

**A SURVEY OF THE MIDDLE SCHOOL PROGRAM
AS IMPLEMENTED BY THE
FORT CAMPBELL DEPENDENT SCHOOL SYSTEM**

BY

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A SURVEY OF THE MIDDLE SCHOOL PROGRAM
AS IMPLEMENTED BY
THE FORT CAMPBELL DEPENDENT SCHOOL SYSTEM

A Research Paper
Presented to
the Faculty of the Graduate School
Austin Peay State University

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

by
James W. Robinette

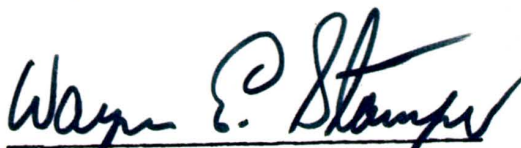
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To the Graduate Council:

I am submitting herewith a Research Paper written by James W. Robinette entitled "A Survey of the Middle School Program as Implemented by the Fort Campbell Dependent School System." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Education.


Major Professor

Accepted for the Council:


Dean of the Graduate School

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CHAPTER I

THE NATURE OF THE STUDY

The Fort Campbell Dependent School System instituted the middle school in their educational system at the beginning of the 1968-1969 school year. It was an outgrowth of population and building problems. Two years were spent in planning the educational program, staff, and utilization of buildings to allow for such innovations as team teaching, flexible block scheduling, independent study, and the inclusion of exploratory subjects in the program. Reading was taught through the eighth grade. The system expected to meet the needs of sixth, seventh and eighth grade groups better through the middle school.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to review an assessment of what parents, teachers, and students thought about the success of the middle school at Fort Campbell after it had been in operation for an appropriate period of time.

Limitations of the study. This study was not intended as a criticism or evaluation of the middle school concept or the middle school at Fort Campbell. It was merely

an attempt to summarize the reaction of the several groups involved in the Fort Campbell Middle School in the light of the school's proposed purposes of meeting the needs of sixth, seventh and eighth grade students. It was limited to this particular school system and to the use of questionnaires and interviews.

Significance of the study. This study has been important to the school system and community because this seems to be the newest way to meet adolescent problems.

II. ASSUMPTIONS

This study was based on these assumptions:

- (1) Children are maturing more rapidly than they have in the past.
- (2) There is a definite need for a transitional arrangement between the self-contained elementary classroom and the departmentalization of the high school.
- (3) As a result of this earlier maturity, the interests of sixth, seventh and eighth grade students are felt to be more closely allied than those of the traditional junior high school with its seventh, eighth and ninth grades.
- (4) The middle school is an attempt to meet the transitional phase of this particular student group without

copying the high school.

(5) Innovations of teaching practices can be made more easily under the middle school concept than under the old junior high structure.

III. METHOD OF PROCEDURE

The writer reviewed current literature related to the middle school concept and interviewed administrative officials of the Fort Campbell Dependent School System. In addition, questions were designed, based on the aims, purposes and values expected to accrue from the middle school. These were submitted to parents, teachers, and students involved in the middle school. The results were summarized, enumerated, and evaluated. From this summary, conclusions of the study were then drawn.

IV. ORGANIZATION OF THE STUDY

The first chapter sets forth the nature of the study, a statement of the problem, limitations of the study, its significance, basic assumptions, method of securing information, and the organization of the remainder of the study. Chapter II presents a review and analysis of pertinent literature. Chapter III summarizes the information obtained through interviews. Chapter IV describes the procedures used for securing information and indicates the percent of

response. Chapter V tabulates and analyzes the responses from teachers. Chapter VI presents an analysis and elaboration of the responses from parents. Chapter VII summarizes and analyzes the responses received from students. Chapter VIII summarizes the study and indicates certain conclusions and recommendations.

CHAPTER II

READING RELATED TO THE STUDY

The term, "middle school," has been around for a long time and it has been used to describe a variety of schools as to the grades included, types of school plants and various curriculums.

The grades or combinations of grades which have been designated as middle school seem almost limitless but the more common are seven; seven and eight; seven, eight and nine; six, seven, eight and nine; six, seven and eight; five, six, seven and eight; four, five, six, seven and eight. These various combinations all had their advocates. As an example, one study determined that a school consisting of the seventh grade alone, resulted in the students doing better academic work than when the seventh grade was combined with the eighth grade or with the eighth and ninth grade. However, it was pointed out that these seventh grade loners had a poor record when it came to participation in clubs or athletic programs.

Middle school, when referring to grade structure, has come to mean a school serving at least three grades ranging from the fourth through the eighth grade inclusive. "Over fifty-five per cent of the middle schools today serve

students in grades six, seven and eight."¹

Plant-wise, the middle school presently means a separate school housed in a building physically removed from both elementary schools and high school. Ideally this school should be one that is designed and built especially to meet the needs of the middle school. However, this is not always the case. So-called middle schools have occupied space over, under, beside and in-between sections of elementary schools and high schools.

