programs and few problems. Other teachers were weak and had difficult problems. Outside of the classroom it was apparent that the teachers had decided this was not their responsibility. They seldom took any responsibility in the hallways and in the peripheral school area. When this was discussed, one got the distinct impression that
they felt this was really not their problem, that their responsibility only was in the classroom. This was an early judgment. Almost always when they observed discipline problems, they took no actions themselves but rather sent the problem youngsters to the office. They had been used to doing it this way and felt no need for change. There was little personal involvement.

In all the areas that were part of the initiatory tasks, the problem of discipline was the most serious and acute. It was constant and ongoing, caused by a complexity of reasons, and most of the time and energy of the writer was spent in a day-to-day process of trying to cope with it. It was to influence future happenings in all areas.

B. Middle Period

1. School operation

a. Supervision. - There were two areas of supervision in the school where problems were consistently difficult. The first was the study hall. The first teacher obtained for the position was young and inexperienced. He had control difficulties. At the end of the first semester, because of certification problems, he resigned. Another man was hired and did a consistent job for the rest of the year. However, day-to-day, the job was very difficult. The room was small and crowded, students were bored; few of them actually used their time wisely, and over-all study hall was not a worthwhile situation for students this age. If there are to be study periods, they should be built into classroom time with the teacher so they are meaningful experiences. This study hall was simply adopted to be a way of occupying students for one period a day in a very inexpensive manner. It was brought about because of the rigid scheduling and the overcrowded school.

The other area was the lunch room. The gymnasium was used for the hot lunch students. About 300 students ate there at one time. They had been used to being wild in the lunch room and using few manners. Even though teachers were hired and did a much better job of supervision,
there were not enough of them for the number of students. The lunch hour was still too long and students became restless. As a result, it was a day-to-day problem of supervision and control, with many of the more serious discipline problem students taking advantage of the large group situation and causing problems. More supervision was asked for; however, because of the school budget, it was refused. Even if the money had been made available, it was almost impossible to find teachers who would accept this kind of work.

b. Open house program. - So that the teachers of the seventh and eighth grade students could meet the parents, an open house program was planned. Teachers were in their classrooms, parents were given their student's schedule, and were freely allowed to go from classroom to classroom to talk to teachers. Many parents just went to teachers where they either had a concern or an interest in the class their child was taking. Some teachers who spent quite a lot of time with one parent caused the problem of many parents not being able to see them. But again, because a teacher had anywhere from 150 to 200 students a day, no matter what kind of parent visitation program might be set up, one would have difficulties. Over-all, however, parents did get to see most of the teachers that they wanted to see, become acquainted, and the evening was a success with a large turnout. Parent-teacher contacts are important to establish relationship between home and school. The effect is slight when a student has seven teachers and the teacher has hundreds of students.

c. Planning for new school building. - The Board of Education made a request that a plan be developed for the Junior High School to be moved to another building in one year. A bond issue had been passed, the new high school was being built around the present junior high school and the entire complex would then become the high school. The Junior High School would move to the old high school building. The board wanted to know what kind of a program would be put into that school, how the school would be used, if all the school needed to be used, and if the old building needed any changes to make it adequate.
It was impossible to answer them in any way because it was difficult to predict what kind of a program the Junior High School would have in one more year. A promise was made that time would be spent on this and some preliminary planning be done as soon as possible. It seemed like an impossible task at the time because of so many unknown factors. It was a reality that was coming, however, and would require planning by everyone involved to come up with adequate solutions.

d. Scheduling problems. - As the second semester approached, severe scheduling problems for the seventh and eighth grades became apparent. These problems were the result of the original schedule for the first semester that did not allow for the changes in the exploratory areas that needed to be made. The only way students could profit from the exploratory program was to have the opportunity to try different areas in the second semester, as there were not enough teachers or facilities for all students to be involved in all areas. In the first semester, the eighth grade was taking physical education; in the second semester, the seventh grade would take physical education. This meant scheduling changes throughout the program which were not planned for. Many hours were spent rescheduling and when the semester change came, there were still many problems that had to be solved. This situation illustrated the problems of large classes, an over-crowded building, a fairly inflexible, departmentalized type program where students have few choices and not enough opportunities. It was a learning experience for the teachers who were becoming more and more concerned about the program being offered to the students.

e. Assistant principal. - As the year continued, there was an awareness that there would be little time to develop new programs in the school because of the continuous day-to-day problems that presented themselves. One principal in a school of 850 students was not enough. Therefore, a meeting was requested with the Superintendent to discuss the possibilities of obtaining an Assistant Principal. Several meetings had to be held until he was convinced of the need. Even though the budget was tight, he consented to a proposal being made to the Board of
Education. The writer made a presentation to the Board of Education and they approved a half-time Assistant Principal which was not adequate but better than the present situation. Interviews were held and a new Assistant Principal started employment at the first of the year. He was a young man with potential but no experience. It was several weeks before he became effective, but it was an improvement and gave the writer more time to consider other problems other than those that were happening hour by hour and from day to day.

2. Sixth grade team-teaching

a. Physical problem. - After several weeks a serious problem developed in the program for Team "A". The large room was becoming intolerable for the students and the teachers. Even though the students for the most part were well behaved and under control, the noise level was interfering with the learning process. Students were encouraged to participate in the program and sixth graders, by nature, are ebullient people. The teachers requested a meeting. They were tired, nervous and upset and ready to give up because they could no longer stand the noise and they knew the students were feeling the same way. It was affecting the whole program and some of the positive effects that were built into the program were being defeated by this problem. The only way the noise could probably be brought under control was with the use of carpeting and to carpet this area would cost $4,000 to $5,000. The Superintendent had emphasized over and over again the tightness of the budget and to request from the Board of Education this quantity of money seemed like an impossible task. But in observing the classroom and talking to the teachers, it was obvious that this had to be given a top priority if the whole program was not to go under.

