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CONTINUOUS EDUCATION MODEL.

The Ohio State University, Ph.D., 1975
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MIDDLE SCHOOL TEACHER DEVELOPMENT:

A CONTINUOUS EDUCATION MODEL

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Howard Herbert Moon, Jr., B.S., B.S. ed, M.A.

* * * * *

The Ohio State University

1975

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This work is dedicated to the memory of Ms. Fran Lambrecht,
a teacher and learner who showed how love works in a school.

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TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
VITA	iv
INTRODUCTION	1
CHAPTER	
I. THE METAPHOR.	4
The Audience.	4
Connections, Process, Program	7
A Key Role.	14
Setting, Human Conditions, Environment.	21
II. THE INTERN PROGRAM.	27
Components.	27
Case History.	30
Evaluation.	44
III. A WORKSHOP NETWORK.	48
Component	48
Seminar	50
Workshop.	56
Conference.	58
IV. CURRICULUM DEVELOPMENT.	63
Component	63
Case History.	65
V. PROPOSED TRAINING PROGRAM FOR MIDDLE GRADES TEACHERS. . .	83
Philosophical Perspective	83
Conceptual Design	85
AFTERWORD.	102

TABLE OF CONTENTS--continued

	Page
APPENDIX	
A	104
B	107
C	111
D	114
E	116
F	118
BIBLIOGRAPHY	157

INTRODUCTION

This paper is a proposed model for interrelated systems which describe a continuum for learning from preservice through inservice. The model is based on generalizations drawn from a metaphor of living organisms made operational through case histories.

Generalizations about love, intelligence, trust, and intuition will be the basis for defining interrelationships between systems for this model, a continuing education model. There is no attempt to objectify or quantify through control of variables; there is more an attempt to demonstrate a reverence for the processes of learning, program development, and curriculum development. The product of the educational system becomes an assumption; the concepts of love, intelligence, trust, and intuition become the bases for evaluation.

Perhaps too much attention has been paid to the product of the system, and too little to components such as love, intelligence, trust, and intuition. How many times are educators asked for results of the systems? What is the reading level of a student, his score on a standardized test, his ability to construct a recognizable, "readable" sentence, his ability to manipulate numbers? Are people who demonstrate they can achieve high scores well-educated? Are they well-served, are they evaluated? Are scores not certainly high in crime rate, divorce rate, suicide rate, heart disease rate, apathy rate (apathy might be simply defined as lack of discerned personal connection with an institution), usury rate, inflation rate, cruelty rate, dishonesty rate, and do not these relate to education?

What is the least common variable which may be cited as a cause for these increasing rates, aside from political, economic, and cultural complexities? It may be poor communication, simply. How much attention do we pay to the processes of good communication beyond such technical skills as speaking, reading, writing, and reproducing images? While some may argue that the developing of these technical skills is all that the schools should be required to do and that that job is tough enough, it seems arguable that being articulate is insufficient when considering the poor communication implied in the negative "rates" cited above. There are many articulate criminals, divorcees, suicides, heart patients, apathetic (or worse, cynical) people, usurious people, inflation causers, cruel people, and dishonest people.

A model for continuing education should therefore provide many checkpoints for evaluating components not often cited - love, intelligence, trust, and intuition.

An attempt will be made here to capture a sense of the continuing nature of education by describing a model, primarily through case histories, which includes inservice, preservice, and graduate processes which, as processes, will be indistinguishable one from the other. Each case history will be introduced by and emphasize one of the components cited above.

Chapter one is an attempt to metaphorically define the audience, describe life-giving processes observed in human relationships, and describe the setting, environment, and human conditions upon which this model is based. Particular attention is directed to that person who fills a key role, the school principal.

Chapter two is an attempt to de-sentimentalize one component, love,

and make it operational through the case history of an intern program which evolved over a three year period and includes data from those most affected - public school students.

Chapter three describes a workshop network which is supported by case histories exemplifying a major component in the model - intelligence.

Chapter four is a case history of a curriculum development project of three years duration undertaken by a middle school staff. Trust is the component emphasized. An appendix includes the product of their first year's work.

Chapter five cites intuition as a component and applies the model as a philosophical and operational base for middle school program development through a sense of biography and history, through a conceptual and social design, and through a summary of principles which are supported through generalizations drawn from the case histories presented in this paper.

Chapter I

THE METAPHOR

A. The Audience

"We've got to get the names in - the placement office is screaming for the assignment."

"What sector are we placing in this quarter, North?"

"Who wants to go to North High if I take Blendon?"

"Why yes, Mr. Zorich, he is a student of mine. What has he done?"

"You can't student teach because you haven't taken #561."

"What are we supposed to do in this seminar?"

"Your cooperating teacher will be Mr. Joiner. He may not know you are coming, so if there's any problem, let us know. O.K.? Good Luck."

"Your fees will be \$250.00."

Behind these bits of dialogue are the college student, professor, placement office person, teaching assistant, graduate student, and the bursar; they represent, across various roles and degrees of involvement, the institution of university as it relates institutionally to the public schools. None of the persons knows the name of a single student with whom a prospective student teacher might work, let alone what the "cooperating teacher" is like or what the environment of the school is like. There are varying degrees of contact, but the above scenario is not unusual in the university setting.

"What are you doing here? I didn't ask for a student teacher."

"Who hasn't had a student teacher yet this year?"

"What can I tell the student teacher to do?"

"Do I have to stay in the room?"

"My kid should have a real teacher; that's what I pay taxes for."

"Why does that teacher have a student teacher? She has only been here two years and I've been here twelve."

"Our district needs more fee waivers; go get some student teachers."

"Those people don't teach right."

"Say, you can't do that - you're not our teacher."

"You can't use the library unless your cooperating teacher is with you."

Teachers, principals, assistant superintendents, students, parents, custodians, librarians, and school secretaries all have a perspective on "university" people that is often negative.

In the above scenario, the institutions of university and public school appear to be in conflict. Each person has someone to blame for his or her predicament. That someone invariably is grouped among the "they" who hold authority and seem responsible. From the evidence, the "they" is everyone, on both sides, when referring one to the other. For example, two quotes from above are "Why yes, Mr. Zorich, he is a student of mine. What has he done?" and "Who hasn't had a student teacher yet this year?" Each represents a person, one a college professor and the other a school principal. The persons about whom they are speaking might be one person, John, a student teacher. The professor hasn't been aware that John and Mr. Zorich have been together; the principal hasn't been aware that the professor and John have been together and John most likely is not aware that he is being talked about. If something

goes wrong, as suggested through the quotations, the professor might very well blame "those principals" out there; the principal might blame "those university people;" and John can blame either one but is certain to suffer the most discomfort. In other words, all persons are in fact responsible, but "they" did it.

People who work with teachers, principals, students, student teachers, interns, practice teachers, early experiencers, block students, whatever they are called, need to practice identifying the "they" who are responsible and cited as authority.

This paper is a description, a reference system, a paradigm for adults involved in learning. Those adults involved in learning are the only ones who may safely call themselves teachers.

Inside our circuitry there must be a switch labelled "open" and "close" and only those whose circuits are open to information, new and renewed, to questions (such as "What does it all mean?"), and who adjust their own activity or life because of what he or she is learning, can be said to be ready for program development. We might assume that everyone has the potential for operating with an "open" circuitry, but that some people are switched "on" and some are switched "off." It is to those whose circuitry is "on" that we turn, for now. Within both the university and schools there exist people whose circuitry is "on" and it remains to establish a formalized system to make the connection permanent between the two sets of people.

Those who would participate in developing life-supporting relationships between the institutions, and within them, are the audience to which this paper is directed.

B. Connections, Process, Program

One way of entering the description of a continuing education model is to establish the nature of the connections between persons as they move from institution to institution, the process by which they move, and the emerging programs which represent those connections.

Each learner must run a natural course, pre-determined in a way by his destiny, but certainly recognized most clearly by him and augmented by sensitive others who when traveling a parallel, sensitive learning course may reach over and gently touch his hand. This then may be called teaching-learning, made valid and significant only by its mutuality, not by a special body of knowledge.

The existing paradigm represented by college or school or place of learning is constructed and rigidified by those who are paid and who may indeed bring their natural course of learning to bear on its structure (although that may not be likely). This paradigm reinforces a cycle of interaction based on past experience, leaving no sense of the field generated by those present or those who may be present in the future.

Let us consider a new model and compare its components with what is and ought to be. A person is in a field called university. Around this field are situated some people called professor, some people called graduate assistant, some people called friend (who are the ones seen regularly dancing onto the field?), some boundaries, more felt than visible (called institution), and some things to do (little thickets called Methods).

The professor and the person have a strange relationship in that almost always, they are assigned to one another. What kind of relationship

is that? Who did it? Why? What does the professor bring to this assignment? He brings some "credentials" - he knows something because it says he does and the person is assigned by it. What sort of field is generated within this relationship? Could it be a vacuum? In the mutual learning-teaching course, who says they are going in the same direction in order that their hands may touch, gently? No one says that. Boundaries defined by what is called institution are finite and visible after all. No one can see out, professor or person, so where are the referents by which they recognize their mutuality and see which human learning courses may be parallel?

The professor has his department, tenure, required writing, family, institutional responsibility, and his person isn't allowed time - he can't see out and academia had promised enlightenment. The student person needs a degree. The institution must feed itself and its food is its people.

One of the cleansing devices the institution may use is called screening whereby the person is bounced up to a door and is asked, "What is your accume (close, but not close enough to acumen)? What is your math skill (or some other)? How do you look and talk (nice)?? Who is your neighbor (references)? What have you done (experience - past)?" Rarely does he or she see the questions, "Well now, who are you? What is your experience?" Perhaps key questions are missing?

Assuming the person answers the questions (or has them answered - it makes no difference), he is allowed to glimpse the world (with the perspective of a stripling in the near perimeter of the field, struggling for sunlight in the shadows of the giant growths or monoliths surrounding the field) through the eyes of the graduate assistant who

introduces him soon to what are known as Methods. Methods of what? Research and evaluation? Junior High Curriculum? Teaching literature and composition in secondary school? Introduction to teaching in the secondary school? All this includes a field trip (student teaching) to a secondary school where graduate assistant and person glance at some people; sometimes they, especially the person, get bruised. The result of the experience is something agreed on by two institutions, the state and the university, called certification. All the while the person may have come into association with other persons called friends from whom and with whom he learned.

Let us leave for a moment this person and his or her field and fly to another much smaller field in the center of which we find another person, younger but with the same disposition toward a learning direction and who is defined, encircled by another (or the same?) institution called public school which is imbued by tradition with the same moral backing of society. This institution has for its person reading materials and says with fervor that reading is important (the first printed book was the Bible - maybe religion, morality, ethics are tied in with reading, saith the institution). Parents, having been dragged, perhaps (probably), through the same field, know only to say, "you have to get your schooling," and therefore may not look at the person they have born. A haze around the field known as curriculum must be studied, looked at, felt, assimilated by this person, yet one has the feeling he mutters to himself for the duration, "where is the darned thing?" The fog dispenser is known to the person as a teacher and cannot be seen clearly; in fact, policy nearly dictates that the person may not view the teacher's personhood, and though he struggles, the teacher's person grows weary of his

boring job. Coordinating this activity, or inactivity, is a figure called principal whose personhood is made more obscure by his "trained incapacity."¹ This figure commonly succumbs, if his personhood is crying, to the "pressures" caused by this "trained incapacity."

The narrowness of the field is often so stifling for the young strength of this public school person that his ordinary fears about the world around him are magnified to the point that he savagely, in some cases, destroys, pushes, shoves, (smokes illegally), and, in general, denies through fear his own fledgling, beautiful person. Fitful yet real connections are made with rough grace to other persons he or she calls friend.

Before trying to see connection between the above persons, it might be appropriate to say that other colleges have persons trying to see and have developed "programs," the most noteworthy having been developed by Michael Hinkemeyer of Queens College who describes Community-Immersion and Coinstitutional-Cooperation as primary guides in seeing out.² Both facets include attending to the processes of looking at and internalizing the value structure of the community, how it perceives its school system, how values are incorporated into school policy, what the educational format is, how it is administered, what the population mobility is and why. The Coinstitutional-Cooperation component includes shared responsibility for existing problems, shared responsibilities for training, a willingness to meet on an equal basis regularly, and most particularly, a renewed "locus" which underlies the whole program.³ An intense example, made intense by white people going to a black environment, exists at New London-Groton in Connecticut.⁴ Here a group of persons and instructors who brought along their persons lived together in a house

and tried to learn in a rational way. The assumption of the program is that intervention is necessary in a field dominated by negative perceptions through rational analysis of those perceptions, which may lead to positive perceptions. Using video-tape while living together to tape discussions and learning situations, it was possible to detect negative perception and see transition from a dismal beginning where "usual" materials and methods (gather good materials, films, references, construct discussion groups, plan projects) failed with young black persons to the extent that only hostility was reinforced. Movement from such procedures to the informal offering of materials, films, and white teacher-persons and young black teacher-persons began to yield more positive results.

The natural fields described above in which roam persons may be made growth places by directing our energies toward making it possible for those persons to interact. The relationship is the most important, most fruitful connection by which to observe learning-teaching going on. If allowed, the persons described will demonstrate, for us to watch, later join, the process by which institutional finite boundaries may be broken down and all those submerged persons allowed to interact. But first observe the persons, unpaid, only paying. They must be watched and their minds let alone without leaving them alone.

There are some basic premises which must be firmly understood and followed, no matter what. First is the principle of natural selection - if a person who may have even an inkling that he or she wants to be a learner-teacher arrives in the university field, he should have opened to him a path toward the student person in the smaller field and that pathway should be announced loudly by the potential, tentative persons

- professors, principals, teachers. Depending on the honesty with which this announcement is made, natural selection will occur as the persons interact fully with the university person finding out whether that would be a nice activity to call life's work and the school person just finding out. In a field where honesty exists, there is no way for a person to be resigned to a fate or a direction. He may simply resign. And redirect.

The second major premise is that of internal supervision. Those persons and possible persons who find themselves together will seek to touch hands, gently, and develop a sense of direction and especially a sense of mutuality. Whatever the activity, or assignment, of each of these persons, there exists knowledge which may be transmitted almost physically through the gentle touching of their hands. What is knowledge for one may be knowledge for another, or insight, or judgment, without competition (but not without conflict). Supervision therefore becomes the joining of these persons, teachers, students, principals, whoever is interested in personhood, with the simple task of listening, reflecting, acting (hello, Freire) according to their best intuition and intention.

A third major premise is a conscious move toward active positive subversion of institutional boundaries. As the persons interact knowledgeably, wisely, enjoyably, the potential, tentative persons in those figures residing within the respective institutions may become vaguely interested, then even positively interested in following the path they must open. No sanctions should be imposed on those not interested, but neither should they be allowed to close the path for any reason to any person. In that sense, as with the Queens example cited above, the

"locus" of interaction might responsibly be moved to a safe place between institutions. The subversion amounts to maintaining those openings which allow the flow between institutions.

The fourth premise is that of responsible evaluation. Letter grades have long been attacked as irrelevant, dangerous, falsely damaging or reinforcing (either positively or negatively), but one may contend that the issue is irrelevant. With responsible evaluation, letter grades may be provided to whoever wants them, for whatever reason. Others' perceptions and needs cannot be changed. Others will use grades regardless of how they are disguised. Employers, parents, colleges, students all have methods for interpolating any grading system into high and low if needed. If clear interaction between teacher and student has occurred, either could assign the grade. That clear interaction involves the process described above where persons examine an activity and its goal, and mutually arrive at a conclusion about the intensity of striving and rate of progress necessary in achieving the goal. The goal itself may be chosen arbitrarily as a check point along a route toward an overall life direction or as a means to check what direction a person's life energies should take. With persons intensely associated, both know at a given time the intensity of striving; therefore, if called upon, they can place or measure that point on a continuum from little to much. So why not slap a grade on that point; could not either party do so? The important measure and most difficult to ascertain, considering existing constraints, is that of intensity no matter what the agreed on goal. If, however, mutuality is achieved, grades become irrelevant. The constraints to this mutual evaluation amount to fear, fear of revealing person direction and fear of exposing the workings of life

energies. Removal of fear constraints amounts to allowing evaluation to occur so that it means something, so that perceptions are clearer, and so that personal risk seems slighter.

If relationships are allowed to exist, given the above premises, terms such as inservice, preservice, graduate programs may blend together to become a learning process.

C. A Key Role

One person who is central to this continuing education model is the one who is responsible for making the setting a responsive, integrative one. That person is the school principal. How he interprets the role, what skills he brings to that role, what sort of power is available and how it is used are important to his or her existence in the school setting.

Historically, as line-staff relationships existed, particularly from 1920 to 1960, when consolidation into larger districts came into full practice, the operant force in schools for control of relationships was fear.⁵ The principals feared the superintendent, the teachers feared the principal, and the students feared the teacher. Since the apparent move toward self-actualization on the part of students in the 1960's, when there emerged a more role-oriented than goal-oriented student population, the fear quotient was reduced, if not eliminated, by students. No longer could a teacher say, "If you don't do this (school), you can't do that (success)." Goals (long range) were eliminated for students as guides to behavior. Students became more likely to ask, "Who am I and what am I to do among us--now?"

When fear was eliminated as a controlling force, teachers were left with themselves and their fears and questions, some of which were directed

to their administrators. Some of the same symptoms exhibited by students appeared among teachers as has been demonstrated by increased organized militancy of teachers, particularly in urban areas. Who is caught in the cross-fire of these cataclysmic movements toward a more self-actualizing process? The principal of the school, if he allows his person to feel, catches the brunt of this grinding change. The principal's relationship to his superiors in the hierarchy has changed less by comparison, so it is he or she who is in charge of what turmoil exists.

Since persons sensuously exist and institutions do not it is best for the principal to first find and establish his own person for others to see existing, and for himself to know and refer to in times of stress. The Getzels-Guba model for its nomothetic-idiographic dimension has been useful, in a graphic sense, for placing who the principal is for others to see.⁶ Is he seen to place importance on his warm relationship with people (staff-students) or does he maintain the role of interpreter of institutional requirements? Although personal style does vary, it seems indicated that someone who tends to the idiographic end of the dimension will more likely be able to cope with and transcend the turmoil over which he must preside.

A real example of the nomothetic personality presents stark evidence. The principal ran a tight ship--he was intelligent, resourceful, organized, efficient, dependable. Staff could depend on him to take decisive action where student problems existed (discipline); staff excellence was rewarded by his professional admiration; staff negligence promptly dealt with. In short, he was a conservative educator who had at least the general respect of even his more liberal staff members (those who were "doing the job," in his view). In the process of dealing firmly (but

fairly) with all problems, he forgot his person, whom he left unattended for years. Slowly, those firm rulings moved him to a more and more brittle position of near-righteousness to the point that when human error caught up with him, in the form of mis-accounting for funds in the general fund over a period of ten years, the ignominy of being viewed as human was disintegrative enough to lead him to an attempt at suicide. What horror to find one's person unattended after years of certainty, what tragedy! If this person had retired ten years ago, he would have been lauded as a successful career educator. Not today.

Priorities for one's person as principal must be set and referred to often. Those premises set out above for teacher education - natural selection, internal supervision, positive subversion, and responsible evaluation - must be internalized. They become an operating premise for a school. The most involved, yet simple, rule for one to follow (it is almost unspeakably difficult for an administrator to follow this one) is, "Don't ask permission."⁷ Among many readings, this brief declaration carries with it the heaviest implications for responsibility, for trust, for direct access to the consequences of one's actions. Think about permission. What is it? It is a child asking his mother to go out and play, it is a showing of dependence on another for the course of human learning, it is passing responsibility. When a principal decides his person will become responsible and only his interaction with others in his environment will determine the course of his learning, his person is ready to assume the role of principal (or any administrative position, for that matter).

The principal feels expectations, both real and imagined, placed on the school by the hierarchy in the system, the community, and society in

general. The critical task for the principal is to sort out the real from the imagined expectations and be responsive only to real expectations as perceived by his person, not his role. Jencks' study has shown that expectations often overreach outcomes, economically, in a school setting.⁸ Our educational system promises far more than it delivers. The principal's responsibility to his institution is to rationally scale down those expectations, revise them, and deliver on what he can promise. He cannot say that a person will get a good job, or any job, having completed X number of years of schooling, so why say it? Only the person can say what he can or will do. A rational promise, with Jencks, might be that school will be a satisfying place for staff and students to be and that the optimum talents of staff and students will be developed in the most efficient way.⁹ Specific goals will be set out for each student regularly and accomplished or "we will know the reason why." It used to be a cliché to say that in school one learns for learning's sake--period. Revive the cliché.

Relationships with persons who make up what is a staff must become part of an organic learning process wherein a principal might shed his "trained incapacity" as he lends personal support and in return feels it.¹⁰ If one person senses he is not trusted, the process is interrupted. Each is responsible for his "curriculum," whether in twos, threes, or fours. The principal's job is to lend support, offer implicit trust, ask questions and protect personhood.

If the sense of learning is organic, those not "fitting" will by their own choice move. An example of this (natural selection) occurred in a recent curriculum study where person direction of the staff was considered important. The librarian, involved and asked to participate,

sensed what would be required for a media center, and did not see herself as a part of that direction. She quietly and without malice resigned and chose to remain at home for the next year. She was forced by an organic sense of direction and not by any coercion whatsoever to make her own decision.

Interrupting the organic sense is the observable issue of masculinity as it affects the public school principal, especially in the secondary school. Oh, the image. What a man! Our society's preoccupation with sports and its sublimated image of manhood is clearly demonstrated by many public school administrators and represents a clear and dangerous problem. Leadership in a combat way is different from leadership in an idiographic way but the former seems more prevalent, although it may be changing slightly. Many liberal educators can even be characterized by combative aggressiveness which is related in a way to the image of masculinity prevalent in our society. Leadership is not a word which is associated with gentleness. Leadership is manliness, firmness, assertiveness, decisiveness, but not necessarily gentleness. Gentle men have become dissociated, semantically, from gentlemen ("All right, gentlemen, I want you to go out there during the second half and knock their heads off!") Abraham Lincoln, Martin Luther King, Mahatma Gandhi, Pope John, Albert Schweitzer all were associated with gentleness, yet singleness of purpose, and they always seemed certain of the person residing within them. It is with difficulty that a school principal exhibits tenderness, gentleness, and other acknowledged feminine characteristics.¹¹ It may be argued, and well, that to accomplish a renewed direction, aggressiveness is mandatory because that is what it takes. There is an Eastern maxim, however, which suggests that one should "allow the river to flow."