Today the curriculum in the middle school is no longer an upward extension of elementary school with its one room-one teacher arrangement nor is it a downward extension of the high school with its various specialized departments. There is a very definite trend towards a curriculum designed to meet the special needs of the students between the ages of 9 and 14 years. "Actually, the middle school curriculum plan must be a large slice of a total plan developed for schooling from entrance to exit in a particular community."² It has borrowed from both the elementary school

¹William A. Cuff, "Middle Schools on the March," National Association of Secondary School Principals Bulletin, 51:84, February, 1967.

²William M. Alexander and others, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1968), p. 64.

and the high school but introduced many innovations designed to meet the special needs of this rapidly changing, sensitive and hyper-active group.

When the results of nation-wide surveys are studied, it very rapidly becomes apparent that most middle schools are not the result of planning but have come into being as an expedient answer to enrollment increases. These increases, in general, can be attributed to population shifts, closing old schools, integration, shifting of neighborhood boundaries, pressure from organizations and colleges to return the ninth grade to the traditional high school. Few middle schools are found in school plants which were designed and built to meet their specific needs. It is a fact whether pleasant or unpleasant, admitted or denied, middle schools are creatures forced upon reluctant school authorities by pressures which they often did not foresee and with which they were seldom able to cope.

The educators came to the rescue. They saw the problem in the light of opportunity. The ninth grade with its requirement for departmentalization was sent back to the high school. This allowed the educators freedom to put into practice various innovations which had often been proposed for the junior high school. These innovations include flexible scheduling, independent study, team teaching and

child-oriented or individualized instruction.

Riding on the coattails of these innovations are such items as intra-scholastic activities replacing inter-scholastic activities, social activities designed for the pre-adolescent and adolescent, a variety of exploratory courses on an elective basis, and reading taught as a subject through the eighth grade.

It should not be assumed that all is well with the middle school. Many problems still have to be solved and the following questions require consideration: (1) Is the middle school to be considered as an elementary, high school or a separate entity? (2) How will certification be handled? (3) How will teacher training courses be changed to meet this situation? (4) Will the new grade structure attract qualified teachers? (5) What effect will the new grade structure have on attracting and retaining men teachers?

These problems will have to be answered, but most educators concerned feel that the middle school offers a fresh opportunity to work towards educational goals for this particular age group.

CHAPTER III

SUMMARIZATION OF INTERVIEWS

The writer interviewed the following members of the Fort Campbell Dependent School System concerning the adoption of the middle school program: Dr. C. O. McKee, Superintendent; Mr. Fred Newton, Director of Education, and Mrs. Wilmoth C. Wallace, Principal of the middle school. As a result of the interviews, he obtained the following information.

Research and planning concerning the proper utilization of the space vacated by the high school was underway for over two years. In September, 1967, a curriculum committee was formed with teacher representatives from each school in the system. This curriculum committee also had two representatives from the Parent-Teachers Association and one member of the Dependent School Board. This committee had the task of planning a program of study designed specifically for the boys and girls attending the school unit.

As a result of this committee's work the middle school concept which embraces grades six, seven and eight was adopted on an experimental basis.

Some reasons for this adoption seemed basic. Recent studies have indicated that children now mature more

rapidly than their parents and that the group of sixth, seventh and eighth grades is a more natural group than the seventh, eighth and ninth grades in that they have more common interests. Use of the title middle school gets away from the use of junior high school--which over the period of the last sixty odd years has managed to ape the high school in such matters as athletic events, social activities, and departmentalization. In this middle school the curriculum is designed to serve as a transitional phase between the paternalism of the neighborhood elementary school and the varied, departmentalized environment of the senior high school.

Some changes planned as a result of the adoption of the middle school include team teaching, flexible block scheduling by the teaching teams,³ the inclusion of reading as a subject in all grades, and grouping the students according to performance in the subjects of reading and mathematics.

Utilization of the team teaching was expected to result in a pupil-teacher ratio of 25-30 students per teacher. All teachers in the program were volunteers and had a clear understanding on their part that a great deal of planning together with a large dash of amenability and flexibility would be required.

³See Appendix, pp. 37-45.

Advantages expected to be gained through the middle school included freedom from: the rigidity of total departmentalization; the pressures of inter-school competitions; and the tensions of older adolescent social functions that loom so large in typical junior high schools. The curriculum, together with flexible block planning by teachers, should permit the school to go a long way toward the long-held ideal of individualized instruction. It would serve as a transition school from the small, intimate, teacher-directed environment of the elementary school with its emphasis on the building of basic learning skills, to the large, diversified atmosphere of the high school with its emphasis on individual responsibility for learning and the application of learning skills to the mastery of content.

CHAPTER IV

METHOD OF PROCEDURE

After determining through reading from books and periodicals and through interviews what the primary goals were for establishing the middle school, three questionnaires were devised. One for teachers had the purpose of discovering their reaction to the changed teaching situation; one for students sought to determine the degree of acceptance of the new program; one for parents of students sought to ascertain their approval or disapproval of the innovations.

