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## A Survey of Teachers' Attitudes Regarding the Effectiveness of the Middle School

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A SURVEY OF TEACHERS' ATTITUDES REGARDING THE  
EFFECTIVENESS OF THE MIDDLE SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Norman A. Heggenes

July, 1969

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. THE PROBLEM

Contrasting opinions on the organization of the junior high school and the effectiveness of the junior high on pupils in that stage of development between childhood and adolescence have been expressed in recent years. Interest recently has focused on a modified junior high school, typically called a middle school. Many claims have been made by the proponents of the middle school, saying that it can best serve the educational needs of pupils who are no longer children and not quite adolescents.

The middle school usually consists of the organizational and program arrangements for pupils ranging in age from 9 through 14. The middle schools usually house grades five through eight although several other grade patterns exist. The middle school is characterized by extreme variety, but despite the fact that they differ from one another more than they resemble one another, they do have some features in common (34:41).

The middle school makes an attempt to combine the best features of the self contained idea of the elementary school with the best features of the specialization of

secondary schools. The middle school also tries to eliminate the extra-curricular activities that are so prevalent in the junior high and high school and give the 9-14 year olds a chance to grow up in a learning environment conducive to natural educational development.

Statement of the problem. It was the purpose of this study to determine teachers' expressed attitudes regarding the effectiveness of the middle school in the state of Washington, as revealed through a questionnaire study.

Procedure of the study. In order to secure adequate knowledge upon which to base conclusions, one must first sample the group to be studied. The group to be studied in this survey included one hundred teachers who are teaching in public middle schools in the state of Washington. The selected teachers were asked to complete an attitude questionnaire. When this form was completed, the respondents were instructed to return the survey in the mail for tabulation and evaluation.

Limitations of the study. It is hereby acknowledged by the investigator that a small group may not adequately or accurately reflect the attitudes of the majority of which it is a part. The sample included in this study was limited

to one hundred teachers who are teaching in middle schools in the state of Washington who previously taught in a junior high school.

Importance of the study. It is the opinion of this writer that a person's attitude toward the organization of his school is a prime determiner as to how effective that organization will be. If a person believes that the middle school plan of organization is more effective then he will work harder at the job and accomplish far more than if he does not consider it to be the most effective plan of organization. It is important then that some attempt be made to ascertain the attitudes of teachers regarding the effectiveness of the middle school. It is hoped that this study will assist school districts considering the middle school in place of the junior high school make the final decision.

## II. DEFINITIONS OF TERMS USED

8-4 plan. This plan of organization consists of one through eight in the elementary school and nine through twelve in the senior high school.

6-3-3 plan. This is the traditional plan of organization for the junior high school, consisting of the

first six grades in the elementary school; grades seven, eight, and nine in the junior high school; and grades ten, eleven, and twelve in the senior high school.

5-3-4 plan. This is the most commonly used plan of organization in the middle school, consisting of grades one through five in the elementary; grades six, seven, and eight in the middle school; and grades nine, ten, eleven, and twelve in the senior high school.

The middle school. This plan consists of the organizational and program arrangements for pupils ranging in age from 9 through 14, with ages 10 through 13 being most usual. Middle schools typically house grades five through eight, although several other age-grade patterns exist in practice.

### III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of this thesis will be organized into four chapters. The review of the literature pertaining to the middle school plan of organization will be presented in Chapter II. The procedures of the study will be discussed in Chapter III. Chapter IV will include the presentation of data. Chapter V will contain the summary, conclusions, and recommendations made as a result of this study.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. HISTORY

About sixty years ago, four-year high schools and eight-year elementary schools were standard in the United States. In 1909 and 1910, the junior high was introduced by John Dewey and his followers and this pattern spread rapidly. In the 1920's the junior high school was adopted as the ideal school for those in their young teens. Many objectives were set up; and educators claim they were valid then and still are, but Brodinsky claims:

The junior high school never did meet them. The critics admitted that there is no guarantee that the middle school will either. But educationists wanted to try the middle school to make a new start (8:15).

The middle school has been under study since the 1950's. Most sources agree that Bay City, Michigan, started the middle school back in 1950, but it was not until 1966 that, according to some schoolmen, "The junior high is on the way out; the middle school is in!" (8:14). In support of this Nickerson stated, "The junior high school is finished and a promising new vehicle for helping us better educate young adolescents is on the way" (25:1).

Depending on the source, twenty-nine, thirty-three, or forty-five states now have at least one middle school in operation.

In a survey done by Brod, she found:

At least forty-five of the fifty states have one or more middle schools in operation. However, the majority of the middle schools are concentrated in about eighteen states, located at the four axial points of the country: east, west, north, and south (7:331).

In Washington there are now thirty-one middle schools in operation and twenty-one school districts have made commitments to change to this plan of organization (17:1).

## II. DEFENSE OF THE JUNIOR HIGH

Not all educators have given their support to the middle school. Chiotti (10:11), who was a junior high principal, noted, "I have yet to hear or see proof that the junior high is less effective than the elementary or senior high in the academic areas."

In his speech to the Conference on the Middle School in Seattle, Friday, April 28, 1967, Richard Post, the junior high principal at South Kitsap said, "The middle school is an over simplified solution to the problem. We will not solve the problem by shifting grades." Chiotti (10:24) backs this opinion. He asked, "What's going to stop the middle school from becoming another little high school?"

There are many who feel the junior high school has contributed a great deal to education. Gruhn, one of the best known defenders of the junior high school, claimed that before the junior high school we had a very narrow educational program. He further maintained that the junior high school has brought the elementary and high schools more closely together and the junior high school is responsible for the many provisions now made for individual differences (20:3-4).

Some educators are concerned with the effects the transition of the junior high into a middle school will have on students.

Let us remember that in making a transition as one involving the breaking apart of the elementary grades, attention must also be focused on the possible repercussions among the children of the remaining grades (4:44).

The effect on the lower grades was also expressed by Buell (9:14), "Grade six should remain in the elementary school because the majority of pupils in this grade are not adolescents."

Buell also expressed his concern for the ninth grade when he stated:

The senior high school is not designed for the pupil who is still a child, nor is it sympathetic to the early adolescent who is still in the period of transition from childhood. For this reason, the ninth grade should be in the junior high school.

The transition from the child-centered elementary school to the subject-centered senior high school is made best in the junior high school (9:18).