That is a person message which could be repeated whenever impatience with others (mistrust?) threatens to alter a course of learning or ostensibly the course of a group or a school.

Professional status is a concern since a principal who decides to enter an organic process of learning will in all likelihood be viewed by those outside the process with attitudes ranging from bemusement to outright hostility, which may explain the sense of isolation experienced by a newly directional person (principal) when in large gatherings of administrators.¹² He may or may not be "respected," depending on how that term is used and from where it comes. Fortunately, sustenance for his life's energies comes from many other directions so that personally, this isolation is tolerable. But "professionally," how far up the hierarchy can a person go and maintain a personal directionality, remain organic to the learning process?

Joseph Featherstone, in An Introduction, a report on British Infant Schools, makes it clear that principals are necessary.¹³ Early in his thinking about these schools he felt that the headmaster was unnecessary, but after observing many infant schools in operation he concluded that it was the headmaster who set the tone and guaranteed the conditions for organic learning. Someone had to act as protector, supporter, and interpreter of the process. The headmaster, then, must feel a sense of power and it is that power, if used wisely, that makes organic learning possible. The power of notoriety or publicity or publication or acclaim or isolation all will be funneled through his person. How he interpolates that power is crucial. Will making the organic process public co-opt the process itself? Since publication in a sense generates power (publication here means all methods) and power in a sense feeds ambition,

is that not antithetical to the organic nature of the process? Is it possible to maintain an internal generation of power to be naturally disseminated through those who extend and grow from the organism?

Jonathan Kozol seems to have managed to retain some of his original perspective (Free Schools) in that his speaking and writing and publication is for the direct benefit of the learning organism he represents - but what of Kohl, Holt, Silberman, Jencks, and others (Illich)?¹⁴ Must power corrupt? A principal must know.

More needs to be said about the process of evaluation, especially where the principal meets the demand for accountability. One wishes that word had never leaped to the head of administrative jargon. In the first place, it strikes one as a fuzzy, ugly word which suggests only images of bookkeeping, accountants, and other things less than organic. If only "responsibility" had been chosen as the key word, there could have been established a much clearer route to evaluation. Responsibility strikes a clearer image in the minds of most persons ("development" also retains much of its intended beauty). If you say what a person is responsible for, then everyone may understand whether he has been or not. That is why responsible evaluation becomes a major premise for operation. When the principal (person) enters a group, he brings with him his knowledge, values, life's energies and direction which are understood by the members of the group and openly included in this process. Part of his job, it seems, is to sense the knowledge, values and direction of each person and the group (that should be part of his "knowledge" contribution) and assist supportively the development of recognizable goals, written and unwritten, and demonstrate how to transmit that process to persons called students. That suggests an inter-response mechanism

which if wholly operating amounts to evaluation as part of the process, running through and through its operation. Classroom "observation" may then be enlightening rather than mandatory, since observation, as commonly known, would be replaced by involvement. Others are just as involved in this process and assessment, so it is not necessary for the principal to "schedule" himself around. Others are around - an instructional council made up of the principal and teachers, for instance. The organic key is that the group is loosely organized but tightly structured as to function in order to serve the needs of the organism as a whole. It is through this group that overall evaluation shall flow and overall direction established.

The principal is central to the model of continuing education in a school, but it is the organism as a whole which must respond to the human needs within. If the principal is able to make visible his person ahead of his role, the organism may be responsive; if not, there may be no organism, just a school.

D. Setting, Human Conditions, Environment

The setting for the continuing education model should be examined through its potential for becoming a community of learning people within the larger communities of our society so that the school setting won't be alien from the culture, but rather a dynamic, healthy force which encourages and allows commitment to emerge.

A student teacher said with concern, "I hope I'm good enough for my kids to learn--I think I bore them the way I talk." Shyly he said, "Perhaps then I could be a facilitator of their learning." He was shy because of the jargonese ring of the word "facilitator." In the same room was a teacher studying law in the evenings and he was asked, "Are

the rigorous, memory-requiring exams given throughout the law student experience helpful for your own internal discipline?" "No," he replied. "There is no place allowed for reflection, contemplation--it's more like a survival course which embitters students to the point where they lose their 'idealism' and simply want to be paid back for the effort they've put forth."

Here are two examples, one from a low-level of schooling (7th grade teacher-student) and the other at a high level of schooling. Already the teacher-student is tentative about his idealism and joy with the learning process and the teacher-lawyer has given up his hope for joy with the learning process. Why?

What is in the nature of man that will succumb to this repression of joy?

A school could be an environment to concentrate on. A school could be a community whose environment is determined primarily by those who inhabit it. If we can assume that learning is continuous and helps define human existence, cannot a learning environment be based primarily on that assumption? Will technology fail or suffer demise if that assumption is made in a learning environment? One doesn't need knowledge, one only needs. Knowledge (books, concepts, etc.) is used, but only as needed. Perhaps technology could be returned to human perspective as a tool.

An environment based on the needs of its inhabitants is dependent on certain factors which are more easily prescribed than implemented. Those factors are a positive mentality, a sense of authority, and psychological openness.

In an environment (a school, an office, an organization, a park, a

block, an exam room) there is a mentality made up of all the human connections contained therein, mental connections. All the emanations from each mind, all the feelings, needs and learnings, are good. The resulting mentality may be good or bad. Those who feel that human nature, of children especially, is evil, often cite Golding's Lord of the Flies as an example of what children will do if let alone.¹⁵ What was evil was the mentality which existed among those children. The learning environment which had been structured for them produced a mentality which forced them to use everything (religion, rules, knowledge, background, skills) against one another. That mentality is bad.

In time of unusual circumstances, in crisis, tragedy, and joy, human mental connections are made which emanate from concentration on a single event, a single circumstance which causes purposeful activity to occur or mutual feelings to exist which combine to create a group mentality. Usually this mentality is good. Deaths or births of loved ones, cataclysmic events, things natural or beyond control draw humans together.

There is no mentality developed among humans which is neutral; the mentality resulting from human interaction creates and generates either a positive or negative valence.

The Watergate situation in the executive branch of government is an example. If an outsider is brought inside, he senses and responds to a mentality which can be observed, felt, analyzed, and reflected on. Within that mentality, there exist human beings whose needs may only be fulfilled through maintaining or securing self-esteem or security (on Maslow's hierarchy) and all the knowledge, power, money resources are directed toward that need and only those people whose needs are at that

level (or are willing to hide other needs) are invited in and allowed to stay.¹⁶ Because that mentality is defined so sharply and has such tight boundaries, it is not possible to see outside. Inhuman activities take place for which no one takes responsibility. The singleness of purpose, the myopic sense of direction, and the mentality based on self-esteem and security are continued. That is bad.

It is in the nature of man to be a part of a mental outlook. Through his personhood he may choose to resist its effects, if he calls it bad, or revel in its effects, if he calls it good. Or he may attempt to use his personhood to change it and either be thrust from the setting (or remove himself) or accomplish the change. But he may not escape the fact that he is always part of a pervasive mentality.

Throughout the fabric of an existing mentality, there is knowledge, in fact knowledge that may be common to both positive and negative mentalities. The difference lies in what the knowledge is used for in each; within a positive mentality, knowledge contributes to the function of the organism; within a negative mentality, knowledge is guarded and used for self aggrandizement, self-esteem, or security, and does not contribute to the function of the organism.

Why couldn't a school with a strong leader (strong in the sense that he is not afraid to trust) concentrate on consciously developing a mentality which uses knowledge without observable boundaries; in other words, use knowledge freely to mutually reinforce the existence of those people who are in the system?

Within a positive mentality, structure is maintained by freedom. Maintained by freedom? Is that possible? Yes, if one considers that freedom is a delicate, highly structured state of being. It is structured

by a sense of authority which pervades the system. The authority becomes a human authority rather than an institutional authority, a moral authority rather than an immoral one (or worse, amoral). There then can exist a sense of what is right or wrong. There is no right or wrong, mind you, but only a sense about it, a directionality which coincides with the course of learning embarked on by persons. That directionality assumed by persons may exist as a phenomenon of the universe which relates to the concept of infinite existence of one's mind before birth and after death.

The structure of authority in a school setting should be shaped by the forces present as two people, or three, or more interact. The idea of internal supervision is an example of authority which might exist in a school--the interaction of any two people, regardless of role, results in the interaction of the knowledge and the course of learning of each--say a teacher and a student find themselves on a parallel course of learning--the teacher may be further along in development of his knowledge, insight, or reflected experience. The fact that he is further along suggests an authority for him to reach out, gently, and touch the other person and for an amount of time, however brief, guide him. If there is operating the premise that any person in the setting has that authority, the positive mentality needed for an open environment can approach reality.

For the survival and growth of personhood, an open psychological environment is mandatory--each person must be able to seek knowledge of his destiny; he might be allowed a glimpse at his destiny by recognizing a course of learning for himself. That is more responsibility than most are used to, but in its recognition, then cultivation, those who make such a commitment are thereby freed.

NOTES

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Chapter II

THE INTERN PROGRAM

A. Components

Love, trust, intuition, and intelligence are elements of the intern program as with other programs described in this paper. However, love is that component in the intern program which is most important and without which there would be no program.

Love between the students and the interns, between the interns and the cooperating teacher, between the teacher and all others connected with the program all depend on the willingness of all the "adult" actors to respect the forces of idealism which are brought to the school by the interns. Sometimes naive and often unabashed in their idealism, interns can bring with them a willingness to be open, an assumption that all students are there to learn, and the assumption that all teachers are skilled professional people seeking to help the students learn.

Tears, anger, surprise at treatment given to others, unremitting joy, good humor, optimism, abject fear, self-doubt, self-pity, introspection, extroversion and many other states of mind characterize the experience for the intern and that amounts to love, approximating those emotions which exist in a tempestuous love affair. Special tenderness and understanding must exist between the parties which are not required in other relationships.

If it is a credible assumption that "experience is everything," as John Dewey has said, then the intern program, characterized by love relationships, is a sound one.¹ Is including or recognizing love relationships a proper and relevant way to assess the program for its effectiveness? Can one assume that the program is effective if it does include recognizing love relationships as an important component? Can a person learn to be a teacher when his emotional state seems as important as his professional skill?

It would perhaps be helpful to look at the middle school child, from 11 to 14 years old, a period when a wide range of emotions are expressed more openly and visibly than at any other time. The open exploration of one's own emotional life in the company of others might lead to closer understanding of the anguish suffered by many pre-adolescent students. Peter Marin's article, "The Open Truth and the Fiery Vehemence of Youth," provides an outline of the emotional bond which exists between the adult and youth.² The connection is in the memory of struggle, of turmoil, of history and provides a foundation for understanding. Rather than repressing that personal history of emotional struggle and bewilderment, perhaps teachers should emphasize and validate that history. In that emphasis and validation of one's own history comes the tendency to recognize and validate that struggle in others, particularly students, and, to some degree, interns.

If love requires the involvement of people working together, probing into personal emotional history, including subconscious desires and motives, then love may very well be the most important component of the intern program.

Love subsumes at once the most vulnerable, creative, honest,

revolting, miserable, joyful, and confusing aspects of human existence but often is regarded as a "waste of time." Rousseau contends that love is not a waste of time in the school setting (any setting). It is the contention here that recognition of love through granting validity to one's own emotional history will provide insight into the learning process. That learning process includes recognizing cultural shifts, one's own and that of students, relying on personal history for making predictions, identifying life direction, and educating oneself (and allowing others that right).

Love makes the connection between an institution and its client possible. The intern brings a new dimension which provides the bridge that makes the emotional connection between the student and his or her school closer, the pupil-teacher ratio is reduced, more personal attention is possible and encouraged, more direct talk occurs involving students and between students and teachers, and the mythical "individualization" is more nearly approached. If an emotional gap exists between student and teacher, or at least an emotional understanding gap, then including the intern helps to close that gap.

Introducing the use of love as an important component of the intern program has potential side effects which may be as important as the success of the intern program itself. Those side effects are the possible opening of the school environment to the use of love as a component for its over-all program. When asked "why" questions, as we often are by interns, honest answers require constant personal reflection often accompanied by slight changes of assumptions, slight revision or review of values, and a view of ourselves only rarely explored. The view of love as being for off-duty time may be altered if we recognize its importance in the learning process for interns.

Love can be masculine (or sanguine),
 Love can be feminine,
 No one knows who or how,
 Whether it's nominal or verbal,
 But everyone knows when.

B. Case History

The intern teacher program is so named to distinguish it verbally from the images associated with "student teacher program." The images seem important and the opportunity to be distinctive is mandatory for a successful program. For instance, the term "intern" has the image of "useful" although it carries with it also the image, not unlike those in the medical profession, of being overworked, underpaid (or not paid), overly zealous, idealistic, energetic, but, nevertheless, useful--an addition to a program, at the least not a liability.

"Student teacher" has an image of not being useful and is viewed many times as a detriment to a program, a nuisance, an interloper, a necessary burden to qualify for fee waivers (somehow there is feeling that the students are trained before they become student teachers and should know what to do).

A case history of the development of one intern program might serve to illustrate the procedures, some of the pitfalls, the exhilaration found through intense relationships and activities which were identified in a public school setting.

This case history involves a teacher, a principal, a supervisor, some interns, the rest of the staff, and public school students, primarily at the ninth grade level. The setting is a suburban school district of a large midwestern city in the early 1970's. Two junior

high schools exist in the district which are somewhat competitive with each other because of the natural separation of the community along a creek. The case history is of one of those junior high schools and is an attempt to describe the relationships and activities which made the intern program a life-giving force having many characteristics of a living organism. What follows is a description of the events which occurred in the initiation and development of the intern program.

In an attempt to ignite teachers' energies before the January-April doldrums set upon his staff, the principal asked the supervisor to arrange for a speaker to address the junior high staff. He wanted someone who could inform, challenge, excite and energize. The supervisor contacted a professor of his acquaintance who possessed the qualities which might accomplish the objective of "firing up" the teachers. His talk was an involving one, directed toward decision-making, identifying problems and responsibility and how those are interrelated. He challenged assumptions, especially the "'they' are responsible" rationale used by many for not acting. The primary thrust of his remarks was that people, especially in a bureaucracy, do not assume responsibility, partly through lack of experience in solving problems (schools seem not to encourage solutions of problems by those who reside within them), and partly through lack of problem-solving skills.

The staff of Stygler Road Junior High School reacted vociferously and with candor to the presentation. Some felt his statements were radical and therefore irrelevant; others were encouraged and inspired; few were uninvolved. The next morning, the staff lounge was filled with shouts, arguments, vows of action, and in general was a scene quite apart from what one might expect in a teacher's lounge in late January

of a normal school year. A normal scene might include the sounds of coffee being poured, people staring vacantly or talking without animation about the latest sports incident or television show. Not this morning. What had been supposed to be exposure to an uplifting speech had turned into a recriminating, shouting, challenge issued generally from within the staff to "do something about it." It was a real feeling that the school was not being responsive to the needs, in any important way, of the students it was supposed to serve.

The students were drawn from the section of that suburb which could be classified generally as lower middle class, with many broken families, families having two working parents, families from Appalachia, people who are highly transient, whose children are non-college-bound, situated at the "first stop" on the way to better housing. It was, loosely, the "other side of the tracks" in that suburb. There is a geographic separation in the form of a creek which does divide the community, psychologically as well as physically. The staff felt the needs of these students were inadequately served by the present departmentalized, subject-centered curriculum. The new problem became identifying those needs and the process to use in that identification.

One means for developing a process of identifying problems was an outgrowth of the shouting in the lounge that morning. A teacher became so incensed that she wrote a sentence on a piece of paper and posted it on the bulletin board - that sentence was "For those who want to do something about this school, meet at my house at 7:30 tonight. Sign below." Out of 45 staff members, 15 "signed below," including the principal and assistant principal, and did meet at the teacher's house that night.

The meeting was held and was awkward ("I don't know what I'm doing

here. What are we supposed to do?" until the task became one of generating ideas, assuming that all circumstances were ideal and that what was decided would be done. Under those conditions (or lack of them), unique and even bizarre ideas began to flow. One idea was to make attendance non-compulsory, one was to abolish required subjects, one was to rotate assignments (roles), one was to stagger one-week vacations throughout the year; others involved teacher aids, student teachers, or para-professionals to reduce, essentially, the pupil-teacher ratio. As ideas were sifted and reviewed, discarded and refurbished, the most practical objective seemed to be reducing the pupil-teacher ratio if indeed the real problem was lack of personal attention granted each student. Among the alternatives developed for achieving this objective were using parent or community volunteers, applying for para-professional funding, reducing the length of the school day (rejected due to state standards), and actively soliciting connections with student teaching programs at various universities.

After discussion, it was decided to explore a student teaching program in as many subject areas as possible with as many universities as possible. Using student teachers was decided upon because of the relative consistency which could be built in, the fresh enthusiasm and developing commitment of university students (the "near teacher" status), the lack of initial expense, and the relatively free access to qualified people.

A representative volunteered from each of the main subject areas to do as much extra work as needed to develop a useful program. The principal and supervisor set about writing a proposal for funding. An English teacher, Fran, had a special feeling for the concerns of the

students and a real desire to do something about acting on those concerns. She was most enthusiastic about the project.

The second period class did it for Fran. They freaked her out. They exhibited "The open truth and the fiery vehemence of youth" in that they caused her to live within their collective emotions of extreme love, hate, anxiety, sensitivity, humor, creativity, warmth, thoughtlessness, often running that gamut within one class period.³ The supervisor suggested video-taping one class period so the class could examine themselves, get a feeling of themselves, from outside of themselves. The class began with a discussion of the purpose of the taping, which was to witness their own behavior, and were assumed that the tape was the property of the class itself to be used to its own purpose. The phenomenon of looking at oneself seriously on television while knowing what had been going on in the minds of at least one of the "actors," and being fully aware of the atmosphere prevailing, had an impressive impact on many of the class members. The class went on to discuss its own interaction, what was wrong with it, what was needed, what people should be doing, what "education" should be, how the school should be run, until it became a shouting match. The catharsis may have been prompted partly by the masochistic behavior of one boy who constantly reminded everyone that "it's a privilege to go to school - we should act right," a statement which to the rest of the class at least did not have the "ring of truth" to it, causing them to shout at him, then at one another, in one of the most riotous, uncontrolled classroom outbursts ever recorded live. Then it was played back. One by one the students crowded around the monitor, some of them exclaiming softly, "Can that be true?," with others saying nothing but appearing to be taken aback. The hush of

recognition was followed gradually by the clamor of denial, not direct denial, but the denial implied by random, almost embarrassed activity calling attention away from the video reminder of what inside they knew to be true - they did not listen nor were they humane actors. That included Fran.

Later in the day a humane response did develop as each note or whispered message found its way back to Fran, messages which contained everything from attempts to explain the undeniable behavior, to abject apologies, to an announced resolve to "get it together." That session was the turning point in the history of that class - from then on, from the catharsis of unflinching self appraisal, the class became as cohesive, memorable, constructively creative as any in Fran's experience.

The intimacy achieved and the dynamic learning that took place is what provided Fran with the model for what she would hope to achieve through an association with student teachers. One teacher could not hope to achieve that cohesion and real learning atmosphere with 150 students but more than one person might. Therefore Fran was ready to open her English program to full involvement with the university.

A professor at the university had worked with the supervisor for two years, developing alternative student teaching experiences through working closely with teachers in schools. They assumed that the teachers and student teachers know best how the program should operate and offered unlimited assistance once direction was identified for the program. Each person in the program discovered and developed his/her connections in cooperation with others who were developing their own connections.

A connection between persons is that part of their relationship which reaches from the center of one person's being to the center of

another person's being and which allows mutual growth to occur, indeed nurtures growth. The nature of learning is in that center of being; an organism seems to grow spiritually through the nurturance of the connections with other living organisms. An assumption made here is that the basis for any developing program lies in the connections made at the person level, regardless of the role the person(s) may assume.

The professor began to identify certain college students who would make a commitment for more time than usually required in order to gain some options: increased real responsibility, assurance of unlimited supervisory support, and the opportunity to remain for more than one quarter in a school. The principal, supervisor, and other teachers contacted other professors and departments to solicit the assignment of student teachers to the school. The English Education Area was the most willing to make placements according to the needs of the school, the Math and Science Area seemed interested in using the school as a site for their program, and the Social Studies Area indicated interest but was unable to offer any resources.

Fran and the supervisor met with five prospective student teachers prior to the opening of school and, after an animated recording of hopes, ideals, and plans two of them decided to begin two days before school started, two of them began at the beginning of the quarter (one month after school started) and one deferred the experience to the following spring. Early in the program it was decided that mini-courses would be offered to ninth grade classes, primarily Fran's. Courses would be designed by the interns and Fran, offered to the students for selection and would arbitrarily last for three weeks. What was not decided early was whether interns would be instantly immersed or gradually introduced

into the program. Instant immersion meant simply that an intern would visit one day and begin teaching a course the next. Gradual introduction would involve observation, limited involvement, then responsibility for a course. Each was to be responsible for his or her mini-course, become involved in school activities, and meet daily with Fran, informally, and more formally each week with the supervisor.

Problems encountered during that first semester included the inability of the group to confront the one intern's lack of motivation, laziness, or unwillingness to confront issues within herself. She engaged in rationalization, defensiveness and avoidance, which were exhibited through habits such as being absent or late without notice, being unprepared for classes, and encouraging gossiping rather than interaction in her classes and calling it "freedom." The principal, Fran, and the supervisor decided later that it was the fault of the group that feelings generated by that behavior were not clearly expressed, to the detriment of the girl herself, who never had the chance to reach a conclusion about "who she was" as teacher. The others, however, were willing and able to face that question and, as a result, learned and grew. The others, including the teacher, principal and supervisor, grew to understand the principle of "internal supervision" referred to in chapter one, in that each was involved in the quest for elements of truth in the relationships between them and with the students in the school. As long as that quest involved open discussion and resolution of problems, the evolving system of problem-solving remained intact. With that one girl, "internal supervision" was not applied, feelings about the girl were not brought out, her feelings were not identified, and the system and the girl suffered. That mistake was not repeated.