In preliminary meetings with the Superintendent, he was not too receptive; however, he agreed to visit the classroom. Upon doing so for a period of time, he was more receptive to the situation. It was decided that a presentation would be made to the Board of Education and this was done by the writer. As fate would have it, the son of one
of the Board of Education members was in the class, and had been repeatedly complaining about the noise at home. As the result, the Board of Education, after much discussion, decided that they would carpet the room and this was done over the Thanksgiving vacation. It was like a miracle. The noise level dropped to a very tolerable level. The students were so thankful that for a period of time they would not even wear their shoes on the carpeting because they were afraid they would get it dirty. A new enthusiasm was generated in the room and a crisis was averted.

b. Parents' night. Parents' Night was planned and held. The most important impressions received from this evening was that the parents were amazed at how well all the teachers in the team, of which their child was a member, knew their child. They were presented both philosophy and actual program. They had many questions and seemed quite receptive because they were happy at the adjustment their children had made. Apparently no one realizes how worried the parents can be when their children change from one school to another, especially to a large junior high school.

c. Parent-teacher conference. - Parent-teacher conferences were planned. It was decided that each teacher would make written comments about each child they were teaching. These comments would be collected by the home-room teachers and presented to the parents in a conference; then written material would be sent home with the parent for review and discussion. Three days were set aside for conferences after the students had been in school for nine weeks. The teachers would have a flexible schedule for those days and be available from early morning to late evening so that as many parents could come as possible regardless of their personal schedules.

Adequate time was allowed for each conference and for written comment by the teachers for future references. The written reports were sent home with the parents. The teachers gained insight about their students. (See Appendix I). In reviewing Parent-Teacher conferences, the teachers agreed that it was a profitable experience and the
time was well spent. It was encouraging that ninety-seven percent of the parents attended the conferences.

d. Evaluation. - A committee was selected from the team-teaching staffs to develop an evaluation form that would be used for the report cards at the end of the first semester. Because the whole program of team-teaching was geared to be student-oriented and to meet individual needs, the basic philosophy of a report card would be to grade students in relation to themselves rather than on a fixed or rigid schedule. Several areas of growth were considered and included in the report card. It was a comprehensive report to follow up the Parent-Teachers conferences. The committee met many times until a form was developed that was satisfactory to all. This was the first time in the Charlotte schools that this type of report card was used. (See Appendix II). The parents were receptive; the vast majority of them approved. The teachers took the time to go over the reports with their students and the students were satisfied. Those students who had difficulties and yet gave their best effort were the most gratified that their efforts showed in the report.

The evaluation progress was a result of the new philosophy adopted by the sixth grade teachers. Their program was in sharp contrast to the rest of the school. The results would be significant to the development of a new philosophy and curriculum for the entire school.

3. Discipline

Discipline problems continued to be the overriding problem of the school demanding the most time, energy and perseverance. There was a large, hard-core group of students who were nearly incorrigible. Various methods of discipline were used, including suspension and in the case of two students, exclusion. A small percentage of the problems that were brought to the office came from the sixth grade. The program adopted for the sixth grade had established a close teacher-pupil relationship and an interesting program. It was a contributing factor to the small number of discipline problems at this level.
In contrast, the seventh and eighth grades were structured into a seven-period day. They went from class to class at 45-minute intervals. Each student would have six or seven different teachers each day. There was no coordination between the teachers in working on the program of any individual students. No teacher was assigned the task of providing guidance or closer relationship to an individual student. In fact, each teacher would have nearly 180 students each day; therefore, it was very difficult for the student to relate to the teacher or the teacher to the student.

Many things were tried to alleviate the situation. Veteran teachers felt that even though there were many problems, the over-all controls and the consistency of rules and regulations were the best the school had ever had. They also felt that the level of problems was not as severe as it had been in the past. When this comment was made, it was difficult to understand how severe they must have been. Many parent-teacher conferences were held. One idea that was tried was to attempt to bring together with the parent every teacher of a student who was having problems. This was tried and had some success but was very difficult to do because of the number of students each teacher had and the limited amount of time for conferences. Another idea was to explore the other agencies of the community and the county to find what would be available to help those students who were seriously troubled. The Intermediate School office could offer little help. The Ingham County Mental Health Clinic was available but students and parents would have to go to Lansing to seek aid. Actually there was very little help available outside of the school setting.

When the writer felt that he had established enough rapport with the teachers that he could talk openly and frankly, he called a meeting on the single topic "Discipline Problems." It was a most revealing meeting. Even though the teachers felt concern for the problems that were taking place in the classroom, for the most part they were not receptive to any discussion in this area. It had to be concluded by their reaction to the whole situation that they did not feel that over-all school discipline and controls were their responsibilities, at least in the supervisory area. They were responsible for their
classrooms. This seemed to be a paradox because in day-to-day discussions with them, they were beginning to admit that the type of program that was being used with the students in the seventh and eighth grades certainly contributed to the type of behavior we were having in the school.

4. Developing the middle school philosophy

   a. Establishing committees. - By the middle of the school year, the teachers had become aware of and interested in the program that was taking place at the sixth grade level. In fact, some of the teachers were becoming excited about some of the things that were being done. Most of them could see the real contrast between the sixth grade program and its emphasis and the program in the rest of the school. More and more they discussed this with the writer. It was the opportunity that had long been awaited. One day in a general conversation, there seemed to be a spontaneous conclusion that it would be worthwhile to establish some committees to look into possibilities for change in the school program and philosophy. As the result of these preliminary conversations, and some survey work done with the entire teaching staff, it was decided to have two committees. One committee, which was given the title "Curriculum Committee," was to deal with the over-all review and consideration of the Junior High School curriculum. The other committee, to be called "Evaluation Committee," would do a complete review of the evaluation process being used in the Junior High School.