The defenders of the junior high school are not saying it does not have any problems, but as Baruchin points out:

Are we attempting to solve our present junior high problems by building a new organizational entity and developing procedures which may be suitable to it, simply because we've run dry imaginatively with regard to the present establishment (4:45)?

Chiotti (10:24) agrees that there are problems but he states, "The blame lies directly on the shoulders of teachers, administrators and parents--not on the junior high organization." He also expressed, "If change must take place, and it must, it should take place in administrative philosophy."

### III. ARGUMENTS AGAINST THE JUNIOR HIGH

In her book Perspective on the Middle School, M. Ann Grooms (15:2) brings out that the junior high school was begun without regard for known facts concerning differences between boys and girls in their preteen and early adolescent years. She goes on to say that as a result of this oversight and of an escalating student precocity rate in recent years, we have in the 1960's an institution that is failing to meet its intellectual obligations to its students.

Many other points have been brought out against the junior high school in the last three years. Administrators and theorists have found almost everything wrong with the junior high that had, in the 1920's, been thought of as the most suitable school for students in their young teens.

Berman had this to say, in part, about the junior high school:

The junior high school unwittingly exerts great pressure and stress on preadolescent and early adolescent youngsters. Why? Because, in my opinion, the whole idea of the junior high school goes counter to what we know of child growth and development (6:18).

The Bulletin of the National Association of Secondary School Principals (30:36) brought out that the junior high school "is composed of so bewildering an assortment of young people at crucial turning points in their lives as to defy orderly description."

The argument most often stated against the junior high school is the earlier onset of pubescence.

Research shows that children reach adolescence much earlier than children did fifty years ago; girls may be pubescent before grade seven, and boys have generally reached fullblown adolescence by the time they have reached grade nine (1:30).

The issue is pinpointed by Rowe:

The traditionalists insisted that children who were 11 to 15 years of age should be isolated. They failed to realize, however, that the rate of maturation, even physiological maturation, might change through successive generations. Physicians, psychologists and physiologists report that children mature at a rate of four to twelve months faster than they did forty years ago.

Educators, who forty years ago said that seventh, eighth, and ninth graders were physically and socially unique, must revise their age delineation and begin to include sixth graders and to eliminate ninth graders (27:79).

The National Association of Secondary School Principals appointed a committee on Junior High School Education. Their summation was:

Anyone contemplating a grade combination other than 7-9 needs to have compelling reasons for making the change. There is some indication that pubescence now begins slightly earlier than previously. Furthermore, even before they become pubescent, children today adopt interests often associated with adolescence and engage in behavior indicative of conflicts between their dependency needs and the desire for independence. Their general level of information also is higher, due to the influence of mass communication media and to improved school instruction. Thus, the current sixth grader or 11 year old may be as ready for the junior high or middle school as the seventh grader was in former years (24:69).

Gastwirth stated other arguments against the junior high school:

Some of the strictures leveled at the junior high school are rigid departmentalization, extracurricular fanfare, marching bands, elaborate graduation ceremonies, excessive emphasis on interscholastic athletics, and sophisticated social events such as a Senior Prom (14:474).

In support of these strictures, Brodinsky wrote:

In 1966, the junior high school was charged with aping the senior high school in athletics, social events, class scheduling, and departmentalization--and as being thoroughly unsuited for boys and girls (8:15).

Mills noted this about the junior high school aping the senior high school:

To some it has been apparent that this movement downward of patterns of the senior high school has not solved the problem of educating boys and girls at lower age levels. Rather, it has multiplied and intensified the problems of their normal growth and development (22:50).

Some educators felt that the name itself was a detriment to the junior high school. Alexander expressed this viewpoint:

Another factor which bothers the critics is what the label "junior" implies. It has become all too descriptive of an activity program, a departmentalized schedule, and a social system that looks very much like those in the senior high school (1:32).

In his speech to the Conference on the Middle School in Seattle, Friday, April 28, 1967, Arthur C. Brown suggested about the name "junior", "A name conjures up an image and junior high gives the impression of a small high school. The middle school has a new fresh name, a new philosophy, and a new program."

The author believes that Trump summed up the difference of opinion on the name best when he stated:

Whatever the name--junior high, intermediate, or middle school--the institution so called is not a primary or elementary school, nor is it a senior high school. Although its program is basically of a secondary level, the transition from the elementary school program should be smooth so that a continuum of education results (32:73).

There are stumbling blocks the junior high school has and Gastwirth (14:475) emphasizes that the middle school must guard against them, otherwise the middle school may succeed only in extending them to the lower grades, thus making the middle school a "junior" junior high school.

## IV. NEED FOR CHANGE

Grooms (15:3) states that during the highly volatile years of 11 through 13 or 14, youngsters should have a familiar, secure background in which to operate. Grooms goes on to quote J. H. Hull as indicating that the familiar, secure background is not available in the junior high school.

The complex junior high school with its huge enrollment, its frequent class changes, its teachers meeting 150 students a day, and its students being jostled about among all these strangers every forty minutes all day long is too often a six or seven-ring circus instead of an educational institution (15:3).

Alexander and Williams (2:218) seriously question "whether the currently dominant organizational arrangements for educating older children, preadolescents, and early adolescents provide optimum possibilities." Roberts (26:2), in agreement with this wrote, "The conditions which generally gave impetus to the junior high movement either no longer exist or are considerably changed."

William M. Alexander expressed the need for a change when he pointed out:

The 6-3-3 ladder has tended to be disjointed, especially at the gap between the elementary and junior high rungs. To move from grade six in June to grade seven in September has frequently meant a very sharp break, with relatively little program planning to make it just a normal movement from one year of schooling to the next. Many criticisms of the junior high school for its imitation of senior high school program and organization suggest that there is too little change in the secondary school rungs of the ladder. Thus, a pattern of instruction and social organization developed for the adolescent is said to be foisted too soon on the pre-adolescent or early adolescent (13:56-57).

Another obvious need for change was put in this way by Roberts:

Most junior high schools find themselves bound to the ninth grade program . . . a program which requires a ninth grader to earn such subject matter credits as he may need for college entrance or to satisfy state requirement. Possibilities for varied programs in the seventh and eighth grades are hedged in by the scheduling needed for the ninth grade. The lower grades fit around this as best as can be done (26:4).

The movement of the ninth grade into the senior high school will be no detriment to ninth graders according to Strickland:

Evidence clearly shows that difference in academic success in the ninth grade does not rest so much with its placement in either a junior or senior high school as it does with the program of instruction and instructional staff involved (29:76).