Another problem which was never quite eliminated was the method for selecting students who became interns. The method was to select those who were contacted by or who contacted the professor and often the school found out who was assigned only one or two weeks before the quarter started, if that soon. Early identification of prospective interns became a primary objective.

After the first quarter, two interns graduated, two stayed on, and four new ones were assigned to the school.

One was commuting from New York (she flew home every weekend); one had a masters degree, had been in the Army, and needed student teaching credit; one was a sensitive young man, searching for what his father's business didn't offer and who was bewildered at first by public schools; one was pragmatic, hardworking, creative, and absolutely certain she wanted to be a teacher.

A perfunctory approach to the task of teaching resulted in well-controlled, active mini-courses for the first two, personal and professional trauma for the third, and for the fourth, as if she had been told what to do, an immediate deep understanding of needs and feelings of students and the subsequent creation of appropriate curricula.

And Fran cried.

What was missing was the emotion, cohesion and growth experienced with the previous interns which together amounted to love and which distinguished what she felt the new interns could be from what they were. Fran cried inside because of what she felt was the loss of mutual support and interaction among the new set of interns. Once again, identification of prospective interns became an issue along with the restrictions imposed by having only one quarter together.

A means established for resolving issues of conflict about the program came to be known as the Red Door Inn Experience. At least once each quarter, the principal, assistant principal, supervisor and Fran would clear their schedules for one evening and eat dinner at an informal eating and drinking establishment called the Red Door Inn. The date would be suggested by whoever felt a need for such a meeting. Following dinner, an open-ended discussion took place about what was really going on in the program, the possible effects on other teachers, on students themselves, what rumors existed about the conduct of the interns, in and out of the classroom, and more importantly, whether serious attention was being paid to the kind of experience an intern should have in order to be best prepared for his or her profession. There was a persistent tension between pragmatism and idealism, the former saying that lunch duty, study halls, restroom patrol, and hall duty should play a significant part in an intern's schedule, insisting that every intern know how difficult teaching can be when combined with the duties cited above. "Give them a dose of unpleasantness along with their struggle to prepare classes and relate to students in the classroom."

Written into this message was the felt need to "make sure" that the obligation was fulfilled to provide realistic training lest they be accused of negligence by "them." Here is another case of the ever-accusing "they" who holds one responsible for neglecting to place a restriction on someone else.

On the other side, sending messages just as strong, were those who said that the primary objective was to give interns every opportunity to find out what it felt like to prepare for conducting classroom activity and to interact with their students in such a way that learning could

take place. In addition to time for preparing these activities and the time for carrying them out (in the classroom), there should be time in the school day for reflecting, for examining their knowings, sifting information, and reaching some conclusion about whether teaching is an appropriate life activity for that person. The reflection time might be simply a time of wandering, in a sense, through the school, sampling the images, the feelings, the smells, the opinions (the teacher's lounge). Then the decision about whether to teach could be based on knowing something from within oneself, not on fears such as "I'd like to teach, but not if I have study hall or restroom duty or lunch duty." The primary question is whether one wants to teach. If the answer is yes, the various duties are irrelevant and can be learned in a short time and do not need to be experienced any sooner than necessary.

What really was being examined was the identification of responsibility in the training of prospective teachers. What was at stake? Who would profit from the wise decisions and who would pay for the unwise ones? What part did one's "self" play? Were those there the ones learning? Should they? Was risk involved? Is risk a prerequisite to learning? Or program development?

The negotiations were often carried on for several hours, often at eyebrow-raising (other patrons) noise levels, and always the meeting resulted in a change in the intern program, a revision which, at that moment as viewed by those present, would best fit the needs of the student in the school, the interns, and the rest of the faculty. Since needs, perceptions, emphases, and environments change, so also should the intern program, and it did. Moving from total assignment to mini-courses and small group instructional responsibility with one cooperating teacher,

Fran, to an experience which included large class responsibility with other teachers for specified periods, and occasional duties outside the classroom represented the negotiated settlement.

The importance of the Red Door Inn Experience was not that it took place but that it was part of the process of growth and development, a means for conceptualizing and implementing, seriously, a program. Without allowing for, and making a priority for, this type of event, any program runs the risk of outliving its use or of becoming perfunctorily executed, which is life-reducing in a learning environment.

As the process evolved, the program moved into its second year, achieving a life of its own, of sorts, and certainly bringing the process of development into closer focus for the permanent members of the organism - the teacher, the principals, the supervisor and the professor. Each new group of interns, however, as implied in the description above, took varying amounts of time to feel part of that organism. Some may never have felt a part of it. But with each group of interns who arrived, the learning process had to be renewed. Each responded as a group differently when confronted with his or her self and the ultimate question, should I teach? The asking and answering of that question represents a primary goal of teachers and teacher trainers.

In the second year of the program interest in the intern program was generated in another school from among those districts served by the supervisor. An English teacher there was involved in a team with a math and a science teacher and needed help in reaching the goals agreed on by the team, one of which was to individualize and tailor the program for each of their students. Interns would help achieve that goal by reducing the pupil - teacher ratio. The administrators were to be involved

in any way they could. There existed a mutual understanding between the teachers, the administrators, and the supervisor about what is important and what is not in a learning environment, although plenty of disagreements occurred among them.

Also in the second year of the program a teaching assistant was assigned to supervise the interns at each of the schools. This added a person to the mix of people identified as necessary to make the intern program an organism with life-giving qualities. The program must be perceived as an organism with life-giving qualities, however, by those who reside in each institution, the school and the university..

Then Fran died.

That interrupted the developing sense of history. The organism was nearly shattered. Hearts were stunned. It was difficult to cry. When a young adult person dies suddenly and the young adult person is a vital part of another organism, there is no way of measuring the impact the loss of that person has.

Not even the fact that interns were able to continue working in the school with other teachers, not even the fact that former interns were available to be hired, not even the fact that students were used to being divided into mini-courses could quickly dispel the notion that the intern program must die also.

After the first wave of anguish, the principals and supervisor met to consider their options and after much deliberation decided to hire a former intern, one whose ingenuity, dependability and quiet intelligence about people all suggested a perfect solution. Regenerate the organism from within itself. For perhaps too many reasons, whether it was being thrust into the position of master teacher or guiding interns while

settling her own priorities in the classroom, that former intern quit suddenly after only two months. In order to fill the awful need created by so much turmoil in that school and to achieve some measure of stability for the students coming into that classroom, the supervisor assumed the teaching job full-time until a suitable replacement could be found.

The supervisor had the opportunity to assess the program from the perspective of classroom teacher which had the unexpected pay-off of showing what the teacher could not say to the administrator. What could not be said, according to the supervisor's perception, was that the pressure of the institutional need for control often interrupted the open communication between the teacher and the best administrator. The teacher must constantly reassure the principal that classes and students are always under control to the extent that, when they are not, the administrator would be the last person to be informed because of fear that he or she would over-react and not process openly problems as they occur.

Some mechanics such as that generally achieved in the Red Door Inn experience must be devised in order to work in a problem-solving process rather than relying on arbitrary decision-making in the communication between people involved directly in the program and the administration. The need of administrators, because of perceived outside pressures, to "do something" about every problem often stands in the way of developing the problem-solving process internally.

For instance, if a third period class was being particularly troublesome, the teacher might not involve the administrator because of his tendency to "take action" such as removing, reviling or otherwise threatening some students, or adjusting the class assignment of one or more

interns. All of the above might be possible alternatives but need not be decided upon immediately until the problem-solving process has been explored involving many people. The supervisor found out that the principal and supervisors, when confronted with problems, began generating solutions rather than alternatives.

Once the permanent teacher, a former cooperating teacher for interns at another school, was found, the program took on the dimensions of another person's perspective. Because of the perspective, the program became more widespread among other staff members. More teachers in the school became cooperating teachers during at least part of their school day.

C. Evaluation

Evaluation of the impact of the intern program was accomplished from the administration of two questionnaires over a three year span to each ninth grade student.

The questions were constructed after meeting with teachers, including Fran, interns, students, the supervisor, and an administrator. An attempt was made to phrase questions which would be free of jargon (understandable) and yield responses which would be useful in revising the program itself.

Questionnaire #1 was more general in nature because it was administered during the first year to students in the ninth grade not exposed to the interns as well as those who were exposed to the interns. In subsequent years, all ninth grade students were involved so no comparison was possible.

Questionnaire #2 was administered only to those ninth grade students who had worked with interns in each of the three years.

The questionnaires and their results by percentage are included in Appendices A and B. They include data from 1973, 1974, and 1975. Appendices C, D, and E include evaluation reports which highlight the data sent by the supervisor to the principal after each of those years.

From the results of the questionnaires over three years, students who worked with interns indicated generally that they enjoyed English more than in their previous year when interns had not been available to them. "Enjoyment" was considered an important descriptor since it was assumed that each respondent knew what enjoyment meant to himself, making the semantics of the question constant throughout all responses.

An overwhelming (90%) number of students preferred the small group size possible through mini-courses to any large group class. In an informal interview conducted with students who had worked in the intern program when they were in the tenth and eleventh grade, all students (selected as a cross-section from students who received poor grades to those who received good grades) said they would prefer the small group, regardless of the teacher, to being in a large class with the best teacher in the school.

Eighty percent of students reported that they learned more when working on their own, working individually with another person, or participating in a class discussion. Eight percent indicated they learned most (or best) when listening to the teacher explain something to the class. Sixty-seven percent of students felt more willing to participate in class discussion or give an opinion in the small group than in the large group.

Seventy percent felt the way English classes were organized was as good or better than in their previous years in English classes.

Fifty-two percent said they found out things about themselves they didn't know before, as a result of being in the English class, and fifty-eight percent felt more attention was paid to them as persons than they had been used to in school. Fifty-five percent learned some things and had experiences in English which they would remember for a long time.

Sixty-six percent felt they learned things they needed to know in English more easily in the intern program and seventy-nine percent felt they would not have been better off in "regular" English.

One of the important responses was to a question in which students were to select the statement that best described their attitude toward interns. Fifty-seven percent said they acted the same as they would toward a regular teacher or felt they learned more with an intern. There had been a feeling, especially among the interns, that the students did not "respect" them. Approximately twenty percent indicated some response which would have confirmed that feeling. The rest were either quite positive or had no response. In assessing the feelings of the interns, one might suspect that they had a tendency to react disproportionately to that twenty percent in making their own assessment of how "things were going."

Generally, the intern program has served its original purpose, to reduce the pupil-teacher ratio (smaller groups) and to individualize the program in English (most students felt their persons were attended to more than they are used to). Aside from the administrative difficulties inherent with having more people, the students in the school and the interns appear to have benefitted from this program. The relationships developed between interns, teachers, administrators and supervisors were of mutual benefit.

NOTES

1. John Dewey, Experience and Education. (MacMillan, N. Y., 1938), pp. 116.
2. Peter Marin, "The Open Truth and Fiery Vehemence of Youth," The Center Magazine, Vol. II, No. 1, (January, 1969), pp. 61-74.
3. Ibid., pp. 61-74.

Chapter III

A WORKSHOP NETWORK

A. Component

Intelligence may be a set of knowings possessed by an individual. Each individual has his or her own set of knowings, certain competencies and sensitivities and awarenesses which are peculiar to his or her own way of relating to the world. For instance, an English teacher may say, "You must know the difference between verb forms and noun forms in order to write better." Much of his energy will be directed toward making that assumption stand up. He relates to the world partly through that assumption and defends any attack on that assumption. Part of his intelligence, or knowings, contains that assumption and is what he is willing to share with the world until either that assumption changes or is replaced.

Among teachers (or any professionals), IQ scores are insufficient for describing intelligence; perhaps the recognition and identification of specific knowings are not. Intelligence may then be measured in a collective sense if the knowings of each individual are acknowledged or defined.

Some of these knowings can be identified. The University of Florida Middle School Project identified some desirable staff "competencies" which have been edited and adapted for use here:¹

1. Awareness of one's own behavior patterns and how they are influenced by situations and beliefs.

2. Understanding of the physical development process of students.
3. Understanding of the intellectual development process of the student.
4. Understanding of the socio-emotional development of the student.
5. Understanding of the career development process of a person.
6. Understanding of the moral development process of the transescent.
7. Understanding of and application of various theories of the teaching-learning process.
8. Understanding of group dynamics and group processes.
9. Understanding of presentations with particular media.
10. Organizing his or her teaching according to these understandings.
11. Demonstrating means for developing comfortable, natural classroom control.
12. Helping students to understand alternative values.
13. Employing techniques of problem-solving.
14. Employing successful techniques for developing communication skills such as reading, listening, writing, and speaking.
15. Encouraging students to become independent learners.
16. Employing multi-disciplinary instruction.

Intelligence of persons may be identified by their attempts or willingness to join that intelligence with the intelligence of others in an educational setting (defined as any place a person goes to be "educated," however that person defines education). The "others" mentioned above may be students, other teachers, interns, administrators, parents, or other workers in an educational setting.

Joining one's intelligence with that of others will take different forms in this model, having varying levels of intensity and will be participated in to varying degrees depending on the individual. Some may share or interrelate his or her intelligence only with that of students. On a teaching staff, the person might be regarded as a "loner."

Others may feel the need to share his or her intelligence not only with students, but with colleagues, with parents, and others in the educational setting. On a staff, this person might be regarded as "gregarious" or as a formal or informal leader.

As a component in this continuing education model, intelligence has to do with knowings and knowledge, the attitudes with which persons demonstrate them, and the media through which they are communicated. This model depends, therefore, on a Workshop Network. The network may be applied to any system, whether that system is a school, several schools, a district, or a metropolitan area. What follows are descriptions of three media which together make up this workshop network.

B. Seminar

The seminar is one medium of the workshop network. The characteristics of this seminar are:

1. The topic for the seminar is the reason for persons attending.
2. Attendance is voluntary.
3. Some payment in the form of university credit, inservice credit, development of a usable skill or set of knowings is expected by participants.
4. Specific objective(s) or goal(s) will be accomplished.
5. Meetings are held over a period of time.
6. The seminar draws its primary resources from among its participants and becomes an organism.

For four years such a seminar has been conducted in Franklin County. What follows is a case history of that seminar.

The Franklin County Seminar started with a new supervisor faced with orienting thirty-five new junior high/middle school teachers from seven school districts. Describing central office services, curriculum

guides, classroom supervision, film guides, philosophy, nor anything else seemed sensible topics two days prior to what was the first day of teaching for most of those in the group. If a person felt adequately prepared and had had good training, he or she was simply anxious to get started with students and needed no speech nor revolutionary ideas about any system outside the classroom. If the person felt inadequate and was ill-prepared, no information would be adequate to fill his or her needs. The insecurity of beginning teaching could only be tampered by "getting it over with."

Since something had to be done (there could after all be no long periods of silence with a supervisor present), this supervisor decided to simply engage each person, if possible, in some conversation about himself, his assignment, his background, some goals, and let it go at that. After beginning the conversations, however, the supervisor discovered himself wishing that the discussions might continue and reasoned that others might wish so, too.

That wishing and reasoning became what has been known as the Franklin County School System Orientation, or "the seminar."

Originally, it was designed for new teachers at the middle school level from all the county schools. The need seemed to exist for those new teachers to continue a dialogue begun before school started; seminar objectives would evolve. It also seemed important that the seminar be not confined to a certain time period but be spread out through the whole year, with not frequent but regular meeting times. There was every reason to believe that such a seminar might even deserve the granting of university credit. Teachers meeting together under some guidance to identify concerns and ameliorate them or to develop a

personal educational philosophy and measure it against one's daily activities (or, "in practice") might be recognized as important for a graduate education.

A professor was contacted who agreed that the above assumptions made valid the granting of a group studies number and credit (a group studies course is one that exists for a specific purpose and has a life of only one quarter or semester). The new teachers were contacted by mail and in person. A schedule of twelve meetings (every three weeks throughout the school year) and a meeting place were announced.

At the first meeting three people showed up.

The supervisor asked several people who had indicated interest why they had not attended the first session and received replies such as,

"I would like to take the seminar but I'm just so sick of school-I just graduated."

"My husband won't allow me to go down by the university at night."

"I just feel too pressured with learning my teaching duties."

"I forgot."

"I didn't get the information but would be interested if it's not too late."

"I really can't do it, but could another teacher in the school take it even if she is not new?"

Ahah!

Why couldn't a school system orientation include anybody in that system who was interested? Perhaps that is what an orientation should be.

Hurried notices were distributed to administrators and teachers lounges that anyone was welcome to enroll in the seminar.

Twenty-nine people (elementary, junior high, and high school teachers, administrators, counselors, consultants) showed at the next meeting which was held in a school's library and a set of objectives became evident in a broader scope than originally intended. The objectives were and are:

- (a) To be able to construct a recognizable (to the individual) comfortable general philosophy about education (learning) in the context of a real situation. Success of attaining this objective will be measured by a description which in the developer's judgment best typifies a philosophy. This description may be in written expository form, an artistic expression (painting, poetry, music, the conducting of a group endeavor for videotape or live performance, etc.)
- (b) To be able to write and enact a set of teaching strategies (program) for use in our own situations. Success of attaining this objective will be measured by whether or not that plan is used and is evaluated. "Success" of the plan will not be a factor but the calculated risk-taking will be. The underlying objective is to be able to take risks with a feeling of security or at least tolerable anxiety.
- (c) To be able to communicate and exchange operational ideas as a means to satisfying professional needs. Success of attaining this objective will be measured by the quality of interaction developed during the course of the seminar, such quality to be determined by the spontaneity of grouping, how rigorous the interaction and how honest, how minimal the feeling of boredom, and attendance.

The format of the meetings was of some concern, whether or not to "require" reading or papers, how to evaluate (what grade to assign) the work. A "developing bibliography" was decided on. The supervisor would suggest titles to be read for the first four or five meetings and discussions during those meetings would suggest further titles to consider for subsequent meetings.

The developing bibliography included work by such authors as Sylvia Ashton-Warner, George Dennison, B. F. Skinner, Paulo Friere, Ivan Illich, James Herndon, Jonathan Kozol, A. S. Neill, Piaget and Piaget interpreters, John Holt, Christopher Jencks, William Pinar (who compiled papers by those who considered themselves "Reconceptualists").

The process for discussion during each meeting changed over four years from the facilitator leading discussion most of the time to various class members' taking initiative for leading discussion and providing outside resources for each meeting. The resulting discussions enabled each member to accomplish objective "a" (developing philosophy) because each person acted as both facilitator and participant. At the time each was facilitator, his or her educational philosophy was brought to public space to be challenged, revised, and refined. As a participant, each was able to challenge, revise, and refine his or her philosophy in private space.

There existed a support system in the seminars itself which encouraged the development of a working (or developing) philosophy. No pressure was applied which demanded a product; due to the bonds of being in the same school system, no "lies" were told - everyone was known professionally by more than one other person in the room (sometimes seminars of this nature allow philosophical "lies" by degenerating into swapping anecdotes about "how things are" back at my school). Defensiveness about one's role or the function of school was diminished (with the possible exception of many administrators who often felt bound to defend the institution of school against criticism). Administrators, especially, were reluctant to examine or question their own or the prevailing philosophy and therefore seemed most in need of time and the resources of others' understanding to maintain a developing philosophy. The sensitivity of most in the seminar invited the administrators' involvement. Not all accepted.

Objective "b" (personal project) was important for people in the seminar in that they were to select something from their work which they

had been wanting to do but had not taken time (examples are: establishing a new reading program and evaluating it, working more closely with a particular student or class, writing a program or enacting one, initiating some change which would involve risk to the status quo). The moments taken during the seminars to share those projects provided a time for each member to occupy public space with something that was important to him/her.

The third objective, "c" (interaction), invited the cohesiveness which develops when people enjoy being with one another for a "high" purpose. From the evaluations and subsequent contacts, members have used the seminar for reflection, gentle, intelligent interaction, stimulating discussion and reading (some of the discussions were distinguished more by volume than content). New relationships were formed which still exist, some came into contact with people from other levels and roles under seminar conditions for the first time and developed an understanding not achieved "on the job." As a result of the readings and discussions, one member who had been a coach and physical education teacher for fifteen years stopped his practice of paddling students as a disciplinary measure. Two teachers discovered some mutual interests and built, with their classes from math and industrial arts, a geodesic dome which housed a high school art exhibit. The criteria for evaluating the achievement of this objective were met each year; people judged the interaction to be of high quality, the grouping was spontaneous, most people were attentive most of the time, the interaction was animated and vigorous (people reported being "tired but exhilarated" after many of the sessions), people were honest in expressing their opinions, no one reported being bored, and attendance was generally high.

General evaluation of the seminar over four years by its participants indicated that 85% read more than half of the assigned titles, 70% derived more benefit than from other graduate courses they had taken, 90% felt that requirements were as rigorous as they should have been, 80% judged the bibliography to be varied and stimulating, and 90% felt the facilitator had directed the seminar about the right amount (not too much and not too little). Regarding perceived objectives for the seminar, 70% accomplished "a" (philosophy), 50% accomplished "b" (project), and 90% accomplished "c" (fruitful interaction).

This seminar medium has proved useful for specific curriculum topics, task force projects, general curriculum topics, specific skills development and is basic to the workshop network.

C. Workshop

The workshop is a medium within the workshop network which is distinguished from the seminar in several ways:

1. A workshop may be of limited duration, perhaps only one or two meetings.
2. Attendance should be voluntary, but may not be.
3. A workshop is highly skill-oriented and practical in nature.
4. Participants might be a whole staff or particular segment of a staff.
5. Topics and resource persons may be generated from a seminar.