   b. Curriculum committee. - The Curriculum Committee began to meet with the writer as chairman. It was decided that there should be no formal structure and that everyone would have the privilege of expressing his opinions and feelings in a free and open manner. This was not easy at first because many of these teachers had had to deal with people in the school system who would not allow them to freely express themselves. As time went on in the meetings, a major theme became apparent. We were not meeting the needs of the students. Our programs were subject-oriented and the problems that were in the school, not discounting the contributing factors of an overcrowded school, were
being caused by a program that lacked emphasis at the humanizing level of the students and did not take into account their needs and desires. It was not allowing the teachers to relate to their students in order to meet their needs.

c. Evaluation committee. - The Evaluation Committee, of course, was interested in the evaluation process that was being used by the sixth grade. In the seventh grade, students received report cards four times a year. On this report card was listed the subjects taken. Students would receive a letter grade and a number that would stand for a citizenship rating. Therefore, when parents reviewed a report card, they would see a letter and a number for each subject and that was all. Through subsequent meetings of this committee, which was chaired by the Assistant Principal, a desire was expressed on the part of the teachers to come up with an evaluative process that could rate the whole child and that a more human relationship could be established between teachers, student, and parents.

d. Progress. - It was then decided to have the two committees meet together and with the entire teaching staff. The purpose of this meeting was to review the progress of the committees and to try to determine from the entire staff if it were feasible to continue a study of an over-all program change. The questions were "Would the teachers be receptive to this, did they desire it, did they understand it?" The meeting was positive. Some teachers were skeptical, many withheld judgment, but most wanted the work continued. It was decided some preliminary plans would be developed and returned to the staff. While these plans were being drawn up, all teachers would be consulted and everyone would be allowed to express their desires and ideas.

The Evaluation Committee felt that if a program could be developed, certainly an evaluative process could be changed to meet the objective of the program and to establish the relationship that was desired. The committee continued to meet for the purpose of establishing guide lines and preliminary plans for a new program for the following school year.
e. Team-teaching presentation. - One result of the meeting was that many seventh and eighth grade teachers said they knew the sixth grade was having a team-teaching program but they had been just too busy and occupied with their own programs to take time to learn about it or understand it. Therefore, a special meeting was set up in which the sixth grade team-teaching staff presented their program to the entire teaching staff. This was an exciting meeting. The sixth grade teachers continued to emphasize the relationship they had established with their students and the positive results of these relationships. By the end of the meeting, it was apparent that the majority of the teaching staff wished to continue with the study to find what was feasible to develop programs in seventh and eighth grades that could do those things that were being done in the sixth grade.

5. Developing the middle school philosophy--administration

During this period of time, the Superintendent of Schools and the Curriculum Director and other administrators were being kept informed about the interest that the teachers were showing in a new program. The Superintendent was asked if he would be receptive to an over-all school program change for the following year, if and when the teachers were ready to make a definite proposal. His answer was positive. Of course, he wanted to know what the program would be and if there would be any additional cost.

Other administrators were interested in the team-teaching program. They came to observe it, they asked questions, and expressed an interest and desire in incorporating some of the features in the program into their program. This was especially true at the elementary school level. They knew the sixth grade students and they could see some of the positive changes that were taking place.

6. Curriculum council

The Curriculum Director was working in other directions for curriculum change. Working with the administration and the teachers, it was proposed that a Curriculum Council be formed. The council would
be made up of all the administrators and an equal number of teachers. It would be the purpose of this council to review curriculum programs, to set up sub-committees to work in all curriculum areas throughout the school system, to make decisions concerning curriculum change and present these decisions as recommendations to the Board of Education. This was a step in the right direction in a school system that had never had any formal or organized approach for curriculum development in the past.

7. Guidance

There was concern about the direction the guidance program should take. With only one guidance person, who was not trained in the field, it was difficult to determine how he best could be used. He was seeing as many students as he could, but there were far too many to be seen by one person. He was working with the sixth grade program and coordinating his department with the approach used in the team-teaching. He was also working with seventh and eighth grade students, many of whom had needs far beyond his capacity or ability to handle. It was decided to invite Dr. Robert Betz of the Counseling and Personnel Department of Western Michigan University to visit the school and spend the day with the Guidance Director and the writer. The purpose of this visit was to analyze what the guidance program was and which direction it should take for the future. Dr. Betz came and brought an assistant with him. They spent the day analyzing the Guidance Department, talking to all involved personnel, and came to the conclusion that the person chosen to be the guidance director was a fortunate choice. He certainly had a real feeling for the students and an understanding of many of their needs. He had a basic feeling that his purpose was to work with the students and not just work with a testing program or other things, such as attendance, that are often given to a Guidance Department.

Dr. Betz' first recommendation was that the Guidance Director start immediately to take training in the field of guidance and this was being done. The Guidance Director had already enrolled in a
master's program in guidance at Michigan State University. Another recommendation was that a careful analysis of all tests that were being proposed for the junior high be given a careful look so that they were of value and would be used. In other words, do not test for test sake alone or for the records. Dr. Betz further recommended that two additional guidance people be hired with each guidance person being assigned to one grade. It was his feeling that these people should follow the grade through the school so they could become closely identified with the students in that grade and work out a well-coordinated program between the Guidance Department and the rest of the school for the needs of the student.

His final recommendation dealt with trying to find those agencies within the community that could be of help to the Guidance Department and to the students; such as, the Probate Court, Juvenile Officers, and Ingham County Mental Health Clinic and others. Dr. Betz was informed that this was already being done.

As the result of Dr. Betz' visit, the Guidance Director felt that he had been going in the correct direction, had new guidelines for the future, and was much encouraged by his program.

C. Concluding Period

1. School operation

   a. Suspension. - Due to the severity of some individual discipline problems, a policy of suspension and exclusions was continuing. This was admittedly a policy that came about because of the over-crowdedness of the school and the lack of facilities available to work with various problems. Very few students were actually suspended and only two were excluded by the Board of Education.