Integration is another reason often stated for a need to change to the middle school plan of organization. In The Seattle Times (31:14), an article entitled "Middle Schools are Discussed," it was brought out that the Seattle School Board in March, 1968, adopted an integration policy recommending conversion of Washington, Meany and Hamilton Junior Highs to racially balanced middle schools. But the middle schools will be delayed for a year because the new council voted to ask the board for up to a year's delay on a middle school decision so that they and community could become involved and informed.

New York City has gone to the middle school in an attempt to solve their integration problems.

New York City's soaring nonwhite school population triggered the change. Three years ago Dr. James E. Allen, Jr., New York State Commissioner of Education, named a commission to study how best to alter the school system to meet integration needs . . . . In its so-called Allen Report the commission recommended switching from the old 6-3-3 plan, started in the 1920's, to a 4-4-4 system (18:50).

Evidence of this taking place was varified by the Educational Research Service Circular (12:1). It stated, "Beginning with the school year 1965-66, New York City will replace its junior high schools with intermediate (or middle) schools. These schools are planned to contain grades five through eight or six through eight."

#### V. REASONS FOR THE MIDDLE SCHOOL

Williams (34:42) states that among the reasons advanced for a reorganized middle school was the need to escape the pressures of too-early senior high type activities and the interscholastic programs that often plague many junior high schools. Middle schools across the nation have succeeded, for the most part, in rejecting inappropriate activities.

William A. Cuff gave these reasons for the middle school:

Simple arithmetic created a middle school in some districts when enrollments increased . . . . In some cities integration was clearly a factor. . . . Pressure from organizations of high school teachers and administrators for the restoration of the four-year high school has been strong (11:85).

Dr. Neal Nickerson told Washington educators at the Conference on Middle Schools in Seattle, April 28, 1967, that "there are only two reasons for the middle school: kids mature earlier, and the psychological advantage of starting again."

Evidence indicates that children do mature earlier as was brought out by Madon:

There is evidence in the area of child growth and development to show that a transition takes place in the intellectual processes of the child at about the sixth grade level in which he is able to develop greater depth and understanding in his subjects. This is an important need and differs quite markedly from the concrete experiences to which he has been exposed in his elementary years (21:329).

Morris A. Shirts noted:

Physically and socially the majority of the students in ninth grade are mature compared to their seventh grade associates. Academically and mentally, they probably have reached the point where they are capable of higher achievement and more advanced work than we are giving them. In a typical 6-3-3 organization, we may be deterring many in the ninth grade from maximum achievement (28:135).

It is hoped by people in education that educationally sound reasons for going to the middle school would be the determining factors in a decision to establish such a school. The author felt that Leslie W. Kindred's list of reasons for the establishment of the middle school covers most of the objectives normally attributed to it.



1. It facilitates the introduction in grades five through 6 of some specialization and team teaching in staff patterns
2. Children in grades six through eight are probably more alike than children in grades seven through nine.
3. It provides opportunities for gradual change from the self-contained classroom to complete departmentalization.
4. It facilitates extending guidance services into the elementary grades.
5. It helps slow down the "growing up" process from K-8 because the top group is removed from each level.
6. Placing the ninth grade in high school makes it less expensive and facilitates solving problems such as record keeping and guidance.
7. A transition takes place in the intellectual processes of the child at about the sixth grade level in which he is able to develop greater depth of understanding in his subjects. This is an important need and differs quite markedly from the concrete experiences to which he has been exposed in his elementary years.
8. The onset of puberty takes place during this span of years (19:381-382).

School Information and Research Service made a survey of middle schools in the state of Washington. The respondents indicated the following reasons for going to a middle school:

Reason given for going to the middle school involved building problems, principally. This was selected as a major reason eleven times and as a secondary reason eight times. An earlier maturation age, a reduction in the number of extracurricular activities and a desire to

achieve more flexibility in the curriculum were closely grouped as other reasons for changing. To reduce school expenditures and speed the reduction of de facto segregation were selected only a total of five times (17:1).

Frequently mentioned advantages of separating eighth and ninth graders are summarized by Madon; he states:

The middle school offers the opportunity to develop curricular programs, particularly at the sixth grade level, which will meet his special needs . . . . There are several advantages to having eighth and ninth graders in separate buildings. Without the ninth graders the discipline problems with eighth graders tend to be fewer and less severe. The matter of programming and offering vocational guidance for high school students becomes easier because they remain with the same counselor and in the same building for grades nine through twelve. Since eighth graders are not competing directly with high school students for academic honors and awards, there seems to be less pressure and tension in this area (21:330)

In support of the middle school, Pearl Brod (7:332-333) gave a generalized list of the advantages claimed for the middle school:

1. It facilitates the reorganization of teacher education which is sorely needed to provide teachers competent for the middle school.
2. Since they are undergoing the common experience of adolescence, sixth through eighth graders should have special attention, special teachers, and special programs, which the middle school permits.
3. It provides an opportunity for gradual change from the self-contained classroom to complete departmentalization.
4. Physical unification of grades nine through twelve permits better coordination of courses for the senior high school.

5. It eliminates the possibility of some student and parents not being aware of the importance of the ninth grade as a part of the senior high school record, particularly in terms of college admission.
6. It reduces duplication of expensive equipment and facilities for the one grade. The funds can be spent on facilities beneficial to all grades.
7. It provides both present and future flexibility in building planning, particularly when it comes to changing school population.

In his support of the middle schools, George E. Mills wrote:

A school society and environment for boys and girls at the middle school level of growth can be managed better in terms of their development than at any other breaking point in the thirteen years of their school experience. This is the kind of school society in which dating, dinner dances, and so forth are not considered appropriate experiences (22:52).

Alexander (1:31) agreed with this and wrote, "Unlike the tendency of the junior high school to precipitate adolescent behavior, this kind of middle school will prepare children over a period of years to meet the crises of adolescence."

Commenting on the middle school, Murphy states:

Through its physical layout and instructional program, the middle school tries to take better account than the conventional junior high of the needs and abilities of between-age youngsters and to use--or at least anticipate--a variety of instructional innovations and groupings (23:6).

In 1966, the Barrington Middle School opened its doors. In a report issued by the Educational Facilities Laboratories and titled Barrington Middle School, it describes the Barrington organization thus:

In the Barrington Grade School System, kindergarten through five provides students with the basic building blocks of the educational process. The Middle School, six through eight, serves as a catalyst, helping the student use these building blocks in new ways and in new combinations to solve problems: in short, to plumb the possibilities of their own minds and talents (3:5).