As part of the workshop network, the workshop is a point at which university and school resources might work together to share knowledge. The following is a brief case history of a workshop which developed from assessed needs in one school district.

District X needed an orientation program for its new teachers and a middle school orientation for its whole staff. From discussion of the

two types of orientation, including the needs and perceptions of teachers, with the involved principals and some teachers, a decision was reached to conduct a series of monthly meetings for the benefit of new teachers. Gradual involvement of the rest of the staff was one of the objectives so that, potentially, an orientation for new teachers might become an orientation for the whole staff to the new middle school organization in the district.

An initial meeting was held to generate ideas for types of topics to cover during the meetings after which those ideas were compiled into a needs-assessment questionnaire and distributed to the new teachers for ranking. The response showed consensus for three topics, "The present curriculum," "The middle school," and "Teacher Effectiveness Training."

Teachers from each of the curricular areas were involved in presenting "the present curriculum," and all teachers were invited to the next two. As more teachers became involved, the new teachers because they had to, and other staff because of interest, the opportunity arose to regenerate a definition and assessment of workshop needs.

After the third meeting a new list of workshop topics was generated but distributed to the whole staff rather than just the new teachers. Respondents were asked to rank the suggested topics and the rest of the year's workshops would then be planned on a monthly basis. Emphasis was placed on the use of teachers to plan and conduct many of the workshops and the topics were of a practical nature: how to develop materials in a subject area, inter-disciplinary team teaching, guidance in the classroom, handling discipline without using corporal punishment, and reading techniques throughout the curriculum.

Workshops emerged from the process of assessing, planning, implementing, re-assessing, and evaluating. They have a direct bearing on the intelligence of a staff in gaining and sharing knowledge or knowings and developing skills identified by themselves. Evaluation of this series of workshops came primarily through the continuing and expanding interest of teachers who were not required to attend.

D. Conference

Seminars and workshops are distinguished by purpose and scope, one from the other; the conference is distinguished in the network from the other two by its own phenomena and characteristics.

A conference may be defined here as an event which occurs for one, two or more consecutive days and brings together people who have something in common, whether it be school district, professional association, or other special interest group.

One of the criteria for the success of a conference is that the conference makes a public statement; it becomes for that moment an organism recognized as having a life of its own. Whether the sponsoring agency is a school district, an association, a consortium, or other organization, its conference becomes that agency for its duration and sometimes beyond.

Two conferences held in Rochester in 1973 and at Xavier University in 1974 are examples of generating public statements of persons. From those conferences has grown a curriculum theory called "reconceptualism" which has emerged through the publication of a book titled Heightened Consciousness, Cultural Revolution, and Curriculum Theory, edited by William Pinar. These conferences brought together scholars and practitioners in curriculum theorizing who, independently, had developed

personal and professional perspectives which distinguished them from other "schools of thought." The focus was on the inner state of man, his consciousness, and the cultivation of self-knowledge, of wisdom.² The conferences took on an intensity of interaction which left both presenters and participants with a feeling of oneness, a special sense that a statement was being made.

A conference for middle school educators planned for the spring of 1974 in Columbus, Ohio, is another example. The conference chairman decided early that this conference should make a statement, should depend on the creativity of the presenters and participants, and should leave everyone with that feeling that they have been somewhere, together - a human celebration.

In order to achieve that effect, the chairman felt he could identify local teachers who possessed the ingenuity, the confidence, and the intelligence to say what they wanted to say, not what they thought people wanted to hear. Exemplary teachers in social studies, science, and English and a middle school principal were asked to "put a conference together." None had been presenters before. None felt they were "adequate" - at first.

Because of that anxiety ("what do we know?"), several wanted to meet nightly for six weeks in order to make the presentation just right. That was not possible, but the group did meet two or three times a week, including weekends, until a program was developed which was "right." The process engaged by that group was one of beginning discussion of curriculum issues in a general sense, waiting until they knew - knew each other, then what they were to do. Laughter, frustration, confusion, intense discussion, resolute hard work, creativity, integration

characterized the process. What resulted was a presentation regarded by the participants in their evaluations as hard-hitting, involving (one teacher wrote, "this conference really spoke to teachers, but may have been lost on administrators"), entertaining and informative. People reported the conference made them glad to be there. Many demonstrated that feeling by not leaving when the conference was over; they stayed to talk with each other, with the presenters and, perhaps, to prolong the feeling of oneness achieved during the day.

The conference format allows a group to bring to public space what it stands for, allows members the chance to be recognized and to announce what they stand for. Because of the public aspect of a conference, a group or organization may gain identity.

Beyond the public statement for the interest group, for the member, and for others who attend a conference, the interaction of those attending has the stimulating effect of joining the intelligence of both presenters and participants. In a good conference, the participants become part of the program. Interaction of persons in an open environment brings what is possible into view.

The interaction of persons in a conference setting can become celebration, as if the universe of learners was centered in that one location; it is then a vital activity, and is terminated with regret.

The conference, workshop, and seminar become the Workshop Network which has its locus in the public school realm but draws resources and input from connections with the university realm. The open use of persons' intelligence to support the workshop network strengthens the educational setting in ways that can be felt more than measured (although rudimentary measurement can be obtained through questionnaires). Adults,

as well as children, need to be learning, need to be recognized, need to be stimulated, and need to be human.

Intelligent observation of one's quest
and whether it adjoins or crosses another's
can be for a person
who lives in his job
the only career education.

NOTES

1. Adapted from "Key Competancy Areas for Middle School Teaching," December, 1972, and "Key Competancies of Middle School Teachers," May, 1972 (Gainesville, Florida: University of Florida Middle School Project).
2. William Pinar, editor, Heightened Consciousness, Cultural Revolution, and Curriculum Theory, Berkeley: McCutchan Publishing Company, 1974, p. ix.

Chapter IV

CURRICULUM DEVELOPMENT

A. Component - Trust

Meetings take place daily in all institutional settings, especially schools. Teachers, students, principals, parents, architects, salespeople, secretaries, custodians, bus-drivers all are involved at one time or another in meetings.

What feelings are taken into the meetings regarding the possible outcome? Who is looking for, and who gets, satisfaction? What is the history of outcomes of such meetings? Will decisions made at these meetings stand up?

An underlying condition which must be present before clear response to the above questions is possible - is trust. If one party to a meeting suspects the other of exploitation, not only will the dialogue be guarded, at best, but the meeting may well be counterproductive. If the element of trust is not present, both parties in a meeting concentrate more on distinguishing differences than in reaching solutions. A "we - they" separation is more likely.

Consider the feelings of a student and the relationship with a teacher when the student walks up to his teacher and says, "I need to use the restroom," and is asked the question, "Are you sure?" What the teacher fears (and can't relate to the student) is that the student will break a school rule against smoking or roaming the halls and the teacher

will be held responsible by peers or supervisors for being "duped" by a student.

Or a teacher might be notified by the principal that he/she had been seen leaving the building (by an unnamed other) and is being reminded of the working hours for teachers. Another example of an implied lack of trust for a teacher occurs when applying to use a professional day for attending a conference or making a visitation and he/she must undergo intense scrutiny of motives and justification for using that professional day. The message from the principal, though not stated, may be, "We have to be careful that you don't slough off."

A principal might experience second thoughts when told by the central office that teacher(s) he or she had considered hiring were not acceptable and that new teachers must be hired from among those names submitted by the central office. If a principal has the feeling that he or she is punching a time clock (and the same for teachers) and more attention is paid "time" concerns than to substantive events in the school, then healthy "trust" may well be missing from the relationships within that school.

The poem, "The sandbox," describes that exquisite moment(s) when dialogue between persons approximates the natural, open, spontaneous play which occurs when children are together: trust exists.

The sandbox

Why can't you hear me?
The quiet beauty in my soul
is waiting.
Can you hear?
You speak, you laugh, you confide.

But can you hear?
 Always there is that child
 with my giant thoughts and senses, squatting in the sandbox
 waiting to be heard.
 Can you hear?

There is a minor problem,
 one for history.
 Before the child is heard or seen
 should he speak and see?

Does everyone have a child
 squatting in the sand,
 looking all around
 waiting to be heard?

Is trust that valued moment
 or series much the same,
 when we allow our children
 to play at sandbox games?

While dialogue is not without conflict, there is an attention to task and clear discussion, verbal and nonverbal, of motives. The child of the poem is that child in all persons, regardless of age, who has imbedded within him the capacity to recognize and act on that "quiet beauty in my soul." A system thrives when trust exists; intelligence may be applied by its members, making it stronger; love may be recognized, making it humane; and learning may take place, making it educational.

What follows is a case history of a school system in which trust does exist and where communication is worked at and recognized as important for all its members. The case history involves a middle school staff which undertook to consciously develop and implement a workable middle school philosophy.

B. Case History

The school utilized in this study serves middle-school-aged students from a community which is characterized by rapid demographic and socioeconomic changes.

In the last ten years the population of 6th, 7th, and 8th grade students has grown from approximately 900 to 1700. The following chart suggests the curricular and staffing adjustments which have been necessitated during that time:

<u>YEAR</u>	<u>GRADE LEVELS</u>	<u>SCHOOL DAY</u>	<u>HOUSING</u>
1966-69	6	normal	elementary school
	7	normal	new high school
	8	normal	new high school
1969-72	6	normal	elementary school
	7-8	normal	old high school
1972-73	6	normal	elementary school
	7-8	double session	old high school
1973-74	6-8	double session	old high school
	7	split session	new high school
1974-75	6,7,8	double session	old high school
1975-76	6,7,8	normal	new middle school
	6,7,8	normal	new middle school

The socioeconomic profile of the school population has changed from rural, small town with middle class values and attitudes to rural, small town and suburban (bedroom community) with mixed or changing values and attitudes tending to the lower middle class or upper lower class.

During the 1972-73 school year, a comprehensive, extensive curriculum study was begun for the purpose of preparing to move into two new middle schools. Partly because bond issues for building new middle schools were defeated three times prior to the spring of 1974, that curriculum study has continued to the present time. Actions taken as part of the study include:

- (1) establishment of a steering committee
- (2) continuous visitation to other schools and programs
- (3) continuous staff consultation with the architect
- (4) released time workshops (6 each year) for the whole staff

- (5) staff evaluation procedures
- (6) significant curricular changes made with the emergence of various types of team arrangements, teacher evaluation and student evaluation studies and procedural changes.

The case history involves the middle school building administrators, their staff, the supervisor and the district superintendent and begins with a dialogue between the principal and the supervisor:

"How was your summer, Howard?"

"Fine, Jim, we shared a house with my sisters at Chappaquidick Island for one month."

"Chappaquidick? Say, did you---?"

"Yes, Jim, we saw the bridge - in fact, fished from it. Lyden hooked a shark. Had to break the line after he'd run it all out."

"Sounds great. Well, I've been up to my neck in work, as usual. Just came from the administration office and we've got the bond issue for the new junior high going up in November and the board of education wants us to conduct a curriculum study to develop the best program."

"By November?"

"Well, that's when the bond issue goes up - if it passes, the building won't start until January. The architect is already hired."

So the curriculum study was born.

Although the previous eight years had seen staff involved in curriculum development, building needs, budget matters, and policy decisions, there had been no master plan conceived for program development, especially from the standpoint of investigating and/or developing a new concept for a middle school.

The principal and the supervisor discussed ways of proceeding even though both realized the time was short for a comprehensive, meaningful curriculum study. But, they sighed, that's school business - let's do what we can.

The plan looked good--involve the staff as widely as possible and develop a planning committee representing a good cross-section of the staff which numbered close to fifty for seventh and eighth grades. The composition of the planning committee was to be determined by experience (much and little), sex (male and female), by grade level (seventh and eighth), and by subject area (with representatives from special areas). The principal scheduled a staff meeting during which he explained the needs and the projected time line. He asked the staff to select a planning committee using the above said criteria for obtaining a good cross-section.

Following the meeting at which committee selections had been made, the principal told the supervisor, "This is strange, Howard. None of the right people were selected for the planning committee. None even accepted nomination. Sometimes I think you can carry this democratic process too far."

"How did the meeting go, Jim?"

"Well, I talked quite a while explaining some of the possibilities, then I explained the process for selecting planning committee members, then sent them into smaller groups to make the selection."

"What kind of questions did the staff ask and who asked them?"

"Somebody wanted to know who wanted the study and for what purpose."

"How did you answer?"

"I explained what I had told them before - the board of education wanted their input as soon as possible before the building was built. I said that was why we wanted a planning committee."

"Were there any more questions?"

"We didn't have time - we needed to get the selections made."

"Time is always against us, isn't it, Jim? It's too bad we didn't have time to have a whole meeting just to answer general questions."

"Well, damn it, Howard, they know me. I trust them and they trust me. We can't get all involved in making plans in a meeting like that. I'm the administrator and I'm responsible for those plans."

"I'm sorry, too, that some of the people who have shown enthusiasm before are not showing it now. I guess we'll get along."

"Of course, we will, but I wonder what's up."

What was up was expressed in a letter distributed by the steering committee to all staff members in the building. That letter read as follows:

To: all staff

Reason: Explanation of intent of the
Steering Committee for the
Development of the Junior
High Curriculum

10/31/72

It was expressed at the first meeting of the Steering Committee, held Friday October 27, 1972 that we would operate best acting independently of administrative requests or controls. We will hold regularly scheduled meetings to develop the best possible curriculum study that our time and talents can give.

The following is a statement which could be adopted as a guideline for the Steering Committee to follow in the development of a new junior high physical facility and curriculum.

"We, the Steering Committee For The Development Of The Junior High Curriculum, believe that the administrative request for our participation in the development of a new junior high curriculum is only meant as an act of appeasement. We believe that it is an effort to make us feel as though we are a part of the decision-making process in this matter; but in the end, we believe our decisions and requests will be cast aside as they have been in the past by the board of education and by the administration. Examples

of this have been the staff's request for the development of the present high school in 1964, their voicing of protest to the board of education and administration against the community's demands for sports instead of academic improvement in the 1969-70 school year, and finally, the lack of response last year to the staff's feelings concerning our present school schedule.'

It is our belief that the board of education, along with the administration, will decide both the physical and curriculum development for the new junior high. We the staff will end up, as in the past, wasting valuable teaching time on the fruitless effort of carrying out our professional concern and responsibility.

Let it be known that in spite of our feeling, we will carry out our professional responsibility to the community, the students, and to ourselves.

Through our efforts we wish to create a valid, responsible, creative, and workable curriculum study for the development of our school. With this purpose in mind let all of us fully participate in this curriculum study.

If you feel that this statement is not representative of either the staff as a whole, or you as an individual, please present your feelings to your representatives or to me by Friday, November 3, 1972.

"Here, read that!"

The principal was alternately furious and disconsolate. His first reaction was to call the whole lot in and give 'em hell; fight 'em-- a natural instinct. Then he was shattered; what has happened in all these years; what had he done to deserve that kind of treatment from the staff he loved and, he thought, who loved him? Should he resign? Fire someone? Reprimand them? Who knew about the letter? The principal felt personally affronted.

After some discussion, the principal and supervisor agreed that the letter probably did not have the full support of the staff, that many of the assertions were unjust to the district administration, particularly Jim. Some of the facts were distorted and some incidents were cited

which had taken place before all but two or three of the present staff had been hired.

The supervisor pointed out one positive side of the letter. Some of the staff had felt free enough to express their feelings and, furthermore, the letter did not seem to the supervisor personal in intent, but more general and situational. Unlike many staffs, these teachers exhibited so much concern about what went on that they risked retaliation at worst or rebuffing at best. There was no demand evident in the letter; a position was stated. There was no refusal to participate, simply a perspective within which they would operate.

After wrangling for a couple hours over the letter and its contents, the principal and supervisor talked about steps, if any, to be taken in response. It was quickly agreed that a meeting with the writers of the letter would be a logical next step, then perhaps the whole staff would be involved in the planning.

There was no way of ascertaining what sort of consensus the letter represented and, perhaps, most felt that achieving consensus precisely would be counterproductive. There was always the danger of causing a polarization of the staff which would have been beyond what anyone intended. A meeting was held by the principal with at least some of the people who supported the letter. After some discussion about the contents of the letter, one person at the meeting suggested that, whether the contents of the letter were accurate or not, many staff members had questions which had not been answered. The principal stated that he had answered most of the questions, but there were some which he could not answer at that time and he wasn't sure who could answer them.

Questions about some of the finances, developing board policies,

long range plans, district staffing patterns, and district attitudes about junior high were examples of areas about which the principal could not have been expected to have complete information.

The group reached the conclusion that, regardless of what had been done or by whom, it might be a good idea to ask the superintendent to answer questions in a face-to-face meeting with the entire staff. The purpose was to clear the air of rumors and doubts which might have been circulating. Another purpose was to give the superintendent an opportunity to meet with the middle school staff on middle school business, something he had not done before.

A call from the principal to the superintendent confirmed that the superintendent would be more than willing to meet with the staff and provide any information he could. An ad hoc committee was appointed by the principal and those he had met with to conduct a survey among the teachers, to identify concerns and to organize the meeting with the superintendent. The general procedure developed by five teachers on the ad hoc committee was as follows:

1. Conduct a general meeting of all staff with the superintendent.
2. Compile all questions anyone on the staff might have.
3. Organize the questions into sections of related questions.
4. Appoint persons to pose the questions in the general meeting.
5. Set ground rules for the meeting. Generally, it was decided that no person outside those appointed would pursue a line of questioning until all planned questions had been answered.
6. Provide the superintendent and all staff with a list of the questions prior to the meeting.

The process yielded the following questions:

THE ADMINISTRATION'S PLANS

1. Will you seriously consider the recommendations of the steering committee?

2. How much weight will our recommendations carry if they are contrary to the administration's, board's, or community's concepts and if that difference is not reconcilable?
3. What would you prefer that the new school be - 6,7,8; 7,8; 7,8,9?
4. Has the board shown any preference?
5. Will the new school's grade structure (6,7,8; 7,8; 7,8,9) be determined by the research work done by the steering committee or by other factors? If other factors, what are they?
6. Will the number of pupils in elementary schools or in the high school be a great determining factor whether the school is structured 6,7,8 or 7,8,9?
7. Will we be permitted to present and, if necessary, justify our recommendations to the board of education?
8. Has the new school building already been planned?
9. Who are the intended architects? Will we be permitted to meet with them and see any tentative plans?
10. How many students will the new building house?

FINANCING THE NEW SCHOOL

1. Will we get enough money from the bond issue to build an effective and desirable new school?
2. How much (estimated amount) will be spent for a new school?
3. How much money will be spent to renovate this building?
4. Will there be money enough to duplicate facilities thereby giving a comparable educational experience in both the new building and the old?
5. Will the bond issue be coupled with the renewal in May? If not, when will it be placed on the ballot again?
6. Do any possibilities exist for extra state assistance for our building program?

CURRICULUM

1. In your opinion, would the community, board, and administration accept workable new trends in education in the middle school and junior high concepts, i.e. team teaching, open school, unified programs, behavioristic schools, ungraded schools, etc.?

2. Do you have any curriculum preferences?
3. In your opinion, what system would be best for this community?
4. Is there a possibility of the board approving paid summer workshops to develop a curriculum for the new school?
5. When is the curriculum at the junior high going to be coordinated with the elementary and high school curricula over and above the existing state standards?

STATISTICS

1. Has a study been made of student population growth for the next 10 to 20 years? If no, could one be made? If yes, what are the figures?
2. Has an evaluation (other than the OSU evaluation) been made of this school system recently? If so, could it be made available to the steering committee? If no, is one being contemplated?
3. Based on the predicted future enrollment, how soon will the new school become overcrowded?

PUBLIC INPUT AND PARTICIPATION

1. Will the community be included in the planning of the new school?
2. What would they be asked to do?
3. How would a citizen's study group be selected?
4. Is it possible to gain a public consensus on school matters and how is it attempted?

FACULTY ORGANIZATION AND STRUCTURE

1. Will or are coordinators of departments, department heads, or a master teacher structuring be considered for the new school? The district?
2. If department heads are instituted, what form of remuneration will be used?
3. Will they be given directive authority?
4. Will department heads have released time to coordinate programs between buildings?
5. What type of faculty structuring do you prefer?

6. Will we (the staff) be given the chance to interview and help screen prospective teachers in the future?

The above questions, by category, were asked in open forum by different teachers and were answered with openness and candor by the superintendent. He made the staff comfortable by indicating his pleasure at being invited to the meeting and his eagerness to provide what information he could so that work on the curriculum could go forward.

After the meeting, some of the younger members of the staff said things such as:

"I've never been face to face with the superintendent before. He really seems like a nice person," or

"I didn't realize superintendents took such an interest in what is going on at our school."

More veteran staff members said things such as:

"I'd forgotten what a reasonable person the superintendent is," or

"He sure answered some rough questions well," or

"I guess it really is up to us to get this thing going."

"Do you really think we'll all be able to make visitations?"

"It sure sounds like it."

"I guess our administration isn't so bad after all."

The following conclusions drawn from the staff reactions to the successful meeting were critical to renewing credibility between the teaching staff and the administration, both at the building and district levels:

1. The superintendent reinforced what the principal had said earlier.
2. The superintendent demonstrated throughout a genuine interest in providing clear responses to questions raised. He was not afraid to say yes, no, or I don't know.
3. The superintendent demonstrated that he and the board of education regarded the administration and staff of the junior high as the

experts in the district for developing curriculum at that level. Any reasonable plans for organization and structure would be accepted.

4. Money and released time would be provided for the staff to make its study properly.

Because of the frankness and candor with which the superintendent, the principal, and the staff met this situation, damaging confrontation was avoided, and constructive work could begin. The follow-through on promises made during the meeting, particularly in providing expense money and released time, confirmed the impression among the staff that their administration was acting in good faith.

The staff was helped specifically by the superintendent's revealing directly that he trusted them, trusted their judgment about program, and would spare no expense to see that they had access to any information they needed, including visits to any schools they chose, some released time so that the steering committee could consult with and have workshops for the whole staff, full access to meeting with the architect and his staff, and anything else within his power to grant. He pointed out that recommendations would be accepted as far as economic and political circumstances permitted. A good example of an area which had political repercussions was athletics. Probably, for political reasons, the board would not accept a full elimination of inter-scholastic athletics as had been suggested by a certain number of staff members.

He convinced the staff that they had his full support and that the only limits to the study would be defined by them, their energies, imagination, and intellectual stamina.

In a subsequent interview, the superintendent revealed the rules that he follows as an administrator in trying to maintain good communication. Those rules are as follows:

1. Try never to be the cause of another person losing face.
2. Promote those within the system, if possible. If that is not possible, inform those who have applied from within specifically as to why they have not been selected; then open applications to the outside.
3. Once responsibility is assigned, respect that assignment.
4. Hire those who know more about the job for which you hired them than you yourself do.

Soon after the meeting with the superintendent, the steering committee began meeting weekly. A new openness had come about because staff members not officially on the steering committee attended either out of interest or to make a contribution or suggestion. Those visitors included some staff members who earlier had been openly skeptical about the outcomes of such a project.

The steering committee decided to concentrate on coordinating visitations and planning released-time workshops. An ad hoc committee was appointed to devise a check list for evaluating visitations. The supervisor provided a list of exemplary middle school programs in a variety of organizational structures and the steering committee scheduled several visitations. Each visit was to include five, six, or seven staff members chosen from a good cross-section. An administrator and a member of the steering committee were always to accompany the team to insure consistent application of procedures set down by the steering committee.

Several types of programs and buildings were visited: new buildings with new programs, old buildings with new programs, team teaching, unified arts, media centers all were scenes of visits.

The procedure followed for the visitations was generally as follows:

1. Meet for breakfast at a central location; choose coordinator for day.

2. Discuss the checklist and objectives for the day.
3. Assign specific areas to each person.
4. Conduct the visit.
5. Write reactions to specific areas which are turned over to the coordinator who will compile and make report to the steering committee.
6. Discuss overall impressions and compare with their own school on the way back.

Some of the positive by-products of the visits were:

1. Each trip out of town amounted to a combination socialization, workshop period for the participants. One teacher said, "I've talked more with people I didn't know about school things today than in the two years I've taught there." Another said, "This was really fun. I learned more today than I did in some college courses."
2. Morale improved through comparing programs - "That school really had trouble in home ec - I think ours is even better. Here all the time I've been thinking our program hasn't been all that good."
3. Ideas were generated from the discussions while going to and from the visits - teachers and administrators saw things they could immediately implement; the administrator adopted a method of scheduling team meetings, an art and language arts teacher developed two units on the way home as a result of their visit.
4. One teacher said (to common agreement), "You know, when we started this thing, I thought I was just dumb about what middle school is - now I find that nobody is really clear so I don't feel so dumb anymore - maybe we know as much as a lot of people."

After several visits, there was a need expressed to get going, to move to something definite, start making decisions, put something into practice. One member of the steering committee put things into perspective for the rest when he said, "Look, if we don't start doing something after all these visits, the staff is going to turn us off. We can't just sit and talk for the rest of the year; we've got to get going." So the steering committee reorganized itself and re-defined its function. The steering committee had begun to develop as a recognizable organism. Because the election had taken place in an atmosphere of cynicism and

before credibility had been re-established the committee was made up of newer and less noticed members of the staff who were somewhat less cynical to start with. The emergence of new leaders on the staff was another by-product of the process. Members of the steering committee became recognized for their ability to contribute to policy development and curriculum direction.

The person who had been elected chairman and who was responsible for the firm action taken by the committee found that he was learning not only about middle schools but about communication between the administration of a school and a staff. As chairman, he found out that suspicions were aroused when people are "not informed." He maintained a healthy skepticism about the motives and actions of administrators, but at the same time learned at first hand some of the difficulties encountered by the best administrators. According to conversation with the steering committee chairman, a summary of difficulties he encountered revolved around lack of time to:

- produce and distribute all information needed by staff
- schedule meetings outside school
- teach classes and prepare for them
- gather all materials (data) necessary before the committee makes a decision
- meet fully with parents
- make home visits
- talk with students individually
- rest and reflect
- record the progress of the committee (history)
- look ahead
- look out (stand back and observe the process)

Other "not enough time to's" might be added, but the general impression gained by that steering committee chairman and others was that a primary function of the chairman and the committee was to order and re-order priorities constantly. The committee began to assume that not all planned goals would be accomplished. The chairman, then, it was concluded, must see that most of the goals are worked toward, the most important ones first, and that the goals set out earlier are accomplished.

As the visitations were accomplished, the chairman and the committee decided to begin acting upon the knowledge being gained.

At one meeting the committee decided to describe functions and assign members to those which needed to be accomplished. In a brainstorming session, the committee identified the development of the media center, special programs, physical education, unified arts, organizing for instruction, administration, and strategies for implementation as necessary components of the curriculum.

From that point to the end of the year, the workshops and committee meetings were organized around those seven components of the curriculum.

One of the component subcommittees was called "strategies of implementation." Its members were the steering committee chairman, the principal, the supervisor and anyone needed to accomplish a specific purpose. Its tasks were to make logistical decisions about time and place for meetings, contact consultants, check on progress of other committees, and arrange for bringing the study together in some written form for presentation to the board of education.

The steering committee decided that its first priority would be to allow the staff to work closely with the architect. With the cooperation of the architect, the staff met and, for a brief time, reversed roles.

The architect listened to concerns and plans and assumed the role of curriculum developer, asking questions about objectives and goals. The staff, at the same time, briefly, assumed the role of architect, and asked questions regarding specifications, dimensions, esthetics, costs, and was made aware of thinking with the perspective of the architect. Because of the dialogue resulting from these role reversals, plans were redrawn at least twelve times.

After meetings for the staff on released time with the architect, the steering committee planned workshops on team teaching, on classroom management, and on reports from the steering committee to the staff. The report that the committee and staff made to the board of education in their district is included as an appendix to this chapter.

This case history of what one staff accomplished has had several key turning points from which generalizations may be drawn. The letter to the administration and the response to it, the meeting with the superintendent (which was part of the response), the visitations, the functioning of the steering committee and its chairman, the meetings with the architect, and the status report (included as an appendix) all depended on the presence of trust in the system. The teachers cared and wanted responsibility for curriculum (and wrote a letter), the principal cared (and responded to the feelings expressed in the letter by arranging to bring in the superintendent), the superintendent listened and demonstrated his trust ("We will accept your responsible plans and provide money"), the teachers acted based on that trust (they visited schools, argued, worked, wrote) and a product resulted. That product is a process ("We have tried to develop a process of inquiry and development which will carry over to when we are in a new building" - first page of appendix F).

Trust seems always at issue in human transactions - "believe me," "trust me" are the unwritten or unspoken messages. What I say or do has face validity. Don't question my validity, question my information. Seek to clarify the information. This case history demonstrated an attempt made from within a system to clarify information, re-establish trust by opening communication and maintain that communication by meeting often, exchanging information and taking action based on that information. If the letter written by some of the teachers indicated distrust, subsequent meetings involving the administrators re-established trust and made it possible for the teachers to "own" the project. They had received advance commitment that their work would be accepted, a direct verbal indication by the administration which was tangible evidence of trust; the teachers responded by working without reservation to carry out the curriculum project which was tangible evidence of trust on their part. For trust to be recognized in a system, evidence of its existence must be easy to compile. When trust finally exists, it won't be an issue.

The visitations symbolized a collective journey for all who would participate, a journey to inform, to learn, to extend their own environment, however briefly, and to reinforce or change some assumptions about learning or program development. One of the members of the steering committee said to the supervisor, "You know, what we're doing is probably no better than what anyone else is doing, but it feels so good."

Chapter V

PROPOSED TRAINING PROGRAM FOR MIDDLE GRADES TEACHERS

A. Philosophical Perspective

Biography plays an important role in this paper. The biographies of Fran, of the students, of the interns and other people were referred to in Chapter two as personal or emotional history. Biography is further the infinite number of connecting experiences brought to a situation which is marked by feeling(s) which in turn dictate behavior. Every person has such a biography. Every person has feelings, often intense feelings. What is missing in many settings, between persons, is the recognition and validation of the biography in each person. Some do not recognize nor validate that biography within themselves. This paper is my biography, my personal search for meaning in relationships which I can observe and is the drawing of my professional profile, the development of my person within my profession so that I may be recognized, so that my person has definition, so that I can become a professional being who is human.

As my own biography becomes part of public space through my conscious attempts to make it so, my biography will become part of the biography of the profession itself. Horace Mann, Leo Tolstoy, John Dewey, George Strayer, Carl Rogers, Abraham Maslow, and on and on all become part of the biography of education. Every student in every classroom with every

feeling and every nuance is part of the biography. Changing philosophies as they affect schools and persons in them are part of the biography.

One philosophy which has not had clear definition is the middle school philosophy. Recently, writers such as William Alexander, Gordon Vars, Tom Gatewood, Paul George, Conrad Toepner, Louis Romano, Jack Riegle, Nicholas Georgiady and others have described conditions under which a middle school might be a good school. Many speak of desirable teacher competencies, the exploratory nature of programs, inter-disciplinary teaching, flexible scheduling, positive counseling attitudes, adaptive curricula, self-concept and other desirable attributes of a good middle school program, all of which have general consensus among middle school educators. There is no generally recognized philosophy.

The recognition and validation of biography could be the basis for a developing, operating middle school philosophy. Although I present the continuing education model as my own way of showing how the world seems when programs become life-giving organisms, the model can be generalized to provide a basis for a middle school philosophy.

The metaphor of life, the intern program, the workshop network, curriculum development all involve a definition of the way people relate to one another so that learning may occur. What makes the model interrelated is the biography of each person who is touched and the recognition and validation of that biography from within each person and among them. The middle school from a philosophical perspective recognizes and validates the developing biography of the pre-adolescent who is most conscious of his or her own biography during that period.

A middle school philosophy should be simple, unyielding and oriented to human concerns. The minimum standard should be that the

school is a satisfying place for students and teachers to be (Jencks). That satisfaction should not connote lack of diligence, intensity, conflict, or development of needed skills; it should merely be the basis from which curricula are developed and without which no curricula may serve its purpose.

The rest of this chapter suggests a conceptual design and complementary social design for developing educational patterns for teachers. The afterword focuses the direction and suggests developmental uses for this paper.

B. Conceptual Design

Love, intelligence, and trust precede and rely on intuition which is that course followed when a natural course is desired. Program development is subsumed by data gathered (intelligence), personnel (love), and administrative machinery to carry out the program (trust), but even more it relies on the combination of the above to produce a direction, such direction to be articulated through intuition. A program very nearly should suggest itself by the human transactions which occur in its development; a program should emerge.

The love which Fran exemplified and which was fostered to lesser extent by those near her, the intelligence of the workshop network of seminars, workshops, and conferences, and the trust fought for by the administration and steering committee of the middle school, all add up to a foundation without which intuition would be useless or, at best, distorted.

Whatever relationships can be envisioned when contemplating program development, they must exist in the context of an organic whole where

Continuing Education Model
Research/Development/Evaluation

Figure 1.

Conceptual Design for Continuing Education Model

Figure 2.

components interrelate and interdepend. Actions in one part affect the others, injury in one part is healed by organic response - or death occurs. The metaphor of life and life-sustaining activities are the bases for the process.

The model suggested in Figure 1 represents a role-model interaction process which would result in a program with equal input from the giant institutions of university and public school. The dynamics would be constantly changing as people leave, people come in, and people awaken.

What do love, intelligence, trust, and intuition have to do with the preparation and activities of professional people? I have described throughout this paper case histories to support the model in Figure 1, showing the influence such components as love, trust, intelligence and intuition have on program development. Biography, as revealed from a philosophical perspective earlier, is discussed below in terms of role and distance in the educational setting. Priorities, Sabbaticality, Death, and Evaluation are introduced also as parts of the conceptual design (process) which underlies the continuing education model of Figure 1 and is shown in Figure 2.

Biography

Biography in this paper has come to mean more than the accounting of life history - it is that life history as it exists and is compiled within each person. Distance as it relates to role is important to consider when biography is introduced as part of a conceptual design.

What is "distance?" A distinction may be made between distance, emotional or otherwise, which is created by role separation ("You may not behave in that manner because I am the teacher.") and distance created by chronology - the combination of age, experiences, and wisdom or learnings.

Role separation is exemplified by exclusion:

"You can't come in here - you're a (fill in blank)."

"That isn't something they need to know."

"Is that any way to talk to your (fill in blank)?"

"Young man (woman), that is gross insubordination."

"I can't talk to him (her); he (she) is too much like a teacher."

"We'll listen if you talk like yourself and stop talking like a principal."

"My hands are tied; I'm the (fill in blank)."

"Who's in charge here?"

While roles do emerge and are not always inappropriate, they often stand in the way of professional activity. The above are examples of distance created by role.

Role differentiation, on the other hand, implies that roles are not static and becomes means for accomplishing a purpose. When teacher becomes learner and learner becomes teacher, role differentiation occurs. Role differentiation is exemplified by inclusion:

"Oh, good, you are a (fill in blank). Perhaps you can help."

"They probably don't need this information, but they can decide."

"Is that any way to talk to anybody?"

"I can really talk to him (her); he (she) seems like just another person."

"You help us because of who you are, not because you happen to be principal."

"I'm only the (fill in blank), but perhaps I could provide information."

Distance created by comparisons of biography due to chronology (combination of age, experiences, and wisdom) are natural - that is the difference between adult and youth. That biography, however, is what interests other people and what is included in that biography is what allows teaching to occur between people and learning to take place. Role playing has very little to do with biography and so it is one's own biography which must be relied on for professional values, for love, intelligence, trust, and intuition.

Peter Marin captured the characteristics of students that we, who are teachers, must know.¹ The "fiery vehemence of youth" is that time in our biography when the rage of one's emotions are unleashed on the intellect for daring to present sophistication, abstraction, duty, hypocrisy, responsibility, adulthood to his being. We must know that stage in our own biography and be able to relate to that similar stage in a student's biography. That is how close we must be - at no distance when recognizing and validating biography. Distance because of role is disintegrative; distance arising from chronology and role differentiation is natural and therefore integral.

Priorities

Priorities are at issue in every setting where humans interact whether school, university, central office, or project center. Priorities of the individual are as much a part of the organic context as task priorities.

For instance, an intern in a spring quarter announced, "My head is exploding - I've got placement forms, applications, graduation business, apartment leases all coming out my ears - when am I going to get them all done?" Now, tomorrow, immediately. The time had come for that

person to leave the school setting, take a day off, do her business, and return. The setting should respond to that need.

For instance, a teacher said, "I am beginning to hate the kids, my classes are flat, I can't think of things to do, my back is killing me." Now. The setting should respond--interns, the principal, supervisor or a substitute could "fill in"--the teacher should leave the school setting. For a day. Then return to the setting ready for task priorities.

The same type instance may occur no matter the role a person plays. The setting should respond to the needs of the individuals who reside within it. Each has some different perspective. There is a university life, a home life, a recreational life, a career-oriented life, none of which are specifically related to the task of the school, university, office or other place but are part of what makes up a person. Consequently, the educational setting, in order to function in an organic way, must include the whole of each person within it. The lives of each touch at the center of the function--learning--but have roots elsewhere. The university student has the campus, the teacher has his or her home and community, the administrators have the community of other principals and their superiors, professors have the "academic community," supervisors have the graduate community. Priorities may emerge which emanate from among the other communities and if they are not accepted as being important to the overall functioning of the educational setting, those "other" priorities may be the cause of its not functioning or at least be the cause of conflict which is dysfunctional.

Each person brings his perspective and the direction of his life's energies to that educational setting. Each person has his own set of perceptions which need to be credited and recognized within the educational setting in order for that setting to be organic and wholistic.

Assumptions which insure the rights of both individual and group should govern the educational setting. A good example of such assumptions was developed for a course on classroom management by Dr. William Wayson at The Ohio State University:

1. Every person is responsible for his own learning.
2. No person may interfere with the right of another person(s) to learn.
3. Every person must keep asking questions until those questions are answered.

Sabbaticality

Sabbaticality is a term which relates to priorities but also becomes a function of time - space and life - giving energy so necessary within an educational setting. One may need to, periodically, remove oneself from a setting altogether and become part of another setting, self-selected, to redraw and redefine one's own perspectives and perceptions. Sabbaticality is the regenerative time - space mechanism in the life of a person. What form sabbaticality takes and its time-space should vary according to each person. Some might leave the field altogether and join the labor force in a menial (or highly responsible) position; some might engage in creative pursuits such as writing, art, music, carpentry, architecture or other fields; some may travel; some may read; some may reverse spouse roles. Sabbaticality is the recognition that one's life energies and direction need to be refocused, refined, re-generated. Sabbaticality is to be distinguished from vacation in that it should not be a frenetic, headlong, neurotic pursuit of pleasure, but rather it should be planned, certain, and calculated to raise one's consciousness, improve the functioning of one's mind, provide new skills or rejuvenate old ones, and restore one's sense of creativity and usefulness.

Death

Death comes to all organisms. If we are to look at program development, whether at the school, in a department, in a class, at the university as organic and there are signs of death appearing, a dignified, natural demise should be allowed rather than the suicide which often occurs through inattention or inability to face a reality.

If the components of love, trust, intelligence and intuition are not evident, not felt, some consideration should be given to suspending or ending a program in order to redirect energy or review the missing components. This may be particularly true for field-based programs when the relationship between the school and university relies so heavily on the four components. If persons are not in the sort of relationship which values and needs the components and thrives on their recognition, the time may have arrived to assess the usefulness, impact, and life-sustaining forces inherent in such a program.

Evaluation

Evaluation is inherent in the process of program development. Evaluation is not a report card, a checklist, a conference, an instrument, survey, or questionnaire. The result of evaluation is - the next step. Biologically, a decision is made after the interaction of two cells causing a message to be sent through the nervous system to that part of the brain which controls a certain function, and the organism will move, run, walk, blink, sleep, speak, twitch, whatever decision has been made. Evaluation must be recognized as a biological necessity in the process of program development, the public acknowledgement that the organism exists. Feedback may occur in many ways, formal or informal. A more formal method for assessing progress toward goals is to

ask, by means of spoken or written interaction, what it is one needs to know. The questionnaires referred to in Chapter two represent a more formal written interaction with the "client." In each, questions were posed which, when answered, offered guidance for the program in subsequent years. The weekly seminars, daily discussions, and classroom activities in the intern program, the class discussions and follow up meetings in the Franklin County Seminar, and the regular meetings of the Steering committee in the Curriculum Project, all provided less formal, but nevertheless, useful, feedback to their respective organisms. Most important in the evaluation of those programs was the person to person interaction, as with cells, which resulted in messages being sent through the central nervous system, and which caused the organisms to move, take direction, become observable (even measurable) entities.

The concepts of biography, priorities, sabbaticality, death, and evaluation work through love, intelligence, trust, and intuition to become an optimum educational setting which is characterized by program development, learning, teaching, all of which subsume the humane interaction of people.

This continuing education model with its conceptual design representing process has throughout the paper emphasized the need for attention to the person for whom the system is intended - the learner. The learner in the student, the learner in the teacher, the learner in the intern, the learner in all others are really one person and all persons. That metaphor has yet to be applied to a social design for students within the university. What follows is an intuitive synthesis, based on the model presented in this paper, of a preparation sequence for middle grades teachers in a College of Education.

C. Proposed Sequence for Preparing Middle Grades Teachers

The proposed sequence for preparing middle grades teachers moves from initial screening for entry into a program, to a field experience requirement integral to the program, to course requirements which augment the program, to the counseling function which should permeate the program, to evaluation of the process.

Screening

Screening, in a sense, is related to evaluation - it implies, however, the separation of those in and out of a place or program. It is proposed that screening become based more on a natural, self-selection model than on a standardized, test-based, interview procedure. If a person really wants to be a teacher, chances are great that he or she will be a good one as long as unfair or arbitrary obstacles are not placed in his or her way. Standardized tests, high school records, and one-time interviews can be unfair and arbitrary. A rigorous program with clearly stated expectations and heavy emphasis on early field experiences can be itself the most comprehensive screening mechanism.

Will the quality of applicants and, consequently, products of a program decline as a result of a more natural, self-selection screening process? Consider who will be involved in the evaluation of the candidate. Students in the schools, their teachers, graduate teaching assistants who work in the schools, professors who work with the candidate and with the schools, and fellow candidates are the minimum who will have direct contact. The quality of candidates will be in direct proportion to the quality of interaction between the candidate and those he or she encounters. Will the candidate receive accurate, consistent, constructive feedback? One might guarantee that students will provide

accurate (for them) feedback if it is solicited. Either the person did or did not satisfy their needs and expectations and students are usually willing to share their impressions. Others may have to work harder but if the community of the program includes the components identified through this paper, their feedback will be accurate (for them). What remains is for the candidate to make his or her own decision at each juncture about whether to continue or not, through his or her development. What would be the best test of a program would be for those who choose to discontinue the program, to do so without rancor and with a sense of personal growth and learning. A program or, indeed, a teacher, cannot purport to teach individualization and sensitivity if the program or teacher in fact do not reflect that individualization and sensitivity.

Field Experience

Field experience should be varied and comprehensive, challenging, and filled with direct responsibility for the candidate. Experiences in the schools should begin immediately, be part of each year's study, increase in intensity and responsibility, and be an important element in the overall evaluation of each candidate. The freshman year might include extensive exposure and work with persons at the elementary, middle, and high school levels in order to establish a process of dialogue with persons who exist in the schools. In the sophomore year the candidate might select from among the environments experienced the previous year one or more and ask to return for more intensive work at a particular grade level range or subject area within a grade level range. That intensive work might include full responsibility for a week or more in a classroom in cooperation with one or more teachers.

By the end of the sophomore year, the candidate should be better able to decide:

1. Whether or not he or she would like to be a teacher.
2. What grade level(s) he or she would like to concentrate on - elementary, middle, or high school or some combination.
3. What subject matter areas he or she should concentrate in.

In addition the candidate shall have begun to develop his or her own network of colleagues in both the university and the schools and be better able to participate in making sound career decisions.

Once the decision is made to continue development toward becoming a teacher (once again, the decision should be primarily that of the candidate along with input from students, teachers, fellows, and professors), the candidate seeks to join a department in the College of Education. If a candidate has developed his or her own network at the university, he will have become knowledgeable about and will have worked some with the department which best suits his or her interests and talents. That would make admission more of a formality. If the departments of the College have not sufficiently become a part of the network of the candidate, he or she will have to apply through criteria set out by the College and/or department.

Because the case studies in this paper are drawn from junior high or middle school experiences, let us assure that the candidate chooses the middle school or junior high for his or her area of specialty. What should the nature of his or her program be? What sort of field experience? Course requirements? Counseling? Evaluation?

The field experience should include more than one quarter or ten weeks for what has been called "student teaching." Interviews with

student teachers from English Education, teachers, and principals have revealed that a majority would prefer a longer period in the school than ten weeks. It was a consensus that, regardless of background, a person is not oriented to the setting, the students, the tasks, before six to eight weeks. Real work begins at that point and should continue for at least another ten weeks. Included in that two quarter experience should be instruction or methodology conducted by personnel in the university in connection with those teachers in whose buildings the student teachers are assigned. The process, expectations, procedures, and goals must be worked out jointly between the student teacher, the teacher, and the university supervisor before the experience begins. Revision of any part may take place, however, depending on the evolution of the learning process for that student teacher. Once again, assignment to a particular school and/or teacher should be made as the result of a joint decision of the school and its people, the student teacher, and university people. Some system for visitation prior to assignment must be devised so that both school and candidate know, first-hand, what kinds of settings are available and which would result in the best matchup.

The student teaching or intern experience might be better placed during the junior year for a number of reasons:

1. Should the candidate decide that a teaching career would not be suitable, it would not be too late to change his or her direction.
2. The courses selected for the final year could be more clearly relevant and useful to a person who has experience to guide him or her.
3. Because of the experience, the person could contribute much more in subsequent course-work, both to fellow classmates and instructors.
4. Should more field experience be required, it would be possible without extending the total number of quarters for the person.

5. A specialty might be discovered and pursued as a result of work in the schools.

However the field work is organized, it should be the core around which a person develops his program, expanding his own educational network through real contact with real people in the university and school.

Course Work

Course Work, for secondary areas, especially, requires heavy concentration in subject matter areas. The person who is considering middle school preparation might be well-served by identifying two or more specific subject matter areas for concentration because of the tendency toward team teaching and flexible scheduling in the middle schools. Training in more than one area would provide more flexibility for hiring and assigning a person who had had primarily secondary training. In addition to courses in specific subject areas, courses in understanding self and others should be developed which concentrate on pre-adolescence and early adolescence. Some special work beyond existing requirements for understanding issues and skills in the area of reading should be part of training middle grades teachers. With course work spread throughout the above-mentioned areas before, during, and after the field experience, a prospective teacher should be ready to begin teaching. Once teaching, continued contact with the university through course work, student teaching, intern programs, and participation in a "workshop network," as identified in chapter three, a teacher should remain a learning person who is potentially able to contribute to the learning of those who follow through the development process. Course work should be spread along a never-ending continuum for a teacher, whether engaged through the university or a workshop network, changing in emphasis,

duration, and meaning for each person the longer he or she teaches.

Course work as used here means both in and beyond the university.

Counseling

Counseling is an ingredient of a program for a prospective and practicing teacher which is often neglected or poorly served. The counseling function for the middle grades teacher is of primary importance in the classroom, in one's relationship with colleagues, in one's career planning, and occasionally, in protecting one's own sanity.

The counselor to a prospective teacher should, in the Rogerian sense, be able to hold up the person's life for him or her to see, at his or her own discretion. The person should be able to see the best parts of his or her own abilities reflected by the efforts of the counselor. Many people are willing to suggest or imply inadequacies; that is not the job of the counselor.

A person preparing to be a teacher, as anyone, needs particular counseling regarding his or her self, career, progress toward excellence in teaching, and techniques for securing a job. The function of counseling is built-in to this program of teacher development by matching people throughout. In the early years, at the freshman and sophomore levels, counselors are assigned, as in the Freshman Early Experiencing Program at The Ohio State University, to represent the University and the College of Education and counsel with students. Once some experience in the field is gained, however, some counsel should be generated from the field in the person of a teacher, a supervisor, or a principal who can be responsive to the needs of the developing teacher for advice on classroom management, career choices, information about schools in the area for student teaching selection and job selection. Someone who knows the

prospective teacher and is in the field should be included in the counseling service provided in teacher preparation.

Evaluation

Primary evaluation for the prospective teacher is imbedded in the process of the program itself. There is no one time or step in the sequence when evaluation is more important than at any other time or step. Evaluation of the progress of a candidate lies in the interaction of that person with his or her environment; each experience with a student or other person, each classroom experience, each meeting can provide more evaluative data, if the data are used, than results from tests or questionnaires can yield. Using those data is far more time-consuming and requires more concentration by those within a program, but the result of relying on processual data can be more certain.

The intern program of Chapter two relied on the interaction of its participants for evaluation and did have certain and lasting results: some interns decided that they were in need of more experience and arrangements were made to provide that experience (in the form of extra quarters in the school); some decided, without bitterness, that teaching was not for them and opted out of the profession; some discovered that they were excellent teachers and as well prepared as if they had finished their first year of teaching - students did not frighten them.

Evaluation is so immersed in the process of this proposed sequence that it is difficult to treat as a separate entity. Throughout the chapters of this paper, attention to evaluation through interaction processes has brought observable, positive results. The intern program, the workshop network, the curriculum development project all exist as living systems as they have been described and are replicable through their components: love, intelligence, trust, and intuition.

AFTERWORD

Persons who consciously undertake to learn should be allowed to do so.

Persons learn best when love is a credible assumption.

Intelligence is a cumulative set of knowings, acted upon.

Trust is always present; sometimes it needs to be uncovered.

Intuition is a force which controls life direction and insures that a learning course is natural.

When one undertakes to view the world as if he or she is the most intimate example of living systems, the distinction between life-giving and life-taking forces becomes clear. In Chapter one the metaphor of life-giving processes was established and conditions were set through which a perspective was drawn: one's self must be visible and active for learning to occur. The principles of natural selection, internal supervision, positive subversion, and responsible evaluation were introduced.

Chapter two was a report of an intern program which emerged in a public school. The intern program saw the principles introduced in Chapter one acted upon in the persons of teacher, interns, principal, professor, and supervisor.

The workshop network of Chapter three was the generalization of those principles to include all teachers who would be included. The basic assumption made was that anxieties, fears, feelings of inadequacy,

and desire to learn do not stop because a teacher is certified. Principles of learning apply to inservice and preservice teachers alike. That assumption is the basis for naming this model a continuing education model. The seminar, workshop, and conference are the educational media through which the learning continuum is maintained.

The curriculum development project of Chapter four showed how a whole staff appears when it assumes the perspective of learner.

Chapter five was a synthesis of the continuing education model with a philosophical perspective developed for middle grades education which focuses on the concept of biography. A conceptual design which includes the generating concepts of biography, priorities, sabbaticality, death, and evaluation underlies the continuing education model. As an intuitive outgrowth of the model developed in this paper, a sequence for preparing middle grades teachers was proposed. That sequence included screening, field experience, course work, counseling, and evaluation as elements of a teacher development program which could be integrated into the continuing education model developed in this paper.

Because of the success of the programs described and their underlying principles, and the fact that they have been replicated and expanded, I would propose that programs can best be developed when a basic objective is to satisfy the needs of those who are involved in the program. What is missing too often from the Getzels-Guba idiographic-nomothetic model in schools is the idiographic (personal) dimension. The nomothetic (institutional) dimension too often prevails when a choice must be made. It is time to risk changing the balance if schools are to be places where persons learn.

APPENDIX A

Stygler Road Ninth Graders

Questionnaire #1

*A 1973 **B 1974 ***C 1975

1. Compared with last year's English class, I enjoyed English this year

A* B** C***

83%	36%	55%	a. More
5%	33%	20%	b. Less
12%	30%	25%	c. About the same

2. If you had a choice for class size, would you choose

95%	89%	93%	a. Group of 5-10 with an intern or regular teacher
4%	8%	7%	b. Large group of 25-30 with regular teacher
	1%		

3. Do you work best in a classroom in which

3%	10%	6%	a. The teacher has strong discipline
86%	69%	79%	b. A free atmosphere exists and yet respect is shown for the teacher
10%	19%	15%	c. A completely free atmosphere exists where students come and go as they please

4. Do you think that in a ninth grade class students should have

71%	60%	67%	a. More choice for what goes on in class
4%	8%	3%	b. Less choice than they now seem to have
23%	30%	30%	c. About the same amount of choice as they have now

5. With your present English skills, do you feel prepared for 10th grade English?

43%	37%	28%	a. Yes
16%	30%	27%	b. No
40%	31%	45%	c. I can't tell

6. Which kind of study is most important from what you've studied this year?

62%	35%	36%	a. Literature study (short stories, essays, novels, poetry, plays, magazines, etc.)
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5%	25%	9%	b. Grammar study
8%	13%	12%	c. Composition (paragraphs, stories, reports, etc.)
22%	23%	43%	d. Other
	1%		e. No response

7. Which kind of study did you like the most from what you've studied this year?

47%	41%	27%	a. Literature
6%	10%	3%	b. Grammar
10%	14%	10%	c. Composition
37%	32%	60%	d. Other
	2%		

8. Do you feel you learn the most (or best) when

6%	9%	9%	a. You listen to the teacher explaining to the class
51%	37%	52%	b. You are involved in a class discussion
15%	15%	5%	c. You are working on your own
25%	16%	15%	d. You are working with a teacher (or other person) yourself
3%	20%	15%	e. No response

9. The way that English class was organized this year

80%	29%	60%	a. Is better than I'm used to in English
9%	28%	12%	b. Is worse than I'm used to in English
9%	20%	9%	c. Is about the same as it has been
2%	21%	15%	d. No response

APPENDIX B

Stygler Road Ninth Graders

Questionnaire #2

*A 1973 **B 1974 ***C 1975

This year in English you have been working with many different people. These questions are to be used to help give us some idea for how to proceed in planning next year's program.

Try to keep in mind the whole year's experience when answering. Circle the answer which best answers the question.

1. As a result of being in this English class, you found out some things about yourself you didn't know before.

A* B** C***

33%	11%	27%	a. Yes, definitely
33%	37%	24%	b. Yes, probably
27%	46%	43%	c. I don't think so
7%	4%	6%	d. I don't understand the question

2. Did you feel that more attention was paid to you as a person than you have been used to in school?

80%	31%	50%	a. Yes
16%	49%	23%	b. No
3%	5%	6%	c. Yes, but I don't like that kind of attention
1%	14%	21%	d. No response

3. Do you think it's easier for you to learn about things you need to know in English this way?

82%	48%	70%	a. Yes
6%	20%	5%	b. No
11%	21%	16%	c. I have no opinion about it
1%	10%	9%	d. No response

4. Do you think you

40%	21%	27%	a. Read more in and out of class than you would have expected
14%	21%	11%	b. Read less in and out of class than you would have expected
45%	38%	39%	c. Read about the same in and out of class as you expected
1%	20%	23%	d. No response

5. Did you feel more willing to give an opinion or enter a discussion than you usually do in a large class?

78%	56%	66%	a. Yes
8%	17%	9%	b. No
14%	25%	25%	c. No difference

6. Select the statement which best fits your feelings about writing.

56%	49%	35%	a. I did more writing more often this year than I usually do.
10%	23%	33%	b. I did less writing than I usually do.
33%	24%	32%	c. I can't tell.

7. One more on writing.

53%	31%	26%	a. I feel more confident about writing things than I used to.
18%	31%	27%	b. I don't dread a writing assignment.
29%	35%	27%	c. I have always disliked writing and I still do.
	2%	20%	d. I have no opinion about my writing one way or the other.

8. There was a variety of courses offered this year.

2%	5%	4%	a. I think that the variety was too much.
37%	43%	66%	b. I think that the variety was good.
61%	47%	30%	c. I think there should be more variety.
	2%		d. No response

9. Did you have some experiences, learn some things, in English that you think you'll remember or use for a long time?

64%	40%	60%	a. Yes, I think I did.
11%	29%	8%	b. Probably not.
24%	28%	32%	c. I'm not sure.

10. Do you think you would be better off if you would have had just "regular" English all year?

5%	18%	6%	a. Yes
95%	76%	66%	b. No
	5%	28%	c. Maybe

11. Which statement best fits your parents's feelings?

33%	12%	22%	a. My parents think my English program is a good one.
3%	11%	8%	b. My parents think my English program is not so good.
62%	54%	45%	c. My parents have not expressed an opinion.
1%	18%	24%	d. No response.

12. Did you feel that the method for selecting the mini-courses was fair?

59%	43%	77%	a. Yes
20%	46%	11%	b. No
22%	12%	11%	c. No opinion

13. For the most part, did you look forward to your English period this year?

60%	15%	30%	a. Yes
14%	31%	12%	b. No
23%	4%	12%	c. No opinion
3%	3%	45%	d. Sometimes

14. Would you recommend that mini-courses be continued next year?

90%	71%	81%	a. Yes
5%	18%	3%	b. No
5%	9%	6%	c. No opinion
	2%	9%	d. Maybe

15. Did you feel that there were some things that should have been provided in class but weren't?

28%	27%	31%	a. Yes (Can you name them?)	_____
44%	41%	44%	b. No	
28%	30%	24%	c. No opinion	
	2%			

16. Which of the following statements best describes your attitude about interns?

11%	18%	a. I like them, but act worse than when I'm with a regular teacher
8%	5%	b. I don't like them because they don't teach anything.
31%	15%	c. I act the same way with interns as I do with regular teachers.
5%		d. Interns are not as smart as regular teachers.
33%	35%	e. I think I learn more when I'm with interns.
11%	10%	f. Other _____
1%	15%	g. No response.

APPENDIX C

To: Jim Elliott, Principal, Jefferson Local School District

From: Howard Moon

Subject: Evaluation of Intern Program, 1972-73

The results of the questionnaires are stated in percent of the total number responding which varied from teacher to teacher. All ninth grade students at Stygler Road and Lincoln Junior Highs responded to the first questionnaire.

As you remember, your staff concluded after a series of spontaneous, informal meetings of the 1971-1972 school year that the simple formula of increasing the number of interested adults per classroom unit might help individualize and personalize the educational opportunities for students in your school. To achieve that formula we turned to the university and began thinking about increasing and formalizing our relationships with student teachers.

With the help and encouragement of Dr. Donald Bateman of Ohio State University, we established the "intern" program in English and assigned four student teachers full-time to Mrs. Lambrecht who assisted them in developing three-week "mini-courses", some of which were creative writing, war literature, drama, short stories, several novels, supernatural literature, vocational survey, advertising, automobile literature, grammar, independent study, films, poetry, oral interpretation, media, newspaper study, and others.

Evaluation within the program occurred on a daily basis as Mrs. Lambrecht met with the interns and they discussed problems and successes as they came up. I met each week with them to help establish an overall sense of direction and evaluate goals for the preceding and subsequent weeks. Most important in this meeting was the raising of questions concerning the teaching-learning process and developing an awareness of directing each person's talents for maximum effectiveness with students.

Evaluation of its effect on students outside of the feeling that the interns showed concern and warmth took the form of two questionnaires, one which was administered to all ninth grade students and another which was more detailed and was administered only to those involved in the mini-course program.

The first questionnaire was given to all ninth grade students so that comparison could be made with students not involved in the intern program. Because of limitless variables, only a few of the general questions could be compared validly. For the rest, teachers may use the

results for their own purposes. The comparisons are made only to evaluate the impact of the intern program, not to evaluate any particular teacher or overall program which in fact could not be done with these questionnaires. Responses which required writing or a statement are not included in this report but have been recorded for use by the teachers.

APPENDIX D

To: Jim Elliott, Principal, Jefferson Local School District

From: Howard Moon

Subject: Evaluation of Intern Program, 1973-1974 School Year

In the second year of your program, there have been many events that could not have been foreseen which had a direct bearing on the intern program. The long illness and untimely death of Fran Lambrecht, the sudden resignation of her replacement, the substitute teachers, all could have had a devastating effect of the intern program, at the very least.

The surveys were essentially the same as were administered the previous year, so some comparison and continuity of evaluation were accomplished, although because of the events mentioned above, direct comparisons would be difficult.

This year eleven intern teachers were assigned to Stygler in the area of English. One spent three quarters, two spent two quarters, the rest spent one quarter.

Results of this year's survey show most significantly that students respond more favorably to the small group setting, question #2, Questionnaire #1. Also, the fear that students regarded the interns with less respect seems unfounded by question 17, Questionnaire #2.

Some attention should be given to analyzing the responses to question #1, Questionnaire #1. Possibly due to the events and confusions of changing teachers so often, the students felt the lows of stability and reacted negatively as might be expected.

Next year we might look forward to more stability as well as strengthening the role of the university as described in the model developed in the Spring of 1974.

APPENDIX E

To: Larry DeCenzo, Principal, Jefferson Local School District

From: Howard Moon

Subject: Evaluation of Intern Program, 1974-1975

In the third year of your program, the results of the student questionnaire showed a return to the high positive response seen in the first year of its existence. Mrs. Hardy was able to provide the stability and guidance which were obviously missing due to the unusual circumstances and events which occurred last year.

The surveys were the same as were administered the previous years, so some conclusions and comparisons may now be drawn.

That we accomplished the purpose of reducing the pupil-teacher ratio and thereby increased our ability to individualize the program for more students seems strongly supported by the data. Students felt that more attention was paid to them as individuals; they responded more in the small group settings; they regard the mini-course concept as a more relevant way to learn things in English.

One of our goals was to develop a more efficient method for selecting prospective interns and that was achieved after the fall quarter when we had more control over the selection process.

Another goal was to extend the time spent in the school by each intern from one to two quarters. Of the ten persons who were in your school in English, only three were there for more than one quarter. This is something for which the university should take responsibility.

Due to Mrs. Hardy's resignation, there appears to be no teacher who is willing to provide the leadership for and commitment to such a program. There are several teachers who have the leadership abilities, but none who has expressed the level of interest necessary as demonstrated by Mrs. Hardy and Mrs. Lambrecht before her.

You and your predecessor, Jim Elliott, are to be congratulated for the commitment and support you have shown for this program. Without that kind of support, of course, such a program would be impossible. The last quarter showed how good an intern program could be. The interns were of the highest caliber; students showed industriousness in a very positive learning environment. Your staff is also to be congratulated for the openness and warmth generally shown the interns, who, even in their inexperience, sensed the special cohesiveness and professional competence which distinguishes your staff.

APPENDIX F

This study was begun in the summer of 1972. First item after saying the staff was charged with the responsibility for the study was to convince the staff that that was true. Real feelings of cynicism greeted the proposal at first, but the administrative staff was willing to listen to and answer some very direct questions the staff raised and demonstrate support by providing released time for teachers involved to conduct the study properly. When it became clear that the staff would be responsible for the study, a steering committee was selected by the staff to carry out the task which included:

- a. seven official visitations by groups of five or more to representative middle school programs around the state of Ohio
- b. several informal visitations by various staff members to schools in Franklin County
- c. five all-staff workshops held at mid-day to explain the progress of the study and draw out ideas for planning future steps
- d. innumerable meetings by the steering committee to reflect and plan, held whenever we could meet
- e. four meetings by sub-committee with the architect to discuss program and the building

What follows represents a writing down of the present status of the study. It is important to understand that we feel we are still in the early stages of our study. We have tried to develop a process of inquiry and development which will carry over to when we are in a new building. That is why what you read will be implemented gradually into our present curriculum to test thoroughly whatever changes are suggested before final decisions are made. What we are trying to develop is a curriculum which can accommodate and adapt to the dynamic transformations each child will be going through during these pre-adolescent years. We hope that what we will have is a flexible, relevant curriculum that can easily be changed,

but won't necessarily. We very early discarded our needs to have "change for change's sake" and removed "innovation" from our vocabulary. That is why you will find we are not suggesting any one way of organizing for instruction - we will develop the very best method possible according to the people we have and the resources available.

The format to follow is organized into seven areas we devised for the purpose of discussion only. They are to be considered as parts of a whole program and are in practice interrelated entirely.

1. STRATEGIES OF IMPLEMENTATION

1. Research

a. Observation - Conclusions reached through visitation and comparison of curriculum projects:

1. Building and curriculum projects developed primarily by persons outside the school itself have little chance of succeeding.
2. One method of organization (e.g., team teaching, flexible scheduling, self-contained classroom, use of behavioral objectives) does not yield a uniform quality of instruction.
3. A common complaint heard from teachers was lack of on-site workshops about specific techniques. Very positive comments were recorded about a two-week workshop held prior to opening one of the schools.
4. A clear definition of what a middle school is was not found. Therefore, it is left to the individual school to develop through action that definition.
5. Our staff gained confidence in its own abilities to conceive and activate curriculum.

b. Readings

1. Alexander, William M. and others. The Emergent Middle School. Holt, Rinehart, Winston, New York, 1968.
A definitive statement on approaching the middle school idea by a recognized authority.
2. Bane, Mary Joe and Jencks, Christopher. "The Schools and Equal Opportunity." Saturday Review of Education. Sept. 16, 1972 pp. 37-42. A controversial, fully-documented analysis of schooling and its economic impact which suggests a re-examination of goals to determine what is possible and what is not in a public school.
3. Bough, Max and others. "The Middle School: A Five State Survey." Clearing House 47: 162-7 N 72. Includes current data on middle school status and a definition: "a school for pupils in grades 4-8 with at least two but not more than five grades including 6-7 or 7-8."

4. Grooms, M. Ann. The Middle School. Charles L. Merrill Books, Inc. Columbus, Ohio, 1967. Includes many examples from middle schools operating and role and function of various staff.
5. Kindred, Leslie W. The Intermediate Schools. Prentice-Hall. Englewood Cliffs, N.J., 1968. Some research data are provided as well as thorough development of different curriculum models.
6. Manatt, Richard P. and Ruebling, Charles E. "Iowa's Innovative High Schools: Research Implications for Principals" Elementary Principal's Journal. 2:33-4 June '72. Research showing that before real innovation occurs, intensive training and altering of attitudes must be undergone by both staff and students.
7. Popper, Samuel. The American Middle School: An Organizational Analysis. Blaisdell Pub. Co. Waltham, 1967. Historical, philosophical, psychological perspective.

2. Specifications

- a. Design - not applicable
- b. Equipment - not applicable

3. Operational Philosophy

Those responsible for strategies of implementation will make up an ongoing committee which will direct overall staff activities. It should reflect as closely as possible the honest needs, concerns and abilities of the whole staff and make sure that the curriculum is developing and moving toward its goals.

a. Examples of use

1. During the next school year we are suggesting that at least eight workshops (one a month) be conducted for all 6th, 7th, and 8th grade teachers at mid-day (similar to those held this year). The purpose of the workshops will be to continue developing specific organizational and instructional skills for each teacher and/or team. Planning for these workshops will begin this year. This will establish the basis for ongoing inservice training.
2. It is strongly recommended that a continuing program of visitation be made available to all interested staff members each year. The learning which occurred for staff members involved this year proved invaluable in developing a sense of how to go about building a sound curriculum. Board members, community, and students might profitably be included in this plan.

3. Regular meetings with the architect should be planned. His willingness to include himself in our study has proved a necessary ingredient for our study and should continue.
4. A sub-committee which will devote itself to considering renovation of the present junior high (it is to remain a middle school) should be established.
5. Investigate possibilities for Title III workshop in summer 1974.

b. Personnel

It should be emphasized that this committee should remain at all times an open one, with any staff member invited to any of its meetings. The only permanent members might include the principal, the curriculum consultant, and a teacher but the number should increase and decrease as needs dictate.

c. Budget

The idea that a specified amount be set aside for use in inservice training should be encouraged, not only for this particular study but as a recognized feature of the curriculum itself. For example a budget for the 1973-74 school year follows:

Visitation	60 staff @ \$30 @ 2 visits	\$3,600
Workshop	8 consultants @ 8 workshops @ \$100	800
Clerical, Materials, Expenses		<u>200</u> \$4,600

d. University Relations

Since there have been chronic complaints from both public schools and many in the university about the quality of training of prospective teachers, it seems incumbent on us to take our share of the responsibility for training. Wherever possible in our program we will include plans for using university personnel, whether as consultants, as interns or student teachers in our various teaching, administrative and counseling areas. Some advantages of planning a training function in our curriculum are:

1. Immediate reduction of pupil-teacher ratio. If a student teacher is included in that ratio at an estimated .7 (admittedly a crass perspective), the reduction of pupil-teacher ratio could be demonstrated quantitatively.
2. Once our program is recognized as taking responsibility for training, we are more likely to be sent more committed, qualified students from the university.

3. Our program will be constantly evaluated by comparison with new ideas generated by knowledgeable, eager, young educators.
4. The quality of our program should increase by virtue of being able to select new teachers from among those we have helped train.

Some disadvantages are:

1. Some administrative strain may develop by simply adding that number of people to the program.
2. Because of youth, enthusiasm, and inexperience, some judgmental errors might develop which we have either not experienced or not been aware of.
3. All staff will have increased supervisory responsibility.

II. MEDIA CENTER

1. Research

a. Observations

1. Totally open media center, including books, and audio-visual equipment. High amount of use by teaching teams. Audio-visual materials used by students. (NEW SCHOOL)
2. Same concept as previous school on paper, but closed walls and access. Lack of coordination in teachers use. Use of books by students normal. Audio-visual material only used by teachers. (OLD SCHOOL)
3. Media center open to instructional centers. High use of all materials by both teachers and students. Video tape, cassette, reference material, were used by students during a unit on Pre-Historic America.
4. Old building converted into media center. High use of all material by all.
5. Conversion of old facility to usable, accessible media center, well equipped.

b. Readings

2. Specifications

a. Design

1. Must accommodate 10% of student body, but never over 100 students.
2. Conference area with partition to be able to accommodate two groups of 8-12 students each.
3. Workroom with sink, cabinets, shelving, counter-top work area, and electrical outlets.
4. Periodical storage room - large enough to house storage of 125 magazines for five years as well as microfiche or micro-film storage.
5. Media specialist's office.
6. Secretary's office.

7. Audio-visual equipment repair and storage area with cabinets, counter-top work area with electrical outlets, and shelving for material storage.
8. Sound proof room for recording purposes.
9. TV studio and control room (all rooms should be equipped to receive programs from this area).
10. Dark room for photography.
11. Reading area which would provide a comfortable setting for 20-25 students.
12. Audio-visual room for showing films or other programs to groups ranging in size from 10-60, with rear screen projection capabilities.
13. Housed in the center of the academic wing.
14. Easy outside access for community use.

b. Equipment

1. Movable furniture- tables, relaxing chairs, study carrels (dry/wet), carrels not to exceed 50% of table type seating capacity.
2. Book shelving.
3. Divider type shelving.
4. Dictionary and other stands.
5. Audio-visual equipment.
6. Video-tape machines.
7. Teaching machines.
8. Magazine display.
9. Production equipment.
10. Co-ordinate use of materials with those available through County Office.

c. Flexibility

1. Group conference work.
2. Individual work.
3. Community use - the resources of the media center should be used to the fullest possible extent. Therefore, much thought

should be directed towards community use of the center. Possible programs might include opening the media center to the public both during and after the normal school hours.

4. Expandability.

3. Operational Philosophy

The media program is an integral part of the total learning process. Acquiring information and developing concepts, skills, and attitudes in children is greatly dependent upon:

- a. complete and free access to knowledge
- b. varied opportunities to acquire and apply in meaningful ways which will contribute to learning.

With the increase in available information, the multiple and varied means of communicating knowledge, and the evolution of many strategies, it is critically important that all children and teachers have available multiple resources of relevant print and non-print curriculum materials for use at the appropriate time and place in instruction. This wide variety of quality and audio-visual resources allows for multi-sensory approaches to meet individual differences.

a. Examples of use

1. Program - The basic purpose of the media program is to provide services for teachers and children that will assist in the effective utilization of a wide range of materials, print, and audio-visual which contribute directly to the instructional program of the school at all grade or organizational levels and in all subject matter areas. This instruction, group, and/or individual, enables the pupils and teachers to understand, appreciate, and utilize with increasing effectiveness the varied kinds of resources and equipment. Print materials include: almanacs, atlases, dictionaries, encyclopedias, (general and special), gazetters, handbooks, indexes, magazines, newspapers, and Readers' Guide. Audio-visual materials include: filmstrips, recording (disc and tape) transparencies, 16 mm films, 8 mm single concept film, video-tape machine, picture study prints, models, and study kits.

In the instructional aspects of the media center's program, many activities are planned for active pupil participation and involvement with opportunities for practical applications of the information presented. Flexible scheduling provides opportunities for instruction and activities as well as browsing, "free reading", and the independent use of the resources and equipment in the center.

2. Activities to Accommodate

- a. Reading and viewing - printed and audio-visual resources
- b. Production
- c. Research
- d. Listening
- e. Conference
- f. Remedial and enhancement activities

3. Services Provided

- a. Selection and procurement of all types of quality media related to curricular needs and recreational interests.
- b. Classification, inventory, storage, maintenance, and distribution of all types of media.
- c. Assembling, upon request, unit materials in a variety of media for the teachers.
- d. Assistance to teachers through development of a professional library.
- e. Provision of facilities, equipment, materials, and services for production of teacher-designed instructional materials.

The Media Center is for the use of students and teachers; no matter how well equipped, it will be of no use if it is not used. Its purpose is to serve the student and teachers.

b. Personnel

A full time properly certificated media specialist, technicians, and aides.

c. Budget

(To be added as soon as information available)

d. University Relations

The use of interns from universities could be of great service to the school with more individualization, material development, and up-to-date information about research.

III. SPECIAL PROGRAMS - EMR

1. Research

a. Observations

b. Readings

1. Educating Exceptional Children, Samuel A. Kirk, Houghton Mifflin Co., Boston, 1962, p. III.

2. Specifications

Design

A certain amount of enclosure is required in the teaching of E.M.R. students because it is necessary to have as few distractions as possible to facilitate a good learning situation. This is not to say that the E.M.R. room or area be closed in completely by either permanent or movable walls, or be separated from the rest of the school's learning areas as was seen at one of the schools. The Special Education program was contained in a classroom which was located next to the office area, enclosed by two permanent and two movable walls, and accessible through a door. This type of segregation has no place in an open-concept school.

It would be best if the two proposed E.M.R. units would be located next to each other so that the two areas could be joined for group activities. Portable walls could be used to separate the two areas. A three-walled "classroom" which would open into the academic quad area, with some space in the quad, would combine the best of both closed and open classrooms.

3. Operating Philosophy

Due to the success of the present E.M.R. program at Groveport-Madison Junior High School, we highly recommend a continuation of the two unit-two teacher program. The two teachers should work as a team, exchanging students throughout the school day at designated times. Here is a list of points which are now effective and would be so in any two teacher team:

1. The students would change classes and thus be like the rest of the student body in that they would move from classroom to classroom.

2. The teachers would act as an evaluating team in diagnosing, assessing and resolving the problems of the students, be the problems emotional, physical, social, or academic.
3. Although each teacher would be trained in all areas of special education, she could put maximum effort into fewer areas as we are doing now. One teacher is instructing the students in Math, Reading, and Language Arts, and I am instructing the students in Language Arts, Science and Social Studies.
4. The E.M.R. student who might possibly not feel comfortable with one particular teacher, would have the other teacher to relate to. This choice of teachers would not be possible in a self-contained, one-teacher classroom.
5. And above all, each teacher would act as a resource person for the other. Hence, improved class planning.

a. Examples of use

1. Reading is best taught through a phonetic approach and through the use of a carefully selected library which would be geared toward the age group of students being taught but at varied reading levels. This is preferred to the traditional reading program taught with one series of books. To successfully utilize the phonetic approach, auditory equipment is absolutely necessary. An audio-visual lab to accommodate at least 5 to 10 students is recommended.
2. The Language Arts program should be a continuation of the reading program. Thus sharing the audio-visual equipment. Instruction involving literature should be based on the daily newspaper. Subscriptions for half the entire number of E.M.R. students should be ordered, for example, for 40 students. 20 papers would be ordered and would be used twice. Since the newspaper may be the one source of literature that the E.M.R. student chooses to come in contact with in his future, encouragement to use, and the proper use of, the newspaper should be stressed.
3. This same newspaper would aid the teaching of Math. For example, Math lessons could involve grocery prices, coupons, sales at local department stores. The Spectrum Math Series, where the student may work through each work book at his own rate, should be continued to be used, as it is now, as a means for individualized work.
4. Social Studies is best taught as a look at one's self and those around us. I feel it is better for the student to learn to understand and to cope with himself and his peers rather than to study the traditional Social Studies subject matter which is often very irrelevant to the E.M.R. student. These books have proved helpful in the above type of Social Studies program:

- a. Seeing Ourselves - published by the American Guidance Service; this text, through a story-telling method, offers an insight to the students of their psychological development.
 - b. Manners - a workbook published by the Frank Richards Company, which is a publisher of E.M.R. materials; points out to the students etiquette which will make them more pleasing members of society.
 - c. Teen-Agers-At-Work - a workbook, also published by the Frank Richards Company; introduces the E.M.R. student to jobs which would be feasible for him; this is handled in a subtle, tasteful manner.
5. The Science program should be geared toward an appreciation of the earth. It would be beneficial to have a direct exit to the outdoors from the E.M.R. Science class area. It would be ideal if there was some land which the students could work with. They could plant and take care of a food garden, then eat their products. The students could learn to decorate with flowers and shrubs. And best of all, responsibility for one's work would be encouraged. This earth-lab would make the classroom experience real.
6. The E.M.R. student should most definitely be scheduled into both the physical education and unified arts classes. Any student who might possibly have the potential to participate in an academic, non-E.M.R. class should be allowed the opportunity to do so. The E.M.R. teacher would naturally assess this potential.

b. Personnel

Not applicable

c. Budget

A drastic change needs to be made to allot money for the Junior High E.M.R. program. Presently, the department is working only with workbooks and a few texts. Audio-visual equipment is a must in the modern approach to the teaching of E.M.R. students. We have no audio-visual equipment! Improved Science, Math, Reading, and Language Arts programs require much equipment and materials. Funds are desperately needed to purchase materials which help in the developing of the E.M.R. student's potential.

d. University Involvement

For better teacher preparation and training, it would be best to have as much contact with universities and future teachers as time would allow. Instead of communication only during a student's Student Teaching period, there should be a three-fold relationship during a student's junior and senior years.

Involved in this relationship should be university students, university instructors, and local E.M.R. teachers.

Possibly, a tutorial program could be established to coordinate with a student's classes. This program would be a forerunner to Student Teaching and it would offer a prolonged experience with E.M.R. children.

The person who is actively involved in classroom work with E.M.R. children should be heard from in regards to teacher training. These people would have much to advise about what would be helpful in a student's future.

e. Conclusion

Many decisions concerning the future of the "junior high" E.M.R. program cannot be made until decisions about the proposed middle school are final. For example, what grades will the school house, then, what grade and age students will comprise the E.M.R. program? Will it be a one unit or two unit program? But one must keep the students in view, even though the ever-imposing dollar sign obstructs our view many times.

In any E.M.R. program planning, this must be the over all objective: "...the Educational Policies Commission has listed four major objectives of education:

1. self-realization
2. human relationships
3. economic efficiency
4. civic responsibility"

III. SPECIAL PROGRAMS - GUIDANCE AND COUNSELING

1. Research

The following resource material include guidance as an integral part of the curriculum. The guidance counselors would work with several teams; counseling individually, in groups, and providing group guidance. Counselors would work with the Language Arts and Social Studies teams in implementing the block program.

a. Observations

I observed no school that had a quality guidance program. The counselors were either part administrator-counselor or primarily guidance oriented vs. counseling oriented. There was no program or physical plan worth considering as a model.

b. Readings

1. Overly, Donald "The Administrator," Vol. 2, No. 4, Summer 1972, p. 3.
2. Ducl, Lloyd, "Curriculum Considerations For Middle School Children." The Administrator, Vol. 2, No. 4, Summer 1972, pp. 19-22.
3. Wilson, M. T. and Fopper, S. H. "What About The Middle School? Opinions Differ." Today's Education, 58 (Nov. 1969), p. 54.

2. Specifications

a. Design

It would be desirable to have the counseling area centrally located, and especially close to the academic areas. Each counselor would have his or her own office and be within close distance to the other. It is imperative that each counselor have a room or office which is sound proof and private so that a student could not be seen or heard by his peers. A reception area is important. It would be used,

1. by students waiting to see a counselor
2. to accommodate a student or para-professional adult secretary who would schedule appointments and supervise activities in the reception area
3. to display and house career information

Another room is needed to accommodate up to 17 people. Group counseling requires a room to seat up to 12 people, and group guidance generally involves up to 17 people. This room would probably be used daily. An additional small room is needed for a multitude of purposes:

1. as a tutorial room
2. as a place for the visiting school psychologist to test and talk with students
3. to be used by university practicum students to test and talk with students

An area or room should be allocated for an OWA program (Occupational Work Adjustment). This program has its own faculty member and is partially self-contained. The students spend part of the day in school and part working; therefore, they need to be located near an entrance or exit to the outside.

b. Equipment

Equipment needs are minimal for an effective program. It is strongly recommended that the following few items be available:

1. one portable reel to reel tape recorder
2. one cassette tape recorder
3. equipment on which to place displays
4. a portable unit to house career information. This unit should be mobile enough to be moved around the school by a student.
5. a file cabinet for each counselor
6. a phone, desk, typewriter, comfortable chairs, and book case for each counselor's office and
7. several electrical outlets in each counselor's office and in the group room.

3. Operational Philosophy

a. Examples of use (what are you going to do?)

The following is a list of counseling objectives which presently guide and direct the counseling program. Each of these objectives directly influence the counselor's activities and the type of facilities needed.

1. Work with potential drop-outs so as to reduce the number of students leaving school after the 8th grade.

2. Help students learn to be responsible for their own behavior and feelings.
3. Help students develop better peer-relationships.
4. Help students function to the best of their ability in a classroom situation.
5. Provide a place where students can discuss their concerns privately and confidentially.
6. Acquaint students with the world of work.
7. Bring group guidance to the classroom, involving it in the academic curriculum.
8. Provide a place where a student can receive reinforcement through an activity within a supervised environment.
9. Personally know every student.
10. Teach students a decision-making process to be used for important decisions.
11. Structure activities which encourage students to examine their values and be able to state what they have learned about themselves.

In summary, the activities of a counselor will involve blocks of time which can be divided into the following areas:

1. working with individual students in the counselor's office
2. working with many types of student groups in the counseling areas
3. working with groups of students in the academic areas
4. planning curriculum with teachers, i.e. value clarification, career information, decision-making, peer relations, and understanding human behavior
5. working with teacher(s) to develop individual student programs and/or strategies
6. observing class and/or group dynamics in the academic area
7. consulting with parents regarding an individual student
8. leading parent groups after school or in the evening concerning the parenting of adolescents

b. Personnel (description, training, approach)

Two counselors are needed in a school of 700 students: one male, one female. Each counselor would be responsible for a particular group of students from the time they entered the school until they left. For example one counselor would have 6th grade and half of 8th, the other counselor would have the 7th grade and half of the 8th grade.

The counselor who has the 6th grade would have them for 3 years. It would be made clear however, that any student could choose to see either counselor regarding any concern other than scheduling.

Both counselors should be trained to work both with individuals and with groups; have an operational philosophy for working with students, be willing to grow professionally i.e. to become involved in activities outside the school to upgrade skills and keep abreast of new ideas; and be willing to try new ideas. It is important that these people be willing to develop an observable guidance program and to be accountable for it.

c. Budget

Money is needed to score the OVIS, Ohio Vocational Interest Survey; for new and updated career information, student career questionnaires for the 7th graders, and new group guidance materials.

d. University Relationship

It is planned that in the near future there will be a constant flow of counseling practicum students working in the school as well as students who are in the counseling program and taking group process courses. Students in the group process course would be used to co-lead a student group with the school counselor. The objectives and activities of the group would be appropriate for a school setting. Practicum students would also co-lead counseling groups, lead guidance groups, and see students individually.

IV. PHYSICAL EDUCATION

1. Research

a. Observations

The physical education staff has worked together in organizing a field of knowledge and establishing facts that are important to the physical education curriculum problems that exist in a middle school. We hope to make this study relevant by taking into consideration the applicable facts learned in our research, along with our past experiences in the field of physical education. The program defined in this presentation has been developed from information obtained from personal interviews, observations, and readings.

b. Readings

1. Coates, Edward. Personal interview. April 24, 1973.
2. Dauer, Victor P., Dynamic Physical Education for Elementary School Children. Minneapolis: Burgess Publishing Company, 1968.
3. Hixon, Chalmer G., The Administration of Interscholastic Athletics. New York: J. Lowell Pratt and Company, 1967.
4. Lakewood Middle School. Visitation.
5. Mand, Charles. Personal interview. May 29, 1973.
6. Mueller, Pat., and Elmer D. Mitchell. Intramural Sports. New York:
7. Nash, Jay D., and Charles H. McCloy. Teaching Physical Education. Philadelphia: W. B. Saunders Company, 1966.
8. Nixon, John E., and Ann E. Jewett. Physical Education Curriculum. New York: The Ronald Press Company, 1968.
9. Resick, Matthew C., and others. Modern Administrative Practices in Physical Education and Athletics. Boston: Addison-Wesley Publishing Company, 1970.
10. Solon Middle School. Visitation.

2. Specifications

a. Design (Bldg.)

The modern program of physical education, which includes intramurals, and interscholastic athletics, can be properly conducted only if adequate facilities, both indoor and outdoor, are available. Planning of physical education facilities revolves around the concept of the teaching station. A teaching station is an adequate facility in which a class or activity can be conducted without interference. Since the modern physical education program encompasses such a wide variety of activities, a wide variety of teaching stations are needed as well. The physical education staff has recommended a large gymnasium and one large balcony for this reason.

Ideally the gym should be located in a separate wing of the building in order to isolate the noise from the physical education classes. The gymnasium floor should be a tartan type floor, a synthetic surface which is light in color, non-glare, smooth, non-slippery, easily maintained, easily cleaned, long wearing, and non-abrasive. In order to make the floor more functional, markings for all activities should be painted on the floor. The ceiling should be at least 22 feet and acoustically treated. The ceiling beams should be exposed to provide a place from which suspended equipment can be hung. It is imperative that showers, dressing rooms, and lockers be adequate for intramurals, interscholastics, and community activities. The shower room floors should be constructed of a non-glazed ceramic tile or a material that will prevent slipping.

b. Equipment

The purchase of supplies for physical education should be based on the needs of these programs and the activities offered. Equipment should be purchased to provide optimum activity for all students. Only quality equipment and supplies should be purchased, since this ensures greater satisfaction and longevity. The safety and protection of participants should always be considered when purchasing equipment. The following is suggested supplies and equipment needed for the new middle school:

footballs	even parallel bars
soccerballs	uneven parallel bars
basketballs	vaulting box
volleyballs	tumbling mats
badminton rackets	horizontal bar
archery equipment	pommel horse
badminton birds	climbing ropes
pennies (different colors)	trampoline
medicine ball	standards for nets
jump rope	rubber playground balls
softball equipment	balance beam
discus and shotput	universal gym set

3. Operating Philosophy

Since most middle school age children are experiencing a period of rapid physical development, program objectives must be oriented toward providing activities which complement that development. The following objectives have been selected as being essential to successful program at the middle school level:

To demonstrate and promote the proper use of the developing body. (Posture, co-ordination, and weight control etc....)

To develop self confidence and intra-group behavior patterns.

To illustrate the importance of physical fitness to both physical and mental well being.

To offer both intramurals and interscholastic sports with emphasis on intramurals. All 6th and 7th graders will not be permitted to participate in interscholastic athletics. Intramurals will be greatly emphasized to 6th and 7th graders and to those 8th graders who do not play interscholastic athletics.

To involve a greater portion of the student body an opportunity in the purely recreational sense. It is felt that the addition of an active intramural program will be extremely beneficial for both boys and girls.

a. Examples of use

Sixth Grade Curriculum

1. Rhythmic Activities

- a. Folk dance
- b. Group-action games
- c. Rope climbing

2. Developmental Activities

- a. Exercise routines
- b. Basic movement games
- c. Body mechanics
- d. Fitness testing

3. Junior Gymnastics, Stunts, Tumbling

4. Simple Games and Relays

- a. Relays and tag games
- b. Dodgeball and other ball games

5. Intramural Program for Boys and Girls

Seventh Grade Curriculum

1. Introduction to team sports
 - a. Basketball
 - b. Volleyball
 - c. Soccer
2. Sports skill and activities
 - a. Skilled instruction and drills
 - b. Lead up games
 - c. Individual and dual activities
3. Gymnastics, stunts, tumbling and trampoline
4. Intramural program for both boys and girls

Eighth Grade Curriculum

1. Team Sports

a. Basketball	d. Softball
b. Volleyball	e. Flag football
c. Soccer	f. Wrestling
 2. Introduction to track and field
 3. Gymnastics, stunts, tumbling, and trampoline (advanced skills)
 4. Square and folk dancing
 5. Individual sports
 - a. Tennis
 - b. Badminton
 - c. Table Tennis
 6. Interscholastics and intramurals for both boys and girls
- b. Personnel

In the area of personnel, it has been proposed to hire an intramural director to be in charge of the total program. Under the supervision of the director, two assistant directors would be in charge of boys and girls intramurals respectively. The program would be correlated by the director through these two specialists. It has been suggested that there be one coach in every sport in the middle school concept. Assistant coaches would not be necessary and this man power could be effectively used in an intramural program.

c. Budget

It has been suggested that there be a council or a committee which has authority to act on matters pertaining to physical education, intramurals, and athletics. It will be the responsibility of the council to approve annual budgets for interscholastics, intramurals, and physical education along with forming policies and procedures in dealing with these areas. The following positions shall constitute the official membership of the council:

1. Athletic Director
2. Head Coach
3. Intramural Director
4. Boys Physical Education Teacher
5. Girls Physical Education Teacher
6. Cheerleader Advisor

d. University Relations

An internship program similar to the one used in social studies involving prospective teachers in physical education at Ohio State University is being considered for the 1973-74 school year. This request is currently being developed by the physical education department. With the help of these university students, there could be a greater variety of activities along with more individualized instruction with this increase in number of physical education personnel.

V. UNIFIED ARTS

1. Research

- a. Observations - Members of the Arts Committee observed Unified Arts programs at various locations throughout the state.

Mr. Turner from the Columbus Public School System's Art Impact Program spoke to the committee and explained their program and its possible relevance to our proposed middle school.

- b. Readings - No specific written information was found on the Unified Arts Program.

2. Specifications

- a. Design - To date no definite floor plan has been presented to or accepted by the members of the Arts Committee.
- b. Equipment - To date there is not a definite listing of equipment. However, the committee feels that the writing of specifications for equipment and selection of equipment should be done by members of the various fields involved.

3. Operating Philosophy

- a. Examples of use

1. Art - All grades will be working in the areas listed below at different levels.

3-Dimensional Crafts Area

1. Sculpture (clay-wood-plaster)
2. Printmaking (linoleum-silkscreen)
3. Painting
4. Ceramics (7 & 8)
5. Stitchery
6. Drawing
7. Enameling

2-Dimensional - Major Arts Area

1. Painting - watercolor, tempera, acrylics (6,7,8)
2. Drawing - pencil, charcoal, crayon, pastels, ink (6,7,8)
3. Commercial Arts - illustration, design, advertising
4. Art History - (6,7,8)

2. Home Economics - content by grade level

8th Grade

1. Construct more advanced sewing project
2. Simple meal preparation
3. Home furnishings
4. Consumer education
5. Advanced crafts

7th Grade

1. Construct simple sewing project/projects
2. Sewing crafts
3. Snacks, cookies, etc.
4. Child-care-baby-sitting
5. Grooming

6th Grade

Do not wish to include in program

3. Industrial Arts - Eighth grade curriculum should include an introductory unit ranging in length from one to nine weeks in the following areas.

1. Woodworking (separate finishing room)
2. Drafting
3. Welding
4. Foundry
5. Machine Shop
6. Electricity
7. Sheet Metal
8. Power Mechanics
9. Crafts
10. Graphic Arts (including dark room)

7th Grade - curriculum should include

1. Crafts
2. Drafting
3. Wood - hand tools only

6th Grade - curriculum should include crafts

4. Music - Vocal and instrumental curriculum

1. Opportunity for instruction in basic music, skills, reading, writing, classroom instruments, listening and movement.
2. Opportunity for large vocal and instrumental groups to rehearse.

3. Opportunity for solo and ensemble groups to perform in practice and recital type situation.
4. Possible piano laboratory.
5. Possible space for electronic studio for students to experiment with tape recorders and techniques involving tape recorders - splicing tapes, tape loops, synthesizer, electric organs, etc.
6. Opportunity for music department to work with academic and other art areas in a capacity involving the cultures of all people.

b. Personnel

No definite number has been decided upon.

c. Budget

Not until a definite program and time for completion of the proposed middle school can the Arts Committee recommend set monetary figures.

d. University Relations

To date this issue has not been discussed.

VI. ORGANIZATION FOR INSTRUCTION

This sub-committee is responsible for that portion of curriculum dealing with academic or classroom offerings. As such, we are primarily interested in:

1. scheduling
2. organization or grouping of teachers and students
3. course offerings and their co-ordination

1. Research

a. Introduction

During this school year we have gathered information concerning middle school curricula from our own experiences, visitations, and readings. We find that above any other consideration, the middle school differs from the junior high school in its basic philosophy. The middle school places philosophical emphasis upon a student-centered plan for instruction. Major facets of a student-centered curriculum are:

1. Emphasis on the development of each individual student.
2. Each student has his own unique developmental pattern and has different instructional needs.
3. Flexible curriculum with differentiated goals.
4. Multi-text and multi-sensory approaches to learning.
5. Student and teacher grouping patterns responsive to changing needs.
6. Opportunity for students to pursue independent study.
7. Stress on students responsibility for his development of work habits and skill achievement.
8. Stress on processes (such as analyzing, organizing, evaluating, concluding, etc.) common through all subject areas, vocations, and avocations.

The student-centered approach recognizes the 11-13 year-old group as being transitional between elementary and secondary programs, and having the widest range (from 8 years to 18 years old) of any student group in developmental levels: physical,

emotional, social, and intellectual. Our research led us to discover strategies and arrangements of:

1. Time
2. Instructional organization
3. Teacher skills
4. Course offerings aimed at the middle school age group with its widely differing developmental rates.

1. Time can be arranged for maximum use and flexibility in a block schedule. The sample schedule on the next page illustrates the major aspects of a flexible block schedule.
 - a. Instruction in academic subjects during a long block of time, so that time may be allocated to each subject as needed during a particular day (week or month).
 - b. A large block of time for instruction in Physical Education, Unified Arts, and possible elective subjects.
 - c. Teachers of the academic subjects have a common planning time during the Unified Arts, Physical Education, block time in which to develop and co-ordinate related units (Unified Arts and Physical Education teachers also share a common planning time in the schedule)
 - d. Ability to shift any size group of students into another subject area within the academic block without disrupting the entire schedule.

	Grade 7	Grade 8	
	Homeroom	Homeroom	8:30 8:45
11:30	Academic Subjects	Unified Arts and Phys. Ed.	10:30
	Lunch	Academic Subjects	12:30
1:15	Academic Subjects	Lunch	1:00
3:00	Unified Arts and Phys. Ed.	Academic Subjects	3:00

2. Instructional Organization needs to be diversified to be usable by each student at his particular achievement and need level. Some means toward meeting this goal are:
 - a. Multi-text and multi-sensory approaches (including a smaller number of each of many types of text; and audio-visual materials

such as cassette tape recorders and wireless head phone sets and film viewers)

- b. Unit-packs; self-paced units which each student completes at his own learning speed (programmed instruction, also)
- c. Small and large group projects and units requiring differentiation of student activity and often role-play involvement.

3. Teacher Skills

Combining teachers into teams often facilitates the development of a stronger instructional program. A teaching team consists of two or more teachers assigned instructional responsibility for a common group of students. In order to co-ordinate their program the members of a teaching team share the same planning time. The two fundamental types of team found in the academic subjects are the subject-area (horizontal) team all of whom teach the same subject, and the interdisciplinary (vertical) team consisting of two or more teachers responsible for instruction in two or more subject areas. Teaming can provide:

- a. Use of each teacher in his area of proficiency.
- b. Efficient use of equipment and materials.
- c. Interrelation of different subject areas.
- d. Flexible time use available.
- e. Improvement of teaching performance due to close co-operation.
- f. Ability to individualize instruction.

Effective as these teams can be, often teachers operating singly maximize individualization of instruction and need not be constantly teamed in co-ordinated programs.

- 4. Course offerings vary somewhat; however, exposure to English, Math, Social Studies, and Science is usually provided in grades 6, 7, and 8. Often special interest courses are offered on an elective basis: typing, foreign language, mini-courses.

a. Observations

- 1. Effective use of subject-area teaming (visitations and our History program as well as the beginning of others).
- 2. Effective use of interdisciplinary teaming.
- 3. Teacher-made unit-packs effectively individualizing instruction.
- 4. Block schedules allowing great flexibility of time use.
- 5. 5, 6, 7, 8 and 6, 7, 8 grade level patterns used in effective

middle schools (grade 5 was not preferred in this setting by administration or staff).

6. Thorough use by students as well as teachers of media center materials, especially audio-visual equipment (accessibility seemed to be crucial).
7. Student enthusiasm and cooperation extending to responsibility for their own behavior.
8. Critical need for ample teacher planning time and workshop activities.
9. Great enrichment and interest in special interest courses.
10. Staff resistance and inability to adjust to team patterns arranged without staff involvement.
11. Teams facilitating diagnosis of student potentials and needs and allowing for constructive parent conferences.

c. Readings

1. Alexander, W. N., The Emergent Middle School, ed. 2, Holt, Rinehart, and Winston, Inc., New York, N. Y. 1969. Complete statement of the case in favor of the middle school. Many sample student and teacher schedules taken from operating middle schools.
2. Bondi, Joseph; Developing Middle Schools, A Guidebook, MSS Information Corp., New York, N. Y., 1972. Clearly demonstrative examples of learning packets, flexible schedules, and teacher teams.
3. Howard, Alvin W. and Stoumbis, George C.; The Junior High and Middle School: Issues and Practices. Intext Educational Publishers, Scranton, Penn., 1970. Comparisons of junior high and middle school programs. Detailed programs used in the transition from a junior high program to a middle school program.
4. McCarthy, Robert J.; The Ungraded Middle School, Parker Publishing Co., Inc., West Nyack, N. Y., 1972. Through explanation of make-up and functioning of teacher teams. Sample schedules and their importance to flexible teacher and student deployment. Full explanations of ungraded program including rationale and schedules.
5. Stradley, William E.; A Practical Guide to the Middle School, Center for Applied Research in Education, Inc., New York, N. Y., 1971. Discussion of open-ended individualized instruction.

2. Specifications

a. Design

To meet the needs of a growing middle school curriculum the new building would have to have:

1. Space comparable to approximately 20 conventional classrooms.
2. Easy access from all areas of instruction to the media center.
3. Ability to conveniently alter wall arrangement to fit the size and arrangement of teaching teams and student groups.
4. Convenient access to utility outlets (electrical, water, gas) in many instructional areas.

b. Equipment

To be decided upon and enumerated as a part of the on-going 1973-74 curriculum study.

3. Operational Philosophy

a. Examples of use

Throughout, this study rejected the option of adopting the existing curricular program of another school system or any proposed system on the grounds that even innovative programs have become stale and unworkable due to their inability to change to fulfill the present needs of the students, staff, and community. Consequently, we have developed long range proposals which are methods for the development of instructional organization. The proposals we hope will establish a viable, self-correcting, on-going curriculum are:

1. Flexible scheduling.
2. Teacher-generated team teaching disposition.
3. Need-generated grouping and regrouping of students.
4. Continual reassessment and coordination of instruction through planning time and frequent workshops.

Each of these should be responsive to the specific needs of the student, his teachers, and his community.

Our proposals for next year, 1973-74, reflect the specific application of our long term methods as reached after a recent decision-making workshop. Proposals for teacher team arrangements are diagrammed by grade level with the enclosed areas representing individual teachers. (Eng., Math., Soc. St., Six = teacher of all subjects)

6th grade:

One team of three, differentiated by subject. One team of three, all administering to their own students learning packets developed by one teacher acting as a specialist in one subject, others self-contained.

7th grade:

Three interdisciplinary teams combining, when possible, the three subject areas (the Soc. St. teachers teach one semester of Ohio History and then switch to Geography for the remaining semester).

8th grade:

One subject-area team which has been a strong viable concern during the year, 1972-73, and will be therefore maintained.

One strongly cooperating interdisciplinary team, two groups assigned students to permit interdisciplinary units, but also arranging themselves along subject-area lines for other activities.

It should be noted that during the year 1973-74 the 6th grade staff will participate in visitations and workshops so as to reach proposals concerning the possible inclusion of the 6th grade into the middle school philosophy. All staff will participate in activities designed to formulate proposals for the year 1974-75.

When examined, the organizational plans proposed are far from random or uncoordinated. They should provide the breadth of experience necessary for future refinement of instructional organization, and are an integral part of an on-going program. If anything, these proposals contain more organizational structure than the present program; they require greater teacher responsibility for the development of schedules and instructional units while, hopefully, sponsoring greater student responsibility.

b. Personnel

Following the goal of student-centered instruction would require a blend of elementary and secondary approaches; the elementary approach allows for diagnosis and instruction of the "whole" child while the secondary approach facilitates depth in subject matter with sufficient enrichment and interest potential. Each staff member, it would seem, should be evaluated as to his particular approaches rather than by training alone.

As vacancies occur in a particular teaching team, we feel the team members could provide valuable input to the selection of a replacement and the adjustment of the new teacher to the school's policies and philosophy.

c. Budget

Rather than specify a dollar amount at this time, our proposals include possible methods for making budgeting responsive to changing needs:

1. Quarterly budget requests.
2. Requests submitted by disciplinary or interdisciplinary teams or individuals
3. Allocation of funds by need and functionality.

d. University relations

Maximum use of teacher interns would functionally lower the pupil teacher ratio while adding to the number and size of student instructional groups. Teaching interns could form a pool from which to draw replacements, then, would be familiar with specific practices in the building and would more easily fit into the program.

VII. ADMINISTRATION

1. Research

a. Observations:

1. This was a new building on the "open concept" design with interdisciplinary teams. (Math, Science, English, Social Studies) Each team was responsible for one hundred students. The school was 5 - 8 with approximately one hundred students per grade level. Flexible scheduling was used.
2. This was an older, traditionally designed building. It also was 5 - 8 with approximately 700 students, and "on paper" had the same basic program of the above mentioned school. It was much less flexible, however, and had a less favorable atmosphere.
3. One school was also an older, traditional building. It had been highly publicized and volumes of information had been compiled. The objectives professed on paper, however, were not being implemented in actual practice.

Summary: From my observations, only one school would qualify as a good example of how a middle school should be administered. The principal was a young, and very dynamic educational leader with his staff. He had a very honest and open approach to administering the school, and was very much involved with his staff concerning curriculum development, scheduling, and methods employed in teaching.

In talking with the staff members, he was highly respected and a high level of rapport existed that was found in no other school I visited. He was basically democratic in establishing school policies and procedures, but occasionally had to issue "administrative edicts" to his staff.

The office area at this school was as open as the rest of the school. It was located to one side of the Media Center and the whole school could be viewed at one time from this location. Only the principal's office was private but most of his time was spent going through the building and meeting with his staff. He held weekly meetings with each team to go over objectives and scheduling needs.

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more than was observable in the way of education. They also lacked a good prevailing atmosphere and morale. The principal was the obvious difference and the key to the success or failure of the program.

It is my feeling that we have a better program at present in Groveport than those I observed with the exception of the one school. Much of this success is due to an excellent teaching staff and an administration and Board of Education that has given them the freedom to experiment and pioneer new methods and approaches to education. It is my feeling that with a new flexible facility similar to ones observed, our staff could develop an outstanding educational program for the youth of our district.

b. Readings

1. Stradley, William E., A Practical Guide to the Middle School, The Center for Applied Research in Education, New York, 1971. A complete book on the purposes, structuring, organization, and special concerns of the middle school from an administrative viewpoint.
2. Grooms, Ann M., The Middle School, Charles L. Merrill Books Inc., Columbus, Ohio, 1967. This book provides many examples of programs, staffing priorities, facilities, etc. of middle schools.
3. Overly, Donald E. and others. "The Middle School", The Administrator, Summer Issue 1972, B.A.S.A. Publication. This issue of The Administrator contained six articles by eminent educators, all devoted to the middle school.
4. Wayson, William. "The Emerging New Breed of Administrators", Education Digest, May, 1971. A very provocative, if somewhat extreme view, of the role of the administrator today. It has application for any school, but particularly in the middle school concept.

2. Specifications

a. Design

From the several visitations and readings on the middle school, flexibility appears to be the key to designing a new building. The key to success for any educational program is the staff and building principal rather than the building. It was obvious, however, that the building did have an influence on the program in some situations we visited.

Considering then that a successful program depends upon the individual teacher to a large degree, and that different methods are successful for different teachers, a flexible type building would be necessary if various teaching methods are to be employed.

I can visualize a program containing interdisciplinary teams such as observed on several visitations, subject area teams like those presently being used at Groveport in American History and Science, and perhaps even some individual traditional type teachers.

This type of curriculum would require a large open building with the capability of adding or removing walls, increasing or diminishing room sizes, or in general being able to adapt to the needs of varied educational programs now and in the future.

b. Equipment

Equipment recommendations will be forthcoming from committees assigned to this task and from various department requests. My remarks will be confined to the general office area.

Equipping the office would consist of general office furniture for the clerical staff. A duplicating, mimeograph, and copying machine would meet the office needs.

3. Operating Philosophy

a. The following items are duties that need to be assumed by the middle school principal:

1. Coordinate all staff, counseling, maintenance, and clerical services in developing a sound educational program.
2. Develop an atmosphere in which an open dialogue may exist between staff and the administrator so that they feel the freedom to express and attempt new ideas and methods.
3. He should serve as a catalyst for curriculum development and new and more effective approaches to teaching.
4. Act as a sounding board and resource person for the staff.
5. Serve as a liason between the staff and the central office administration and the board of education, keeping them updated on current and future program plans.
6. Develop the building budget, reflecting expressed needs of the staff and curricular program.
7. Establish an atmosphere with staff and students conducive to a sense of good school morale.
8. Be responsible for all major disciplinary problems unable to be handled by other staff personnel.
9. Observe and evaluate teacher effectiveness and work with them towards professional improvement, particularly in cases of deficiency.

10. Develop the master schedule to implement new and innovative programs, devised by teachers to better meet established educational goals.
11. Develop in-service training and workshops designed to meet staff needs and interests.
12. Be responsible, through the custodial staff, for the maintenance of the building and recommend needed repairs and improvements to the building and site.

Summary: In summarizing the principal's role, he should be the educational leader and resource person of his staff. He would be the co-ordinator of all of the varied services that go together to make up the educational program. He should develop and lead an on-going Instructional Council that would serve as a combination Advisory Council and Steering Committee. This council would advise on building policies and procedures within Board of Education guidelines. It would be sensitive to staff needs and develop in-service workshops and planned visitations that would lead to greater professional growth and competence.

One of the greatest benefits derived by this year's curriculum study has been the visitations to other schools. They have been so valuable that it is hoped that they can become an on-going in-service education program for the staff at least on a limited basis.

b. Personnel:

Administrative personnel would consist of two fulltime clerical aids, a principal, and an assistant that might be given a title such as Dean of Students. The role of the principal has been defined, but something needs to be said for the assistant.

In order that the principal can assume the role previously defined, it is essential he receive administrative assistance to free him from minor administrative detail. By giving the assistant the title of Dean of Students, the necessity of this person being a fully certified principal would be removed.

The duties of this position would be to deal with minor disciplinary problems, be responsible for attendance, serve as director of athletics, and other duties deemed appropriate. A counseling background would be excellent preparation for a person performing these duties at the middle school age level, as counseling techniques are a necessity in dealing with the pre and early adolescent. This would not rule out a person with administrative certification, but would not make it mandatory.

c. Budget:

This has been basically covered in previous comments to some extent. Budgets would need to be drawn up through meetings with the staff as to their needs and the needs of the over-all program, and for general building and site maintenance, repair and needed improvements.

A special emphasis should be made to include funds for in-service training programs, workshops, and visitations to other schools to promote the professional development and growth of the teaching staff.

This year's visitations have proven to be enlightening and stimulating experiences. For those who have participated, their value is obviously not limited to gathering data for a new building. Many new ideas and methods can be observed and brought back in to our own situation. I strongly recommend this as an on-going program to be regulated by the building Instructional Council under guidelines from the Board of Education.

d. University Relations:

In the realm of university relations, although there is much still to be developed, I feel our present direction at Groveport is better than any I have observed or read about. This relates specifically to the "intern program" being developed in our present junior high by the County Junior High Curriculum Consultant, Howard Moon. This program is presently in operation in both our seventh and eighth grade social studies departments and it is hoped will be expanded next year with our interdisciplinary teams.

The intern program is basically one of placing several student teachers in a team situation with a team of veteran teachers. This greatly enhances the value of the student teaching experience and greatly expands the capabilities of the existing teaching team. This program is in its second full year at Stygler Road Junior High in Gahanna and we are modeling ours closely to theirs. Since this program is of great value to both the student teacher and the participating school, it is our hope to continue exploring and expanding along this line.

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