   It was felt that suspension only temporarily solved the discipline problem by separating the student from the school. Because suspension was the result of the severe behavior of the student, consideration had to be given as to what to do with the student once suspension took place. No suspension was given unless the student was referred to some social agency for help. In some cases, the type
of problem seemed to warrant reference to the Ingham County Mental Health Clinic. In other cases, the student was referred to the Probate Court for action. The school cooperated in any way it could and tried to obtain the cooperation of the parents. Cooperation was forthcoming from some parents and not from others. Suspensions were usually temporary, not for more than two or three days. Parents were told, however, that some kind of action had to be taken on their part, for their children, if the school was to continue to work with the child. Most of the cases that led to suspension were problems that came from severe home problems and were, of course, carried over into the school.

At no time was a student just suspended without further action being taken with the aid of all resources available to try to help the student. Many students, however, had become such severe problems that it would take much more help than was available and if help was forthcoming, it would be a long term program.

b. Teacher evaluation. - It was the responsibility of the principal and assistant principal to evaluate the probationary teachers. This evaluation was in connection with the master agreement and part of the probationary program for teachers that would eventually lead to tenure.

Eleven teachers were evaluated. The basis of evaluation included day to day observations by principal, weekly conversations and analysis of the teacher's work and working with the teacher in various capacities in relation to the teacher's responsibilities. In addition, there were formal observations. Teachers were given written evaluations that emphasized both their strength and weaknesses. There was a place on the form for the teacher to answer in writing as to whether he agreed or disagreed and anything else he wished to add to the evaluation.

All eleven teachers were found to be making satisfactory progress and were recommended for second year probation leading to tenure. The written evaluations were given to the teachers, a copy of which was submitted to the Superintendent of Schools and the Board of Education.
c. Eighth grade counseling. - Each eighth grade student received counseling for their ninth grade program which would begin high school. The writer, assistant principal, and guidance director met with the high school guidance director to obtain background information for this counseling. Each student was required to take certain subjects and was given several electives. Each student was carefully told of the program that he could plan for the future, not only for ninth grade, but on through his high school career. Written materials were given to them as provided by the high school. As the result, ninth grade programs were set up and the eighth grade students were ready to begin their high school work.

d. Fifth grade orientation. - Realizing the difficulty elementary students have adjusting to junior high school, a fifth grade orientation program was initiated. The purpose of this program was to explain the sixth grade program to the fifth graders and to try to tell them about the junior high school in such a way that would alleviate most of their fears and apprehensions. Because there were many elementary schools to visit, this program was divided among the guidance director, the assistant principal and the writer. Schools were visited and orientation programs were held. After carefully explaining the sixth grade program and talking about the junior high school, then questions were answered.

It was found that the students did have many apprehensions and many, many questions. As a result of the orientation program, it was felt by the fifth grade teachers, fifth grade students, and those giving the orientation program that understanding was gained and fears were alleviated. The fifth grade students were invited to visit the school building during the summer, become acquainted with the physical plant, so they would be familiar with the area when they began school in the fall.

2. Discipline

As had been true in the earlier part of the school year, discipline
continued to be the overriding problem of the school. By this time, the students with the most severe discipline problems had been pinpointed. Several directions of action had been taken to meet their needs, or, at least, to control the situation they were causing. The general discipline of the building continued to be a difficult problem because of the overcrowded situation and the large number of students who were discipline problems. It continued to be apparent that the program of the school was not meeting the need of the students, that many of them were unhappy, bored, and worst of all, not succeeding. The need for a different school program, one more geared to the needs of the students and to their growth and development, was pinpointed.

3. Sixth grade team-teaching

   a. Curriculum. - Continuous adjustments in the curriculum were being made by both Team A and Team B. Greater emphasis was placed upon the reading and mathematics programs. Students were regrouped in order to more meet their needs. In reading, a developmental reading program was started as an enrichment program for the better students. In mathematics a remedial math program was begun and an exploratory program for the advanced students was initiated.

   As the teachers became more experienced, time scheduling became more flexible both for the academic program and the activity program. Many new programs were adopted and citizens of the community were volunteering to help in specialized areas. This allowed the activity program much more flexibility and a broader scope.

   The most important aspect of the curriculum program at this time was the involvement of the students in the planning of the program. At the beginning of the program, early in the year, students were involved only superficially. Now they had formed committees to work closely with the teachers and had much more to say about the program. It was they who wanted more emphasis in reading and mathematics. It was they who wanted the remedial program as well as the enrichment and exploratory program. It was they who were finding the parents
and other interested members of the community to come into the school and help with those activities in which they were interested. They were also concerned about other needs that they had in the areas of guidance, and control. As they became more involved in the process, they actually began to think at times that they had initiated the team program and that it was their program.

b. Parent-Teacher conferences. - Spring parent-teacher conferences were held. Again as in the fall, the teachers were allowed a flexibility of time for having the conferences. They were simply told, "You have three days in which to have the conferences. You may hold them any time of the day or evening. The important thing is to be available when parents can come." As the result, nearly 100% of all the students' parents came to the conferences.

The purpose of the spring conference was to analyze the student's progress at this point and to discuss future needs. Parents were asked if they had a complete understanding of the evaluation form that was given to them a few weeks earlier concerning student progress. Questions were answered concerning this form. In addition, parents were asked about their feelings at this point of their students participating in the team-teaching program. The conferences were at least 30 minutes long and the teacher could have an additional 15 minutes to analyze the conference and to keep a written record for the permanent records. Parents were given a written form with the analysis of all the teachers that worked with their child.

The teachers were asked how they felt about the conferences at their conclusion and they were unanimous in their feelings that they had been a success.

c. Evaluation of the team-teaching program. - Each team, under the direction of their team leader, was asked to evaluate the team-teaching program for the school year. This process of evaluation took place over several weeks' time. The purpose of the evaluation was to determine if this program would continue the following school year and, if so, would it continue on the same basis as was presently
being done. Many changes had been made from the beginning of the year to the end. Two basic questions were, "Was the program having success?" and "Should it continue with the same basic set-up as was now being used?"