Thirty-one middle schools are already in use in Washington and reorganization seems to be in this direction. The improved learning support provided for students in middle schools will reinforce parental and community willingness for still further changes that lead to still more effective and efficient education for the 10 to 14 year olds. The support must come in financial as well as moral form (15:147).

## VI. PROBLEMS FACING THE MIDDLE SCHOOL

The middle school in some communities is a way of solving population and building problems. Quite often, the need for a new high school building results in a hand-me-down structure for the middle school. Grooms (15:9) emphasizes that the practice of using former high school buildings can be condoned only if the structure is re-designed to meet middle school objectives.

Williams (34:42) in discussing middle school problems noted, "Middle schools across the nation have succeeded, for the most part, in rejecting inappropriate activities. Few, however, have come up with appropriate alternatives."

In a report issued by the Educational Facilities Laboratories titled Middle Schools, six different types of grade organization are mentioned as middle schools: 7-8, 7-8-9, 6-7-8, 6-7-8-9, 5-6-7-8, 5-6-7-8-9. Miss Judith Murphy (23:16) wrote, "Diversity is the keynote. Least important of all, as suggested earlier, is the precise scheme of grades."

From the above definitions of the middle school the writer felt Gastwirth (14:472) was right when he stated, "Perhaps the most important problem facing the middle school is that of definition." The writer also feels that this is a real problem because in the literature he read there was little consensus over what constitutes a middle school.

The junior high schools are faced with the problem of personnel shortage. Will the middle school solve the problem? Gastwirth does not think so, he points out:

Teachers in the junior high school are subject specialists. They naturally tend to gravitate toward the senior high school where they will have the opportunity to teach their subjects in greater depth and at a more advanced level. The presence of the

ninth grade in the junior high schools helps to retain these subject-oriented teachers. The removal of the ninth grade would simply hasten the exodus of these teachers from the middle school (14:474).

On this same problem Roberts added:

There is, of course, no guarantee that the new kind of middle school will find it easier to attract and hold good teachers than the traditional junior high. There is, however, reason to hope for progress in this direction, to the extent that the new schools re-dress curriculum, diversify their programs and offer stimulating opportunities to teachers and students alike (26:5).

Another problem is the pre-service and in-service training of teachers. Gastwirth proposed these questions:

Will students specialize in elementary, junior high or secondary school education? Who has the experience to give courses in middle school technique? Who, indeed, knows how to organize such a course in view of the fluidity of the concept of middle school (14:475)?

The Bellingham School District realized teacher placement was going to be a problem and made this statement about it:

The size of the middle schools will make it difficult to assign teachers to their major fields only. Every attempt should be made to place teachers in their major areas for the greater part of the school day or week. The number of different subject area preparations required of each teacher should be as limited as possible (5:2).

The cost of changing over to the middle school is another problem. Alexander and Williams stated:

Obviously such a school would be expensive--perhaps costing up to half as much more per pupil than average schools for children of the middle school years. But

the loss of human potential in current educational organizations and programs for this age group may be far more costly (2:223).

## VII. NEW IDEAS IN EDUCATION

G. F. Vars (33:143) states, "Let us each strive to be 'more right than his neighbors' in the kind of education we provide for junior high and middle school youth."

In striving to be "more right" many new ideas in education have come about. The nongraded schools, the educational park, the Princeton Plan, the Berkeley "Ramsey Plan", and the middle school are all new ideas that have emerged. Each attempts to improve the educational opportunities for all youth.

Vars added:

All persons concerned with education during the junior high or middle school years must continue to examine not only the unresolved issues but also those on which there is considerable agreement at present. Often the greatest advancements are made when established ideas and practices are challenged (33:141).

Four members of a reactor panel following Dr. Gruhn's speech to educators at the Conference on Middle Schools in Seattle, April 28, 1967, made these recommendations for sweeping changes in educational programs to meet the needs of children.

1. Changes in people make a more important difference than do changes in grade designations.

2. Housing problems cannot be ignored as valid reasons for considering middle schools.
3. Although the junior high school has accomplished much during its history, the future might well demand something completely different.
4. The type of program and grade organization adopted should fit the particular needs of each individual community (20:4)

Robert N. Rowe (27:82) stated, "We should not allow a traditional program to stand in the way of more important goals. As progress is made, if the traditional junior high falls by the wayside, let it fall."



## CHAPTER III

### PROCEDURES USED IN THE STUDY

The purpose of this study was to determine teachers' expressed attitudes regarding the effectiveness of the middle school through the use of an attitude questionnaire. The names and addresses of school districts within Washington state currently using the middle school plan of organization were obtained from the Director of Secondary Education, Office of State Superintendent of Public Instruction. The principals of these schools were contacted for permission to send questionnaires to teachers on their staff who had previously taught in a junior high. The responding principals provided the names of one hundred teachers.

The questionnaire. A list of questions were developed from the related literature. The questionnaire was developed into two sections. The first section of the questionnaire was intended to provide information concerning the respondent's general background with respect to years of teaching experience.

Also, the first section of the questionnaire was intended to provide information concerning the respondent's attitude with respect to the effectiveness of the middle

school. The respondent was limited to a "yes", "no", or "no opinion" response.

The second section of the questionnaire was intended to provide information concerning the respondent's attitude with respect to the advantages of the middle school plan of organization.

A brief introductory letter, indicating the purpose of the study and soliciting their cooperation in completing the survey was sent.

Data gathering. The questionnaire, an introductory letter, and a self-addressed reply envelope were sent on February 24, 1969.

Response to the questionnaire mailed on February 24, 1969, to one hundred teachers, was sixty-eight replies, 68 percent.

Treatment of the data. After the data had been gathered according to plan, it became necessary to analyze the responses.

Responses to the first section of the questionnaire--dealing with the respondent's background in years of teaching experience--was tabulated, summarized, converted to percentages, and retabulated.

Responses to the first section of the questionnaire--dealing with teachers' attitudes toward the effectiveness of

the middle school--were tabulated, summarized, converted to percentages, and retabulated.

The second section of the questionnaire dealt with the advantages of the middle school over the junior high school. From a list of the ten most often stated reasons why the middle school is more effective than the junior high school, the respondents were asked to select the five they considered to be the most important. They were to give their first selection a rating of 1, their second rating of 2, and so on up to 5. To facilitate scoring, the author assigned a rating of 10 to any advantages left blank. The average rating of each advantage was found. The advantage with the lowest average was the one the respondents selected as being the most effective. The frequency of rating was tabulated, summarized, converted to average rating, and retabulated.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this chapter is to present the data gathered and to present an analysis of their findings. The questionnaire dealt with years of teaching experience of the respondents in various positions, their attitudes towards the effectiveness of the middle school, and their opinion of the advantages of the middle school over the junior high.