The questionnaires were designed with the overall idea of ascertaining the acceptance or non-acceptance of the innovations being instituted in the Fort Campbell Middle School. The items covered by the questionnaires included team teaching, flexible block scheduling, independent study, reading taught through the eighth grade, extra-curricular activities, and teacher planning.

The questionnaires were discussed with the principal of the middle school who in turn obtained approval from the Superintendent of the Dependent School System to distribute the questionnaires. The questionnaires were distributed through the homeroom teachers. In a faculty meeting the principal explained the purpose of the questionnaire to the

faculty.

The three questionnaires in appropriate amounts were distributed to members of the faculty. The teachers then explained to their students the purposes of the questionnaire for children and the questionnaire for parents. One of each of the two types of questionnaires was then distributed to the 487 children. The students completed the questionnaire for children and returned it to their teachers. The children were requested to take the other questionnaire home to be completed by a parent and returned to the home-room teacher.

When completed, the questionnaires were returned to the school secretary by the faculty members. The main portion of the completed questionnaires were picked up in person. However, those completed later were forwarded by the school secretary through the courier mail service.

Total questionnaires submitted and returned were:

| | Submitted | Returned | Per Cent of Response |
|----------|-----------|----------|----------------------|
| Teachers | 23 | 23 | 100 |
| Children | 487 | 454 | 93.2 |
| Parents | 487 | 227 | 46.6 |

Tabulations, summaries, and analysis of the questionnaires are presented in the following chapters.

CHAPTER V

SUMMARY OF TEACHER'S QUESTIONNAIRE

Twenty-three teachers were involved in the survey and all responded. With reference to the size of the largest groups each teacher works with--there seemed to be a wide spread in the answers to this question. Answers ranged as follows:

| | |
|---------------------------------|---------|
| 9 teachers gave answers between | 25 - 30 |
| 1 teacher gave answer between | 31 - 35 |
| 3 teachers gave answers between | 50 - 65 |
| 8 teachers gave answers between | 80 - 96 |
| 2 teachers failed to answer | |

The largest groups with which approximately half of the teachers work number between 25-35 pupils. The other half of the teachers work with groups ranging from 50-96.

The information obtained concerning the smallest group with which the teachers worked varied as follows:

| | |
|----------------------------------|---------|
| 12 teachers gave answers between | 2 - 10 |
| 4 teachers gave answers between | 11 - 19 |
| 6 teachers gave answers between | 20 - 28 |
| 1 teacher failed to answer. | |

To the next question, "Do you feel the pupil-teacher ratio is satisfactory?" the teachers responded as follows: twenty teachers (87 per cent) stated the pupil-teacher

ratio was satisfactory, while two teachers (8.7 per cent) indicated dissatisfaction and one teacher (4.3 per cent) did not answer.

With reference to adequate planning time necessary for team teaching and flexible scheduling, nineteen teachers (82.6 per cent) indicated that adequate time had been allowed for planning. Three teachers (13 per cent) thought the time provided for planning was inadequate. One teacher (4.3 per cent) did not answer.

The next question, "What is the approximate time spent in planning per week? _____ hours?" again had a wide spread in the answers:

3 teachers indicated that planning required 1-5 hours

6 teachers indicated that planning required 6-9 hours

7 teachers indicated that planning required 10-15

hours

5 teachers indicated that planning required 15-20

hours

1 teacher indicated that planning required 30-40

hours

1 teacher did not answer

Question number five, "Do you feel that the Middle School program is meeting the needs of the sixth, seventh and eighth graders better than the traditional junior high school?" resulted in a unanimous vote in favor of the

middle school program.

Question number six concerned students of the middle school age group being capable of independent study. Twenty teachers (87 per cent) believed they were capable of independent study; two teachers (8.7 per cent) did not feel the students were capable of independent study; and one teacher (4.3 per cent) did not answer.

Answers to part two of question number six "If yes, approximately what per cent?" drew a wide range of answers:

| Per cent of students capable of independent study | | Number of teachers |
|--|--|--------------------|
|--|--|--------------------|

| | | |
|-----------|---|----------|
| 5 | - | 2 |
| 20 | - | 2 |
| 25 | - | 5 |
| 33 | - | 1 |
| 50 | - | 4 |
| 65 | - | 1 |
| 80 | - | 2 |
| 90 | - | 1 |
| No Answer | - | <u>2</u> |
| | | 20 |

The last question--number seven--"Do you think the continued teaching of reading through the eighth grade has a significant bearing on pupil achievement in the rest of the curriculum?" resulted in 22 teachers (95.6 per cent)

favoring reading as part of the curriculum. None of the teachers expressed opposition to the reading program. One teacher (4.3 per cent) did not answer.