Several points were brought out. The physical facilities available for team-teaching were very inadequate; in fact, in many ways, they seemed to be a handicap to the program. It was difficult for the teacher to provide for all the program needs of the students because they did not have the facilities with which to work. For instance, they did not have the gym to use for physical education except when it was not being used by the other grade levels and this time was only an hour a week. They did not have the use of the shop, the home-making room, the art room, the music room, etc. They had to carry out their program within the confined facilities of the classroom. The next point brought out was that it was difficult achieving the goals of the program with the thirty-four to one pupil-teacher ratio that existed. It was admitted, however, that this ratio could not be changed because of the very cramped facilities and lack of space in the school. Even if more teachers were hired, there would be no place for them.

The program facilitated the adjustment of the students as they came to the junior high school in the beginning of the school year. The close relationship between teacher and pupil had its effect on meeting the needs of the pupil during this early difficult time. The guidance program for the students was being facilitated by the teachers as the result of the program. There was a close personal relationship between the parents, students and the school. Parent-teacher conferences and the evaluation form previously described were helpful in this program. In addition, the students were bringing their parents and other interested citizens into the program and this was helpful. The flexible time schedule facilitated meeting the academic as well as enrichment needs of the students. The program's flexibility allowed adjustment when and where necessary in order to meet needs both in class size, class arrangement, and time allowances.

The conclusion of the evaluation was that despite the many
handicaps that were in the program, especially the physical handicaps and the number of students per teacher, the program was a success and should be continued next year on about the same basis as it had evolved to at the point of evaluation.

4. Developing middle school philosophy and program

a. Proposal. - A proposal was developed by the curriculum committee for a sixth, seventh and eighth grade team-teaching program for the following school year. As part of this proposal, the junior high school would then be called a middle school. (See Appendix III). This proposal was developed by the committee after many consultations with the entire teaching staff and administration. Also, advice was sought through Michigan State University and Western Michigan University. Current literature was read and utilized. The proposal was comprehensive in nature taking into consideration the building space and teaching staff available.

b. Teacher agreement. - After the proposal was developed, the first step was to find out if the teachers would agree to the program. Several meetings were held in which the proposal was analyzed. At the end of these meetings, a vote was held and it was nearly unanimous that the proposal should be considered for the following school year.

c. Presentation to administrators. - A meeting was asked for by a committee of teachers and administrators to meet with the Superintendent of Schools, the Curriculum Director and other interested administrators in the system. The proposal was given to them ahead of time for them to study. At the meeting, the proposal was discussed and questions were answered. It was the purpose of the meeting that everyone have a complete understanding of the proposal and its implications.

d. Presentation to the Board of Education. - Teachers and administrators of the junior high school asked for time on the agenda
of the next School Board meeting. This was granted. At the School Board meeting, a complete presentation of the team-teaching proposal was made to the Board. Time was taken to discuss the philosophy as well as the actual steps needed to convert the school to a team-teaching program. Questions were answered. The teaching staff and administrators did not ask for a commitment from the Board of Education at this meeting. The presentation was for the purpose to inform and request that the Board of Education consider this program and to make a decision at a future date. This was agreed to by the Board of Education.

e. Conditions for approval. - There were two main conditions for approval of this program as far as the teachers and administrators of the Junior High School were concerned; first, that additional teachers be hired so that a satisfactory teacher-pupil ratio be acquired. Also, additional teachers would give flexibility to the program that could not exist without them. The other condition was that the basic proposal be accepted in its entirety by the Board of Education. This was a proposal that had been carefully worked out by the staff of the Junior High School, considering the needs of the students that they worked with every day. They felt that the entire proposal would be necessary in order that a successful team-teaching program could be initiated. They, of course, would accept modifications or suggestions but wanted the basic proposal as presented.

5. Guidance

As part of the team-teaching proposal, it was asked that one additional guidance person be hired for the following school year. This would make two guidance people with the objective being to hire another guidance person for the following year in order to have three guidance people in the school as previously recommended. The guidance program was moving in the direction of developing a program based on the behavioral objectives of the students and behavioral modification. The guidance director realized that he could never work with all the students individually as they came to him on a day-in
and day-out basis. However, it was felt that with the team-teaching proposal where every teacher becomes a guidance person, the guidance department could help teachers to develop behavioral objectives. It could also help teachers to work with behavioral modification in such ways that the guidance department could help the teachers to help the students. In this way, maximum use of the department could be obtained. Of course, the department would continue to work with the testing program and to help meet needs of individual students.
CHAPTER IV. ANALYSIS OF FORCES THAT INHIBITED AND FACILITATED CURRICULUM CHANGE

A. Introduction

It has been apparent from the beginning of the school year that there were a multiplicity of forces that were related to the development of a middle school philosophy and program and the attendant curriculum changes. They were real and had to be recognized. As we considered and studied the development of curriculum, these forces were often referred to and yet perhaps were not always recognized as the forces that were the most influential in the final outcome. These forces, summarized here, have been given extensive consideration in a previous chapter.

B. Inhibiting and Facilitating Forces For Change

As we have considered those forces that influence change, some were inhibiting and some were facilitating in nature. Some, because of the complexity of the force, were both inhibiting and facilitating.

The building itself was a constant inhibiting force. This had not been influenced so much by its original design as by the overcrowded conditions. For example, even with split lunch hours, over 400 students had to be fed every thirty minutes. This had to be done in the same area as the physical education program. In this same area, two physical education programs had to be held simultaneously, all in an area that was quite small. As a result, constant abrasions occurred between groups and individuals.

There were many other examples of overcrowded conditions, such as, the study hall, classroom areas, halls, lockers, etc., all of which resulted in constant problems. When a solution was considered to solve one problem, usually another problem was created because a numbers game was constantly being played. There is no doubt that this condition caused some of the general discipline and control problems.
The administration, for the most part, was an inhibiting force. At the beginning of the year, it seemed as if the opposite might be true. The superintendent, who wanted change and a meaningful educational program K-12, had many difficult budget problems and millage concerns so that each time change was proposed, he felt it had to be delayed if it were going to cost more money and change most often did cost money. When more staff, services, curriculum materials, etc. were needed, and they were needed because these areas had been neglected for years, the answer was "no." It appeared as if the answer was often "no" because he found it difficult to move in risk-taking directions with this board of education and this community.

The curriculum director was both facilitating and inhibiting. She had presented some excellent ideas for curriculum improvement and for solutions to problems. At the same time, however, because she was insecure in her position, she refused to take a position that was needed for change. As a result, her influence was neutral or negative. The community was questioning the need for her existence. Much of the public felt that the school district was adequate without a curriculum director. She was sensitive to this and it made her hesitant in the decision-making process.

The other administrators were inhibiting forces because the acute needs they had for their programs, that were too long neglected, were constantly competing with the needs of the Junior High School. This seemed a paradox because many of their needs were positive for the school district, but there were not enough resources to meet all needs and changes that had to be made.

The teaching staff certainly was both the greatest inhibiting and facilitating force. This was true because their influence was direct and diverse. The complexity of a large staff insured a variety of influence.

As the school worked toward new programs, the majority of the staff was deeply involved because of their feeling toward needed change and the realization that the school was not meeting the needs of its students. A minority of the staff was inhibiting because
change was a threat to them and they could not or would not adjust.

In the area of discipline and controls, the majority of the staff was inhibiting outside of their classrooms. As part of the new militancy, they did not feel the students were their concern outside of the classroom. Only a few of the staff would assume any controls.

The overall problem of teacher negotiation had created an inhibiting situation. Suspicions and hatreds ran so deep that they permeated almost all areas of concern and need. The contract was also inhibiting in that it created a rigidity in the process of working toward change.

The students created a variety of forces. The majority of them facilitated change because of their desire to learn and participate. They motivated and inspired those who were working with them. The large minority group of 183 students that had been retained one or more times in elementary school were an inhibiting force. They were out of place socially and many were severe discipline problems. Because it was difficult to gear the rigid curriculum program to their needs, they were bored, unhappy, and often rebellious.

The large segment of discipline and behavior problems were inhibiting because of the time and energy required to cope with them and facilitating because in developing ways of meeting their needs, better ways were found to meet the needs of all of the students.

The basic curriculum of the school, except for the team-teaching program, was for the most part, an inhibiting force. Some segments of the program were meeting needs, but so much of the program was not geared to the students it served. This inhibited the students and teachers alike. The one facilitating factor in the program was that the teachers and students were pushing toward change because of the problems and frustrations the program brought about.

The team-teaching approach was a strong, facilitating force. Teachers had developed a new approach that gave them the opportunity to work with their students in a program that was student-oriented and met individual needs.

The community as a force for change was difficult to analyze.
Some citizens realized that in the past the school district had not been meeting the needs of the children; others felt that it was. Many citizens were deeply concerned over teacher negotiations and the pressures that taxes were creating. The rapid changes that the new administration had brought about disturbed the strong, conservative element. To weigh all aspects of community influence and prejudices, it had to be considered an inhibiting force.

C. Summary

In weighing all aspects of those forces that influenced change in the school program, it was evident that the inhibiting forces were often much stronger than those that facilitated change. In order to make change come about, the positive forces had to be utilized to the fullest degree. Positive change took place both in administration and curriculum as negative forces were overcome. The negative forces tempered both the degree and direction of change.
### Homeroom Appraisal Form

**NAME** ___________________________  **HOMEROOM TEACHER** ___________________________

**DATE** ___________________________  **GOOD** | **AVERAGE** | **POOR**

- **Ability to get along with others**
- **Work Habits**
- **Manners**
- **Emotional Maturity**
- **Health**
- **Leadership**

**COMMENTS:**

**SOCIAL STUDIES**

- Doing Very Well
- Doing His Best
- Making Progress
- Capable of doing better
- Must Improve

**COMMENTS:**

**LANGUAGE ARTS**

- Doing Very Well
- Doing His Best
- Making Progress
- Capable of doing better
- Must Improve
SUBJECT APPRAISAL FORM

NAME ________________________  TEACHER ________________________

DATE ________________________

<table>
<thead>
<tr>
<th>SUBJECT:  READING</th>
<th>Doing Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMENTS:</td>
<td>Doing His Best</td>
</tr>
<tr>
<td></td>
<td>Making Progress</td>
</tr>
<tr>
<td></td>
<td>Capable of Doing Better</td>
</tr>
<tr>
<td></td>
<td>Must Improve</td>
</tr>
</tbody>
</table>
In the sixth grade program, we are concerned with the needs of the individual child. We recognize that children have different levels of ability. Our program has been developed to work with each child at his level of ability. We are indicating your child's achievement based on his individual capabilities and his own rate of speed in development.
### ACADEMIC SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
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<tr>
<td>Language Arts</td>
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<tr>
<td>Mathematics</td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### SOCIAL AND WORK HABITS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Completes work on time</th>
<th>Effort: Does his best</th>
<th>Participates in class discussion</th>
<th>Listens carefully</th>
<th>Follows directions</th>
<th>Respects authority</th>
<th>Observes school rules</th>
<th>Cares for his own &amp; others property</th>
<th>Gets along well with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Stud.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lang. Arts</td>
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<tr>
<td>Math</td>
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</tr>
<tr>
<td>Reading</td>
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<td>Science</td>
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</tr>
</tbody>
</table>
APPENDIX III.

MIDDLE SCHOOL PROPOSAL
FOR
CHARLOTTE JUNIOR HIGH SCHOOL
FOR THE
SCHOOL YEAR 1969-70
Philosophy

A blending of academic achievement, exploratory opportunities, and interpersonal relationships are prerequisites for a successful school for early adolescents. It is felt that the proposed team-teaching program will best provide this student oriented learning environment.

Objectives

1. To improve our present academic program.
2. To create an interpersonal relationship between student and teachers.
3. To offer exploratory and enrichment experiences.
4. To meet the individual needs of each student at his current level.