#### I. BACKGROUND AND ATTITUDES

The purpose of this section of the questionnaire was to provide information concerning the number of years the respondent's middle school has been in existence, teaching experience, teaching experience in junior high, teaching experience in middle school, and attitudes regarding the effectiveness of the middle school.

Table I indicates that the majority of respondents are teaching in middle schools that have been in existence from one to three years. Fifty, 73.5 percent, responded their middle school has been in existence one to three years and only seventeen, 26.5 percent, responded their middle school has been in existence from four to ten years.

TABLE I

EXISTENCE OF MIDDLE SCHOOL  
IN DISTRICTS SURVERVED

Item	Number	Percent
Years Middle School Has Been in Existence		
1	7	10.3
2	16	23.5
3	27	39.7
4	4	5.9
5	1	1.5
6	0	0
7	6	8.8
8	2	2.9
9	3	4.4
10	1	1.5

In exploring the background of the respondents, it was necessary to determine their teaching experience in terms of total years of teaching, total years of teaching junior high and total years of teaching middle school.

Table II shows their responses.

The data shown in Table II reveals that most of the respondents, fifty-five, 80.9 percent, have been teaching 5 to 14 years. Fifty respondents, 73.5 percent, have 1 to 9 years of teaching experience in the junior high. The majority of respondents, sixty, 88.2 percent, have from 1 to 4 years of teaching experience in the middle school.

TABLE II

TEACHING EXPERIENCE IN TERMS OF TOTAL YEARS TAUGHT,  
TOTAL YEARS IN JUNIOR HIGH, AND  
TOTAL YEARS IN MIDDLE SCHOOL

Item	Number	Percent
Total Years		
1 to 4	6	8.8
5 to 9	28	41.2
10 to 14	17	25
15 to 19	9	13.2
20 to 29	4	5.9
30 to 40	4	5.9
Years in Junior High		
1 to 4	28*	41.2
5 to 9	22	32.4
10 to 14	9	13.2
15 to 19	2	2.9
20 to 29	4	5.9
Years in Middle School		
1 to 2	31	45.6
3 to 4	29	42.6
5 to 6	2	2.9
7 to 9	4	5.9
10 to 12	2	2.9

\*Not all respondents answered these items.

Teacher turnover rate can be an indication of satisfaction or dissatisfaction with a school program. Presumably a low turnover rate would indicate satisfaction. Table III reveals the number and percentage of respondents who have been teaching in the middle school since its existence as compared to those who have filled vacancies.

TABLE III

TEACHERS WHO HAVE TAUGHT IN MIDDLE SCHOOL  
SINCE EXISTENCE AND TEACHERS  
WHO HAVE FILLED VACANCIES

Item	Number	Percent
Teaching Since Existence	55	80.9
Teachers Filling Vacancies	13	19.1

The data shown in Table III suggests that there is a very low rate of turnover in middle schools. Over four-fifths of the respondents have been with their middle school since its existence. Approximately only one-fifth have been able to attain a teaching position in the middle school because of vacancies.

The opinion was stated in Chapter I that a person's attitude toward a program is a prime determiner as to how effective that program will be. If a person believes what he is doing is the most effective way of doing it, he will

work harder at the job and accomplish far more than if he does not consider it to be the most effective procedure.

The respondents were questioned as to their teaching level preference and to their attitude toward the middle school. Their responses are indicated in Table IV.

TABLE IV

RESPONDENTS PREFERRING TO TEACH IN JUNIOR HIGH  
AND RESPONDENTS WITH FAVORABLE ATTITUDE  
TOWARD MIDDLE SCHOOL

Item	Number	Percent
Prefer Teaching in Junior High		
Yes	28	41.2
No	32	47
No opinion	8	11.8
Favorable Attitude Toward Middle School		
Yes	48	70.6
No	17	25
No opinion	3	4.4

Table IV reveals that twenty-eight, 41.2 percent, of the respondents would prefer to teach in the junior high. The majority of the respondents, thirty-two, 47 percent, preferred to be teaching in the middle school, and eight, 11.8 percent, had no opinion.

Table IV shows a very substantial majority of the respondents, forty-eight, 70.6 percent, had a favorable attitude



toward the middle school. Seventeen, 25 percent, had an unfavorable attitude and three, 4.4 percent, had no opinion.

Despite what is known about the unique characteristics and demands of the middle school, little attention has been given by teacher training institutions to the preparation of teachers and administrators for it (19:10). The author has the attitude that this may be one possible explanation for the high percentage, 50 percent, shown in Table V not reporting a higher morale in the middle school than the junior high.

TABLE V

## MORALE OF MIDDLE SCHOOL TEACHERS

Item	Number	Percent
Middle School Teachers Have Higher Morale Than Junior High Teachers		
Yes	11	16.2
No	34	50
No opinion	23	33.8

A rapid increase has taken place in the number of middle schools in Washington. Table VI reflects that respondents agree the middle school will continue to gain in acceptance. Fifty-three, 77.9 percent, responded it would continue to gain in acceptance and only three, 4.4 percent, expressed it would not, and twelve, 17.7 percent, had no opinion.

TABLE VI

MIDDLE SCHOOL GAINING ACCEPTANCE  
IN THE FUTURE

Item	Number	Percent
Will Middle School Continue to Gain Acceptance in the Future		
Yes	53	77.9
No	3	4.4
No opinion	12	17.7

Both junior high and middle school are philosophically oriented toward educating a child during his preadolescent and adolescent years. The maturation age of the preadolescent, then, will probably be one of the factors deciding which grade organization a school district might wish to adopt (19:100). The middle school philosophy advocates combining the best of the elementary with the best of the secondary, of eliminating the extra-curricular activities, and of giving the nine through 14 year olds a chance to grow up in a different learning environment than the traditional junior high school provides.

The respondents were asked whether they thought the philosophy was sound and whether they understood the middle school philosophy. Table VII shows their responses.