TABULATION OF RESPONSES TO TEACHER'S QUESTIONNAIRE

Under flexible scheduling, what is the largest group you work with? the smallest group?

| Number of Teachers | Largest Group | Number of Teachers | Smallest Group |
|--------------------|---------------|--------------------|----------------|
| 9 | 25-30 | 12 | 2-10 |
| 1 | 31-35 | 4 | 11-19 |
| 3 | 50-65 | 6 | 20-28 |
| 8 | 80-96 | 1 | No Ans. |
| 2 | No Ans. | | |
| <u>23</u> | | <u>23</u> | |

Do you feel the pupil-teacher ratio is satisfactory?

| | | | | | |
|-----|----|----|---|----------------|---|
| Yes | 20 | No | 2 | Not Applicable | 1 |
|-----|----|----|---|----------------|---|

Do you feel that adequate time has been allowed in your daily schedule for the planning necessary for team teaching and flexible scheduling?

| | | | | | |
|-----|----|----|---|----------------|---|
| Yes | 19 | No | 3 | Not Applicable | 1 |
|-----|----|----|---|----------------|---|

What is the approximate time spent in planning per week?

_____ hours

| Number of Teachers | Hours per Week |
|--------------------|----------------|
| 3 | 1- 5 |
| 6 | 6- 9 |
| 7 | 10-15 |
| 5 | 15-20 |
| 1 | 30-40 |
| 1 | No Ans. |
| <u>23</u> | |

Do you feel that the Middle School program is meeting the needs of the sixth, seventh and eighth grades better than the traditional junior high school?

Yes 23 (total)

Do you feel students of this age are capable of independent study?

Yes 20 No 2 No Answer 1

If yes, approximately what per cent?

| Number of Teachers | Per Cent Capable of Independent Study |
|--------------------|---------------------------------------|
| 2 | 5 |
| 2 | 20 |
| 5 | 25 |
| 1 | 33 |
| 4 | 50 |
| 1 | 65 |
| 2 | 80 |
| 1 | 90 |
| 2 | No ans. |
| <u>23</u> | |

Do you think the continued teaching of reading through the eighth grade has a significant bearing on pupil achievement in the rest of the curriculum?

Yes 22 No Answer 1

...the school pro-
 ...for your
 ...by 191 (84.1
 ...of the
 ...per cent)
 ...
 ...your child have more
 ...in elementary school?" a
 ...indicated more homework.
 ...thought their children
 ...per cent) parents thought
 ...and three (1.4 per
 ...
 ...
 ...involved in
 ...parents indi-
 ...independent study.
 ...the question.
 ...were
 ...parents

CHAPTER VI

SUMMARY OF QUESTIONNAIRE TO PARENTS

A total of 487 questionnaires were sent out--one with each child--and a total of 227 (46.6 per cent) were returned. The first question, "Do you feel that the middle school provides appropriate extra-curricular activities for your child's age group?" received a positive answer by 191 (84.1 per cent) parents. Thirty-three (14.5 per cent) of the parents gave a negative reply and three (1.4 per cent) parents were undecided.

To question number two, "Does your child have more or less home work than he did in elementary school?" a total of 159 (70 per cent) parents indicated more homework. Fifty-nine (25.9 per cent) parents thought their children had less homework; while 6 (2.6 per cent) parents thought the home work load was about the same, and three (1.4 per cent) did not answer the question.

In reference to independent study, ninety-six (42.2 per cent) indicated that their children were involved in independent study, while 123 (54.1 per cent) parents indicated their children were not involved in independent study. Eight (3.5 per cent) parents did not answer the question. Of the 96 parents who indicated that their children were involved in independent study, 78 (81.2 per cent) parents

indicated they felt that the child had learned more from this method than from the usual teacher-directed study. Thirteen (13.5 per cent) parents expressed dissatisfaction with independent study as compared to the usual teacher-directed study. A total of five (5.2 per cent) did not answer the question.

To question number four, "Do you feel that team teaching has benefited your child?" a total of 206 (90.7 per cent) parents responded positively; while fourteen (6.1 per cent) felt that team teaching did not benefit their children. Seven (3 per cent) parents did not answer the question.

Question number five pertained to the reading program being extended to the seventh and eighth grades. Of the 134 parents responding to the specific question, 112 (83.5 per cent) parents felt that the reading program was beneficial while 22 (16.4 per cent) parents felt that the reading program was not beneficial.