Enrollment Projections

Number of Students Currently in the Charlotte School District 1968-69

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>264</td>
</tr>
<tr>
<td>6th</td>
<td>283</td>
</tr>
<tr>
<td>7th</td>
<td>296</td>
</tr>
<tr>
<td>Total</td>
<td>843</td>
</tr>
</tbody>
</table>

1969-70 Projection

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>274</td>
</tr>
<tr>
<td>7th</td>
<td>293</td>
</tr>
<tr>
<td>8th</td>
<td>306</td>
</tr>
<tr>
<td>Total</td>
<td>873</td>
</tr>
</tbody>
</table>

Basic Structure of the Teams

1. The Teams will be planned with a teacher-pupil ratio of thirty to one. This ratio is for the "core" teams only and does not include those teachers that will be working with the students in exploratory programs, band, library, guidance, etc. Teams will be comprised of either four teachers and 120 students or five teachers and 150 students. These teachers will be called "core teachers." They will be responsible for the academic program of their students, to develop enrichment programs with their students, and to establish a close personal relationship with their students within the team. We will use the concept of having small schools within a school.

2. One of the strengths of the team approach is that a group of teachers will be working closely with a group of students. Teachers within the team will be assigned approximately thirty students for which they will accept responsibility for all their needs, realizing, of course, that outside services will be provided, such as guidance to assist them in this. We will then take advantage of the idea
that, in order for a student to function to his potential, he must have a close personal relationship with his teacher. Realizing the maturity of this level, students will be working with several teachers throughout the day to receive a variety of learning experiences.

3. Within the structure of the team, the four or five teachers of the team will have extensive responsibility towards planning the program with their students. A period of fifty-five minutes will be provided for the students to participate in exploratory courses. During this time, teachers in the team will have a planning session together. The only other times that a team must conform to definite times are the beginning of the day, the end of the day, and the lunch period. The rest of the time, which will approximately be five hours, the team will plan for academic needs and any enrichment programs they wish to have with their students. They may be as flexible as they like in order to take advantage of the abilities of the members of the team and the wishes of the students. It would be expected that there would not be a rigid conformity among the teams as to planning and scheduling. We will still provide for the four basic academic areas; however, some of them might be merged at times in core type groupings depending on the talents of the teachers involved.

4. In addition to the core team, students will have the opportunity to work, with other teachers, in special areas which include physical education, band, shop, homemaking, art, and, hopefully, vocal music. Each team will develop a schedule for their students to participate in these areas. These teachers then will be considered specialists, who will not be part of the teams but supply services to the teams. They will also have the responsibility of planning with the teams in order to provide consultant services.

5. Evaluation of students will be an integral part of the program. The staff is committed to a type of evaluation that would include parent-teacher conferences, extensive individual evaluation, and occasional report cards on a scheduled basis. We wish to establish a close working relationship between teachers, students, and home; promoting extensive contacts between the school and home.
Guidelines for Team Responsibility

1. To divide 150 students into five groups of thirty students each for homeroom. A ten-minute homeroom period will be provided at the end of the day.

2. Students will be scheduled so that they will have four academic classes, averaging 55 minutes per day. Note diagram. (Students will be assigned to teams in order to provide for remedial and advanced programs, such as in Math and Reading).

3. There will be no allotment of time for students passing classes within the team.

4. Teams will know the locked-in times that they must consider, including the beginning of the day, lunch, end of day, exploratory period, and enrichment period.

5. In conjunction with the exploratory program outline, students will be scheduled by teams into exploratory courses.

6. Teacher Directed Student Choice (TDSC) enrichment programs will be provided by teams' teachers for students the last period of each day in Grades 7 and 8 (time 2:00 p.m. to 2:55 p.m.). Sixth grade enrichment program will be determined. During the seventh and eighth grade enrichment program, cadet band will meet.
The letters A, B, C, D, and E stand for teachers.

In the hiring of additional teachers, various subject combinations can be worked out in relation to the educational background of the candidate. We could have such combinations as Math-Science; Math-Social Studies; Math-English; English-Social Studies; English-Science; Science-Social Studies.

**Band Program**

In order that the cadet band may be continued, the team programs have been planned so that the enrichment periods for Grades 7 and 8 will be scheduled from 1:50 to 2:40. During the enrichment periods, band students will go to band. By scheduling the enrichment periods at the same time, there will be the opportunity for students to be in enrichment periods outside of their team setting, as well as in their team setting. Band students will not have an enrichment period.
<table>
<thead>
<tr>
<th>Time</th>
<th>6A-5 Core Teachers</th>
<th>6B-4 Core Teachers</th>
<th>7A-5 Core Teachers</th>
<th>7B-4 Core Teachers</th>
<th>8A-5 Core Teachers</th>
<th>8B-5 Core Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 A.M.</td>
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<td>9:00</td>
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<tr>
<td>9:30 A.M.</td>
<td>ACADEMIC BLOCK 90 min.</td>
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<td>EXPLORATORY 45 min.</td>
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<td>10:00</td>
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<td>12:30 P.M.</td>
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<td>1:30 P.M.</td>
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<td>2:00</td>
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<td>2:30 P.M.</td>
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<td>4:00</td>
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<td>4:30 P.M.</td>
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<td>5:00</td>
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<td>5:30 P.M.</td>
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<td>6:30 P.M.</td>
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</tbody>
</table>

**ACADEMIC BLOCK**
- 145 min.
- 150 min.
- 140 min.
- 90 min.
- 85 min.
- 50 min.
- 45 min.
- 45 min.
- 45 min.
- 30 min.

**ENRICHMENT**
- 50 min.
- 50 min.
- 50 min.
- 50 min.
- 50 min.
- 50 min.

**EXPLORATORY**
- 45 min.
- 45 min.
- 45 min.
- 45 min.
- 45 min.

**LUNCH**
- 40 min.
- 40 min.
- 40 min.

**HOME ROOM**
- 2:40 - 2:55
- 15 min.
Teacher Projection

Grade 6 . . . . 9 core teachers
Grade 7 . . . . 9 core teachers
Grade 8 . . . . 10 core teachers
   2 Physical Education teachers
   1 Home Economics
   1 Industrial Arts
   1 Art
   2 Guidance
   1 Band
   1 Librarian
   1 Vocal Music

Total . . . . 38

At the present time we have 31-1/2 teachers plus one temporary librarian. The proposed team-teaching program will require an additional 5-1/2 teachers for our school. Our natural growth would require one additional teacher; therefore, our needs are 4-1/2 more teachers which include 1/2 additional vocal music and 1 additional guidance.
OVERVIEW OF

EXPLORATORY PROGRAM
The Exploratory Program

The courses offered in our exploratory program will be Physical Education, Art, Shop and Home Economics. It will be the purpose of these courses to offer a variety of experiences within the subject areas. (See following pages for overview of course offering.)

In the structuring of the general program, we have considered facilities available, programs being offered at the present time, and the maturity level of the students. Each class period will be 45 minutes long and will meet each day of the week. We considered a program that would have students meeting for classes each week but not necessarily each day. We do not have as many teachers as we would like in this area, but we feel that each student will receive a well-rounded exploratory experience during the school year.

Sixth Grade: For the sixth grade, we plan exploratory classes based on a 6-week cycle. During the school year, each sixth grader will have a 6-week experience in each of the areas of Home Economics, Shop, and Art. They will have three 6-week experiences in Physical Education. All experiences will be co-educational.

Seventh Grade: The seventh grade program will be based on 9-week cycles. Each student will have one or more Physical Education experiences; one-half of the students will have an Art experience; all students will have either a Home Economics or Shop experience which will be co-educational.

Eighth Grade: The eighth grade program will be based on 13-week cycles. All students will have one or more Physical Education experience, all boys will have a Shop experience, all girls will have a Home Economics experience, and half of the students will have an Art experience.
Art Program

The sixth grade art program will consist of an enrichment experience with exposure to various two and three dimensional media in an attempt to bring students in contact with new materials and methods in art. In a six week period a student will be involved with studio projects giving him an understanding of his own abilities and interests.

The seventh grade art program will consist mainly of a studio experience, but there will be some emphasis on the study of artists and their work. A student will have art for nine weeks, in which time he will learn some basic techniques in drawing and design, and be exposed to several studio experiences.

The eighth grade art program will involve a brief study of art work past and present along with the studio work. An eighth grader will have an art experience for thirteen weeks, and be exposed to an in-depth study of various media, making value judgments about his work and the work of others.
Shop Program

Sixth Grade - Co-ed - 201 group - six week cycle.
A brief exploratory experience starting with an introduction of tools and facilities available. Only hand tools will be used at this level. They will be working with wood, becoming familiar with its characteristics and uses. Creativity will be stressed. They will be encouraged to design their project, drawing sketches to work from. There will be a number of examples for them to draw on for ideas.

Seventh Grade - Co-ed - nine week cycle.
A unit will be taught in measurement. Because about 50% of these groups will not have had any previous shop experience, the introductory phase will be very similar to the sixth grade. These students will use machines in addition to the hand tools. There will be a unit on refinishing and antiquing with this group. The emphasis will be on woods with freedom to combine other media in particular projects as much as our equipment will permit.

Eighth Grade - boys - thirteen week cycle.
This level will be more highly structured than the other two; about four weeks will be spent on basic drafting. The final drafting assignment will be to develop a working drawing of a project of their own design using not more than two (2) board feet of lumber. These groups would also have the privilege of doing a production project (mass production). If chosen, this would probably consume the entire shop time.
The Boys' Physical Education program along with the girls' is very flexible. If team-teaching were introduced into the Junior High, our program could be centered around Physical Education for all grades. It would be wise to increase the time limit of classes to 45 minutes.

The only part of our program that could not be included would be the roller skating, because of time. Bowling and swimming could still be a weekly process.

Putting this into a yearly plan, then, to include all boys, we could have a sixth grade on a six week schedule, seventh grade on a nine week schedule and eighth on a thirteen week schedule.

This is as much physical education as is offered currently for seventh and eighth and would include the sixth grade.

Included, then, in the boys' physical education program would be football, (touch and flag), soccer, softball, volleyball, basketball, tumbling, wrestling, track, archery, and various small indoor and outdoor games and fitness tests.
## Girls' Physical Education

Along with calisthenics, relays, swimming, bowling, hygiene, (discussions and films), and games, such as kickball, murderball, dodgeball, steal the bacon, etc. interspersed through each "term" (be it 6, 9, or 13 weeks), a program such as the one below could be offered to each grade level according to their need and ability:

### 6th grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tumbling</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Gymnastics: Beginning</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Stunts on the balance beam</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Basketball: Skills</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Dance: (folk and/or square dance)</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Games to Music</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Track</td>
<td>6 wks.</td>
</tr>
<tr>
<td>Softball</td>
<td>6 wks.</td>
</tr>
</tbody>
</table>

### 7th Grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag football and/or Soccer</td>
<td>9 wks.</td>
</tr>
<tr>
<td>Gymnastics: Floor exercise and balance beam</td>
<td>9 wks.</td>
</tr>
<tr>
<td>Basketball: Sketch of major rules &amp; actual playing</td>
<td>9 wks.</td>
</tr>
<tr>
<td>Track and field</td>
<td>9 wks.</td>
</tr>
</tbody>
</table>

### 8th Grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag football and Soccer</td>
<td>13 wks.</td>
</tr>
<tr>
<td>Basketball: Real competition within the class. Remaining weeks given to creative dance</td>
<td>13 wks.</td>
</tr>
<tr>
<td>Softball, track, and field</td>
<td>13 wks.</td>
</tr>
</tbody>
</table>

Gym activities can be very flexible. I will be able to work effectively with each grade level regardless of the time sequence.

The above diagram exemplifies how I would be able to accomplish specific goals for each age level.


Howard, Alvin E. "Which Years in Junior High." The Clearing House, Vol. 133 (March, 1959), 405-408.