TABLE VII

RESPONDENTS' ATTITUDE TOWARD AND UNDERSTANDING  
OF MIDDLE SCHOOL PHILOSOPHY

Item	Number	Percent
Philosophy is Sound		
Yes	38	55.9
No	13	19.1
No opinion	17	25
Understand Philosophy		
Yes	50	73.5
No	10	14.7
No opinion	8	11.8

Most of the respondents, thirty-eight, 55.9 percent, indicated the philosophy was sound, thirteen, 19.1 percent, expressed it was not sound, and seventeen, 25 percent, had no opinion.

The majority of respondents, fifty, 73.5 percent, replied they had an understanding of the philosophy, and only ten, 14.7 percent, reported they did not understand the philosophy and eight, 11.8 percent, had no opinion.

Table VIII seems to indicate that there is no significant difference in the cooperation of teachers in the middle school and the cooperation of teachers in the junior high. Only twenty-one, 30.9 percent, of the respondents thought there was better cooperation, while thirty-three, 45.5 percent, indicated there was not and fourteen, 20.6 percent, had no opinion. In addition Table VIII reveals that twenty-four,

35.3 percent, of the respondents reported they were doing a better job of teaching in the middle school, and thirty-five, 51.5 percent, replied they were not doing a better job of teaching and nine, 13.2 percent, had no opinion.

TABLE VIII

COOPERATION AND TEACHING PERFORMANCE  
OF TEACHERS IN THE MIDDLE SCHOOL

Item	Number	Percent
Better Cooperation Between Teachers		
Yes	21	30.9
No	33	45.5
No opinion	14	20.6
Better Job of Teaching		
Yes	24	35.3
No	35	51.5
No opinion	9	13.2

The middle school is conceived to be a new approach in providing an educational program designed to meet various needs of the preadolescent and early adolescent. These needs were important enough to warrant emphasizing junior high schools in design and curriculum construction for forty years. With the earlier maturation of today's youth, the same processes are still expressed and the same needs are still evident. These needs are being met today by the rapid growth of middle schools (19:88).

Table IX would seem to reveal that these needs, for the most part, are being provided by the middle school. Thirty-three, 48.5 percent, of the respondents reported the needs were being met, twenty-nine, 42.6 percent, did not think so and six, 8.9 percent, had no opinion.

TABLE IX

NEEDS OF EARLY ADOLESCENTS PROVIDED  
BY THE MIDDLE SCHOOL

Item	Number	Percent
Middle School Meets the Needs of Students		
Yes	33	48.5
No	29	42.6
No opinion	6	8.9

When asked the question, "Does your middle school better provide for individual differences among pupils?" only twenty-six, 38.2 percent, responded "yes" and the majority of the respondents, thirty-six, 52.9 percent, answered "no" and six, 8.9 percent, had no opinion.

The middle school program should be such that the pupil sets his own goals and evaluates his own progress under teacher guidance, thus eliminating frustration (19:35). Table X reveals that thirty-six, 52.9 percent, of the

respondents thought the middle school was reducing student frustrations. Twenty-one, 30.9 percent, did not think frustrations were being reduced and eleven, 16.2 percent, had no opinion.

TABLE X

STUDENT FRUSTRATIONS AND SOCIAL ADJUSTMENTS  
IN THE MIDDLE SCHOOL

Item	Number	Percent
Reduces Student Frustrations		
Yes	36	52.9
No	21	30.9
No opinion	11	16.2
Facilitates Student Social Adjustment		
Yes	38	55.9
No	22	32.3
No opinion	8	11.8

Table X shows that thirty-eight, 55.9 percent, of the respondents were of the opinion that the middle school facilitates student social adjustment, twenty-two, 32.3 percent, did not and eight, 11.8 percent, had no opinion.

In response to the question, "Are you experiencing fewer discipline problems?" forty, 58.8 percent, of the respondents reported they had fewer discipline problems, twenty-three, 33.8 percent, did not report fewer discipline problems and five, 7.4 percent, had no opinion.

The majority of respondents, thirty-nine, 57.4 percent, indicated the middle school solved their school's problems, sixteen, 23.5 percent, thought it did not solve their school's problems and thirteen, 19.1 percent, had no opinion.

An educational program that has good continuity from year to year is not one that is unchanging in scope and organization. As the learner moves from child to adult, he should encounter school organizational patterns planned for succeeding levels of human development. It is the pre-adolescent and adolescent, middle school advocates believe, who is served well by neither (13:57). In response to the question concerning their middle school having greater continuity, twenty-seven, 39.7 percent, responded that the continuity was greater, twenty-five, 36.8 percent, indicated there was not greater continuity, and sixteen, 23.5 percent, had no opinion.

Children are maturing earlier. Earlier maturation is attributed to better nutrition, vitamins, reduced infection from disease, improved medical care and attention, exposure to mass communications media and other aspects of the culture. The middle school is an attempt to keep the school program in line with children maturing earlier. Thirty-four, 50 percent, of the respondents reported the middle school program better meets the levels of human

development, seventeen, 25 percent, did not think so and seventeen, 25 percent, had no opinion.

The middle school is an innovation of the 1960 decade and other innovations of the 1960's that go hand and hand with the middle school are team teaching, nongrading and independent study. In response to the question inquiring whether they thought the middle school encouraged the use of various innovations, thirty-five respondents, 51.5 percent, indicated it did, twenty, 29.4 percent, expressed that it did not and thirteen, 19.1 percent, had no opinion.

While the theory of the junior high school is excellent, in practice it has resulted in junior high schools becoming miniature senior high schools (19:383). Others have voiced this same concern and have looked to the middle school as a way of getting away from marching bands, interscholastic football, elaborate graduation ceremonies and social activities patterned after the senior high school. Table XI reveals the responses to the questions concerning the aping of the junior and senior high programs.

Table XI indicates that only eight, 11.8 percent, respondents disclosed that their middle school program was an imitation of the senior high program. The majority, fifty-five, 80.9 percent, expressed that the middle school was not an imitation of the senior high and five, 7.3 percent, had no opinion.



TABLE XI

MIDDLE SCHOOL SUCCESS AT NOT IMITATING  
SENIOR HIGH AND BREAKING AWAY  
FROM JUNIOR HIGH PRACTICES

Item	Number	Percent
Imitation of Senior High Program		
Yes	8	11.8
No	55	80.9
No opinion	5	7.3
Broken Away from Practices of Junior High		
Yes	42	61.8
No	18	26.4
No opinion	8	11.8

Table XI also shows that forty-two, 61.8 percent, of the respondents reported the middle school had broken away from the practices of the junior high, and only eighteen, 26.4 percent, respondents thought their middle school still followed the patterns of the junior high and eight, 11.8 percent, had no opinion.