TABULATION OF RESPONSES TO PARENT'S QUESTIONNAIRE

Do you feel that the middle school provides appropriate extra-curricular activities for your child's age group?

| | | | | | |
|-----|-----|----|----|-----------|---|
| Yes | 191 | No | 33 | Undecided | 3 |
|-----|-----|----|----|-----------|---|

Does your child have more or less home work than he did in elementary school?

| | | | | | | | |
|------|-----|------|----|------------|---|---------|---|
| More | 159 | Less | 59 | About Same | 6 | No Ans. | 3 |
|------|-----|------|----|------------|---|---------|---|

Has your child worked in an independent study program?

| | | | | | |
|-----|----|----|-----|-----------|---|
| Yes | 96 | No | 123 | No Answer | 8 |
|-----|----|----|-----|-----------|---|

If yes, do you feel he has learned more or less this way than in the usual teacher directed study?

| | | | | | |
|------|----|------|----|-----------|---|
| More | 78 | Less | 13 | No Answer | 5 |
|------|----|------|----|-----------|---|

Do you feel that team teaching has benefited your child?

| | | | | | |
|-----|-----|----|----|-----------|---|
| Yes | 206 | No | 14 | No answer | 7 |
|-----|-----|----|----|-----------|---|

If your child is in the seventh or eighth grade, do you feel that the extended reading program has helped him (or her) to read better?

| | | | | | |
|-----|-----|----|----|----------------|----|
| Yes | 112 | No | 22 | Not Applicable | 93 |
|-----|-----|----|----|----------------|----|

CHAPTER VII

SUMMARY OF QUESTIONNAIRE FOR CHILDREN

Four hundred and eighty seven questionnaires were given out and a total of 454 (93.2 per cent) were returned. Question number one, "Do you like having a team of teachers rather than having one teacher for a full day's school?" received a positive reply by 422 (92.9 per cent) children while 32 (7 per cent) children gave a negative reply.

To question number two, "Have you worked in an independent study program?" a total of 235 children indicated that they had participated. Of these 235 students, 189 (80.4 per cent) felt that they learned more than by the usual teacher directed study. Thirty-eight (16.1 per cent) students felt that they did not learn as much by independent study as by the usual teacher directed study. Eight (3.4 per cent) children did not answer the question.

Question number three, "Do you feel that the reading program has helped you to read better?" received 313 (68.9 per cent) positive votes while 127 (27.9 per cent) children indicated that it did not help them. Fourteen (3 per cent) children did not answer the question.

To question number four, "Do you feel you spend more or less time studying at home than you did in elementary school?" a total of 354 (77.9 per cent) children indicated

that they spend more time. A total of 97 (21.3 percent) children indicated that they spend less time, while three (0.6 percent) children did not answer the question.

In response to question number five, "In what extra school activities do you participate?" a total of 153 (33.7 percent) did not answer the question. Of the 301 (66.3 percent) students answering the question, many indicated participation in more than one activity.

Type of activity and number participating is as follows:

| | | | |
|-----------------------|-----|-------------------|---|
| Intramurals | 214 | Church activities | 3 |
| Boy Scouts | 47 | Soccer | 2 |
| Basketball | 23 | Softball | 2 |
| Baseball | 16 | Ballet | 2 |
| Band | 16 | Slot car racing | 2 |
| Football | 15 | Tennis | 1 |
| Bowling | 14 | Riding | 1 |
| Teen Club | 14 | Skiing | 1 |
| Music (Not Specified) | 9 | French club | 1 |
| Swimming | 7 | Coin collecting | 1 |
| Library | 7 | Tumbling | 4 |
| Rifle Team | 7 | Piano | 3 |
| Volleyball | 6 | Wrestling | 3 |
| Reading | 6 | Skating | 4 |
| Choir | 4 | | |

TABULATION OF RESPONSES TO QUESTIONNAIRE FOR CHILDREN

Do you like having a team of teachers rather than having one teacher for a full day's school?

| | | | |
|-----|-----|----|----|
| Yes | 422 | No | 32 |
|-----|-----|----|----|

Have you worked in an independent study program?

| | | | |
|-----|-----|----|-----|
| Yes | 235 | No | 219 |
|-----|-----|----|-----|

If you have, do you feel that you are learning more or less than by the usual teacher directed study program?

| | | | | | |
|------|-----|------|----|-----------|---|
| More | 189 | Less | 38 | No Answer | 8 |
|------|-----|------|----|-----------|---|

Do you feel that the reading program has helped you to read better?

| | | | | | |
|-----|-----|----|-----|-----------|----|
| Yes | 313 | No | 127 | No Answer | 14 |
|-----|-----|----|-----|-----------|----|

Do you feel you spend more or less time studying at home than you did in elementary school?

| | | | | | |
|------|-----|------|----|-----------|---|
| More | 354 | Less | 97 | No Answer | 3 |
|------|-----|------|----|-----------|---|

In what extra school activities do you participate?

Clubs:

Teams:

Other:

No Answer 153 Completed 301

Answers as follows:

| | | | |
|-----------------------|-----|-------------------|---|
| Intramurals | 214 | Wrestling | 3 |
| Boy Scouts | 47 | Church activities | 3 |
| Basketball | 23 | Soccer | 2 |
| Baseball | 16 | Softball | 2 |
| Band | 16 | Ballet | 2 |
| Football | 15 | Slot car racing | 2 |
| Bowling | 14 | Tennis | 1 |
| Teen Club | 14 | Riding | 1 |
| Music (not specified) | 9 | Skiing | 1 |
| Swimming | 7 | French | 1 |
| Library | 7 | Coin Collecting | 1 |
| Rifle Team | 7 | | |
| Volleyball | 6 | | |
| Reading | 6 | | |
| Choir | 4 | | |
| Skating | 4 | | |
| Tumbling | 4 | | |
| Piano | 3 | | |

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The middle school concept is not new in the United States and was generally an outgrowth of population and building programs. However, educators saw in these conditions an opportunity to serve better the needs of the group of children in the transitional area between elementary and high school.

These conditions were true of the Fort Campbell Dependent School System. After two years of study by a committee selected from teachers, Parent-Teachers Association and school board representatives it was decided to institute the middle school concept, placing grades six, seven and eight in one unit, and to tailor a teaching program to their needs. The program would offer appropriate social and extra curricular activities, such innovations as team teaching, flexible scheduling, and independent study without aping the high school. The teaching of reading was to be continued through the eighth grade.

After six months of operation, the program appeared to merit the approval of teachers, parents and students, as observed in their responses to several questionnaires.

Teachers overwhelmingly felt the present middle school program was better for these students and that the continued

teaching of reading increased pupil achievement in other subjects. Teacher-pupil ratio seemed satisfactory, and many teachers apparently had an opportunity to work with many different sized groups. Most felt adequate planning time was allowed for team teaching, the majority spending between 6-15 hours a week or 1-3 hours a day on this. They believed about one-third to one-half of these children were capable of independent study and that seems to be about the number asked to participate in this plan.

Parents, too, seemed pleased with the continued teaching of reading. They also approved team teaching and those whose children were involved in independent study experiences saw positive results. More homework seemed to result from the middle school program. Parents seemed especially to feel the extra curricular offerings were better for this age group.

Team teaching was a favorite also with children. About half had participated in independent study programs and felt them worthwhile. Most felt the continued reading program helped, although their estimate was not as high as that of parents and teachers. Their estimate of more homework agreed with that of their parents. Extra curricular activities were quite varied and individual, outside of intramural sports which were an outgrowth of school planning.

Recommendations: It would appear that the middle school program at Fort Campbell has made a satisfactory start and has won the approval of the majority of the teachers, parents and children involved in it. Certainly it should be continued. Frequent conferences and further evaluations from time to time should be made to discover its strengths and weaknesses. It might serve as a very important observation center for other school systems contemplating a change to middle schools. Teams of parents, teachers and students from this school might act as core groups in initiating this program elsewhere.

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C. FILMSTRIP AND RECORD

Guidelines for Junior High and Middle School Education.
Presented by the National Association of Secondary
School Principals, Washington, D. C.

APPENDIX

Is the subject capable of
reading? If yes,
specify the grade.

Is the subject capable of reading
with sufficient bearing
on the subject of the

QUESTIONNAIRE FOR TEACHERS

34

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN TO MRS. WALLACE BY 6 February 1969.

1. Under flexible scheduling, what is the largest group you work with? _____ the smallest group? _____
2. Do you feel the pupil-teacher ratio is satisfactory?
Yes _____ No _____
3. Do you feel that adequate time has been allowed in your daily schedule for the planning necessary for team teaching and flexible scheduling? Yes _____ No _____
4. What is the approximate time spent in planning per week? _____ hours
5. Do you feel that the Middle School program is meeting the needs of the sixth, seventh and eighth graders better than the traditional junior high school? Yes _____ No _____
6. Do you feel students of this age are capable of independent study? Yes _____ No _____ If yes, approximately what percent _____.
7. Do you think the continued teaching of reading through the eight grade has a significant bearing on pupil achievement in the rest of the curriculum? Yes _____ No _____

QUESTIONNAIRE FOR PARENTS OF MIDDLE SCHOOL STUDENTS

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN TO
YOUR CHILD'S HOMEROOM TEACHER BY 6 February 1969.

1. Do you feel that the Middle School provides appropriate extra-curricular activities for your child's age group? Yes _____ No _____
2. Does your child have more or less home work than he did in elementary school? More _____ Less _____
3. Has your child worked in an independent study program? Yes _____ No _____ If yes, do you feel he has learned more or less this way than in the usual teacher directed study? More _____ Less _____
4. Do you feel that team teaching has benefited your child? Yes _____ No _____
5. If your child is in the seventh or eighth grade, do you feel that the extended reading program has helped him (or her) to read better? Yes _____ No _____

Thank you for your time and cooperation.

Mrs. Wilmoth C. Wallace
Principal, Middle School
Fort Campbell, Ky. 42223

1. Do you like having a team of teachers rather than having one teacher for a full day's school?
Yes _____ No _____
2. Have you worked in an independent study program?
Yes _____ No _____ If you have, do you feel that you are learning more or less than by usual teacher directed study program? More _____ Less _____
3. Do you feel that the reading program has helped you to read better? Yes _____ No _____
4. Do you feel you spend more or less time studying at home than you did in elementary school?
Yes _____ No _____
5. In what extra school activities do you participate?

Clubs:

Teams:

Other:

1968-69

FLEXIBLE - BLOCK SCHEDULING

Rather than using a traditional six or seven period schedule or employing a full modular schedule, a teacher designed and controlled flexible schedule will be used for all academic classes.

The idea is to give teachers a block of flexible time with the same students. Within this block of time classes can be arranged for any length of time desired. Schedules can be planned daily or weekly to conform to instructional tasks. Size of the group and the length of time are determined by the team involved.

This system is advantageous for several reasons. All learning does not need to be done during sixty-minute periods. Some activities can be done effectively in less time while other activities take longer. A teacher designed and controlled schedule allows teachers to decide on a daily basis the ways that time should be allotted to better meet the curriculum needs of students.

THE MIDDLE SCHOOL
FLEXIBLE - BLOCK SCHEDULE - SAMPLE

38

TEAM I - SIXTH GRADE

| | | | | |
|---------------------------|---|--|--|--------------------------|
| 8:00 a.m.- 11:27 a.m. | <div> <div>Language Arts</div> <div>Math Science Social Studies</div> <div>Math Science Social Studies</div> </div> | | | (3 hr. 27 min. block) |
| 11:27 a.m.- 12:00 p.m. | LUNCH | | | (33 min. block) |
| 12:00 p.m.- 12:50 p.m. | <div>Math Science Social Studies</div> | | | (50 min. block) |
| 12:50 p.m.- 1:45 p.m. | Physical Education | | | (55 min. block) |
| 1:50 p.m.- 2:40 p.m. | <div>Art Music French Directed Study Independent Study Library</div> | | | (50 min. block) |
| 2:40 p.m.- 2:45 p.m. | DISMISSAL | | | |

DAILY
SAMPLE SCHEDULE

39

8:00 a. m. - 8:30 a. m. Spelling

8:30 a. m. - 9:00 a. m. Reading Group I (6th Grade Level)

9:00 a. m. - 9:30 a. m. Reading Group II (Open Highway)

Language Arts

9:30 a. m. - 10:10 a. m. Language

Language

Language

10:10 a. m. - 10:50 a. m. Science

Math

Social Studies

10:50 a. m. - 11:25 a. m. Science

Math

Social Studies

11:27 a. m. - 12:10 p. m. Lunch

12:10 p. m. - 12:50 p. m. Science

Math

Social Studies

12:50 p. m. - 1:50 p. m. Team Planning (Physical Education)

1:50 p. m. - 2:40 p. m. Planning, Supervised Study, Individualized Instruction
Small Group Instruction.

(Art, Music, French, Independent Study, Library,
Directed Study.)

2:40 p. m. - 2:45 p. m. Dismissal

THE MIDDLE SCHOOL
FLEXIBLE - BLOCK SCHEDULE - SAMPLE

40

TEAM II - SIXTH GRADE

| | | | | |
|-----------------------------|--------------------|---------|----------------|--|
| 8:00 a. m. - 11:36 a. m. | Math | Science | Social Studies | (3 hrs. 36 min block) |
| | Math | Science | Social Studies | |
| 11:36 a.m. - 12:05 p.m. | LUNCH | | | (35 min. block) |
| 12:05 p.m. - 12:50 p.m. | Math | Science | Social Studies | (45 min. block) |
| 12:50 p.m. - 1:45 p.m. | Art | Music | French | Directed Study Independent Study Library |
| | | | | (55 min. block) |
| 1:50 p.m. - 2:40 p.m. | Physical Education | | | (50 min. block) |
| 2:40 p.m. - 2:45 p.m. | DISMISSAL | | | |

THE MIDDLE SCHOOL
FLEXIBLE - BLOCK SCHEDULE - SAMPLE

41

TEAM III - SIXTH GRADE

| | | | | |
|-----------------------------|---------------|---------|----------------|---------------------------|
| 8:00 a. m. - 11:45 a. m. | Language Arts | | | (3 hrs. 45 min. Block) |
| | Math | Science | Social Studies | |
| | Math | Science | Social Studies | |

| | | |
|------------------------------|-------|--------------------|
| 11:45 a. m. - 12:20 p. m. | LUNCH | (30 min. block) |
|------------------------------|-------|--------------------|

| | | | | |
|------------------------------|------|---------|----------------|--------------------|
| 12:20 p. m. - 12:50 p. m. | Math | Science | Social Studies | (30 min. block) |
|------------------------------|------|---------|----------------|--------------------|

| | | | |
|---------------------------|------------|--|--------------------|
| 12:50 p. m. 1:45 p. m. | 1/2 Team - | Physical Education | (55 min. block) |
| | 1/2 Team - | Art, Music, French, Directed Study Independent Study Library | |

| | | | |
|----------------------------|------------|--|--------------------|
| 1:50 p. m. - 2:40 p. m. | 1/2 Team - | Physical Education | (50 min. block) |
| | 1/2 Team - | Art, Music, French, Directed Study Independent Study Library | |

2:40 p. m. -
2:45 p. m. DISMISSAL

THE MIDDLE SCHOOL
FLEXIBLE BLOCK SCHEDULE - SAMPLE

42

TEAM I - SEVENTH GRADE

| | | | | | |
|------------------------------|---|---------|---------|--|---------------------------|
| 8:00 a. m. - 9:35 a. m. | <div> <div>Developmental Reading</div> <div>Math English Science Social Studies</div> </div> | | | | (1 hr. 35 min. block) |
| 9:40 a. m. - 10:30 a. m. | <div>Physical Education</div> | | | | (50 min. block) |
| 10:30 a. m. - 11:20 a. m. | Art | Music | French | Directed Study Independent Study Library | (50 min. block) |
| 11:25 a. m. - 11:55 a. m. | Math | English | Science | Social Studies | (30 min. block) |
| 11:54 a. m. - 12:30 p. m. | <div>Lunch</div> | | | | (35 min. block) |
| 12:30 p. m. - 2:40 p. m. | Math | English | Science | Social Studies | (2 hrs. 10 min. block) |
| | Math | English | Science | Social Studies | |
| 2:40 p. m. - 2:45 p. m. | DISMISSAL | | | | |

THE MIDDLE SCHOOL
FLEXIBLE BLOCK SCHEDULE - SAMPLE

43

TEAM II - SEVENTH GRADE

| | | | | | |
|-----------------------------|-----------------------|---------|---------|--|-------------------------|
| 8:00 a. m.- 9:35 a. m. | Developmental Reading | | | | (1 hr. 35 min. bloc) |
| | Math | English | Science | Social Studies | |
| 9:40 a. m.- 10:30 a. m. | Art | Music | French | Directed Study Independent Study Library | (50 min. block) |
| 10:30 a. m.- 11:20 a. m. | Physical Education | | | | (50 min. block) |
| 11:25 a. m.- 11:55 a. m. | Math | English | Science | Social Studies | (30 min. block) |
| 12:06 p. m.- 12:40 p. m. | Lunch | | | | (35 min. block) |
| 12:40 p.m.- 2:40 p.m. | Math | English | Science | Social Studies | (2 hr. block) |
| | Math | English | Science | Social Studies | |
| 2:40 p.m.- 2:45 p.m. | DISMISSAL | | | | |

THE MIDDLE SCHOOL
FLEXIBLE - BLOCK SCHEDULE - SAMPLE

44

TEAM I - EIGHTH GRADE

| | | |
|----------------------------|--------------------|-----------------|
| 8:00 a. m. - 8:50 a. m. | Physical Education | (50 min. block) |
|----------------------------|--------------------|-----------------|

| | | | | | |
|----------------------------|-----|-------|--------|--|-----------------|
| 8:50 a. m. - 9:40 a. m. | Art | Music | French | Directed Study Independent Study Library | (50 min. block) |
|----------------------------|-----|-------|--------|--|-----------------|

| | | | | | |
|-----------------------------|-----------------------|---------|----------------|---------|----------------------------|
| 9:40 a. m. - 12:18 p. m. | Developmental Reading | | | | (2 hr. - 35 min. block) |
| | Math | Science | Social Studies | English | |
| | Math | Science | Social Studies | English | |

| | | |
|----------------------------|-------|-----------------|
| 12:18 p.m. - 12:55 p.m. | Lunch | (35 min. block) |
|----------------------------|-------|-----------------|

| | | | | | |
|-----------------------------|------|---------|----------------|---------|-----------------------|
| 12:55 p. m. - 2:40 p. m. | Math | Science | Social Studies | English | (1 hr. 45 min. block) |
| | Math | Science | Social Studies | English | |

| | |
|--------------------------|-----------|
| 2:40 p.m. - 2:45 p.m. | DISMISSAL |
|--------------------------|-----------|

THE MIDDLE SCHOOL
FLEXIBLE - BLOCK SCHEDULE - SAMPLE

45

TEAM II - EIGHTH GRADE

| | | | | | |
|----------------------------|--------------------|---------|----------------|--|-----------------------------|
| 8:00 a. m.- 8:50 a. m. | Art | Music | French | Directed Study Independent Study Library | (50 min. block) |
| 8:50 a. m.- 9:40 a. m. | Physical Education | | | | (50 min. block) |
| 9:40 a. m.- 12:30 p. m. | Math | Science | Social Studies | English | (2 hr. 50 min. block) |
| | Math | Science | Social Studies | English | |
| 12:30 p. m.- 1:00 p. m. | Lunch | | | | (30 min. block) |
| 1:00 p. m.- 2:40 p. m. | Math | Science | Social Studies | English | (1 hr. 40 min. block) |
| | Math | Science | Social Studies | English | |
| 2:40 p. m.- 2:45 p. m. | DISMISSAL | | | | |