The middle school philosophy advocates fewer social functions than the junior high, and more intellectual preparation. Table XII reveals that the majority of respondents, forty, 58.9 percent, indicated the middle school had less social and more intellectual preparation. Only eighteen, 24.4 percent, thought the middle school did not have less social and more intellectual preparation and ten, 14.7 percent, had no opinion.

TABLE XII

MIDDLE SCHOOL SOCIAL AND  
INTELLECTUAL PREPARATION

Item	Number	Percent
Middle School Has Less Social and More Intellectual Preparation		
Yes	40	58.9
No	18	26.4
No	10	14.7

The middle school concept of gradual change from self-contained classroom to complete departmentalization is designed to have the fifth and sixth grade pupil spend approximately half of his time in a self-contained classroom for subjects such as language arts, social studies and reading. The remainder of his time is scheduled for other subjects on a departmentalized basis. As the child moves through the seventh and eighth grades, more departmentalization is incorporated into his schedule each of these two years. Table XIII indicates that most of the respondents, thirty-six, 52.9 percent, thought the middle school did provide more of a gradual change from the self-contained classroom to complete departmentalization. Twenty-seven, 39.8 percent, did not think the middle school provided more of a gradual change and five, 7.3 percent, had no opinion.

TABLE XIII

MIDDLE SCHOOL PROVIDES GRADUAL CHANGE FROM SELF-  
CONTAINED TO COMPLETE DEPARTMENTALIZATION

Item	Number	Percent
Gradual Change from Self-contained Classroom to complete Departmentalization		
Yes	36	52.9
No	27	39.8
No opinion	5	7.3

The respondents were asked if the middle school better prepares the children to meet the crises of adolescence. Table XIV indicates that thirty-two, 47 percent, of the respondents reported the middle school better prepares the child to meet the crises of adolescence. Twenty-four, 35.3 percent, did not think the middle school better prepared the child to meet the crises of adolescence and twelve, 17.7 percent, had no opinion.

The middle school should seek to match its program to the needs and potential capacities of pupils from ten to fourteen years of age (19:35). Table XIV reveals that thirty-five, 51.5 percent, of the respondents indicated the middle school takes better account of the needs and abilities of preteen and early adolescent children and only twenty-one, 30.9 percent, indicated it did not and twelve, 17.7 percent, had no opinion.

TABLE XIV

MIDDLE SCHOOL TAKES INTO ACCOUNT THE  
CRISES AND NEEDS OF ADOLESCENTS

Item	Number	Percent
Better Prepares Child to Meet Crises of Adolescence		
Yes	32	47
No	24	35.3
No opinion	12	17.7
Takes Better Account of Needs and Abilities of Preteen and Early Adolescent Children		
Yes	35	51.5
No	21	30.9
No opinion	12	17.7

In response to the question, "Do you feel the middle school affords more effective transition to the high school than the junior high did?" only nineteen, 27.9 percent, responded "yes" and thirty-four, 50 percent, answered "no" and fifteen, 22.1 percent, had no opinion.

## II. MIDDLE SCHOOL ADVANTAGES

The purpose of this section of the questionnaire was to provide information concerning the respondent's attitude toward the advantages the middle school has over the junior high school.

In response to the question, "Do you feel the middle school has advantages over the junior high school?" forty-one, 60.3 percent, of the respondents thought the middle school had advantages over the junior high school. Only nineteen, 27.9 percent, thought there were no advantages of the middle school over the junior high and eight, 11.8 percent, of the respondents had no opinion.

The respondents were asked to select, from a list of ten advantages of the middle school, five they considered to be the most important. They were to give their first selection a rating of 1, their second a rating of 2 and so on up to 5. To facilitate scoring the author assigned a rating of 10 to any advantages left blank.

Table XV shows the frequency each advantage was selected and the average rating given each advantage. The advantage with the lowest average on Table XV represents the respondents' first choice.

Table XV reveals that the respondents reported the greatest advantage of the middle school is that it puts less emphasis on social preparation and more emphasis on intellectual preparation. Respondents' second choice, with an average of 4.7, was that the middle school provides an opportunity for gradual change from the self-contained classroom to complete departmentalization.

TABLE XV

AVERAGE RATING OF TEN MOST OFTEN STATED  
REASONS WHY THE MIDDLE SCHOOL IS MORE  
EFFECTIVE THAN JUNIOR HIGH SCHOOL

Item	Frequency of Rating	Average Rating
Brings together children who are undergoing common experiences.	29*	5.1
Psychological advantage of getting a fresh start.	8	8.8
Gradual change from self-contained to complete departmentalized classroom.	27	4.7
Innovations utilized more fully.	26	5.8
Puts less emphasis on social preparation and more emphasis on intellectual preparation.	31	4
Provides for greater continuity in the total organizational plan.	28	5.4
Students more compatible.	18	7
Better morale among teachers.	4	9.4
Synthesis of elementary and secondary teachers attitudes.	8	8.7
Fewer discipline problems	25	5.8

\*Not all respondents rated five advantages.

Other advantages that rated high were the following: middle school brings together children who are undergoing common experiences, middle school provides for greater continuity in total organizational plan, innovations utilized more fully in middle schools and fewer discipline problems arise in the middle school.

Advantages that received a low rating were the following: middle school students are more compatible, there is a synthesis of elementary and secondary teachers' attitudes, there is a psychological advantage of getting a fresh start and there is better morale among teachers.

Other advantages listed by respondents were as follows: short term economical values (shortage of room in lower levels and excess of room in high school), ninth graders are better placed in a four year high school situation--grow up too fast in junior high, and an absence of the ninth graders helps the social and extracurricular pressures enormously, for both students and staff.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine teachers' attitudes regarding the effectiveness of the middle school as expressed through a questionnaire study.

The sampling included in this study was limited to one hundred teachers now teaching in a middle school who previously taught in a junior high school in the state of Washington.

#### I. SUMMARY

Results of this study indicate that most teachers have a favorable attitude toward the middle school. The turnover rate seems to be generally low indicating a satisfaction for the middle school.

In dealing with previous junior high teachers now teaching in the middle school, the respondents indicated that there appears to be a teacher morale problem in the middle school.

Respondents agreed that the middle school would continue to gain in acceptance. The study also indicated that most respondents thought the middle school philosophy was sound and a large majority had an understanding of the middle school philosophy.



It is encouraging to note that most teachers in this study seemed to think that student needs were being satisfied, student frustrations were being eliminated and student social adjustment was being facilitated in the middle school plan of organization.

In response to the questionnaire it would appear that the majority of teachers were experiencing fewer discipline problems in the middle school than they were in the junior high.

The study indicated that building flexibility, and to a lesser extent continuity, were achieved through the use of the middle school. This could be quite important for fast-growing districts.

Of some significance was the fact that the study revealed a large majority of the respondents indicated that there was no imitation of the senior high or junior high in the middle school. This would seem to indicate that the middle school is accomplishing part of the job it set out to do.

Numerous advantages have been proposed by proponents of the middle school. The study revealed that teachers support the following advantages:

1. The middle school has less social and more intellectual preparation.
2. In the middle school there is a gradual change from self-contained to complete departmentalization.

3. The middle school better prepares the child to meet the crises of adolescence.
4. The middle school takes better account of the needs and abilities of preteen and early adolescent children.

In the area of affording a more effective transition to high school it would appear that the middle school staff and administration will have to work on this to make it more effective.

It would seem to be a matter of some concern that almost one-third of the respondents indicated there were no advantages of the middle school over the junior high and over one-tenth of the respondents had no opinion.

## II. CONCLUSIONS

From the results of this study it may be concluded that the attitudes of the respondents regarding the effectiveness of the middle school plan of organization are favorable and that it will continue to gain acceptance in the future.

Responses in the area of teacher morale and teacher cooperation indicates that improvement is needed in this area.

Conclusions drawn from the responses with respect to middle school advantages indicate very favorable attitudes on the part of the respondents. The advantage that the middle school encourages the use of various educational innovations was substantiated.

It may be concluded that the middle school teachers have fewer discipline problems than junior high teachers.

Respondents substantiated that the middle school is breaking away from the extracurricular activities that seem to dominate the junior high and senior high programs.

### III. RECOMMENDATIONS

1. Further study should be undertaken when the middle school becomes more established and there is a higher percentage of teachers teaching in the middle school who are trained for this level. A broader sample of responses should be selected and not limited to just teachers who had previously taught in a junior high.

2. Serious attention should be given by teacher training institutions to the preparation of teachers and administrators for the middle school.

3. A study should be conducted to determine the correlation between the attitudes of the administrator and the attitudes of the teacher, with respect to the effectiveness of the middle school, in their respective buildings.

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APPENDIX

LETTER AND QUESTIONNAIRE USED IN STUDY



Box 54  
Freeland, Wash. 98249

Dear Colleague:

In cooperation with Central Washington State College, I am attempting to determine the attitudes of teachers regarding the effectiveness of the middle school. This study is being conducted as partial fulfillment of the requirements for the Master of Education Degree.

Would you please take a few minutes to react to the following questions? On the multiple choice items, check the most appropriate answer or write in a more fitting response. Feel free to make any comments that would be beneficial. Your responses will be treated confidentially, therefore there is no need to sign the questionnaire.

May I express my sincere appreciation to you for your cooperation. I look forward to receiving your questionnaire within a few days.

Yours truly,

/s/ Norman Heggenes

Norman Heggenes

Enclosures

## QUESTIONNAIRE

## Part I

1. How long has your middle school been in existence? \_\_\_\_\_
2. How many years of teaching experience do you have? \_\_\_\_\_
3. How many years did you teach in a junior high school? \_\_\_\_\_
4. How many years have you taught in the middle school? \_\_\_\_\_
5. Would you prefer teaching in a traditional junior high?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
6. Do you classify your attitude toward the middle school plan of organization as favorable?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
7. Do you feel middle school teachers have a higher morale than junior high teachers?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
8. Do you feel the middle school will continue to gain acceptance in the future?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
9. Do you feel the philosophy of the middle school is sound?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
10. Do you feel you have an understanding of the middle school philosophy?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
11. Do you have better cooperation between the teachers in your middle school program than you did in the junior high program?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
12. Do you feel you are doing a better job of teaching in the middle school plan?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
13. Does your middle school better meet the needs of your students?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_

14. Does your middle school better provide for individual differences among pupils?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
15. Do you feel most of your students are experiencing less frustrations than with the junior high plan?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
16. Do you feel your middle school students are making better social adjustments?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
17. Are you experiencing fewer discipline problems?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
18. Do you feel the middle school organization best meets your school's problems?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
19. Does your middle school program have greater continuity than your junior high program did?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
20. Does your middle school program better meet the levels of human development than your junior high program did?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
21. Do you feel the middle school approach has encouraged the use of various educational innovations?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
22. Is your middle school program an imitation of your senior high program?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
23. Has your middle school broken away from the practices which characterized the junior high school?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
24. Do you feel the middle school puts less emphasis on social preparation and more emphasis on intellectual preparation?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
25. Does your middle school provide more opportunity than your junior high did for gradual change from the self-contained classroom to complete departmentalization?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_

26. Do you feel the middle school better prepares the children to meet the crises of adolescence?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
27. Do you feel because of its physical layout and instructional program, the middle school takes better account than the junior high of the needs and abilities of preteen and early adolescent children?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_
28. Do you feel the middle school affords more effective transition to the high school with its specialized curriculum and more impersonal organizational structure than the junior high did?  
Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_

## Part II

Do you feel the middle school has advantages over the junior high school?

Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion \_\_\_\_\_

If your answer to the above question is "yes" would you please complete the rest of the questionnaire. If your answer is "no" or "no opinion" you may stop here.

Directions: From the following list of the ten most often stated reasons of why the middle school is more effective than the junior high school, select the five you consider to be the most important. Give your first selection a rating of 1, your second a rating of 2, and so on up to 5.

If you feel there are advantages that are not listed, please list them below and rate them accordingly.

### Rating

\_\_\_\_\_ Because of earlier maturation and sophistication of children, the middle school brings together children who are undergoing common experiences.

\_\_\_\_\_ The psychological advantage of getting a fresh start.

\_\_\_\_\_ Provides an opportunity for gradual change from the self-contained classroom to complete departmentalization.

\_\_\_\_\_ Current innovations in education are utilized more fully in the middle school program.

\_\_\_\_\_ Middle school puts less emphasis on social preparation and more emphasis on intellectual preparation.

\_\_\_\_\_ Provides for greater continuity in the total organizational plan.

\_\_\_\_\_ Students more compatible.

\_\_\_\_\_ Better morale among teachers.

\_\_\_\_\_ A synthesis of elementary and secondary teachers attitudes.

\_\_\_\_\_ Fewer discipline problems.

Other: